

COMBINING INTERACTIVE VOCABULARY AND GAME: IS IT A WAY TO BOOST CHINESE LEARNERS' BIPA SKILLS?

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ABSTRACT

This research aims at finding out the implementation of the students' vocabulary combined with game activity in BIPA class. Research respondents for this study were 10 international students from China who enrolled in Bahasa Indonesia bagi Penutur Asing (BIPA) at Universitas Mahasaraswati Denpasar. This research used a phenomenological method with a qualitative design. The findings indicated that the use of interactive vocabulary combined with game are effective to be applied in BIPA Class. However, BIPA students also encountered several challenges in pronouncing word in Indonesian. Therefore, to boost their language skill, the researcher proposed interactive vocabulary combined with games.

Keywords: interactive, vocabulary, game, boost, chinese learner, BIPA

INTRODUCTION

Many Chinese students study Indonesian out of academic or professional interest. Indonesia is the largest economy in Southeast Asia and has significant diplomatic relations and business opportunities with China. Learning Indonesian is often chosen to increase career opportunities in the fields of trade, diplomacy, or Southeast Asian studies. Apart from practical reasons, there is also an interest in Indonesian culture, which may include art, music, films, and traditions. This interest can be an additional motivation in language learning. Mandarin and Indonesian have quite different phonologies and structures. For example, the phonetic system used in Indonesian Bahasa is different from that of Mandarin, which may make spoken communication difficult. Chinese students may find it difficult to understand the idioms and vocabulary that have strong cultural and idiomatic qualities in Indonesian. In this case, a gentle reminder is needed for the

meaning of days and linguistic context. Cultural exchange programs can provide opportunities for Chinese students to practice Indonesian directly with native speakers and experience Indonesian culture.

Unmas Denpasar held the Cultural and Language Immersion Program (CLIP) 2024, an annual program which this time was attended by 10 students and 1 lecturer from Tongren Polytechnic College (TPC), China. TPC's participation in CLIP 2024 marks the first time international collaboration between the two institutions in an effort to strengthen cultural and educational ties. This program aims at helping participants understand, communicate, read, and write in Indonesian so they can communicate effectively in social, academic, and professional contexts. BIPA encompasses various aspects of language such as syntax, etymology, and syntax, in addition to communication skills that are necessary in daily situations. In

addition to linguistic aspects, BIPA frequently undermines education about Indonesian culture, including customs, traditions, and social norms. This is important so that students understand the cultural context in which the language in question is used, in addition to just learning the language. By doing this, they will be able to communicate with foreign students more effectively and understand the nuances of the subject matter better. Overall, BIPA learning by Chinese students involves various aspects including understanding language and culture, adapting learning methods, and effective use of resources to support their learning process. Vocabulary learning is one of the fundamental aspects in mastering a new language, including in the context of Indonesian for Chinese learners (BIPA). For students from China, mastering Indonesian vocabulary is a crucial first step in building effective communication skills. Vocabulary includes not only the basic meaning of words but also how they are used in different contexts (Andreani & Ying, 2019; Junpaitoon, 2017; Ratnawati, 2006). By understanding and practicing vocabulary intensively, students can more easily adapt to the language structure and nuances of meaning contained in Indonesian.

The Chinese language learners often have difficulties when learning the Indonesian language due to significant differences between the two languages (Hao et al., 2018). The morphological, phonetic, and grammatical structures of Mandarin and Indonesian differ significantly. For example, in Mandarin, characters are words or concepts, whereas in Indonesian, words are written using the

Latin alphabet and have a different grammatical structure. To help the Chinese learners master vocabulary, the researchers tried to combine interactive vocabulary and games activity. Vocabulary learning becomes more effective when students can see how words are used in real-life sentences and situations. Interactive vocabularies strategies such as word games, group discussions, or project-based activities help students to practice using new vocabulary actively. Through social interaction and the use of words in various activities, students can strengthen their understanding and mastery of vocabulary (Li, 2021; Saddhono et al., 2023).

For BIPA, learning a language means not only being able to speak it but also being able to apply the language in real communication (Fitriyah, 2021; Nurlina & Israhayu, 2016; Pratiwi et al., 2023; Retma Sari, 2020; Suroso et al., 2023). But the majority of overseas students have judgmental anxiety, which makes it difficult for them to acquire languages—not just Indonesian but other languages as well. It is intended that increased communication will lessen any anxiety or unease with the new language. in order for overseas students to be able to converse effectively or, at the very least, comprehend what is being said.

The theory of interactive vocabulary often refers to an approach to vocabulary learning that prioritizes students' active involvement in the learning process. It involves a variety of strategies and techniques that help students not only recognize and memorize new words but also use and understand those words in diverse contexts. This theory emphasizes the importance of understanding

vocabulary in a meaningful context. By introducing new words through relevant texts and real situations, students can more easily remember and use these words (Altakhaineh et al., 2023; Faliyanti, 2015; Junpaitoon, 2017; Ratnawati, 2006). Overall, the theory of interactive vocabulary emphasizes the importance of students' active involvement in the vocabulary learning process, with the aim that students can internalize and use new vocabulary in a more effective and sustainable way. In the context of Chinese students learning Indonesian, interactive vocabulary and game approaches can be integrated in the following ways: adapting games to include elements of Indonesian culture, such as games that involve vocabulary related to festivals or typical foods.

Interactive games in language learning can be very effective in improving vocabulary skills and student motivation. Interactive games can enhance learners in an engaging and effective way, while also boosting student motivation and engagement (Altakhaineh et al., 2023; Junpaitoon, 2017; Ratminingsih et al., 2018). Moreover, it serves as highly effective tools for motivation during the learning process in addition to their practical benefits (Andreani & Ying, 2019; Li, 2021). Chinese learners encounter obstacles in their language learning that could lower their motivation, such as difficulty understanding structures or religious differences. Interactive games encourages exploration and hands-on interaction, enable students to learn from their mistakes in a more relaxed setting. With features like continuous gameplay and competitive elements, interactive

games can help students overcome their learning disabilities and encourage them to take more classes while also providing more engaging and enjoyable learning experiences.

Based on the problem above, the researcher curious to find out the implementation of the students' vocabulary combined with game activity in BIPA class and describe the perception and challenges in learning BIPA through the combination of interactive vocabulary and game

RESEARCH METHOD

The purpose of this study is to describe the implementation of interactive vocabulary combined with games for BIPA learners. This research combined a phenomenological method with a qualitative design. The data and data sources, data gathering methods, data analysis and presentation methods, interpretation of the data's meaning, and conclusion all demonstrated the qualities of the study's qualitative design. This study aimed to conduct in-depth interviews by letting the individual disclose himself naturally using a phenomenological method. Research participants were given the opportunity to describe every aspect of their experiences with a phenomena or event through questionnaires.

The participants of this research were 10 university students from Tongren Polytechnic China. The researchers conducted this study to find out the implementation of the students' vocabulary combined with game activity in BIPA class and describe the perception and challenges in learning BIPA through the combination of interactive vocabulary and and game.

The instruments used by the researchers for this study were observation, semi-structured interviews and open-ended questionnaires. The researchers observed the teaching and learning process of the students in BIPA class in order to find out the effectiveness of the interactive vocabulary combined with games. Then, ten students were interviewed in order to gather information about the perception and challenges during the class. The reserachers used Likert scale with 1 denoting strongly disagree, 2 disagree, 3 neither agree nor disagree, 4 agree, and 5 strongly agree. In order to get thorough data regarding the perception and challeges faced during the BIPA learning process, the researchers gave the participants instructions to fill out an open-ended questionnaire. After that, ten students participated in one-on-one semi-structured interviews with the researchers. The researcher used triangulation to generate reliable and credible study conclusions.

Here are the procedures of collecting the data:

- a. Observing the students in two weeks as they engage in the teaching-learning process.
- b. Giving out the questionnaire with open-ended questions. Ten questions about the implementation of the students' vocabulary combined with game activity in BIPA class and ten questions describing the perception and challenges in learning BIPA through the combination of vocabulary and and game.
- c. Semi-structured interviews were done to learn more about the perceptions and challenges of the students encountered. Interviews with teachers and students

were also carried out to find out what the students thought of the teachers' methods of instruction.

- d. The researchers used the observation method to collect data, along with interviews and the distribution of questionnaires with multiple questions about the implementation of the interactive vocabulary combined with game and perception and challenges faced by students learning Indonesian and their experiences during the process.
- e. At last, the data was gathered and examined. After that, conclusions were drawn and shown in figures.

Data analysis was carried out in the study through reduction, presentation, interpretation, meaning explanation, and conclusions Throughout the reduction phase, raw data were sorted using data-gathering techniques like questionnaires and interviews in order to discover and classify the information needed to meet the study objectives. The data is presented in the second step as field notes and excerpts from interviews that are translated into data transcriptions. Verification by triangulation with the lecturer is the final step.

RESULTS AND DISCUSSION

Findings

This international research analyzed the implementation of the students' vocabulary combined with game activity in BIPA class and describe the perception and challenges in learning BIPA through the combination of vocabulary and and game as follows:

The implementation of interactive vocabulary combined with game

The implementation of interactive storytelling through games is an innovative method designed to increase language proficiency in an engaging and effective way. The new vocabulary is introduced through games such as Whispering, Ball Throwing, and Lineup, which are specifically designed to improve learning and memory of the relevant words. In this way, students learn not only about art and

language usage, but also how to apply it in realistic situations. This game is a fun way to encourage players to keep learning and improve their language skills. In addition, the interactive aspect of the game allows for silent switching. This will assist the participants in identifying themselves and improving their situation. This approach not only makes the learning process more engaging, but it also increases its effectiveness by utilising active learning principles and high levels of student participation.

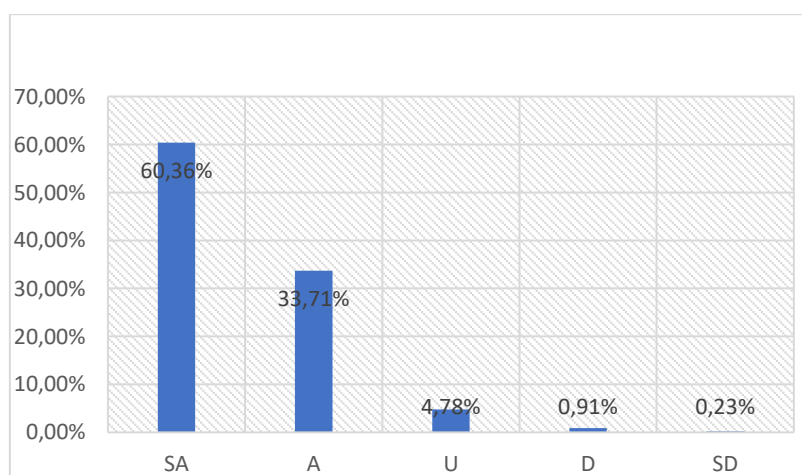


Figure 1. The implementation of interactive vocabulary combined with game

Figure 1 examined how the students felt about the implementation of interactive vocabulary combined with game. 94,8% of respondents agree that the strategy is enjoyable. This is a fairly high number. For them, Interactive vocabulary combined with games makes learning more engaging; provides motivation for learning; helps students increase vocabulary; recognizes words in written language; helps them in listening activity; helps them in speaking activity; helps them in identifying key words in written material and increases learners' trust in themselves. While, there were 4,78% of respondent were unsure that the use of interactive vocabulary combined

with game can improve their vocabulary. Simultaneously, just 1,14 % disapproved about the effectiveness of this activity.

The Students' perception and challenge in BIPA learning

Bahasa Indonesia is a difficult language to learn

Learning vocabulary in the context of learning Indonesian for Foreign Speakers (BIPA) often faces various unique difficulties, such as cultural and contextual differences between the participant's mother tongue and the target language. Many vocabulary words in Indonesian have meanings or usage that are highly dependent on cultural context and may not

have direct equivalents in other languages, making it difficult for participants to understand and remember the meaning of words correctly. Learning vocabulary is

also complicated by the fact that many words have subtle nuances of meaning, requiring a deep understanding of context and usage.

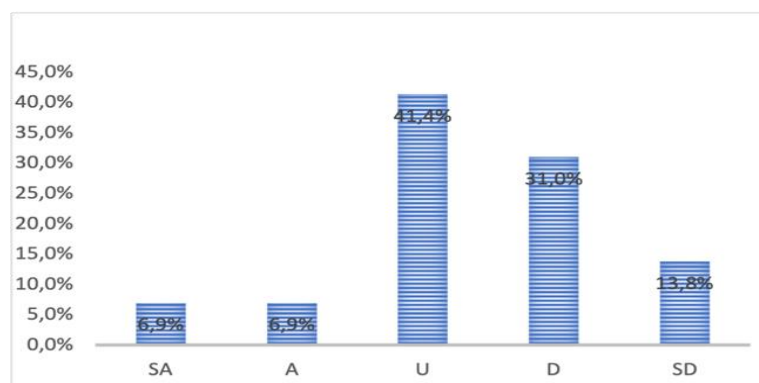


Figure 2. The difficulty of learning Bahasa Indonesia

There were 13,8% of respondents felt that learning Bahasa Indonesia is difficult. While, 41,4 % of the respondents were doubt about the difficulty in learning

Bahasa Indonesia. 44,8 %of respondents strongly disagreed that faced problem in learning Bahasa Indonesia.

Vocabulary is essential in language learning

Vocabulary is the basic foundation in language acquisition. A broad vocabulary allows participants to understand and participate in a variety of communication situations more effectively. In the context of BIPA, mastering vocabulary helps participants to read, listen, speak and write better, as well as understand the meaning

and nuances of words in appropriate contexts. Mastering this vocabulary allows participants to communicate more confidently and accurately, as well as to understand the context culture and society in Indonesia. In addition, a good understanding of vocabulary facilitates other language learning processes, such as grammar and sentence structure, because participants can more easily associate words with relevant language rules.

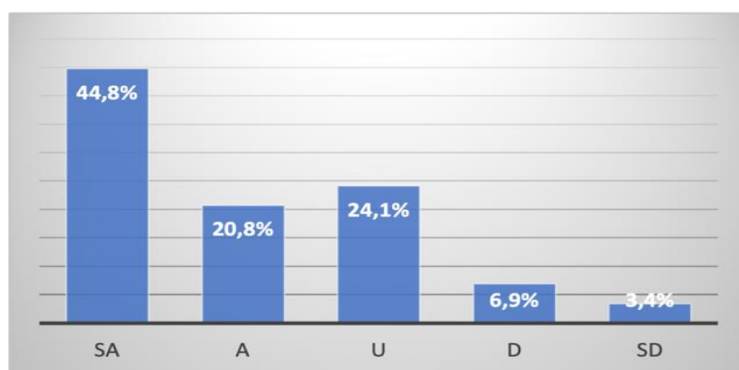


Figure 3. The importance of vocabulary in Learning BIPA

There were 10,3 % of respondents disagreed about the importance of the vocabulary in learning BIPA. Meanwhile, 24,1 % of respondent show uncertainty about the importance of vocabulary. However, there were 65,6 % of respondents preferred to agree that they need to learn vocabulary to improve their teaching learning in BIPA learning.

I have difficulty understanding and adding to my Indonesian vocabulary

Differences in cultural contexts, double meanings, language structures and patterns and motivation and learning strategies are some of the difficulties experienced by BIPA students. Vocabulary is often closely tied to specific cultures and social contexts, so participants may have difficulty

understanding and remembering words that have no direct equivalent or relevance in their own language and culture. Many words in Indonesian have different meanings depending on the context in which they are used, or even seemingly similar words can have subtle differences in meaning and usage. This adds complexity for students to choose the right words in different situations. Plus, different language structures and patterns can also add to the difficulty. The most important thing is that motivation and learning strategies also play an important role. Overcoming these difficulties requires a holistic and multifaceted approach, including the use of interactive learning methods, to help students overcome challenges and master vocabulary more effectively.

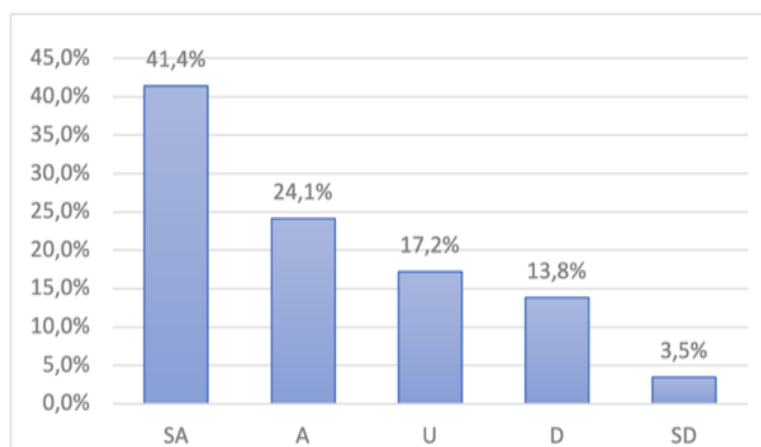


Figure 4. The difficulty of understanding the vocabulary

There, 65,5 % of respondents preferred to agree that they had a problem with vocabulary and 17,3% of respondents disagreed. Meanwhile, 17,2 % of respondents felt doubt about the difficulty in understanding the vocabulary.

I have difficulty understanding the vocabulary because it is difficult to be pronounced

Correct pronunciation is essential for effective communication, and many non-native speakers face challenges in this regard for several reasons. The phonetic system, intonation, stress and lack of practice with native speakers are obstacles for BIPA students in learning Indonesian.

These difficulties can be overcome with the right approach, including regular pronunciation practice, use of language learning technology that offers audio feedback, and practicing speaking with

native speakers or through simulated communication situations. With a consistent and targeted approach, students can overcome pronunciation barriers and improve their speaking skills in Indonesian.

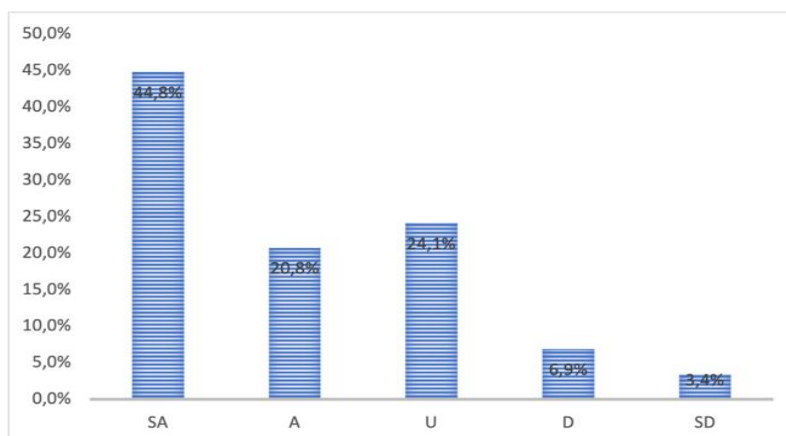


Figure 5. The difficulty to pronounce the vocabulary

10,3 % of respondents disagreed that the problem in learning Bahasa Indonesia is in pronunciation activity. While, 65.6 % of respondents agreed on the difficulty of learning vocabulary is in pronunciation. However, 24.1 % felt uncertain about the problem in learning to speak.

Learning vocabulary is uninteresting

Learning vocabulary in a BIPA (Indonesian Language for Foreign Speakers) class can feel boring if the approach is not varied or does not suit the

needs and preferences of the participants. Several factors that can cause boredom in vocabulary learning include monotonous teaching, lack of context and application, uninteresting assignments, limited use of technology and lack of variety in approach. To overcome this problem, vocabulary teaching in BIPA classes can be optimized by including more interesting and varied methods and interactive activities. With a more dynamic and contextual approach, vocabulary learning can become a more interesting and effective experience.

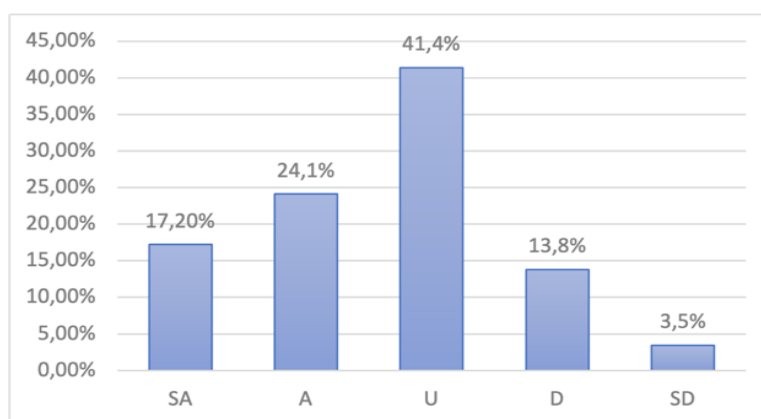


Figure 6. Learning vocabulary is boring

Learning vocabulary is considered boring for most of the students. 41.3 % of respondents chose agree, and 17,3 did not agree that learning Bahasa Indonesia is boring. However, 17,3 % felt uncertainty about learning vocabulary is boring.

I like using games to learn Bahasa Indonesia

Playing games in learning vocabulary is a very effective and fun approach. Combining game elements with vocabulary

learning can increase engagement, motivation, and information retention. Here are some ways in which games can be used to reinforce vocabulary learning. Integrating games in vocabulary learning can make the learning process more interesting and provide a more dynamic way to understand and remember new vocabulary. With this approach, we not only learn in a fun way but can also increase our motivation and involvement in the learning process.

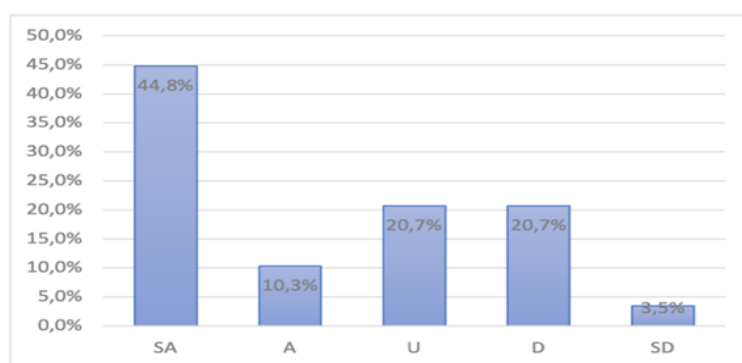


Figure 7. Using game to learn Bahasa Indonesia is fun

There were 55,1 % of respondents chose agree about using game is fun to be applied in BIPA class. While 20,7% of respondent felt uncertain about the use of game in BIPA Class. However, the same percentage, 24,2 % of respondents, preferred disagree about using game in BIPA class.

Vocabulary is not just memorized but needs to be understood

Learning vocabulary effectively involves more than just memorizing; listening is an important component in the process. Learning vocabulary is not just memorizing words but also understanding and using them in a relevant and practical way.

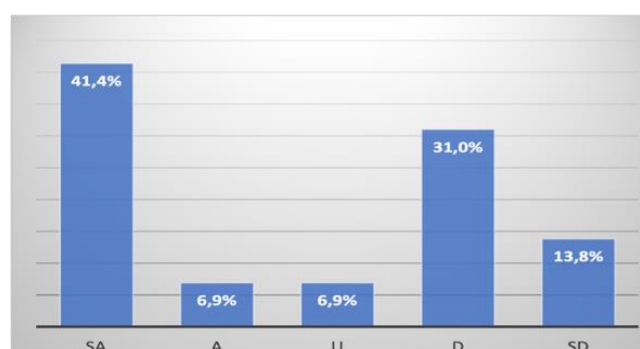


Figure 8. Understanding vocabulary is equally as important as memorization of it.

There were 48,3% of respondent agreed that learning vocabulary is not only memorizing activity but also understanding and using it to the context. While 44,8 disagree and only 6,9% of respondent were uncertain about that view.

Interactive vocabulary combined with games make it easier for me to understand Indonesian vocabulary

Using interactive vocabulary combined with games can be very helpful

in language learning, including Indonesian for Foreign Speakers (BIPA). Some of the benefits are increased motivation, more active learning, repetition in interactive vocabulary combined with games helps strengthen the retention of new words in a more natural and enjoyable way compared to traditional memorization methods. By combining interactive vocabulary and games, the learning process becomes more fun.

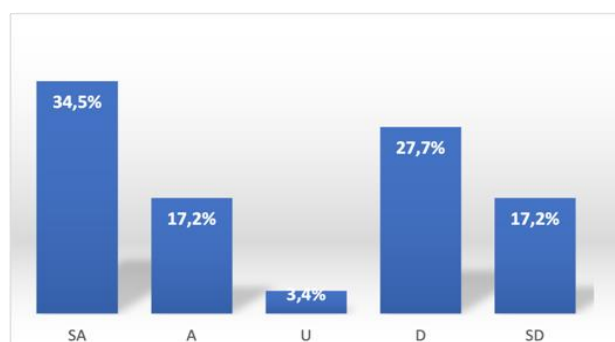


Figure 9. The usefulness of interactive vocabulary with games

There were 51,7 % of respondent agreed that interactive vocabulary combined with game made them easier in understanding indonesian vocabulary. While 44.9% of respondent preffered disagree that game makes them easier in understanding vocabulary. While 3,4% of respondent were doubt that game can help them in understanding the vocabulary.

I have never learned interactive vocabulary combined game

Integrating games in the vocabulary learning process can offer various benefits that can make learning more interesting and motivating. With this approach, the participant can discover new, fun and effective ways to learn vocabulary. The students should try several methods and see which works best for them.

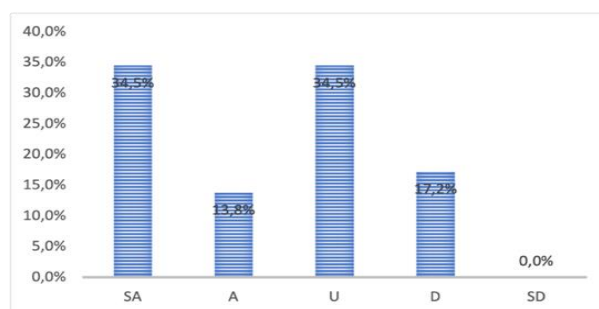


Figure 10. I have never learned vocabulary using game

There were 44,8% of respondent stated that they have learned vocabulary using games. While 55,2% of respondent who diasgree that they have learned vocabulary using game.

I hope I can use games to improve my other language skill

Using interactive vocabulary combined with game is an excellent way to improve Indonesian Language in a fun and effective way. The respondents hope to be able to use games to improve their another skill.

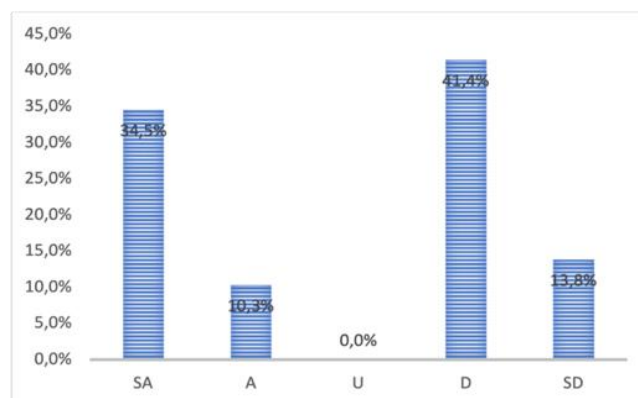


Figure 11. Using game to improve language skills and components

There were 48,3% of respondent state that they can improve their language skill and component using game. Then 34,5% of respondent were still doubt that game can improve their skill. However, 17,2 % were disagreed that game can improve their other language skills or components.

CONCLUSION

The result of the study show that the BIPA students respond in a positive attitude when studying Indonesian Language using interactive vocabulary and games. They believe that interactive vocabulary combined with games makes learning more interesting, inspires students to learn, aids in vocabulary growth, helps them identify words in written language, supports speaking and listening activities, aids in the identification of important terms in written content, and boosts students' self-confidence. However, most of the students felt that learning Indonesian language is difficult. Pronunciation is major factor that

makes BIPA learning difficult including the phonetic system, intonation, stress, and insufficient practice with native speakers. The researchers expected that by combining interactive vocabulary combined with games can improve BIPA language skills.

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