

THE IMPLEMENTATION OF TRADITIONAL GAMES IN ENGLISH LEARNING MODELS

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Abstrak

Dalam bidang pendidikan bahasa, melibatkan pelajar dan meningkatkan keterampilan bahasa mereka tetap menjadi tujuan utama. Permainan tradisional yang berakar pada warisan budaya dan interaksi sosial telah menunjukkan potensi besar sebagai model pembelajaran bahasa Inggris yang efektif. Abstrak ini mengeksplorasi penggunaan permainan tradisional sebagai model pembelajaran bahasa Inggris yang inovatif dan mendalam, menyoroti manfaat dan tantangan yang terkait dengan penerapannya. Permainan tradisional menawarkan pendekatan unik dalam pembelajaran bahasa Inggris dengan menciptakan lingkungan yang interaktif dan menyenangkan bagi siswa. Memasukkan permainan seperti permainan papan, permainan kartu, dan aktivitas luar ruangan ke dalam pelajaran bahasa akan mendorong partisipasi aktif, meningkatkan motivasi, dan menumbuhkan rasa persahabatan di antara pelajar. Aturan, strategi, dan interaksi sosial yang melekat dalam permainan tradisional memberikan konteks otentik untuk penggunaan bahasa, mendorong komunikasi yang bermakna dan produksi bahasa. Penelitian ini menggunakan best practice dan penelitian literatur. Seluruh sampel permainan tradisional yang disajikan dalam penelitian ini sudah pernah dilakukan oleh peneliti. Terkadang game bisa berjalan dengan baik namun terkadang gagal. Tergantung Guru yang menjalankan permainan. Meskipun mempunyai banyak kelebihan, tantangan tetap ada ketika menerapkan permainan tradisional sebagai model pembelajaran bahasa Inggris. Adaptasi permainan agar selaras dengan tujuan pembelajaran bahasa, memastikan instruksi yang jelas, dan mengelola tingkat bahasa peserta yang beragam merupakan pertimbangan penting. Selain itu, memasukkan permainan ke dalam lingkungan pendidikan formal mungkin memerlukan perencanaan dan koordinasi yang cermat untuk mencapai keseimbangan antara persyaratan kurikulum akademik dan aktivitas bahasa berbasis permainan. Kesimpulannya, penggunaan permainan tradisional sebagai model pembelajaran bahasa Inggris menawarkan pendekatan menjanjikan yang melibatkan pembelajar, mendorong penggunaan bahasa otentik, dan mengembangkan berbagai keterampilan berbahasa. Dengan memanfaatkan sifat permainan tradisional yang interaktif dan mendalam, pendidik dapat menciptakan pengalaman belajar bahasa yang dinamis dan menyenangkan. Meskipun terdapat tantangan, pertimbangan yang cermat dan strategi penerapan yang efektif dapat memaksimalkan manfaat permainan tradisional sebagai bagian integral dari pendidikan bahasa Inggris.

Kata kunci: Permainan Tradisional, Pembelajaran Bahasa Inggris, Model.

Abstract

In the realm of language education, engaging learners and enhancing their language skills remain key objectives. Traditional games, rooted in cultural heritage and social interaction, have shown great potential as effective model for English language learning. This abstract explores the use of traditional games as an innovative and immersive model for English language acquisition, highlighting the benefits and challenges associated with their implementation. Traditional games offer a unique approach to English language learning by creating an interactive and enjoyable environment for students. Incorporating games such as board games, card games, and outdoor activities into language lessons encourages active participation, boosts motivation, and fosters a sense of camaraderie among learners. The inherent rules, strategies, and social interactions in traditional games provide an authentic context for language use, promoting meaningful communication and language production. This research used best practice and literature research. All samples of traditional games that presented in this research has already done by researcher. Sometimes games can run well but sometime fail. It depends on the Teacher who runs the game. Despite the numerous advantages, challenges exist when implementing traditional games as an English learning model. Adaptation of games to align with language learning objectives, ensuring clear instructions, and managing the diverse language levels of participants are critical considerations. Additionally, incorporating games within formal educational settings may require careful planning and coordination to strike a balance between academic

curriculum requirements and game-based language activities. In conclusion, the use of traditional games as an English learning model offers a promising approach that engages learners, fosters authentic language use, and develops a range of language skills. By leveraging the interactive and immersive nature of traditional games, educators can create dynamic and enjoyable language learning experiences. While challenges exist, careful consideration and effective implementation strategies can maximize the benefits of traditional games as an integral part of English language education.

Key words: Traditional Game, English Learning, Model.

INTRODUCTION

In daily life, we often find some children currently plays games. Play is essential for children's development, and it should not be regarded as a luxury in children's lives. (Shin, 2022). Children understand the world through play, which is the most natural activity to them.(Kim & Lee, 2022). According to (hasanah 2016) as cited by Ruslan. E, and Munawir, A (2020) stated that Traditional games contains moral values, togetherness, honesty, motivation of achievement and obeying the rules. Traditional games generally come from culture of society that makes those activity as communication media. Mulyana, Y., & Lengkana, A. S. (2019). We unrealize that Actually children are doing learning process when they are playing game. Playing is a valuable way to assess a child's development, as it gives access to the child's communication in a real and functional context.(Mohan et al., 2022). Playing-based learning supports children to develop their communication skills, as they interact among them every day while playing. It also motivates children to learn by assisting them significantly with language and math comprehension.(Alam, 2022). Many lessons can be learned by traditional games. some of them are language skills, mathematics skill, motoric movement skills and socializing skills. traditional game is believed can give development of mental and physique (kurniawati eis : 2016 :1). Whereas traditional games can develop psychology aspects that can be made as means of learning as preparation into the world of adult. (Mulyana, Y., & Lengkana, A. S. (2019: 6). Traditional games can be used as English learning model.

We often see children go home after learning English in happy looking face. That means they have just done educative game in the classroom. The Impact is at the next meeting, they will come earlier before lesson started. Things like this is what the course institution expects. Student Study happily, and parents pay course fees happily too. On the other hand, in monotonous learning process, students go home in gloomy face and come always late. Of course, This is disturbance in class management. According to research that conducted by pamungkas Inten, and Mulyani (2018), through playing activities, children can capture learning session more quickly, because learning conveyed by games created a connection between the brain nervous system, and real experiences that are done by students.(Inten et al., 2021). Imagine when lesson will start, however none of students come to the classroom, a few minutes later, they come one by one. Of course, this is not a good learning condition.

According to Cony Setiawwan, that cited by Iis Nurhayati(2012) in playing activity, all steps of development grow well and the result can be seen in teenager age. Beside cognitive development aspect, games also increase child's Language development. Cendana, H., & Suryana, D. (2022). Children's world is playing world. Hurlock (1980: 146) as cited by Susanto, B. H. (2017). stated that a child at elementary school age is on playing age. it means that playing is their hobby that is why Teacher should adapt learning model. But some parents are angry to see their children just playing and playing. Some of them say your activity only playing and playing. Most parents don't realize that their children are learning. Games will grow exploration activity, physique growth exercises as well as imagination, giving broad opportunities to interact with other people and friends, language ability and add vocabulary as well as make fun learning. Badu R. (2011). Current Studies show that while playing a child is learning. Susanto, B. H. (2017). Games that can create fun learning activity and contain educative element can be found in traditional games Ma'azi Azizah (2016). By creative ideas, Teachers can utilize a game as means of learning. Traditional game such as congklak, can be utilized as means of mathematics learning. (Megha Mohan at all). stated that learning process by modified congklak traditional games can be used by play group Teacher to stimulate all development aspects. Pretending game is a type of playful behavior that engages nonliteral action . In daily life, we often found some of traditional games such as hide and seek, monopoly, and snakes and leader. In traditional games, children communicate each other. With A little modification, traditional games can

be made as means language environment. But unfortunately, not many educators realize about it. And this demanded creativity of Teachers.

In mastering a second language, students are not only required to learn the rules of a language. But they also have to learn how the language is used in daily life. Mastering a second language does not only have to be done by learning process. But it also has to be done by practice or acquisition. According to Dardjojo as cited by Suci Rani Fatmawati (2015). Acquisition is a process of language mastery naturally as a child learn to use mother language. Language acquisition is done involuntarily. During early childhood vocabularies that young children can understand are limited to essential words and receptive language Language develops more than expressive language.(Bae & Bae, 2022 :100). Acquisition is carried out in a language environment such as the teacher's talk in informal situations, peer language, reading books or films. According to Lilis Sumaryati (2017). language development of a girl is faster than a boy. this is caused by hemispher of cerebral on girl's brain is wider than a boy's. A good language environment allows students to be able to master a second language unintentionally. As long as students are in a language environment, students can master a second language naturally.

Game is one of the language environments. Curtis and Carter (2023) .(Kang et al., 2022:54) described the educational environment in a game environment as the most visible form of curriculum practice that teachers can do. There is an instruction from the game leader. In a game students interact with peers, also with the teacher as the game leader. In several studies it was revealed that several traditional games have an influence on cognitive, motoric and social development. However, research on the implementation of traditional games that have been converted into language learning models to increase students' vocabulary has not been carried out by many other researchers. In this study the authors tried to study traditional game forms that could be modified into English learning models.

There are three views in the development of a child's language.

The first view held by nativism. This view was pioneered by Noam Chomsky , who has the view that since birth a child has been equipped by a language acquisition device (Abdul Chaer : 2021:222). This device does not related to cognitive abilities. So that anyone can acquire his mother tongue, no matter how high is the IQ. With this device a child can learn the rules of his mother tongue even though in a short time. He also stated that the structure of the inner language is conscience. (Abdul Chaer : 2021: 57) this means that the language formulas have been innate from birth. He denied theory of stimulus respond.

The second view is from the behaviorists .

According to behaviorists , children can speak and understand language as a result of stimulation from the environment. (Abdul Chaer : 2021: 223). Skinner (1969) (Abdul Chaer : 2021: 223) argues that if a child can speak a language, as a result of mastery of language rules , but it is formed directly by outside factors of himself. He stated that, language development is a progress from random verbal expressions to actual communication skills from imitation processes. According to Hurlock (1978:1888) as cited by Suparman, Stated that vocabulary that are used by a baby is one syllable noun that is achieved from sound that he likes.

The third view is from cognitivism .

This view was pioneered by Jean Pieget (1954), a Swiss philosopher, scientist and developmental psychologist. He described four stages of development in a child. (Jasa Ungguh Muliawan: 2022: 124) the four stages are as follows:

Motor sensory stage.

In the first part of the first year, the baby has not yet distinguished himself from his surroundings. His first development was the use of the five senses. He started making new moves. Then in the second part of the first year is development of motor skills. Then development of the coordination of these two early abilities at the end of this period the baby begins to think about the world.

Pre operational stage

At this stage the way of thinking is based on something that can be seen clearly. At this stage if water with the same volume is placed in a long small tube container and the other is large but short, if a baby is asked which volume of water is more. Surely he will answer in a tall small tube container.

Concrete operational stage

This stage starts from the age of 7 to eleven years. At this age, if we asked the same question, a child will definitely answer the same volume of water. But he couldn't explain why.

The formal operational stage.

This stage starts from the age of 11 years and over. At this stage they begin to think abstractly. Jean Piaget stated that language is not a separate natural characteristic, but it is indication of cognitive maturity. So language development must be based on more basic and more general changes in cognition. Language rules arise as a result of continuous interaction between the child's level of cognition and his linguistic environment.

There are two ways humans mastering second language. That is by learning and language acquisition. Whereas Language learning takes place in a classroom. In language acquisition, it happens like a child learns his or her mother tongue. The first time a child uses the language is by crying. When he feels hungry or need help from adults. So, he or she will use crying as a form of communication. then at 3 weeks of age he uses smiling as a form of communication. at 12 weeks old then the baby can do simple dialogue with his or her mother. At 2 months old a baby starts to respond solicitation communication with his or her mother. And at 5 months old, a baby starts to learn motion gestures and expressions of people around him or her. At 7 months old a baby showing expression to communicate his or her wish. At 2 years old a baby begins to make two sentences and get have a short dialogue. From 3 years old and up, a child begins to be able having a longer dialogue more clearly. His speaking is arranged well and more clearly. At this age, a child begins to communicate with adults such as his mother. At this age, good language environment is needed.

There are some value characters that can be excavated in traditional game. Such as in a rope jump game can practice dexterity, sportsmanship, and socialization. Traditional game can also train accept of lost although disappointed feeling. Traditional game also trains of discipline. Because in traditional game players are demanded to obey rules. There are several functions and benefits from games. Papalia one of development expert states that a child is developed by playing method (Yuliani Nurani et all) (2020: 23) So for a child playing is something essential to fulfilled. According to semiawan (2002: 21) (Yuliani Nurani et all) (2020: 33) if need of playing is not fulfilled then at teenager age a child experience less optimal development. Lev Vygotsky (Yuliani Nurani) (2020: 33) also states that language and social development of a child can happen by playing. By playing, communication must be happened. From communication, language environment will also be formed. In language environment, so the language acquisition device works. So that it is not suggested for a leader of game to translate rule instructions of game into mother tongue. Because without translating, language acquisition device of a child will conclude instructions that is used.

There are various types form of game. Some of them are:

1. exploration game
Since birth time a child has been able to explore the world around him. These abilities can be developed properly if educators stimulate them by creative game. The willing of knowing the world around him or her is indicated by always asking about something. Exploration games that can be done such as exploring of a mini zoo or miniature media.
2. Energetic game
Energetic games are games that require a lot of movement and a lot of energy. This game is useful for both soft and hard motor skills training.
energetic game helps children become environmental explorers, developing body control and coordinating various parts of the body.
3. Imaginative game
This game is done by pretending to be an object in the player's imagination. For example, pretending to be a doctor or a police officer. Some of the benefits of imaginative game include : helping develop thoughts and language, understanding other people, triggering creativity and helping children realize themselves.
4. Skills game
Skill game is a form of game that can explore a child's world . This game is useful for improving skills in children. Examples of skill games such as putting together puzzles, making castle of sand and so on.
5. Social game
In social games there is interaction among players. So social games are useful for improving social skills. At the age of 3 years and above a child's egocentricity will decrease. Social game can develop children friendships.
6. Guess puzzle game

Puzzle games can increase a child's thinking skills. Examples of puzzle games such as guessing pictures or guessing words.

Not all games are good for language environment. Sometimes bad handles games can damage management of class and reduce motivation to learn. Leader of game is demanded to be able to control class situation that game can run well and learning objective can be delivered. Somethings important in leading games are:

7. fair behavior.

Leader of game demanded to behave fair. Not fair in game can reduce motivation. So that o learning objective can't be reached. Participant need to be given understanding that objective from game is for learning but not for championship.

8. Game environment is arranged well.

Before begin a game, be sure that game device has already completed. When the game use card for example, the number of cards is completed. If game need motion be sure that there is no hazard in game area.

9. Make sure that all participants understand game rules.

Before beginning of game, game leader should ensure that whole participant game has understand game rules. Miss understanding can cause some problems. So that objective of learning cannot be reached.

10. Build confidence for un confidence participant.

Game participant generally have different behavior. Some of them can dominate games and some others are not enthusiastic in joining a game. In this case leader of game should be able to control the situation. Don't let certain participant dominate game. Make sure all participant game get the same chance.

11. Avoid giving gift.

Giving gift should be avoided. Because giving gift can cause conflict.

12. Anticipate of conflict.

Participants of game are in variety of behavior. Some are easy disappointed and some other are easy to angry. So before beginning of game, leader of game needs to inform that the game is for learning. Not for championship.

RESEARCH METHODOLOGY

This research uses the best practical method as well as the literature review method. In this study the authors observe traditional game forms and modify them to become models of English learning model. In addition, the authors conducted a literature review to study if traditional games has a positive impact on child psychology development. In the literature review, researcher observes theories that explain the process of acquiring a second language. As well study the influence of the game on child psychology. In data collecting, the writer observes traditional game forms from various sources, both from books and direct observations when several children are playing.

RESULT AND DISCUSSION

Some traditional games that children acquire naturally can be used as models for English learning models. Some of them are:

Picture card games, role playing games, and skill games.

There are several forms of traditional games that can be modified into English learning models, such as:

Do you have..... ?

Objective:

student can ask and answer by using expression of "do you have.....?" And the response such as "No I don't / yes I do" Student can increase vocabulary such as Name fruits, animal, and vegetables.

Duration: 1 x 45 minutes

Game devices : 2 groups of picture cards such as various kinds of fruit, animal, pets or vegetables.

Steps: _

Divide students into several groups.

Choose one of participant as representative from each group.

teach them the rules of game.

Rules of game:

Teacher shuffles cards that contain pairs of vocabulary such as names of animal, vegetables or stationaries.

Teacher distributes cards to each player. Each player has 5 cards.

Teacher opens one by one the rest of cards, while asking “Do you have?(eg cucumber)

Players who have the same pair card, can answer by saying “yes I have” then put his card on the table.

Players who don't own it can answer by saying "no I don't."

The first players who has put all of his or her cards on the table is the winner. While the last one is the loser. Teachers can give punishment to the loser such as singing or dancing.

The form of the game assessment instrument is as follow :

no	indicator	P	W	ex
1	Student’s vocabularies are improved			
2	Student capable to use expression “Do you have.....?”			
3	Student capable to respond expressions that use the phrase “do you have... ..?”			

P = poor

W= well

EX= excellent

The second game is princess game _

This game is suitable to exercise the use of the present continuous tense. Some expressions that are used is "what are you doing?", are you cooking, are you washing, and so on. This game does not use game device. only large space is needed. Outside space is more vavorable. Before start the game be sure that students have vocabularies that related to present continues tense such as : washing dishes, moping the floor, cleaning the windows and others .

Steps of the game are:

Teacher divide students into two groups. Teacher chooses 1 student to sit on a seat as a Prince. A group of students are on the other side. Then they group approach the princess while greeting by saying "good morning madam" then the princess answered 'good morning what are you doing? A group students demonstrate a movement as if they are doing something. If that means ironing, so they demonstrate movements as if they are ironing. Then princess guess by asking “are you ironing?” If the prince answers Correctly so a group of students run into their area. And the princess try catch one of them. The princess may not catch if they have been inside their area. If the princess guess is wrong, then group of students are still demonstrating some movements. And the princess Keep going look for the correct answer. Assessment instrument that can used in the game are:

Tabel 1 Steps of the game are

no	indicator	P	w	ex
1	Student capable to increase vocabularies.			
2	Student capable to use present progressive expression			
3	Student capable to respond expressions that use present progressive expression			

P = Poor developed

W = well developed

ex = excellent developed

ABC Five basic game

Steps in this game are the Teacher mentioned “five basic ABC “. Then every player put his finger on a table. Pointed some fingers. The number of fingers is free. It could be two, three or none. The teacher counts student’s finger while saying " A, B, C, D and so on ". The last mention letter become the First letter of thing that should be said. For examples final letter is "C" then player must look for words that begin with the "C" letter. Winner in game This is the most students collect letters.

This game can also be modified by following steps:

Teacher divide students into several groups. Then the Teacher calls 2 students to stand in front of class as representative of their group. Then the teacher mention "five basic of ABC " to them. Both of them showing their finger. The teacher counts them alphabetically. If counting end with for example "

M" then, both of them must mention name of word that begin with "M" letter. The first student who can answer is the winner. Teachers can modify instruction by "the things should be name of fruit or other things.

Guess the profession

game objective : increase vocabulary related to profession

game devices: cards of various kinds of profession names (fishermen, farmers, teachers and so on).

steps : _

Students are divided into several groups. Teacher asks Representatives from the two groups to come to the front. Leaders show the profession that must be demonstrated movement that related to profession that must be guessed. The Teacher asks if they are ready. If so, they approach the group and demonstrate the profession that must be guessed. The first group that can guess is the winner.

The last letter becomes the first letter.

The goal in this game is to recall the vocabulary that has been learned.

Steps :

The teacher divides students into several groups.

Group members line up to the back.

The Teacher writes the words on the board.

For example, if the teacher writes the word " big ", the student in the first row must write a word that begins with the letter "G".

Suppose the first student writes the word " goat ", then the next student must write a word that begins with the letter "T"

The teacher gives a time limit for example fifteen minutes. Then after fifteen minutes the activity was over. The group that can write the most words is the winner. This game can be modified by asking one representatives stand in front of the class. Then ask them to do the activity by single person.

CONCLUSION

Some traditional games can be modified into models of language learning. In traditional games there must be a communication. Communication that occurs during the game, can be used as a language environment such as peer's talk or Teacher's talk.

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