Gamelan as a Learning Media Speaking Skills to Indonesian Language Students For Foreign Speakers (BIPA)

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Abstract: This research was written with the aim of describing the use of gamelan media for speaking skills learning in the form of descriptions for A3 level BIPA students at the Indonesian Institute of Arts, Yogyakarta. The method used in conducting research is a qualitative descriptive research method, with observation data collection techniques, questionnaires, interviews, and documentation. Based on the results of the study, it was found some errors in mentioning the type of gamelan and found the benefits of using learning media in the form of gamelan in speaking competency learning in the form of descriptions for BIPA students at the Indonesian Art Institute, Yogyakarta. This gamelan learning media can also be used as a means of promoting culture in sociocultural aspects. The results of this study are (1) students feel motivated in participating in learning, (2) increased curiosity about Indonesian culture; (3) facilitate students in describing something because they see directly the object to be written; (4) strengthen the memory of BIPA learners on a vocabulary and concept because the media is iconic; (5) learners are more active in exploring the media; (7) through gamelan media, Indonesian culture can be recognized by foreigners; (8) increase vocabulary understanding and mastery, and (9) learning becomes more meaningful.

1. Introduction

In the era of globalization, a nation needs to have the ability to develop themselves broadly with various evidences as a result of efforts to take advantage of opportunities and opportunities. There have been several attempts by the Indonesian Government to internationalize the language. Thus, Indonesian language needs to be developed for the success of an Indonesian state.

The diversity of tribes, languages, and the beauty and uniqueness of Indonesian culture is an attraction for foreign nations to come to Indonesia, both visiting while just enjoying the beauty of Indonesia's nature or working in Indonesia. This has become an opportunity for the Indonesian people
to promote Indonesian culture. The success of tourism promotion and the number of foreigners who
come to Indonesia with various objectives, make learning Indonesian Language for Foreign Speakers
(BIPA) can be a good and strategic opportunity in earning income and introducing Indonesian culture.
In BIPA learning there is an orientation to learning speaking skills. This is important because skillfully
speaking Indonesian can easily interact with native Indonesians. For this reason, a good order in the
teaching system is needed so that it is more effective, interesting and practical. This can be done by
using gamelan learning media. The purpose of this study was to describe competency learning to speak
descriptions with gamelan learning media at the Indonesian Institute of Arts in Yogyakarta.

BIPA (Indonesian Language for Foreigners) is a language learning program specifically designed
to provide teaching for foreign students who want to learn Indonesian. The teaching of BIPA besides
being used as a means to disseminate Indonesian language, is also a medium to convey various
information about Indonesia, including introducing Indonesian society and culture. The activities and
materials of the BIPA program are tailored to the goals and needs of foreign students. Foreign students
have various goals for learning Indonesian. The results of the study by Suyitno [1] show that foreign
students learn Indonesian in order to (a) deepen their knowledge of Indonesian, (b) conduct research in
Indonesia, (c) work in Indonesia, and (d) live in Indonesia.

Learning media are learning resources in the form of graphic, photographic, or electronic tools that
can be used in learning to capture, process, and reconstruct visual or verbal information. By using
learning media, interactions between teachers and students will be more effective. This is in accordance
with what was stated by Megawati [2] that a media can provide information that cannot be done in a
conventional way, media can provide good visualization, media can help develop concepts more real,
media can also increase acquisition or acquisition better language competence and also overcome the
problem of time constraints. As a message delivery intermediary between instructors and students in
carrying out learning and facilitating the achievement of teaching goals, there are physical and non-
physical materials or tools, namely in the form of learning media [3, 4] While the function of learning
media is as a communicative tool, motivation, meaningfulness, equality of perception, and functions for
individuality because it has different interests and learning styles [5]. Therefore, learning media aims to
develop broad-based competencies, not only in print relations, but also in symbolic systems of other
images and sounds[6].

One of the learning media that can be used for BIPA learning in speaking level speaking is gamelan
in the form of gong. Tenzer [7] said that the gamelan is a gong function in a colotomy, melody, and can
be used to accompany the dance. Gong is installed horizontally, hung in a wooden frame or held in the
lap of the person who plays and can be adjusted to isolate the sound. In its form the gong is the largest
traditional musick instrument, the gamelan includes the following instruments: (1) Gong is a large gong
that is hung vertically from a frame and hit with a thick stick. Low-pitched, deep, wavy sounds are not
muted, and specific tones are not important, (2) Kempul, which is a smaller gong and has a higher pitch
than the gong. It was suspended from the same frame as the gong, and it was hit with the same soft stick
by the same musician, (3) Bonang - the gong blends with ten small gongs which are supported
horizontally in two rows on the rope that stretches in the frame. The player uses two thin sticks to play
and muffles the gong. 4) Gambang - gambang with 18 to 21 wooden keys placed above the resonator
box, (5) Drum - a set of two-headed drums, shaped like a barrel. Violin strings with two brass strings
and leather-coated resonators, play with horsehair arcs. It is different from other gamelan instruments,
which are a set and are not compatible with instruments from other gamelan instruments, (6) Snacks -
gongs combined with one to six large high-pitched gongs are placed horizontally on a rope in a frame,
and (7) Jengglong is a gong combined with three to six gongs. Jengglong is similar to kenong, but
the gongs are flatter and are set to one octave lower [8].

From the type of gamelan above, it can be used as a learning media as a learning resource containing
instructional material in the learning environment that can stimulate learning. The gamelan media in
achieving competence speaks description. Gamelan which is one of the works of Indonesian people is a
characteristic of Indonesian national culture that needs to be introduced and preserved for ancestral
heritage. Based on the description above, it can be concluded that gamelan can be said to be a learning
media if it is used as a material or a tool that is used as an intermediary in delivering messages to students
so that learning becomes more effective, practical and meaningful.
2. **Method**

This study uses a qualitative approach with descriptive research design, which describes the use of gamelan learning media in BIPA learning. The study was conducted in April 2018. Data sources in this study were managers, lecturers and documentation items such as the database of students and instructors, syllabus, and textbooks. The instruments in this study are in the form of (1) guidelines for analyzing documents, (2) interview guidelines, and (3) field observation guidelines. The technique of collecting data is observation, interview, and study of the results of documentation as supporting techniques.

The data obtained are verbal data in the form of recordings, documents, and images obtained from data collection activities in the form of observation, documentation, and data source interviews in the BIPA training program at the Indonesian Art Institute, Yogyakarta Indonesia. To test the validity of the data used data source triangulation techniques and techniques.

3. **Result and Discussion**

Gamelan as a result of the creative work of Indonesian society is a valuable value that can be introduced to foreign nations. Therefore, gamelan has an appeal for BIPA students at the Indonesian Art Institute, Yogyakarta. These objects can also be used as learning media. It should be necessary to develop a learning pattern that can create a learning mood towards habituating Indonesian in the form of factual experience. In mastering foreign languages, factual experience has a very important role, especially in the realization of inputs and achievement of output[9].

The results of the analysis and discussion in this study indicate that the instructor uses gamelan learning media in his description speaking skills. The implementation of Indonesian language learning for Foreign Speakers at the Indonesian Art Institute, Yogyakarta, was conducted in April 2018 with 35 BIPA students with 27 men and 8 women. Learning activities are carried out five hours per day for five days. Based on the results of interviews with instructors in the contents of Yogyakarta with Ms. Zul that the low class media used are still simple and the media is to facilitate students in doing simple tasks. In the middle and superior classes, the media used are more complex and to facilitate students working on complex tasks and critical thinking. In the superior class there is a C1 skill which is able to express clear and detailed descriptions of complicated topics and develop the main points and make conclusions. In this case BIPA learning at Indonesian Institute of Arts, Yogyakarta. uses gamelan as a learning medium. The types of gamelan used as learning media speak descriptively, namely gong, kempul, bonang, gamblang, drum, kenong, and jengglong.

Good teachers will try to use all the facilities and opportunities that exist in making their teaching and learning activities work [10]. The use of media in BIPA learning in the Indonesian Institute of Art Yogyakarta, Indonesia pays attention to the learning objectives and their uses. The implementation of the use of gamelan media is (1) the teacher prepares a set of gamelan which is ready to be enjoyed by students; (2) students are invited to the karawitan room where a set of gamelan is stored; (3) students are welcome to observe gamelan; (4) students pay attention to the lecturers' explanations (assisted by music arts lecturers) related to gamelan; (4) students are given the opportunity to ask lecturers if there are things that are not understood; (5) students return to class and deliver verbally what they have seen and heard about gamelan. The use of media by Kusmiatun[11] is interpreted as part of supporting learning. This is in accordance with what was found in learning in the BIPA Indonesian Institute of Arts, Yogyakarta. class as follows. "Speaking Indonesian for foreign students is not easy because it is B2 for him. To be easier, they must be assisted with learning media, then what has been observed and heard can be easily conveyed through speaking. (interview, April 13, 2018).

Based on the results of interviews and observations made, it was found that the learning media of speaking skills to introduce Indonesian culture can be done using gamelan as an audio visual learning media namely gamelan. When in the speaking class, students express a description of what they have done while observing the previous gamelan. There are various errors revealed by students such as the word (1) the gong is written as "go ong", (2) the word "kempul" is written as "the top, (3) the word" drum "becomes" géndong "and" gendung "(4) words "Kenong" becomes "kénong" and "kendong". At the time of describing the traditional musical instrument there were a number of students who were still not fluent in mentioning the type of gamelan and its maker. Of the 35 BIPA students, there were three students who scored under 50, 45 because they were not fluent and not fluent in describing meal, even
though they were speaking out. Then the instructor asks students to recall what they have seen, then in
turn students describe again and other students listen.

To measure the learning outcomes of speaking describe, the basic skills of oral language are done
through oral language proficiency tests measured using 5 aspects of spoken language, namely
pronunciation, fluency, expression, and suitability of explanations with images. The existence of
gamelan learning media on speaking skills makes students enthusiastic and interested in learning more
about Indonesian culture.

| Assessment aspects | Indicator | Weight | Score |
|--------------------|-----------|--------|-------|
| Mention the number of types of gamelan | 1. mentions seven types of gamelan | 20 | |
| 2. mentions six types of gamelan | 15 | |
| 3. mention five types of gamelan | 10 | |
| 4. mentions four gamelan jneis | 5 | |
| 5. mentions less than four gamelan | 3 | |
| 6. unable to mention one type of gamelan | 0 | |
| smoothness | 1. Submission of coherent sentences accompanied by good and correct conjunctions | 50 | |
| 2. Submission of coherent sentences without conjunction | 40 | |
| 3. Submission of sentences is not coherent and or not accompanied by conjunction | 30 | |
| 4. Submission of sentences cannot be understood | 10 | |
| fluency | 1. Fluent in saying all vocabulary | 30 | |
| 2. Saying less than seven vocabulary in a non-fluent manner | 20 | |
| 3. Pronounce more than seven vocabulary in a non-fluent manner | 10 | |
| 4. All vocabulary is not spoken based on Indonesian pronunciation | 0 | |

**Table 1: Assessment Aspects describe (speaking Description)**

4. Conclusion

Based on the results of the research that has been done, it can be concluded that the method of teaching BIPA in planning learning programs is to prepare learning media that have been adapted to the material and learning objectives. BIPA lecturers at the Indonesian Arts Institute in Yogyakarta were able to explore learning media that were able to strengthen the learners' interpretation of Indonesia, so that cultural diplomacy also went well.

Gamelan media in BIPA learning can increase students' motivation in learning Indonesian culture and increase vocabulary mastery, so as to improve the speaking skills of foreign students. Not only learn things that will be used as presentation material in class when speaking skills, but students can enjoy the results of Indonesian culture, namely gamelan. In addition, gamelan media can become a means of diplomacy for Indonesian culture and BIPA learning becomes more meaningful.

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