

**VISIBLE THINKING ROUTINES IN BAHASA INDONESIA AS FOREIGN LANGUAGE LEARNING FOR PRIMARY STUDENTS AT CANGGU COMMUNITY SCHOOL, BALI**

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Canggu Community School

**Abstract**

Visible thinking routines are routines that is believed to be able to engage students and promote thinking routines. Canggu Community School (CCS) is one of the SPK in Indonesia that has applied Visible Thinking (VT) routines in their learning. The study was conducted to find out types of VT routines and how to apply them in Bahasa Indonesia for Foreigners or *Bahasa Indonesia untuk Penutur Asing* (BIPA) learning at Canggu Community School. The data of this study was collected through observation and documentation. The subjects were primary students of CCS and a Bahasa Indonesia teacher. After 11 weeks of observation, it was found that there were four types of VT routines applied by the teacher. They are See-Think-Wonder, Think-Pair-Share, Chalk Talk and What Makes You That. These routines consists of simple steps which were effective to make students be active in learning, show enthusiasm, engage in learning, ease them to remember new words and collaboratively work in groups.

Keywords: visible thinking routines, BIPA, SPK

**Abstrak**

Rutinitas Pemikiran Terlihat (RPT) atau *Visible Thinking Routines* adalah rutinitas yang dipercaya mampu untuk menarik minat siswa untuk belajar sekaligus mempromosikan rutinitas berpikir. *Canggu Community School* (CCS) adalah salah satu SPK di Indonesia yang telah menggunakan RPT di dalam pembelajaran. Penelitian ini dilakukan untuk menemukan jenis-jenis RPT serta pengaplikasiannya di dalam pembelajaran Bahasa Indonesia untuk Penutur Asing (BIPA) di CCS. Data penelitian ini dikumpulkan dengan cara melakukan observasi dan dokumentasi. Subjek penelitian ini adalah para siswa sekolah dasar dan guru Bahasa Indonesia di sekolah tersebut. Setelah 11 minggu melakukan observasi, ditemukan empat jenis RPT yang diaplikasikan di dalam kelas BIPA untuk siswa sekolah dasar di CCS. Rutinitas-rutinitas tersebut adalah Melihat-Berpikir-Penasaran (*See-Think-Wonder*), Berpikir-Berpasangan-Bagikan (*Think-Pair-Share*), Kapur Berbicara (*Chalk Talk*) dan Apa yang Membuatmu Berkata Itu? (*What Makes You Say That?*). Rutinitas-rutinitas tersebut terdiri dari beberapa langkah sederhana yang efektif membuat para siswa sekolah dasar menjadi aktif belajar, menunjukkan antusias, terlibat dalam pembelajaran, memudahkan mereka

mengingat kata-kata baru, dan berkolaborasi dengan siswa lain saat belajar dalam kelompok.

Kata kunci: rutinitas pemikiran terlihat, BIPA, SPK

## **I. Background of Study**

Bahasa Indonesia is becoming a noteworthy language which is learnt by foreigners. In Indonesia, there is a kind of school which called Satuan Pendidikan Kerjasama (SPK) or Cooperated Education Unit. Based on *Peraturan Menteri Pendidikan dan Kebudayaan Number 31 Tahun 2014* about *Kerjasama Penyelenggaraan dan Pengelolaan Pendidikan oleh Lembaga Pendidikan Asing dengan Lembaga Pendidikan Indonesia*, schools that adopt a foreign curriculum must be in the form of a cooperative education unit. The SPK is a change of status from an international school that is organized or managed on the basis of cooperated implementation, or the management between foreign educational institutions and Indonesian educational institutions on formal or non-formal education unit. Bahasa Indonesia is one of the subjects that must be taught in SPK besides Agama and Pendidikan Pancasila dan Kewarganegaraan (PPKn).

In SPK schools, besides Indonesian, the students also come from many countries from around the world with different point of view about Indonesia and various language learning pace and motivation in learning Bahasa Indonesia. Here, Bahasa Indonesia teachers need to make sure the Bahasa Indonesia as a Foreign Language (BIPA) classrooms are highly engaging, mentally stimulating, and inspiring. Creativity, communication, and thinking need to dominate the classroom culture. Gholam (2017) stated that thinking plays a strong role in preparing students for the obstacles of the future. Thinking is nature, yet skillful thinking must be nurtured (Costa & Kallick, 2009 in Gholam, 2017). Visual thinking routines are used in the classroom to express students' thinking, opinions, feelings, and misconceptions. Visual thinking routines are considered effective tools that can make students become active, curious, engaged, enthusiastic, and responsible learner (Gholam, 2017). Therefore, it could be used to engage

students in SPK schools to learn Bahasa Indonesia even though they have different motivation in learning the language.

Canggu Community School (CCS) is one of the SPK that has students from around 40 countries. Schools consist of four levels of education, namely PAUD (Early Years), SD (Primary from year 1 to 6), SMP and SMA (Secondary from year 7 to 13). In Canggu Community School, particularly the Primary campus, the learning approach used is inquiry-based learning with visible thinking routines to support students' creative thinking. In this paper, here will be described how the application of the visible thinking routines at CCS to support students' creative thinking in learning Bahasa Indonesia as a foreign language.

## **II. Discussion of the Study**

### **2.1 Theory of Visible Thinking Routines**

The main purpose of visible thinking routines is to make the thinking visible, available to the senses, not just what can be seen with eyes. Project Zero, an educational research group at the Harvard Graduate School of Education, stated that visible thinking routines are patterns of action that able to be used in any subjects of learning since it can be integrated and used in a variety of contexts. It is a flexible and in inquiry-based learning, visible thinking routines can able to be used in any parts of inquiry cycle. It depends on how teachers need it to encourage learners' engagement, independence and understanding of a lesson.

There are some reasons that make these routines work to support a student's thinking development stated by the Project Zero, an educational research group at the Harvard Graduate School of Education. First, it is goal oriented, its targets are specific types of thinking. Second, visible thinking routines could be used repeatedly in the classroom. Visible thinking routines are not only strategies that are applied in particular period of time, but they could be used over and over again in the classroom as if they are daily activities in the classroom. So, that's a

reason why it is called “routines” than “strategies”. Third, these routines consists of few simple steps that are easy to follow. Therefore, it is easy to learn and teach lessons by applied each routine. Fourth, visible thinking routines ease teacher to support students when they are engaged in the routine. Fifth, visible thinking routines could be used across a variety of context. These routines could be used in Maths, English, Geography, History, Bahasa Indonesia and many more lessons. They are easy to learn and teach, and within the classroom students can work on them individually, in pairs or in groups. Sixth, these routines could be conducted by the group or by individual. Those benefits are reasons to choose visible thinking to be applied in Bahasa Indonesia as foreign language lessons.

There are three elements to make the thinking visible (Papalazarou, 2010). Those are questioning, listening and documenting.

#### 2.1.1 Questioning in Visible Thinking routines

Visible thinking routines are short, flexible structures like a short sequence of steps or a set of questions. Questions, which promote curiosity and discovery, take important role in visible thinking process since these where the thinking routines take place. Those questions also ask students to observe, make interpretations, make connections, and build on ideas. When these questions are used systematically with the use of artful or visual learning stimuli and made relevant to specific content, they are instrumental in stimulating student curiosity and imagination, and in nurturing a creative mind-set.

#### 2.1.2 Listening in Visible Thinking routines

Listening involves both the degree to which we sincerely listen to and value individual learners’ thoughts and ideas, as well as the ability to listen and respond to one another’s ideas. This is a view of thinking as a social attempt. It involves a constant interplay between the group and the individual that allows for a better relationship between teachers and learners, while at the same time encouraging community building.

#### 2.1.3 Documenting in Visible Thinking routines

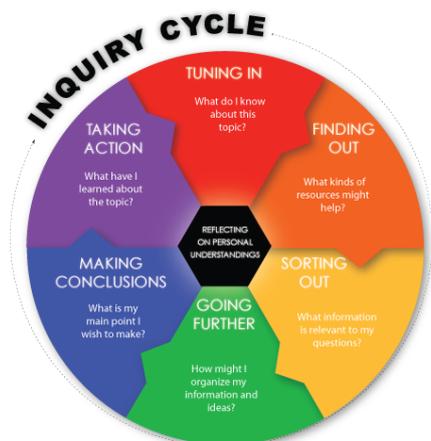
Every thinking or idea should be recorded and shared so that both teacher and students can notice it. The documentation can also support following activities during lessons. Documentation of thinking may include: keeping blogs, use of sticky notes where students' responses are recorded, sheets of construction papers on the walls, taking notes and writing learning journals.

## **2.2 Methodology of the Study**

This paper was written based on a descriptive-qualitative research where all the data were collected through observation and documentation. The subject of this research were year 1 (5 to 6 years old), year 3 (7 to 8 years old) and year 5 (9 to 10 years old) students and Bahasa Indonesia teachers at CCS, Bali. The object of this research was types of visible thinking routines that were used in BIPA (Bahasa Indonesia as Foreign Language) learning and how to applied them at that school. Those data were collected within 11 weeks at Bahasa Indonesia sessions at each year level. Those collected data were recorded, grouped, processed and explained in details.

## **2.3 Inquiry Cycle at Canggu Community School**

Canggu Community School is a Satuan Pendidikan Kerjasama in Indonesia which has implemented the inquiry-based learning to the students from Early Years to Year 13. Visible thinking routines are applied since the academic year of 2016-2017 to reach the inquiry-based learning goals. Canggu Community School has an inquiry cycle to be used in teaching and learning processes. The cycle looks like this:



**Picture 2.3 Inquiry Cycle at Cangu Community School**

In every cycle, there are questions and descriptions as guidance for students to take actions during the lesson. Those also help teachers in planning a lesson.

Inquiry cycle	Questions/description
Tuning In	<ul style="list-style-type: none"> <li>- What do I know?</li> <li>- What do my friends know?</li> <li>- How do I feel about it?</li> <li>- What do I want to know about it?</li> </ul>
Finding Out	<ul style="list-style-type: none"> <li>- What is the new information?</li> <li>- What are new ways of finding more information?</li> </ul>
Sorting Out	In this cycle, students make sense of information using other subjects and specialist teachers, math, music, art, language.
Going Further	<ul style="list-style-type: none"> <li>- What else would I like to explore that I am interested in related to the big idea or key question?</li> <li>- Do independent research.</li> </ul>
Making conclusion	<ul style="list-style-type: none"> <li>- What have I learned?</li> <li>- How/why have my ideas changed?</li> <li>- Where do I go from here?</li> <li>- How does what I have learned connect to a big idea or theme?</li> </ul>
Taking Action	<ul style="list-style-type: none"> <li>- What is being done about these issues?</li> <li>- What do we think needs to be done?</li> <li>- What can we do in the local/global community?</li> <li>- What can we do to convince others to act?</li> </ul>

	- I have acted to help the problem.
Reflection	- What am I understanding? - How is this different than what I thought before? - How did I learn? - Have I improved in any skills?

**Table 2.3 Questions and Descriptions for each Sessions in Inquiry Cycle**

The inquiry cycle at CCS is applied in every subject. In BIPA lessons, these parts of the cycle usually applied to teach a topic or to practice a language skill. All parts of cycle may be applied in one lesson or more than one. It depends on time allotted and substances that should be covered in a topic or a language skill.

#### **2.4 Visible Thinking Routines Applied in BIPA Lessons for Primary Students at Cangu Community School**

Here they are visible thinking routines that used in BIPA lessons at CCS:

##### 2.4.1 See/Listen, Think, Wonder (STW) or *Melihat, Berpikir dan Penasaran*

This is an activity that stimulates curiosity and inquiry through observing an image / video / audio. Items needed to conduct this routine are:

1. Images, video or audio recordings related to the subject matter.
2. Sticky notes or some small paper about 5x5 cm.
3. A3-sized paper that has been divided into 3 each with the title “I See”, “I Think”, and “I Wonder.”

In BIPA learning at CCS, the application of See, Think, Wonder was observed when the teacher taught a topic about “Musik.” This was applied for the year 3 students as the “Tuning In” activity which was continued by the writing activity. The steps are:

1. The teacher prepared a picture and an A3 paper with three columns for “Saya Melihat”, “Saya Pikir”, dan “Saya Penasaran.”
2. The teacher showed a picture about the topic.

3. The teacher asked the students three essential questions: (a) What do you see? , (b) What do you think?, (c) What do you wonder?
4. Students wrote what they see, think and want to know about sticky notes and stick them on each column on th A3 paper.
5. After that, the teacher explained to students what ideas they could write from the results of the discussion through the activities of the STW, such as the following:

**How to write with I see, I think, I wonder activity**

<b>See</b>	<b>Think</b>	<b>Wonder</b>
 <p>This could give you ideas to write the <b>people, place and things</b> in the story.</p> <p><i>Example:</i> Di konser itu <b>ada</b> seorang <b>anak perempuan berambut keriting sedang memegang sebuah flute</b>. Di sampingnya <b>ada</b> seorang <b>anak laki-laki memegang alat musik seperti gitar yang sangat besar</b>, etc....</p>	 <p>This could give you ideas to write your <b>opinion</b> related to the picture in your story.</p> <p><i>Example:</i> <b>Saya pikir</b> anak-anak ini sangat pintar main musik. <b>Menurut saya</b>, musiknya sangat bagus. Saya mau menonton konser mereka lagi.</p>	 <p>This could help you to <b>research</b> or <b>interview</b> to write more specific information that you cannot get from the picture.</p> <p><i>Example:</i> Konser ini biasanya <b>ada setiap akhir tahun di CCS</b>. Nama konsernya adalah <b>CCS got talent</b>.</p>

**Figure 2.4.1 How to Write with I See, I Think and I Wonder routine**

6. The teacher reminded students about the structure of the text to be written (narrative or recount text).
7. Students started writing narrative or recount stories based on the results of STW activities that can be used as writing ideas.

In doing this routine, we could use “I heard”, “I touch” or “I watch” to replace the “I see” part according to the prompts provided for the students.

#### 2.4.2 “What makes you say that?” or “*Apa yang membuatmu berkata seperti itu?*”

This routine asks students to observe, describe and interpret. Students have to share their ideas about what they see, read or hear. Items needed for this routine are: works of art, photographs, poetry, readings that invite making predictions. Papalarazo (2010) stated that the question “what makes you say that?” should not sound like a challenge or test.

Based on the observation of BIPA learning at Canggü Community School, this routine was applied as the “reflection” of learning in inquiry cycle for the Year 1 students when they learnt about “Buah-buahan.” Before, they learnt about “Bagaimana kulit buah ini? Halus atau Kasar?” Steps that was conducted in that lesson was as follow:

1. On a piece of sticky note paper, each student drew a picture of fruit and write the name of it.
2. Teacher prepared an A3 paper with a question “Bagaimana kulit buah ini?” as the main title and two columns with “Kasar’ and “Halus” as the subtitle.
3. After finish drawing, each student stick the sticky note - with a picture of fruit- on one of the columns. At that time, one student stick a picture of a dragon fruit on the column of “Kasar.” Here was the conversation

between the teacher and the student:

Teacher (T) : *Buah apa itu?*

Student (S) : *Ini buah naga.*

T : *Bagaimana kulitnya?*

S : *Kasar (and stick the picture on the column of “Kasar”)*

T : *Mengapa kamu berkata seperti itu?*

S : *Karena buah naga has spiky skin. (Students were informed to say “karena...” before they explaining the reason)*

T : *Oh. karena buah naga kulitnya bersisik. Can you repeat?*

S : *Iya, karena buah naga kulitnya bersisik (the student repeated)*

T : *Bagus sekali, Jacob. Ini namanya kulit bersisik (while showing the spiky skin of dragon fruit) Terima kasih.*

From the conversation above it can be figured that the student practiced the conversation and showed his creativity in answering the question through “What Makes You Say That” routine. Even though the student did not know how to say the “spiky skin” in Bahasa Indonesia, but he already showing understand the concept of “Kasar” skin, moreover this activity also broader his vocabulary knowledge since he got a new word- *kulit bersisik*- taught by the teacher through his own idea when answering the question. In result, the student always remember his own sentence made by himself and supported by the teacher.

### 2.4.3 Chalk-Talk or *Kapur Berbicara*

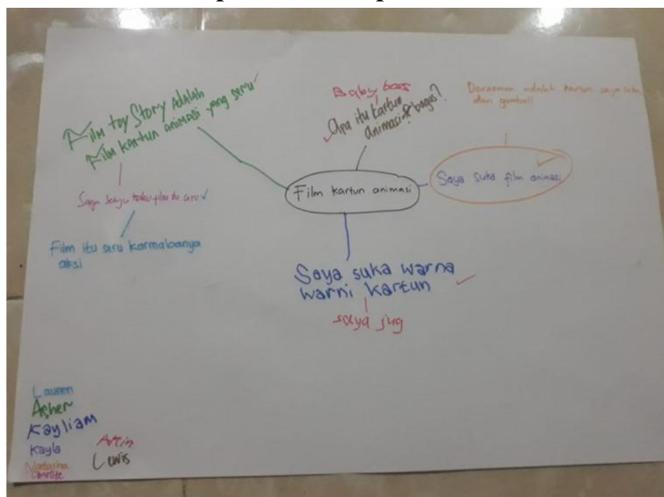
This routine asks students to think and respond silently to a prompt and to the thoughts of others. It helps them read others' points of view and comment on them or ask questions. It helps them build understanding collaboratively. It is actually a silent conversation on paper or on the board. Materials needed to conduct this routine are a single word, a sentence or a question related to the topic that is being taught.

The example of the implementation of this routine in BIPA learning was observed during the "Tuning In" session. At that time, the teacher taught about "Film" for the year 3 students. Steps of conducting this routine based on the result of observation were:

1. The teacher prepared three pieces of A3 papers. The teacher wrote "Film kartun animasi" on the first paper, "Film Horor" on the second paper, and "Film Komedi" on the third paper.
2. Students used different colour of marker to write what their thoughts, comments and questions related to it on that paper. They did this in silence. They could move freely, stand up but they could not talk.
3. The teacher invited students to comment of their classmates' thoughts, comments and questions.
4. After that, students worked in groups to discuss on the sentence structure of what they wrote.

Example of students writing:

Picture 2.4.3 Example of the Implementation of "Chalk Talk" on a paper.



This activity suits for young learners who are chatty since they have to be silence when doing this. This could help teacher to control the discussion without having a noisy class. This also could improve students' writing ability and could also learn the proper sentence structures.

#### 2.4.4 Think-Pair-Share (TPR) or *Berpikir-Berpasangan-Bagikan*

Based on the observation, this routine could be conducted in any session of the inquiry cycle and also could be combined with other visible thinking routines. Here is the example of TPR routine which was combined with See,Think,Wonder (STW) one in BIPA learning at CCS when the teacher taught the year 5 students:

1. The teacher did the steps in STW. Students sat with the group. Each group got a different picture.
2. After that, teacher showed examples of sentences that can be said by students to express what they see, think and wonder about the picture.
3. Then, the teacher gave students 1 minute to think about the sentence they would say.
4. After 1 minute, the students said their sentences to the friends next to them (Pair). For example : ***Saya melihat*** orang yang duduk, kolam renang, dan hotel. ***Saya pikir*** orang itu sedang liburan. ***Saya penasaran*** dimana hotel yang punya kolam renang bagus itu.
5. Then each group shared what they see, they think and they want to know about each picture they have discussed. For example: ***Kami melihat*** orang yang duduk santai, kolam renang besar dan hotel mewah. ***Kami pikir*** dia sedang liburan santai. ***Kami penasaran*** dimana hotel itu dan berapa harganya.

This routine encourages students to think about something, such as a problem, question or topic, and then articulate their thoughts. The Think Pair Share routine promotes understanding through active reasoning and explanation. Because students are listening to and sharing ideas. Think Pair Share encourages students to understand multiple perspectives.

### **III. Conclusion**

There are four types of visible thinking routines implemented in BIPA lessons at CCS for primary students. They are See-Think-Wonder, Think-Pair-Share, Chalk Talk and What Makes You That. These routines consists of simple steps were easy to be followed by young learners. They were also effective to make students be active in learning, show enthusiasm, engage in learning, ease them to remember new words, responsible in doing individual work and collaboratively work in groups.

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## LAPORAN CATATAN PERSIDANGAN KIPBIPA XI (Sidang Paralel 5)

Fakultas Ilmu Budaya, Universitas Gadjah Mada, Yogyakarta, 7—9 Agustus 2019

Hari, Tanggal : Kamis, 8 Agustus 2019

Pukul : 14.00—15.00 WIB

Pemandu : Wati Istanti

Pencatat : Ninies Aini Fitria Dewi

### Catatan Penyajian:

Pemakalah : Ni Luh Gede Dian Pondika Cahyaningsih, Cangu Community School, Bali

Judul Makalah : Visible Thinking Routines in Bahasa Indonesia as Foreign Language Learning for Primary Students at Cangu Community School, Bali

Ringkasan pemaparan makalah:

- Permasalahan yang muncul di Sekolah Satuan Pendidikan Kerjasama adalah bahwa para siswa WNA diwajibkan untuk belajar Bahasa Indonesia dimana mereka memiliki pandangan berbeda-beda terhadap penggunaan Bahasa Indonesia yang dalam kesehariannya hanya digunakan untuk pembantu maupun sopir saja. Ini dikarenakan oleh dominansi penggunaan bahasa asing di rumah sebagai bahasa percakapan sehari-hari dengan anggota keluarga lainnya.
- Siklus inkuiri sebagai konsep pembelajaran di Cangu Community School, yaitu *Turning In, Finding Out, Sorting Out, Going Further, Making Conclusions, Taking Actions, Reflections*.
- Untuk mendukung siklus inkuiri, dapat dengan menerapkan *visible thinking routines* sehingga *output* yang dihasilkan dapat terlihat dan terpantau dengan baik. Jadi, peserta didik harus menuliskan terlebih dahulu hal-hal yang ingin diketahui dan dikuasai. Ketika peserta didik sudah menguasai hal-hal yang sudah terdaftar, maka materi mereka dapat terlacak.
- Secara sederhana, proses pembelajaran yang diaplikasikan di sekolah ini mencakup *see-think-wonder, think-pair-share, chalk talk* dan *what makes you say that* dimana peserta didik dapat belajar berkomunikasi, sehingga melatih kosakata dan percakapan.

### Diskusi/Tanya Jawab

**Penanya 1**

Nama : Sari

Instansi : UNIKA Jakarta

**Pertanyaan:** Bagian *see-think-wonder*, apakah mungkin jika dikembangkan menjadi *touch*, *smell*, dan lainnya?

**Tanggapan:** Bisa. Tidak hanya *see*, tetapi bisa juga *listen* dan *smell*. Contoh latihan yang pernah dilakukan adalah memperdengarkan lagu Balonku. Para peserta didik dapat mendengarkan lirik lagu Balonku, kemudian berlatih kosakata, seperti “balon” dan macam-macam warna. Foto, video, dan benda nyata bisa dijadikan sebagai bahan ajar.

**Penanya 2**

Nama : Indah

Instansi : Pengajar BIPA di Pusat Bahasa UNEJ

**Pertanyaan :** Bagaimana solusi jika menghadapi perbedaan budaya antara pengajar dan peserta didik?

**Tanggapan :** Pengajar selalu menggunakan kalimat positif dan netral di dalam kalimat instruksinya. Contohnya: hindari menggunakan kalimat negatif seperti “jangan lari-lari”, tetapi diubah menjadi “duduk di sini.