

THE IMPLEMENTATION OF TEACHING ENGLISH THROUGH CHILD GAMES BASED ON LOCAL CULTURE AT SD MUSLIM CENDEKIA

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Abstract: This present study aims to determine the implementation of teaching English through child games-based on local culture at SD Muslim Cendekia. This study also sought to reveal whether there are advantages in the use of such games. The researcher used a qualitative descriptive research design with a sample of 1 English teacher and 6 students. The instruments used in this study were interviews and documentation. Analysis of data used the data collection, data reduction, display the data, and conclusion. The result showed that local culture based-child games were one of the strategies to teach young learners based on teacher and students on the use of games. The games-based on local culture used are snakes and ladder and go to the zoo. This game is very effectively used in learning speaking and writing skills. In the snakes and ladder game, the focus is more on learning speaking skills, because students are required to make a reflex question or sentence. In the go to zoo game, it focuses more on learning speaking and writing skills, because students are required to make simple sentences and present the results in front of the class. It would be much effective than if the teacher gave only theories. The students would also easily remember what they learned in their lessons by using games. Moreover, the results also demonstrated that the use of games was a way to make the lessons more effective, interesting, and enjoyable for students.

Keywords: Young learners, child games, games-based on local culture

INTRODUCTION

English is studied by foreign language learners in formal and non-formal education. Young Learner Education is education that is held to develop the underlying personality, knowledge and skills basic education and developed oneself as a whole in accordance with the principle education as early as possible and for life. Aspect which is developed in Young Learner Education is a development aspect behavior with habituation which includes social, emotional, independence, moral values, and religion as well as the development of basic abilities which include development of physical motor, cognitive, and language. In Indonesia, young learners need to master English language because of the globalization era (Larsen and Long, 1991).

In this era of globalization, it is not strange to hear people communicate using English as their foreign language even though it is not their first language. English as an International language also affects our education. The 1994 curriculum notes that the purpose of teaching elementary school students English is to inspire or enable students at the higher level of study

to be more ready and confident. Until entering the higher levels of education, students are trained earlier to have awareness, skills, and experiences in English that place them at the highest level of difficulties (Depdikbud, 1994:1).

Taking into account that English needed to be learned, the government developed a curriculum that introduced English to students in grades four through six. In addition, to improve our education, the government created a new curriculum in 2006 it called School Based Curriculum (SBC). Currently, this increase is clearly observable. One of the changes was that English was not only introduced to fourth grade elementary school students as stated in the 1994 curriculum but also at an early age. No wonder we can easily find schools that introduce English to first or second graders. This means that the English teacher has to face younger learners who are not easy and sometimes there are challenges and problems.

Teaching young learners is very difficult compared with teaching teenagers or adult because young learners get distracted very fast. Since young students have unique characteristics, teaching English as a foreign language to young learners requires a special approach (Juhana, 2014). It is mentioned that from an early age, the enhancement of abilities to learn foreign language is begun. The success will not work well if teachers do not use effective teaching methods to teach young learners English. According to Hrmer (2008), teachers of young learners should spend plenty of time examining and understanding how their students operate and think.

Juhana (2014) mentioned that in order to be effective in teaching young learners, it is very important for educators to understand the characteristics of young learners. It is important because it will impact how a teacher develops a lesson that is suitable for the characteristics of young learners. Usually, children start preschool at the age 5-6 years before they enter primary school. At this age, they are naturally curious and enthusiastic about exploring the world around them. They are active and have a lot of energy which makes preschool a great time to provide physical activity to teach language. Some have studies English since they were 6-12 years old at the primary school level. They are also known as beginners when they learn English at this age. At this age, students still need more interesting activities in the learning process. Therefore, teachers use games as a strategy to teach their students because it will make it easier for elementary students.

They assumed that games are very useful in teaching English, because this method can prevent their students from boredom during the teaching and learning process. Lack of motivation sometimes occurs in students because the teacher is not creative enough to teach them. Teachers usually provide lessons by applying memorization techniques. This will make

students feel bored and not enthusiastic about learning English. Usually, motivation is characterized as the forces that account for behavioral arousal, selection, direction, and continuation (Mifin, 1997:399). It is also strongly recommended that teachers have a form of calming technique, such as games to keep the anxiety and tension of students away (Ragunathan, 2001).

Game is a natural means for children to understand the world around them. It should also be part and parcel of their learning, including foreign language learning. Using educational games for teaching has been very popular for several decades. According to Derakhshan and Khatir (2015) games may also help educators build situations in which the beneficial and meaningful. Different studies have shown that games are useful in learning because they improve the ability of students to memorize words, promote interaction between students, enhance their communicative skills and improve the motivation of students.

According to Wright, Betteridge, and Bucky (2006), the word “game” means an activity which entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. Therefore, games not only help children learn vocabulary or grammar, but also improve the social and communicative abilities of the learners. Their sense of fair play supports and enhances their friend’s cooperation. Games are especially important for a child to start learning a foreign language. Children need some time to adapt to the language, sound, and rhythms at the start of learning a foreign language.

Extensive case studies discuss unique theoretical viewpoints, and featured observations from experienced game designers illustrate how easily available, low-end technology can be used to create educational games, providing an explicit connection between theory and practice. Moseley and Whitton (2012) explained that the use of games to improve learning and teaching offers teachers simple and realistic ways to use games to encourage student involvement and learning.

The environment is a spatial unit of all objects and conditions of living things including humans and their behavior and other living things. Therefore, educators need to understand local culture that can be used as a learning tool for students.

Doganay, Ashirimbetova, and Davis (as cited Bada, 2000) stated that:
The need for cultural literacy in the ELT emerges primarily from the fact that most language learners seem to experience major difficulties in communicating meaning to native speakers, not exposed to the cultural elements of the society in question. Studying culture also encourages respect for native speakers and the target language of the language learners.

The geography, history, etc. of the target community may also be learned by studying culture. The introduction of practices focused on culture reinforces the learning of a foreign language. According to Doganay, Ashirimbetova, and Davis (as cited Gardner and Lambert, 1972) Place and importance motivation in language teaching and learning is very widely and well known and it was proved by ELT. In the achievement of strong motivation, classes in culture have a function since learners like activities centered on culture.

Coltrane and Peterson (2003) defined that:

Students acquire knowledge and understanding of the cultures using that language through the study of other language. In fact, students cannot really master the language until they have also mastered the cultural contexts in which the language exists.

Suparinah (1986) defines perception as an active process in which a person views a stimulus together with his experiences, motivation, and attitude. According to Kemp and Smillie (1989), perception is the process whereby one becomes aware of the world around oneself. They defined perception as a cognitive process in which a person views information and environment through listening, seeing, smelling, feeling, and thinking. They also describe perception as a unique interpretation toward a particular phenomenon. Based on definitions above, in this research, perception deals with the way students think, feel, and view about the use of games-based on local culture in learning English. In perception, we use our sense to understand our environment. It means that people can give their perceptions on what they see, what they experience, and what they hear about something based on their sense.

Based on the problems faced by elementary school students in learning English and the lack of traditional games that can be done by student's, researchers are interested in conducting research in the form of the use of games based on local culture in learning English during normal learning before the COVID-19 pandemic. Therefore, this study aimed to determine the response of teacher and students towards learning in learning English using games based on local culture.

METHOD

The type of the research that was used in this paper was a descriptive of qualitative research. This qualitative research was aimed to understand the implementation of the use of games based on local culture in teaching English to young learners. Qualitative research is research that is used to understand the perspectives of people and to communicate their opinions (Christensen, 2012:33).

The research was conducted by face-to-face interviews to the informant to obtain complete data. This was done to obtain data about learning strategies with games based on local culture method during normal learning before the current COVID-19 pandemic. The data has been obtained from the interview process will be presented in the form of a description using easy to understand words. In addition, there are also supporting data namely documents of photos of implementing the strategy as a medium for learning English

The respondents in this study were one teacher who had teaching experience, an English language educational background, and the frequency of using games-based on local culture in English learning. This study also involved six students who were taught by the teacher. They were from the third grade and are not selected based on intelligence level. They came from SD Muslim Cendekia in Kota Batu.

Sources of data in descriptive qualitative research are through interviews, observation, photos, and others. Source of data used in this study are primary data source and secondary data source. The data collection technique is a way of obtaining the data needed in research. In this study, the techniques used were as follows interviews and documentations. The instrument is a tool when researcher used a method (Suharsini, 1993:168). In this study used the method of interview. Therefore, the instruments needed are interview guides, recording devices, and writing instruments. The instrument in qualitative research is the researcher himself (human instrument) accompanied by aids in the form of a recorder and a camera. In qualitative research, the researcher has a position as a planner, implementer, data collection, analysis, data interpreter, and ultimately a reporter for the results of his research (Moleong, 2010:168). In the data validity checking technique, the writer uses three methods, namely triangulation, persistence of observation, and discussion with friend. data analysis is the process of arranging data sequences, organizing them into a patterned, category and a basic description so that themes can be found and work hypotheses can be formulated as suggested by the data. The data analysis was used data collection, data reduction, data display, and conclusion.

FINDINGS AND DISCUSSIONS

Findings

The research findings of this study to aim to answer the research question in the previous chapter. To answer this question, researcher conducted interviews with one teacher and six students at SD Muslim Cendekia Kota Batu. The teacher has been teaching at the agency for three years, and students are taught in third grade with an average age of nine to ten

years old. From the interview, the researcher knows that games are one of the media to attract students to take part in learning English.

The Implementation of Games-Based on Local Culture as a strategy to teach English to young learners at SD Muslim Cendekia

1. The Implementation of Snack and Ladders as A Game for Teaching English Speaking

To obtain the data, the interview was used to describe the implementation of teaching English through child game-based on local culture at SD Muslim Cendekia. The open interview based on the application of teacher in teaching English with games as a method. Based upon findings of the research, the researcher is going to explain the research result.

a. Preparation

Snack and Ladders is a type of game based on local culture that used for 3rd graders in SD Muslim Cendekia. This game is done when the end of some of the topics that have been studied, more precisely do when in the middle of the semester. With this game, the teacher aims to conduct a review on order to find out about the understanding of students in learning English over the years. This game focuses more on speaking skills “Dalam permainan pertama yaitu ular tangga kita lebih di tuntut dalam belajar keterampilan Berbicara karena mereka harus berbicara sesuai dengan gambar yang ada”. In this game will be provided with a snakes and ladders board that the contents of the image based on the topics that have been studied.

In this class, there are 3 topics that have been studied, namely; showing someone ability (about the use of can or cannot), telling daily activity, and describing what is someone doing (about the use of simple present progressive). To do this game, the teacher only provides images based on a topic that has been studied as well as the tools that will be used, namely the dice. As for the target language of the game is that students can make the one sentence or question. So, in this game the focus is not just a vocabulary, because if a vocabulary has been studied in flashcards, and image or video via the LCD. “Untuk target language dalam permainan ular tangga adalah mereka bisa membuat 1 kalimat/pertanyaan. Jadi fokusnya sudah tidak hanya kata saja. Karena kalau kata sudah bisa dipelajari dalam flashcards dan gambar/video melalui LCD. Kalau permainan ini fokusnya sudah lebih tinggi lagi karena digunakan untuk kelas 3”.

b. Implementation

In the class there are 25 students. Then the teacher divides into groups, each of which contains 5 students to make it more conducive. The dice have been divided in each group. Then each student rolls the dice on the board that has been provided. After throwing dice, students will acquire the amount that should jump based on the number of dots on the dice. For example,

at that time there was one group that threw the dice and get a point amounted to 4, so the group had to move to number 4. They not only move, but there they had to make a sentence or question based on picture. For number 4 is a picture of learning, so the group had to create sentence or question related to the study. For example, “Agung is studying at library”.



This game is carried out alternately for each group. So, if there is one student in the group who cannot describe it, it can be helped by other friends in the group.

As the game progresses, conditioning students are not too difficult. Because speaking class different from other skill learning. A speaking class is classes that ask students to be active in speaking. The class will remain crowded which is conducive. Even so, the teacher still directs and warns when there are students who are busy by themselves. Because elementary school students are usually at the age of meeting their suitable friends, they will feel fun talking. The teacher only warns with “okay go back to your group”.

c. End of The Game

The snake and ladder game is carried out for 2 hours of lessons, 1 lesson hour at the school is 35 minutes. The winner in this game is any group that had reached the finish and then back again to start. To give a winning award in this game the teacher gives a star image as a symbol of additional value. So, in this class already plastered wall board named “Whole Achievement”. In this board shows their results do good and those who get good grades in every day. So, the existing board record how many stars have been earned by the students.

So, the rewards in this game are more of an added value. For prizes there are snacks. For the losing team in this game there is no punishment, but still given to review the material to provide the opportunity for children to ask questions about the difficulties they definitely will tell children about their predicament. Then the teacher can provide an evaluation if there are students who do not understand the material that has been studied.

2. The Implementation of “Go to Zoo” as a game for teaching English Writing and English Speaking

To obtain the data, the interview was used to describe the implementation of teaching English through child game-based on local culture at SD Muslim Cendekia. The open interview based on the application of teacher in teaching English with games as a method. Based upon findings of the research, the researcher is going to explain the research result.

a. Preparation

Go to The Zoo is a type of game based on local culture that used for 2nd graders in SD Muslim Cendekia. The game is done when the end of the topic “Animal” that has been studied, more precisely does when at the end of learning. With this game, the teacher aims to understand the kinds of animals. The game is more focus to writing and speaking skills. “Kalau dalam permainan pergi ke kebun binatang lebih kepada keterampilan Menulis dan Berbicara karena selain mereka mencatat hasil temuannya mereka juga harus mempresentasikan hasil tersebut“. In this game will be available a few pictures of animals in the paste around the school yard.

To do this game, the teacher provides only a few pictures of animals and worksheet that contain tables that will be filled by students. As for the target language of the game is that students can make one simple sentence. “Kemudian untuk target language permainan pergi ke kebun binatang yaitu hanya membuat sebuah kalimat sederhana. Seperti contohnya “I see.....” Itu saja masih saya taruh di dalam tabel-tabel agar mempermudah mereka karena permainan ini digunakan untuk kelas 2”. For language function, the students are in demand in order to describe animals with simple sentence.

b. Implementation

In class there are 25 students. Then the teacher divides into groups each group contains 5 students to be more conducive. In each group it was as if they were holding a study tour to the zoo. Then, each group must walk together, and there should be not split with his entourage. As an example of one group went to the lion, but there are two other friends to animals, it is forbidden.

Then, the teacher told the students to imagine being in a zoo. They were given a stimulus with a question “What animal are you looking at?” Students answer the names of animals they see. In addition, students also write the names of animals they see on a worksheet that has been given by the teacher. In addition to writing the names of animals, students also write the number and color of the animal. Because at the time of 1st grade already given the material on the numbers and colors. With this game, it is also to review the material that has

been taught in the past. In the worksheet, students not only answered “I see lion” but also answer how many and what color the animals.

Having them around, all of group gathered in a corner to make a presentation. The presentation was carried out by each group, because each group must have a different order of answers. Even though this game is done in groups, the worksheet assignments are still individual tasks, because if one group is given one task will not be effective. So, every child there should be responsibilities of each.

Conditioning of the students during the games is not difficult. Because at the beginning of the game has been given the rules. In addition to the regulations, each group was also appointed one child to become a leader in charge to direct its members. In one group is not classified, but the low and high are mixed in order to help, for example there is 1 student in the group who does not understand.

c. End of The Game

The game Go to The Zoo is carried out for 2 hours of lessons, 1 lesson hour at the school is 35 minutes. The winner in this game is each group that is most orderly, with neat writing, and a good worksheet. To give a winning award in this game the teacher gives a star image as a symbol of additional value. So, in this class already plastered wall board named “Whole Achievement”. In this board shows their results do good and those who get good grades in every day. So, the existing board record how many stars have been earned by the students.

So, the rewards in this game are more of an added value. For prizes there are snacks. For the losing team in this game there is no punishment, but still given to review the material to provide the opportunity for children to ask questions about the difficulties they definitely will tell children about their predicament. Then the teacher can provide an evaluation if there are students who do not understand the material that has been studied.

The Students Respond to The Use of Games-Based on Local Culture as A Strategy for Learning English at SD Muslim Cendekia

A child can learn best when needs are met and they feel safe and comfortable psychologically, children build their own knowledge, children learn through social interaction with adults and other children, children learn through play, interests and the motivational curiosity of children. them to learn by playing and the individual variations in their development. In the use of culture-based games that have been implemented, student responses are very good. Students easily remember what they learned in their lessons by using games “sangat membantu dalam menggunakan kosakata”, “dapat menambah kosakata”. In addition,

the use of games is one way to make learning more effective, interesting, and fun for students “menyenangkan dan menarik”, “bagus, menyenangkan, dan juga seru”.

Discussions

This part presents the discussion of the research findings. This is one research question proposed in this study. The discussion focuses on the finding of the one proposed research question. That is the implementation of teaching English through child game based on local culture at SD Muslim Cendekia.

In an effort to make the teaching and learning process successful, teacher must consider several factors. Flanagan and Greenwood (2007) stated that there are four factors, which are: (1) the students they are teaching, (2) the nature of the words they decide to teach, (3) their instructional purpose in teaching, (4) the strategies they employ to teach.

From the result of the study, the teaching strategy used by teacher in teaching English was a child games-based on local culture. Based on the interview, the researcher obtained deeper information about the use of games, including the types of games used by the teacher. Every teacher has a different game method for teaching their students. There are several games that are usually used by teacher to teach students, such as snakes and ladders and go to the zoo. Based on the interview, the game was successfully used by the teacher. Based on Robbins statement, researcher used instruments that could support research to get opinions from the respondent point of view about the use of games in teaching English for young learners.

Games-based on local culture, even in the simplest form of the game need others to play. If done alone, the game has less meaning. It can be said with certainty that traditional games are played with other people. Thus, a sense of community will be built between each other. It's also taught sportsmanship and mutually agreed rules. It is true that there is already a general rule in a traditional game. However, to start a game at a time, children will confer first and make a mutual agreement.

The expression and appreciation of the game is manifested by direct interaction with fellow friends. Thus, students can chat with each other, beat, insult and simultaneously accept defeat. The affective aspect is touched on in traditional games, not just psychomotor aspect.

Thus, games-based on local culture can be used as an alternative method of teaching English because students are able to master the learning without the pressure to memorize English. Using traditional games in teaching English also helps to preserve the nation's culture.

The result showed that games-based on local culture were one of the strategies to teach young learners based on teacher and students on the use of games. The games-based on local culture used are snakes and ladder and go to the zoo. This game is very effectively used in

learning speaking and writing skills. In the snakes and ladder game, the focus is more on learning speaking skills, because students are required to make a reflex question or sentence. In the go to zoo game, it focuses more on learning speaking and writing skills, because students are required to make simple sentences and present the results in front of the class. It would be much effective than if the teacher gave only theories. The students would also easily remember what they learned in their lessons by using games. Moreover, the results also demonstrated that the use of games was a way to make the lessons more effective, interesting, and enjoyable for students.

To support the result of this study, the researcher tries to compare with the previous study from Rusiana and Nuraeningsih (2016), this study to aim to find out whether traditional games are effective to be used in English teaching and learning. The subject of the research is 18 students of fourth grader Al Basith of SDIT Lukman Al Hakim Kudus. The design from this study was quantitative research and the instruments were pre-test and post-test. The findings of this study showed that through traditional games student's English achievement is significantly higher than before. So, traditional games are effective for teaching English.

All findings of this research were related to teacher and students. The teacher had a positive perception on the use of games-based on local culture. Hence, the positive perception could be related to the advantages of using games based on local culture in teaching English to young learners. It would have positive impact on the students learning process.

CONCLUSIONS AND SUGGESTIONS

Students do not have difficulty remembering to learn English in both oral and written form with the application of games-based on local culture in learning English, because learning is carried out using natural games that they usually play.

The understanding and use of language function by students also increased, meaning students no longer felt reluctant and embarrassed to communicate in simple sentence and commands using English. This is because it is easier for students to express the language used because of the natural settings used in learning. In addition, with the learning process through games based on local culture with "Snakes and Ladders" and "Go to The Zoo", teacher is able to teach different learning concepts related to daily life, such as colors, shapes, and animal types.

The implementation of this model also provides students with very good answer. They feel delighted and excited about learning English. In learning English, this is supposed to be a motivational booster for them because they can make enjoyable learning a benchmark in

improving the knowledge and skilled they have at elementary school level so that thoughts, encouragement, and student interest are factors that contribute greatly to learning at the level.

The study could conclude that any lessons, games could be implemented. The outcome of this study indicated that games were used not only for more fun, but, more importantly, for useful language lesson practice and analysis.

There are several things focused on the conclusion that are recommendation for further research. First, future research to ensure the participant is prepared to answer questions from the interview based on actual life rather than a formality, and the analysis has been completed. Secondly, it should concentrate on what the subject is and read further papers that do not forget to draw conclusions and find a void in the completion of its study to encourage more analysis. Third, the need for similar studies using games based on local culture needs to be undertaken to assess the efficacy of the game with different approach in the field of English Skills (listening, reading, writing, and speaking), such as the method of action testing and experimental for the form of game.

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