

Visit My Stall” as a Game for Learning Indonesian

by Sulis Triyono

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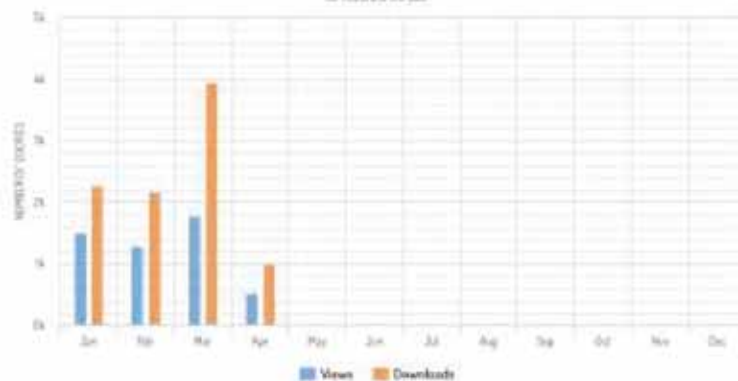
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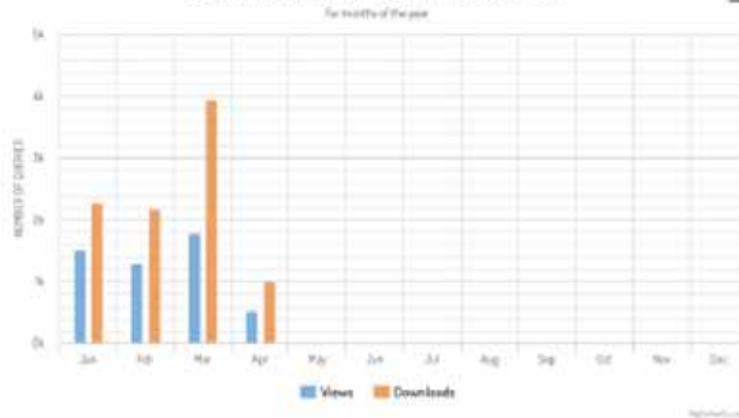
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"Visit My Stall", A Game For Learning Indonesian as a Foreign Language (BIPA)

*Puspa Fortuna Zulfa - Universitas Negeri Yogyakarta, Indonesia [✉](#)
 Sulis Triyono - Yogyakarta State University, Indonesia

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Abstract

Essentially, learning Indonesian is the same as learning other foreign languages for the foreigners, and it uses the same methods for teaching and learning process. The tutor of that learning Indonesian for the foreigners (BIPA) must choose the appropriate methods for making teaching and learning process runs well and interesting. This paper is written based on the literature which aims at promoting a game, Visit My Stall, game for learning Indonesian as a foreign language. This paper also tries to show the explanation about this game, how to implement it, roles of the teacher and learners, as well as the assessment and the advantages offered. This game is created based on the principles of Communicative Language Teaching and Cooperative Learning in which learners are given the opportunities for cooperating with their group actively and interacting by exchanging their ideas to solve the problems in the form of tasks given by the teacher by means for achieving the same goals of each group. This game is not only to improve learners' speaking skill in Indonesian, but also to motivate them when the learning process takes place. Thus, learning Indonesian for the foreigners will be an exciting and enjoyable activity for them.

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“Visit My Stall” as a Game for Learning Indonesian as a Foreign Language (BIPA)

Puspa Fortuna Zulfa*, Sulis Triyono

Yogyakarta State University, Karang Malang, Jl. Colombo No.1, Caturtunggal, Kec. Depok, Kabupaten Sleman, Daerah Istimewa Yogyakarta 55281

ABSTRACT

Essentially, learning Indonesian is the same as learning other foreign languages for the foreigners, and it uses the same methods for teaching and learning process. The tutor of that learning Indonesian for the foreigners (BIPA) must choose the appropriate methods for making teaching and learning process run well and interesting. This paper is written based on the literature which aims at promoting a game, *Visit My Stall*, game for learning Indonesian as a foreign language. This paper also tries to show the explanation about this game, the implimitation, the roles of the teacher and learners, as well as the assessment and the advantages offered. This game is created based on the principles of Communicative Language Teaching and Cooperative Learning in which learners are given the opportunities for cooperating with their group actively and interacting by exchanging their ideas to solve the problems in the form of tasks given by the teacher by means for achieving the same goals of each group. This game is not only to improve learners' speaking skill in Indonesian, but also to motivate them when the learning process takes place. Thus, learning Indonesian for the foreigners will be an exciting and enjoyable activity for them.

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1. Introduction

Indonesian language now is more interesting for its natives or for the foreigners that come for some reasons. Indonesian people love their language in order to perpetuate it as identity (national language) in the middle of language extinction since the citizens prefer to use other languages, especially the mixing with foreign language. It is caused by the influence of acculturation entering to Indonesia and the global era's demand requiring to be able to use foreign languages. In addition, for the foreigners, learning Indonesian then called BIPA is done by some different aims/goals academically and practically (Prasetyo, 2015). Academically, they have will to improve Indonesian language and literature knowledge. On the other hand, for the practical one, they have educational aim such as studying in Indonesia's schools and colleges, doing research, staying longer in Indonesia, and so forth. However, the majority of them learns Indonesian practically.

In its development in Indonesia, Indonesian has a role and stands a chance for developing Indonesia. Evidently, the data obtained by The Ministry of Foreign Affairs in 2012 stating that Indonesian has the fifth-most speakers in the world, that is 4.463.950 people widespread abroad. Indonesia Chairman of the People's Legislative Assembly in the 32th ASEAN Inter Parliamentary (AIPA) assembly in 2011 in Phnom Penh,

* Corresponding Author.

E-mail Addresses: puspafortunazulfa@gmail.com (P. F. Zulfa), sulis@uny.ac.id (S. Triyono)

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Cambodia, even proposed Indonesian to be one of the professional languages. Furthermore, the Head of Agency Development and Language Coaching, The Ministry of Education and Culture, Mahsun, said that there are at least 45 countries being BIPA's members of BIPA such as Australia, USA, Canada, Vietnam, Japan, and many others with 174 BIPA course places widespread in the world (Latief, 2013).

However, on the other hand, there are still many problems of BIPA learning process in Indonesia that must be improved. They are insufficient human resources related to BIPA learning process, different culture problems from BIPA learners' culture, inappropriate learning material with suitable material to accomplish BIPA learning competence, management of BIPA institutions, up to learning process of BIPA involving learning technique or method. Essentially, BIPA teaching is the same as other language teaching in terms of adoption of techniques or methods of learning. Nevertheless, BIPA teacher must be selective in choosing learning technique or method related to the aim that wants to be achieved by the learners. Usually, learning method used by the teacher must aim to Communicative Learning Technique in order they communicate and understand flexibly and fluently what others Indonesian people say to the learners. In addition, this BIPA learning process is also aimed at giving the learners language mastery in the form of oral and written.

In BIPA learning process, the principles of its learning method are by emphasizing that all BIPA learners must use Indonesian, especially in spoken aspect. This point cannot be separated with the role of BIPA teachers and as suggestions in order not to speak up or interact with other fluent BIPA learners only. Besides, Indonesian should be a language delivering learning material, should consider cross culture between learners and teacher, should adjust to learners' needs and characteristics, should consider the learners' aims to learn BIPA, should introduce BIPA learners privately to Indonesian native speakers either through video or directly, should use effective learning media, should motivate the learners to speak up using Indonesian in the class or outside independently, plan the language activities involving BIPA learners privately and focus on the learning process more than evaluation.

In regard to the principles of BIPA learning process above, it can be proposed that there is a BIPA learning technique using a game called "*Visit My Stall*" that has principle on the integrated Communicative and Cooperative learning. Communicative Language Teaching is considered as an approach aimed to improve communicative competence in language teaching and develop procedures in language teaching emphasizing on interdependent four basic skills between language and communication (Manoliu, 2012). Then, Cooperative Learning is considered more appropriate to be a model of learning to teach human (humanistic) since this model emphasizes on the learners' cognitive and social affective development as in national education goals and four learning pillars such as *learning to know, learning to do, learning to be, dan learning to live together* (Delors, cited in Sutrianti (2015). It means that Communicative Language Teaching may be an approach in BIPA learning process in order the learners can communicate using Indonesian directly and fluently. In addition, Cooperative Learning becomes an interesting learning model for BIPA learners, in which they can develop their social competence with their fellow friends.

The following explains Communicative Language Teaching and a type of Cooperative Learning that can be implemented for BIPA learners in the form of a game called "*Visit My Stall*". This game is expected to be able to make BIPA learning process more interesting and suitable with competence goals that will be achieved by BIPA learners.

2. Discussion

2.1 Indonesian as a foreign language the foreigners (BIPA)

Indonesian language is a national language and country language of Indonesia. As a national language, Indonesian has been existed in Sumpah Pemuda (Youth Pledge), they are: 1) *Kami Putera dan Puteri Indonesia Mengaku Bertumpah Darah yang Satu, Tanah Air Indonesia*, 2) *Kami Putera dan Puteri Indonesia mengaku Berbangsa yang Satu, Bangsa Indonesia*, 3) *Kami Putera dan Puteri Indonesia Menjunjung Bahasa Persatuan, Bahasa Indonesia*. Although Indonesian people come from different island, ethnic, race and religion, Indonesian becomes language that unites those diversities. As a country language, Indonesian has a function to be used as a language in all fields and disciplines, for instance in education, development, economy, medium for developing science, technology, culture and so on. It is existed in Undang-Undang Dasar Republik Indonesia 1945 (Indonesian Constitution 1945) Chapter XV, Verse 36 stating that "Indonesian is a Country Language".

Indonesian becomes an important language for both Indonesian and foreigners. Indonesian becomes a language delivering learning material in education field and becomes one of the compulsory subjects. For the

foreigners, they have various aims to come to Indonesia, from to have vacation only up to learn Indonesian by joining a course/lecture, studying in Indonesia's schools, doing research and being a Indonesian culture observer.

To be able to accomplish those aims/goals, surely they must learn Indonesian in the form of communication or structure how to use it flexibly. Indonesian for the Foreigners (BIPA) is considered as "shoot" that just grows and needs to be blossomed to be able to result well and be beneficial for all involved or not. Therefore, the management must be appropriate in all fields professionally, such as in institution management, teachers selection, teaching and learning systems, teaching and learning methods, aids and medias used in the class, and others related to BIPA learning process.

In the beginning, BIPA developed very fast as one of the pioneers in developing language teaching for foreigners developing language in the world in 20th century. Then, learning Indonesian is improved either in Indonesia or abroad. By Language Center, Indonesia Department of National Education. There has been a program introduced by Language Center to promote learning Bahasa Indonesia. The program was known as BIPA and it was established first in 1999. The implementation of BIPA learning process considers the position of Indonesian in this global era and relationship with the countries in the world which is more crucial and potential. Therefore, the biggest expectation is stated by the Indonesian native speakers that Indonesian may be a means in the relationship with other countries, because language is essentially an important means for communication.

BIPA is an Indonesian teaching program especially for foreigners. This program is then more popular and interesting since the trade among the countries in the Asian and the world was opened. In Indonesia, BIPA has been implemented in most state and private colleges. It is because almost colleges have the foreign learners in terms of students exchange and/or getting scholarship from Indonesia government (Azizah, 2012).

In its development, BIPA in Indonesia and/or abroad has resulted significantly, it was the improvement of the foreigners' fascination to learn Indonesian. Evidently, the data from The Ministry of Foreign Affairs by 2012, Indonesian has the fifth most speakers in the world, it was 4.463.950 people widespread abroad. Instead, the Head of People's Representative Council in the 32nd ASEAN Inter Parliamentary Assembly (AIPA) ke-32 in 2011 proposed Indonesian to be working language in AIPA's assemblies. Furthermore, the Head of Language Development and Coaching, The Ministry of Education and Culture, Mahsun, stated that there are at least 45 countries being members of BIPA such as Australia, USA, Canada, Vietnam, Japan, and many others, with 174 BIPA course places scattered in the world (Latief, 2013).

24 In BIPA learning process, there should be methods or techniques to make learning enjoyable as in others language learning and teaching. The use of integrated Communicative Language Teaching and Cooperative Learning is able to help it. Communicative Language Teaching facilitates learners to practice their communicative competence, while Cooperative Learning trains their cooperation with others in which each of them has their own responsibility in learning language. Then, *Numbered Heads Together* can be used to be integrated with this *Visit My Stall* game.

2.2 Communicative language teaching in teaching learning language

Communicative Language Teaching was developed in 1960s, when the English applied linguists began to ask the highlighting assumptions on Situational Approach. In Situational approach itself, language was taught by practicing basic language structures in the meaningful situation activity based Manolitu (2012). It means that Situational approach underlying the activities involves the doer/s, object, and actual situation. In the beginning, language was taught orally in which the learning material was presented orally, then written. In this approach, the used language was target language and items in the language was introduced and practiced situationally then. This approach was considered as a pioneer of Communicative Language Teaching with innovative opinion. However, not so long, this approach drew the criticisms by those who considered that their assumptions were wrong because it is predicting language based on the situational based situations and this approach concerned more on the traditional concepts (Edi, 2017).

Communicative Language Teaching is defined as an approach that focuses on the communicative and practice function in the learning process. Savignon (cited in Mustapha & Yahaya, 2013) stated that Communicative Language Teaching is an innovation and new way to teach a language emphasizing on the interactive communication. This approach is aimed at making learners able to communicate using target language. To implement it, the learners need knowledge in terms of linguistics, forms, meaning and its function (Larsen-Freeman, 2008). Nguyen (2010) assumed that Communicative Language Teaching is considered and

accepted as inclusive approach to teach language involving the various approaches and methods, motivating to learn language, the types of teachers and class and learners' needs; this approach is centered to the learners and emphasized on communication in the real situation. According to Akram & Mehmood (Saeed & Rao, 2013). Communicative Language Teaching can improve learners' confidence and give kind of satisfaction to the teacher and also the achievement to make learners use foreign language in their conversation.

Communicative Language Teaching is also better to implement instead of the methods in teaching language generally and Grammar Translation Method especially because GTM emphasizes on teaching language knowledge more than the language itself in which Communicative Language Teaching can create a direct bond between experience and expression. Halliday (cited in Basta, 2011) emphasizes on the importance of Communicative Language Teaching in language learning process, especially on the communicative action underlying the use of language ability for different goals and the relationship between linguistics system and its communicative values on the text and discourse.

Communicative Language Teaching is based on the assumptions stated by Richards (cited in Madya, 2013), they are as follows:

- Second or foreign language teaching is facilitated when the learners are involved in the meaningful interaction and communication.
- Learning tasks and effective practices in the class give the learners chance to negotiate the meaning, enlarge their language resource, concern how the language is used, and participate in the meaningful interpersonal exchange.
- Meaningful communication happens because the learners proceed relevant, aimed, interesting, involved and fun content.
- Communication is a holistic process that needs the use of some language abilities and modalities often.
- Language teaching and learning are facilitated by the activity that either involves inductive learning or discovery learning on the rules underlying on the language use and setting, or involves language analysis and reflection.
- Language teaching and learning are gradual processes involving the creative use of language, and doing "trial and error". Eventhough error is a normal learning product, final learning goal is to be able to use new language accurately or fluently.
- The learners develop their way themselves to learn language, improve with different acceleration, and have different need and motivation to learn language.
- Language teaching and learning will succeed if it involves the use of learning strategies and effective communication.
- Teacher's role in the language class is as a facilitator, creating condusive class for language teaching and learning and giving a chance to the learners to use and to train language and to reflect on the language use and learning.
- Class is a learners community learning through collaboration and sharing.

The theory about language as a means of communication on this approach was initially spoken by Chomsky in 1960s, then updated by Hymes. There are two opinions in this theory, they are "competence" and "performance". Chomsky stated that the goal of language learning is to develop "competence ability", implicating on the ability and knowledge acquiring to use language. It is not only to consider that language is a means of communication, but also to focus on the four language aspects development and it depends on the relationship with that ability aspect. Hymes (cited in Myint, 2013) emphasizes on the need for purposively Communicative Competence that is how knowledge about when, how and to whom to be used in this form appropriately.

Communicative Competencies existed in Communicative Language Teaching are as follows stated by Hymes (cited in Basta, 2011):

- *Grammatical/Linguistic Competence*. This competence is concerned to a set of grammatical rules to arrange the sentence. These grammatical rules are included to the characteristics and rules on the taught language, such as vocabularies, word order, pronunciation, spelling, and linguistic semantic. This competence is considered as important aspect in all language learning program, since focusing on the required knowledge and ability to comprehend and perform accurately in the literal expression meaning.
- *Sociolinguistics Competence*. Sociolinguistic competence in the language use implicates to more than the ability to arrange sentences suitable with grammatical rules. However, it refers to the social context in which and to whom the language is used and comprehended. How the children learn language

illustrate sociolinguistic competence. Children learn by socializing with the environment around them. Because of everyone's way to use language is different, the learners should be taught how appropriate/polite language in all situations. The appropriateness and politeness in using language in sociolinguistic competence depends on a numbers of contextual factors including: participant's status, sex, age, goals for the norms in communicating, the rules in interacting and so forth.

- *Discourse Competence.* Discourse competence is related to the unity of oral and/or written text on the different text type. It is the ability to link the ideas appropriately to interpret and exchange the messages in the discourse (Paulista & Gomez, 2014). Its goal is in order the learners can produce the meaningful text by using accurate grammar and fluent communication. In this competence, the learners are required to use language structures coherently and cohesively.
- *Strategic Competence.* This competence refers to the mastery of verbal and nonverbal symbols in communicating. It is learners' ability to use strategy in communicating when the learners have limited vocabularies and language structures. This strategic competence illustrates how a communicator arrange the utterance completely from initiate knowledge related to the words and phrases, and have effects on the new thing. The goal is to comprehend the meaning and to be able to be comprehended.
- *Fluency.* This last competence refers to the learners' fluency in communicating without the rest and speaking spontaneously and meaningfully, without too much repetition.

Halliday (cited in Paulista & Gomez, 2014) proposed the principles of Communicative Language Teaching and focused on the language functions. He divided into seven basic functions developing when the children learn language, they are as follows:

- Instrumental function: using language to get something.
- Regulation function/related to the rules: using language to handle others' attitude.
- International function: using language to interact with others.
- Personal function: using language to express feeling and purpose personally.
- Heuristic function: using language to learn and to discover.
- Imaginative function: using language to make imagination about the world.
- Representational function: using language to communicate the information.

The followings are the characteristics of Communicative Language Teaching stated by David Nunan (cited in Hadadi, Abbasi, & Goodarzi, 2014):

- Emphasizing on the language learning to communicate through interactions in target language.
- There is introduction to the authentic texts in that learning situation.
- The availability of chances for the learners to focus, not only on the language but also on the learning process itself.
- There is an improvement in the learners personally to contribute as learning class elements.
- An effort to link language learning class with language activity outside the class.

Summarizing the principles of Communicative Language Teaching according to Richards (cited in Madya, 2013), are as follows:

- Make real communication as a focus of language learning.
- Give a chance to the learners to make experiment and tryout what they have known.
- Give tolerance to the learners' mistakes because those mistakes indicate that the learners develop their communicative competence.
- Give chance to the learners to develop their accuracy and fluency.
- Link the various skills such as speaking, reading and listening because those skills are used in their real life.
- Let the learners discover the rules of grammar.

2.3 Cooperative learning in language learning

Cooperative Learning is defined as the learning in which the teacher gives the most chances to the learners to learn and cooperate with other learners in the small groups (Cambodia, 2009). Besides, Felder and Brent (cited in Navaro-Pablo & Gallardo-Saborido, 2015) defined Cooperative Learning refers to the learners that learn

together cooperatively in the groups to do the tasks and projects under the satisfying conditions criteria, including member of group individually that can be counted on them to the complete task and project.

According to Slavin (1991) Cooperative Learning is a structured learning technique, systematic and done in the small groups that work together to reach the goals in a group. Further, Slavin (cited in Adams, 2013) Cooperative learning can be one of efforts to raise learners' achievements while developing their collaborative skills in a mutually supporting environment. Further, Cooperative Learning is defined as the activity in which the children learn together in group, structured and each member of group has the same goals to succeed in doing the task and solving the problems given by the teacher. The aim of this Cooperative Learning is to grow learners' responsibility to train them before having experience in the real life. They are responsible for the task given to them personally to reach academic achievement, affective and social goal at the same time. This learning also develops learners' social and thinking ability.

Theory of Cooperative Learning refers to the social constructivism theory developed by Vygotsky. He considered that the role of culture and society, language, and interaction are important things to comprehend how one learns. Vygotsky assumed that knowledge has culture character, he had socio-cultural approach in his research about the children. This approach is described briefly "cooperative" and "culture". Vygotsky stated that individual development including thought, language and reasoning process are the result of culture. This ability is developed through social interaction with others (especially with parents and teachers); therefore, they represent shared knowledge from the given culture. In the social constructivism theory by Vygotsky, social interaction is an important way in which the children learn the available knowledge in their culture without re-discovering. The parents, teachers, adult people have important roles in the children teaching and learning process. Teacher directs and teaches, comments and gives feedback to the learners. Learners are not passive, but they communicate with the teacher, convey their problems or their answers interactively. The children also use conversation in cooperating with their friends/peers in doing the task and practice, projects and solving the problems. In this matter, they exchange opinion and accept the information, then they can generalize their comprehension and develop their knowledge.

Next, Kagan & Kagan (2009) stated that there are for basic principles related to Cooperative Learning, they are as follows:

- Positive interdependency referring to the two different conditions improving the cooperation: positive correlation between increased and decreased result at the same time, then that correlation will be linked positively. The term of interdependency refers to how the structured task is. If a task is structured, none can do it by himself, but that task can be done together.
- Responsibility of each learner. When using cooperative groups, we make sure that each individu is responsible to think, contribute and learn. To do it, we can separate individual performance before, during and after groupwork.
- Balance participation. We arrange cooperative learning so that the learners can participate together. Participation is an integral part from learning process. The learners learn by interacting with learning content and with their friends. For the result related to proper education, we need the same participant.
- Simultaneous interaction. Active involvement from the learners in a group improves teaching and learning activity. The effective Cooperative Learning results simultaneous involvement more than chronologically.

In line with Kagan & Kagan, Hendrix (cited in Adams, 2013) mentions some characteristics and strategies in the Cooperative Learning class; they are as follows:

- Positive interdependency is a belief that learners are linked together with other learners in a way where one cannot succeed if other members in the group do not succeed.
- Face-to-face interaction is a hope that the learners can convey each other how to solve the problems and have responsibility individually to complete their work sharing.
- The ability to be responsible individually can be a problem for the teacher when and if a part of the learners do not participate actively in Cooperative Learning strategy.
- The ability to socialize is also used to reach together goals, the learners must know and trust each other, communicate effectively and support each other. The term of effective socializing ability that the learners need to be taught appropriately how to communicate effectively in the group rules. The teachers must monitor the dynamic communication in each group.
- Group processing enables the members of group to reflect themselves in their group to convey the action from which member helping and not helping.

The roles of group for individual responsibility are as follows:

- Organizer. Giving chance to the group with whole process structure.
- Recorder. Writing important information (example: goals or group work).
- Checker. Make sure that all members of group comprehend the concepts and conclusion drawn by the group.
- Asker. Generalizing questions and involving all learners.
- Assessor. Evaluating progress from each work session.
- Supporter. Giving example and strengthen appropriate social ability.
- Sumarize. Re-state conclusion or answer from the group.
- While, the roles of group are as follows:
 - Spokesman. Representing group and presenting work group by following the task rules in the class.
 - Time Keeper. Keep the group to do and finish the task on time.
 - Group Facilitator. Moderate discussion, keep the group on the schedule, make sure that the task completed by all members of group and make sure that each members have chance to participate and learn.
 - Elaborator. Linking discussion with the prior concepts and knowledge.
 - Researcher. Obtaining the need for learning materials and relating between group and their instructor.

2.4 Game "Visit My Stall" to teach BIPA

Underlying the theory about Communicative Language Teaching and Cooperative Learning integrating each other, it can be obtained the various learning methods either in the form of learning technique or a game that are aimed at improving learners' interest and motivation to be involved fully in learning language. A game can trigger learners' to learn more active and creative in using various strategies when solving the problems or face the difficulties so that the learning process becomes more effective (Artyana, 2014). Especially in foreign language class, a game can improve interaction among the learners with others or learners with the teacher as well as training their language skill. A game by adapting Communicative Language Teaching and Cooperative Learning also requires the learners to be able to express what they have known, interact and cooperate with others with the same goals.

This game is as a learning method for BIPA learners especially. This game is used to teach Indonesian speaking skill. They come to Indonesia with various goals, and one of their skills that they must always train is how they can interact well and they find to use Indonesian easy so that communicative learning is a must to implement. A game also can trigger learners' joy, so they enjoy what they are learning. Furthermore, according to Talak-Kyrik, cited in (Artyana, 2014), that : "*Games allow the students to work as a team and to work collaboratively towards a common goal. This collaborative effort is more than just learning to work with others. It promotes a symbiotic relationship where they can learn from each other.*" Without decreasing the essence of learning, a game has role to reach that goal.

Next, Pellegrini and Saracho (cited in Sari, 2011) stated that a game has characteristics as follows: 1) a game can motivate personally as giving satisfaction and joy, 2) a player feels more fun with game activity (spontaneous) than the goal, 3) a game activity is nonliteral, 4) a game is free from the forced rules from outside and those rules can motivate players, players cooperate each other in a group for their success, 5) a game needs active involvement from all players.

Game "Visit My Stall" adapts learning strategy called "*Numbered Heads Together*" which is one of Communicative Language Teaching and Cooperative Learning types. In this game, learners are required to be able to cooperate in solving problems given by the teacher and everyone in the group has their own responsibility. In this game, the learners also train themselves to be a representative of their own groups by presenting in front of the others.

Numbered Heads Together is a game developed by Spencer Kagan in 1992 to give chance to the learners to share their ideas and consider the best answers of the given questions. *Numbered Heads Together* is part of structural model in Cooperative Learning emphasizing on the special structures designed to influence learners' interaction pattern in the class. This learning technique involves learners to review learning materials and check their comprehension about learning content at that time. In that case, *Numbered Heads Together* requires the learners to help each other in the small group. Kagan creates the structures requiring learners cooperate in the

small group. Those structures are developed as an alternative material from traditional class structures, such as raising hands first then the teacher point out that learner to answer the given question.

There are three expected goals in implementing *Numbered Heads Together* stated by Kagan (1989). They are as follows:

- Structural academic learning, is a learning aimed at improving learners' performances in academic tasks.
- Introduction to variability, in which the learners are able to accept others with different background.
- Social ability development, it is to develop social ability of the learners. Those abilities include task sharing with each other, asking actively, respecting others' opinions, being ready to convey ideas, cooperating with group, and so on.

In regard to the implementation procedures, the followings are collaboration between game "Visit My Stall" and "Numbered Heads Together":

- In BIPA learning, the used framework of material is CEFRL (*Common European Framework of References for Languages*) comprising of levels A1, A2, B1, B2, C1 and C2.
 - This game can be used to teach one of levels of BIPA learning.
 - Teacher gives the topic to the learners. In teaching Indonesian for the foreigners, to make Indonesian familiar to them, the topic that is used is about everything in Indonesia. The government has produced textbook for BIPA learners, in level A2 with the topic shopping activity.
 - In level A2, the learning goals are : 1) learners can mention vocabularies related to the shopping activity, 2) learners can use expression conveying proper comparison, 3) learners can use vocabularies related to the shopping theme orally appropriately, 4) learners can write dialogue related to the shopping activity by using appropriate sentence structure and vocabularies.
 - The type of the activity is playing role. Before, teacher should have introduced vocabularies related to the shopping activity, such as how to buy, how to bargain, how to ask fit size, how to get the guarantee, how to ask the price and other ways simply.
 - Teacher divides the class into some small groups and one group consists of three learners.
 - Each learner in a group is given number 1-3.
 - In each group, teacher gives different topics, for instance: group 1 is given topic about how to purchase shirt in the market by playing role in which first learner becomes seller 1 for number 1, second learner becomes a shopkeeper for number 2 and third learner becomes a shopkeeper for number 3. They try to promote their selling stuffs interestingly. Then, the buyer can be other learners in different groups.
- One day, in the bazaar of one of Indonesia malls.
- Shopkeeper 1 : "Ada yang dapat saya bantu?"
 Buyer : "Saya mencari baju untuk pergi ke pesta."
 Shopkeeper 1 : "Anda dapat mengikuti pelayan toko 2."
 Shopkeeper 2 : "Mari, toko kami mempunyai banyak pilihan baju pesta."
 Buyer : "Baik, tunjukkan pada saya beberapa. Saya ingin yang warna merah, kuning dan biru."
 Shopkeeper 2 : "Baik, ini yang warna merah sepertinya bagus untuk anda."
 Buyer : "Berapa harganya?"
 Shopkeeper 2 : "Sebentar, saya tanyakan pada boss saya dulu." "Boss, baju ini berapa harganya?"
 Seller : "Harganya Rp 200.000,- , nona. Namun toko kami sedang ada diskon sebesar 15%, jadi Rp 170.000,-"
 Buyer : "Baik, saya ambil yang ini."
 Shopkeeper 1 : "Mari saya bungkuskan, nona. Silakan bayar di meja kasir dengan boss saya, nona."
 Buyer : "Ini uang saya."
 Seller : "Baik, uangnya Rp 200.000,- ya, nona. Berarti kembalinya Rp 30.000,-. Ini, nona. Terima kasih, silakan datang kembali nanti."
 Shopkeeper 1 : "Ini barangnya, nona."
 Buyer : "Baik, sama-sama."
- Then, the teacher gives other topic for the next group, such as purchasing electronic stuff in the electronic shop. The technique used is the same as the first topic, in which first learner becomes a seller for number 1, second learner becomes a shopkeeper for number 2 and the other becomes a shopkeeper for number 3.

- In each group, they are given the time allocation to practice with the group mates first before starting playing role in front of other friends.
- This game will take a place in three sessions, they are first session in which the first and second group will open the stall and sell their stuffs. The others excluded to those two groups will be customers/buyers and they are required to practice the vocabularies related to how to bargain, purchase, etc, to be asked to the sellers. If they are interested, they will purchase.
- In the next session, the technique is the same as the first session.

2.5 The roles of teacher and learners of BIPA

The roles of BIPA teacher in this game are:

- As facilitator and monitor, it means that teacher facilitates the used of learning material in this game first and gives the topic that will be set as the material for playing roles. Besides, teacher only helps the learners when they face the difficulties and need references. As a monitor, teacher monitors this game activity by being one of customers passively to give much chances to the learners elaborating what they have known (Paulista & Gomez, 2014).
- As learners' psychological keeper, it means that teacher keeps trying to support the learners when they make mistakes/errors in using Bahasa by taking notes and giving feedback after the game finished. Essentially, learning language also involves psychological condition, such as related to the proficiency from capability to comprehend learning material given. It is also related to the existence of intervention of learners' first language. Besides, intervention from the acculturation including social and affective variables will influence them. Social variable is related to how social life in the society with the habits and culture with the various affective variable (Hamied, 2010).
- Teacher roles to plan the activities in this game that will be done by the learners, guide their development/improvement from each activity in this game, and gives feedback in the end of learning process by reviewing and giving correct and need to know information to the learners (Paulista & Gomez, 2014).
- Teacher can be a manager of each group in this game, as an analyst and conselour if the learners need (Larsen-Freeman, 1986).

However, the role of BIPA learner is as a good negotiator for themselves and for the group. It means that they interact with others in the group and negotiate who will be who and who will have what responsibility.

2.6 Assessment

The assessment from this game is underlined on the Communicative Language Teaching assessment, they are as follows:

- Teacher Assessment
 - Teacher can assess when the learners work with their group, from how they cooperate to how they are responsible with their group. Here, teacher also can assess their group work in general.
 - Teacher can assess when the learners perform their roles respectively as individual performance.
- Peer Assessment
Peer can assess their peer's performance based on their roles in the group and their performance quality when playing roles.
- Self Assessment
The learners can assess themselves as a reflection of what they have been learning and their maximum effort in playing roles based on the learning materials. The learners also can reflect what they have got from the game, such as language ability and the improvement of communication ability.

2.7 The benefits of game visit my stall

There are some benefits of this game (Richards, 2006):

- As an implementation of Communicative Language Teaching and type of Cooperative Learning. This game can improve learners' learning autonomy. This game gives chance to the learners having their own responsibility.

- The learning process focuses on the social activity; this game emphasizes on the social activities about how they can cooperate with their members and interact with others.
- Focusing on the meaning. It means that point of this game is the development of activity and meaningful context.
- Respecting the diversities. It means that because of cooperating in a group, the learners respect with others.
- Training learners to think critically. In sharing the task based on the number given by the teacher, they must think how they play roles with implementing the learning material they have obtained.
- As an alternative assessment. This game can be an alternative assessment to substitute traditional assessment like multiple choice or test.
- Improving learners' language skill especially in speaking skill and the implementation in their daily life.

3. Conclusion

BIPA learning is essentially the same as language learning commonly. Learning method used in learning BIPA becomes one of problems appeared often. It is because of problems related to the used language and there is an intervention from first language and acculturation. To convey the goals in learning, sometimes teacher finds the difficulties and BIPA learning becomes uninteresting. One of proposed solution is the use of a game for BIPA learning process which can make the learners more interested and joyful to join the class and improve their Indonesian language skill. It uses Communicative Language Teaching and Cooperative Learning (integrated) in the form of game called "Visit My Stall" that uses principles of language learning that can make learners learn target language (Indonesian) well. This game is chosen to improve learners' learning autonomy, social ability, respecting the diversities and so on. The assessment of this game also can be done by teacher, peers and the learners themselves.

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