

APPLICATION OF PLAY-BASED LEARNING IN BIPA LEARNING:STUDY IN BAKONG PITTAYA SCHOOL, PATTANI- THAILAND

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Abstract: The Implementation of Play-Based Learning on BIPA Learning: Study in the Elementary School of Bakong Pittaya, Pattani-Thailand. The purpose of this Classroom Action Research is to improve students' BIPA learning outcomes, especially vocabulary achievement and enjoyment level in class by implementing Play-Based Learning. The subjects are 40 students of Bakong Pittaya School, Pattani-Thailand. The result of the study showed that there was an improvement of students' vocabulary achievement and enjoyment .

Keywords : Play-Based learning, BIPA, elementary school, Thailand

Abstract: Penerapan *Play-Based Learning* pada Pembelajaran BIPA: Studi di Sekolah Dasar Bakong Pittaya, Pattani-Thailand. Tujuan dari Penelitian Tindakan Kelas ini adalah untuk meningkatkan kemampuan luaran pembelajaran BIPA, khususnya penguasaan kosakata dan rasa senang dalam kelas dengan menerapkan pembelajaran berbasis permainan. Subjek pada penelitian ini adalah 40 siswa sekolah dasar Bakong Pittaya School, Pattani-Thailand. Hasil penelitian menunjukkan bahwa terdapat peningkatan pada penguasaan kosakata siswa dan rasa senang.

Keywords: Play-Based learning, BIPA, sekolah dasar, Thailand

INTRODUCTION

As one of the languages with the highest number of speakers, Indonesian is starting to attract the interest of the world community. Until now, countries in ASEAN are the regions that teach the most Indonesian, both in schools and in universities. Learning Indonesian which is intended for foreign speakers is called BIPA (Indonesian for Foreign Speakers). One of the ASEAN countries that teach BIPA at the elementary school level is Thailand. Indonesian is very popular in this country because of the closeness of culture, especially Malay culture, especially in the Pattani Province in southern Thailand. Various collaborations with universities in Indonesia, such as student / student exchanges, scholarships, PPL and KKN, make Indonesian language of interest to people in this province.

One of the schools that has an Indonesian language program is the Bakong Pittaya School. The school is

much in demand by the local Muslim community , especially the Muslim community in the Nongchik District , Pattani Province , Thailand . This is indicated by the number of families who have been handed down to send their children to this place . Program learn to Indonesia indeed is one one of so many factors are able to attract learners to learn at school this . This school began to introduce Indonesian in high class. Unfortunately, students' motivation to learn Indonesian is still lacking. This is illustrated through the research interviews with students. The interview results showed that students did not really like Indonesian because it was boring.

Efforts that can be used to increase students' interest and motivation in learning Indonesian language are by implementing Play-Based Learning (PBL). PBL is learning that integrates games to achieve learning goals. Play is a way of learning that is

most easily understood by students (Rieber, 1996). In this way, the teacher can build meaningful learning experiences in the classroom because it is able to help students to express their feelings freely. However, the thing to remember is that the benefits of playing will only appear in a safe and pleasant environment (Smith & Pellegrini, 2008). Ali (2018) suggested that PBL can increase student motivation because PBL is a fun activity and does not depend on external awards. In other words, students want to learn because learning is fun and not because they want to get good grades.

In the context of language learning, playing can help students make sense of what they are learning, express their feelings, and convey desires and ideas to other students. Gee (2012) shows that the game has a great influence on second language acquisition, such as increasing vocabulary and improving listening skills. In addition, PBL can also improve students' social abilities and academic abilities (McGinn, 2017).

The application of PBL in BIPA learning has been done by Lubna (2018). The data source in his research was Chinese students studying Indonesian at the University. The results showed that playing can improve the ability of BIPA learners to recognize Indonesian vocabulary. In contrast to the above research, the data source in this study is elementary school students.

METHOD

This Classroom Action Research (CAR) aims to improve students' understanding of vocabulary related to limbs and increase the enjoyment of classroom learning. Data were obtained from 40 students of class III -B Bakong Pittaya School Primary School, Pattani Province, Southern Thailand. Observation and test guide sheets are used to collect data relating to the application of actions and the results of those applications. Meanwhile, the questionnaire is used to find out how

students think about the use of PBL in learning. Data from test results and questionnaires were analyzed quantitatively, while data from observation guide sheets were analyzed qualitatively.

Meanwhile, to find out the students' enjoyment in learning, researchers used a questionnaire instrument that was processed from Dawood (2006). This instrument consists of 10 questions with four Likert scales. Adjustments to the questionnaire are done by including a smiley face on the questionnaire so that it is easily understood by students. The teacher guides students to fill in questions after questions so there is no difference in understanding. This needs to be done because students' mastery of the Indonesian language is still not enough to fill out the questionnaire independently.

Each cycle consists of two meetings. In general, there are three stages carried out during the study, namely planning, treatment and observation, and reflection. At the planning stage, the researcher and the teacher determine the learning outcomes in the form of what skills students must have in the "Introduction to Body Members" material. There are three achievements of this material, namely: (1) able to show the meaning / meaning of vocabulary in Indonesian, (2) able to pronounce vocabulary in Indonesian, and (3) able to write vocabulary in Indonesian. The treatment and observation stages are carried out during the learning process. In general the games that are carried out in learning are (1) by inviting students together to determine the name and pointing the limbs correctly, and (2) attaching a word card containing the names of the limbs to the body of a peer. Observation is done in conjunction with treatment, namely by carefully recording the behavior of students and the obstacles that arise when treatment is carried out. During this stage, tests are also conducted to assess learning

achievement. The last stage is reflection where the teacher and researcher analyze the results of the previous stage so that it can be used to perfect the treatment in the next cycle .

DISCUSSION

The results of reflection in each cycle require researchers to conduct research for two cycles. The following explanation is explained in each cycle.

First Cycle

The first cycle consists of planning , treatment and observation , and reflection . The following describes each of these activities.

Planning

The main purpose of learning Indonesian at the elementary school level of Bakong Pittaya School is to introduce this language to students. By paying attention to the context of the social situation and the student's ability, m aka outcomes determined by the teacher and researcher, namely (1) is able to show the meaning / significance vocabulary in Indonesian, (2) is able to pronounce the vocabulary in Indonesian, da n (3) capable of writing vocabulary in Indonesian. Based on these objectives, the teacher and researcher prepare a learning plan for two meetings . The vocabulary introduced in this study is the vocabulary of parts of the body that are on the head. Teachers and researchers decided to introduce 10 vocabulary words, namely eyes, nose, forehead , ears, eyebrows, hair, neck , cheeks, lips, and chin .

At the first meeting, the activity of the teacher conducted by the point named it! . In this game, students are assigned the correct designation of limbs mentioned by the teacher. To be more challenging, the teacher will also point his own limbs but with a different vocabulary. For example, the teacher calls the nose but points to the ear. At the second meeting, the activity of play that made called Card said. This game is done by group. Each group consists of two students. The teacher shows the body parts that students must write their

names on. After that, students write vocabulary on the card provided by the teacher and then stick it on the group members' friends.

Treatment and Observation

At the beginning of the meeting, the teacher and researcher enter the class and invite students to sit neatly and calmly. After that, the teacher starts to draw the face on the blackboard and write the names of the limbs on the face. After completing writing the name of a limb, the teacher reads aloud and invites students to recite it. In this activity, some students looked enthusiastic as evidenced by repeating the vocabulary that was heard. However, there are also students who are busy playing with their seatmates.

After all parts of the body have been drawn on the board, the teacher invites students to recite the names of the body parts. After it was felt that students remembered the vocabulary, the teacher erased the writing on the board so that it only left pictures. The teacher tests the memory of students by inviting students to mention the names of the limbs. In this activity, some students mistook their cheeks and lips . This activity is carried out for up to ten minutes so that time can be more effective.

The next activity is playing Point It! . The teacher instructs students to follow all the movements they show in front. The teacher starts by mentioning the limbs while pointing correctly. Slowly, the teacher begins to designate different limbs from what is said. At the time of this activity, some students looked wrong in pointing their limbs. The teacher begins to invite students to concentrate. Students look enthusiastic in participating in this activity. This can be seen from students who laugh when he or his friend is wrong in pointing at a limb. The game is repeated until the number of students who are wrong in pointing to a limb is reduced.

At the end of the lesson, the teacher concludes the learning

conducted at this meeting . The teacher also takes the time to check on students randomly by asking the name of a limb. This activity is accompanied by correcting the pronunciation of students.

At the second meeting, the teacher reminded the students of the previous meeting material . After that, the teacher explains the word card game that will be performed at this meeting. The teacher divides students into groups. Each group consists of two students. Given the capacity of the classroom, the game is done in several acts. Each round consists of five groups or 10 students.

Each group member has a different task. One student is in charge of guessing correctly the name of the body indicated by the teacher and sticking the word card to his classmates. After all the cards are stuck, the student who is affixed with the word card says the name of any limb on which the card is affixed. This activity is carried out until all groups have finished playing. At the time of this activity, students looked enthusiastic. In addition, there are also students who feel incompatible with their partners because of different sexes.

After all groups have advanced, the teacher appoints students one by one to read two vocabulary words from the teacher . This is done to determine the students' ability to recite vocabulary. Students do not experience significant difficulties in pronouncing Indonesian vocabulary because it has the same pronunciation with Malay. The results of this activity show that all students have the ability to pronounce good Indonesian vocabulary. To know the ability of students to recognize meaning and write vocabulary , the teacher gives pictures of limbs. Students are required to write the name of each member of the body at home. The vocabulary students must write has the same amount as the target vocabulary introduced today.

Reflection

The results in the previous stage provide some guidance in perfecting the cycle to be performed. The results are

presented as follows. First , the words that become the target vocabulary seem too easy for students. This can be seen from the number of mistakes made by students. After discussing with the teacher, some words have the same form and sound with the Malay language, such as: eyes, ears, nose, hair and nose . Based on the researchers' observations, some students made the wrong decision in spite of the similarity of sound and form in Malay. The researcher assumes that this error arises because the pronunciation is unclear or unfamiliar to students. Second , some students look ashamed to recite vocabulary. Therefore, the teacher needs to invite the student to dare to speak. Third, students have good ability to pronounce Indonesian vocabulary because the way to pronounce it is not much different from Malay. Fourth , there needs to be rewards so that the game becomes more exciting so students feel there is a prize to be had. To five , in general, the game is very impressive because students were enthusiastic.

First Cycle

The second cycle consists of planning , treatment and observation , and reflection . The following describes each of these activities.

Planning

Based on the results of the reflection in the first cycle, the teacher and researcher formulate a lesson plan. One result of reflection is that the vocabulary of limbs is introduced relatively easily. Therefore, there is a target vocabulary that is reduced and added to in the second cycle. The reduced vocabulary is a vocabulary that has the same shape and sound as the Malay language, leaving the nose , hair, mouth, cheeks , and ears vocabulary . Even though the five vocabularies have the same meaning and sound in Malay, the teacher and researcher still include them because of the desire that students understand how the vocabulary is pronounced with Indonesian intonation. Meanwhile, the vocabulary of the arms, fingers, palms, abdomen, legs, calves,

thighs and knees is added as the target vocabulary .

In the previous cycle it was also known that some students were uncomfortable when paired with friends who were different from the sexes. Therefore, as much as possible the teacher pairs students based on gender equality. Given that the number of men and women are not equal, then the teacher and penelit i pair one group of women and men based on their attitude outgoing / sociable. Teachers and researchers also determine chocolate as a reward that will be given to students.

Treatment and Observation

Students look enthusiastic at this third meeting. This can be seen from the questions raised by them related to the game that will be held at this meeting. At the end of the second meeting, the teacher did mention that he would give the game more with a higher level of difficulty, but it was accompanied by a reward .

In the beginning of learning, the teacher said that today's learning game will be the same as the previous learning , Point It! and Word Cards . What is different from the two previous meetings is the reward . Students who can guess by quickly and correctly will be given n reward in the form of chocolate. Besides the reward, the teacher also said that the vocabulary given today would be more.

After that, the teacher draws a body on the board. After completing writing the name of a limb, the teacher reads aloud and is followed by students . After all parts of the body have been drawn on the board, the teacher invites students to recite the names of the body parts. Just like the previous meetings, s fter felt that students remember vocabulary, teacher erase the writing on the board and invite students to name the body back in the . The teacher takes more time to introduce the whole name of the body compared to the previous meeting. This happens because students find new vocabulary that is different from Malay.

After all students seem to remember the vocabulary introduced, the next activity is to play Point It! . The teacher calls out the desired vocabulary while pointing at his limbs. Students are required to appoint members of Tubu h its own as what was said by the teacher. The teacher then points to limbs that are not in accordance with what he is saying. In this activity, it was seen that some students incorrectly pointed to their limbs because they were too focused on seeing the teacher. The teacher does the variation by instructing students to replace it in front of the class in leading the game. Variations like this are done in three rounds which means there are three students who come forward to lead the game.

After it is enough, the teacher takes over the game. The teacher invites students to concentrate because every true student will get a reward and applies otherwise for students who are wrong in appointing their limbs. Meanwhile, researchers are tasked to assist teachers in observing and giving rewards to students. One by one, the teacher mentions five members of the body and the student is assigned to appoint the members of his body. From the first to the fifth question, there are five, three, four, two, and four sequentially wrong students in appointing their limbs.

In general, this activity is very tiring and draining concentration because teachers and researchers must pay attention to 40 students simultaneously. Teachers and researchers realize there is a possibility of mistakes in determining which students do not point their limbs correctly. However, this is not a problem because it is not a priority for now. The majority of mistakes students make are in pointing out the vocabulary of the arms, calves and knees .

At the end of the lesson, the teacher repeats the target vocabulary taught. This is done to correct pronunciation errors made by students. The teacher also collects homework that

was given at the previous meeting to be assessed.

At the second meeting, the teacher explains again the word card game that will be performed. Some students try to remember this game by asking both friends and teachers. The game at this meeting is different from the previous meeting. In this game, there is a reward for the correct group for sticking word cards. In addition, the group that does not play has the duty to correct whether the answer given by the group that plays is correct or not. All students are entitled to a reward as long as they are correct in answering questions. After the teacher feels that all students remember the rules, the game starts.

The teacher divides the class into five groups in which each group consists of two students. Each group member is placed at two different points with a distance of about four meters. One student is in charge of reading questions from the teacher, while one student at another point stands up so that his limbs can be affixed with word cards. After all the cards are stuck, the student who is affixed with the word card says the name of any limb on which the card is affixed. Meanwhile, the group that is not progressing observes whether the answer given is correct or not. Activities like this are carried out until the whole group plays.

The game activities in the second cycle are generally better than the first cycle. This can be seen from the absence of students or groups of students who feel incompatible with other group members. In addition, the

experience of playing in the first cycle makes this activity easier for students. Based on the researcher's notes, some students had difficulty in determining the word knee, arm, and palm. This might occur because of differences in sound in the three vocabularies with Malay.

At the end of the learning, teachers returned to give the task in the form of an image of the body to be filled by students. The difference in this task to task during the previous cycle is a vocabulary that must be answered. This task will be compared with the task given in the first cycle and will be the final grade of learning. In addition to assignments, the teacher also provides a questionnaire consisting of three forms of Smiley Face, namely: sad, neutral, and happy. Students are required to circle one of these face shapes to describe their feelings towards the learning conducted that day. This questionnaire was used to measure whether the implementation of PBL was able to increase enjoyment in BIPA learning in class.

Reflection

Activities in the second cycle run better than activities in the first cycle. This happens because students have sufficient experience regarding the game being done because they have previously played in the first cycle. The only difference is the difficulty level of the target vocabulary. The vocabulary introduced in the second cycle has a higher level of difficulty because teachers and researchers as much as possible choose vocabulary that does not have the same sound with Malay..

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Siklus1	40	45	40	85	2495	62,38	1,679	10,621	112,804
Siklus2	40	30	50	80	2840	71,00	1,190	7,528	56,667
Valid N (listwise)	40								

Table 1: The average value of student's vocabulary skill

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Enjoyment	40	12	28	40	1465	36,63	,506	3,200	10,240
Valid N (listwise)	40								

Table 2: The Average level of student enjoyment

The results showed that there was an increase in the average ability of students in vocabulary mastery. In the first cycle the average value recorded 62.38. The lowest value in the first cycle is 40, while the highest value is 85. Meanwhile, in the second cycle, the average value is 71.00. The lowest value in the second cycle is 50, while the highest value is 80.

Meanwhile, in the questionnaire to find out the level of students' joy in learning, an average score of 36.63 was obtained. The lowest value is 28 and the highest value is 40.

CONCLUSION

Point It game ! and Word Cards can be an option in implementing PBL. This game is suitable for introducing new vocabulary to students, especially elementary school students. Based on the results of this study, the researcher proposes some suggestions so that the teacher can carefully choose what vocabulary should be introduced to students. This must be done to determine whether the vocabulary is relatively easy or difficult for students. The fact that there is an Indonesian vocabulary that is similar to Malay makes the game too easy for students. In addition, it is also important to consider the characteristics of students because there are some students who are reluctant to be grouped with students of different sexes. This requires the teacher to be able to judge any student who does not mind this condition .

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