

THE EFFECTIVENESS OF GAMES TO TEACH ENGLISH IN INDONESIAN CONTEXT

Khudriyah

STIT AI Urwatul Wutsqo Jombang

e-mail azkiabilqiz@gmail.com

ABSTRACT

Teaching English as foreign language in Indonesia consists of four skills (listening, speaking, reading, and writing), and other aspects such as, grammar, vocabulary, pronunciation, and so forth. It is hard work, so it needs the methods or strategies that are interesting and enjoyable. One of them is games. Many experts and researchers that games is an attractive, and effective way to teach foreign language. This article discusses the findings of research about teaching English using games to improve the English skills, and some aspects. This research is descriptive qualitative, which based on the finding of eight researchs result. The research finding can be concuded that games is effective to teach vocabulary, structure, pronunciation, and speaking. Because it can improve the students score. Besides, the students are more actively involved in the teaching and learning process.

Keywords: *effectiveness, games, teach, foreign language*

ABSTRAK

Pembelajaran bahasa Inggris sebagai bahasa asing di Indonesia terdiri dari empat keterampilan (menyimak, berbicara, membaca, dan menulis), dan aspek lainnya seperti, tata bahasa, kosakata, pengucapan, dan lain sebagainya. Ini adalah kerja keras, sehingga perlu metode atau strategi yang menarik dan menyenangkan. Salah satunya adalah game. Banyak ahli dan peneliti bahwa permainan merupakan cara yang menarik dan efektif untuk mengajarkan bahasa asing. Artikel ini membahas temuan penelitian tentang pengajaran bahasa Inggris menggunakan game untuk meningkatkan keterampilan bahasa Inggris, dan beberapa aspek. Penelitian ini bersifat deskriptif kualitatif, yang didasarkan pada temuan delapan hasil penelitian. Hasil penelitian dapat disimpulkan bahwa permainan efektif untuk mengajarkan kosakata, struktur, pengucapan, dan berbicara. Karena dapat meningkatkan nilai siswa. Selain itu, siswa lebih aktif terlibat dalam proses belajar mengajar.

Kata kunci: *efektivitas, permainan, pembelajaran, bahasa asing*

Background of Study

Teaching foreign or second language is hard work. It needs big and constant effort to reach the target language. many problems are influencing the difficulties of learning foreign language such as culture, dialect, pronunciation. The low students' motivation is also challenging them to learn because they are not familiar with the language. Motivation is an important thing to be solved. To solve this, the teachers should choose the best way. It can be done by implementing an interesting teaching method or models. There are many interesting methods that

are in teaching foreign or second language. And one of them is game.

Games have many advantages when they are used in classroom. One of them is that learners are motivated to learn the language when they are in a game in learning. Some experts who say that games provide motivation are: McCallum (1980: 9) who says that games automatically stimulate student interest, and game can be one of the highest motivating techniques.

Kim (1995:35) argues that games are

motivating and challenging. He explains that learning a language needs a great deal of effort and games provide it, they help students to make and maintain the effort and learning. They will not be bored, because games are a lesson, but relaxing from the usual routine of the language class.

Game is not only motivating but also enjoyable and fun. Learning foreign language sometimes makes students feel stress and depression because of their ignorance to the language. To lose the behavior, they need to have enjoy and fun learning that is game.

The following are experts who argue that game is enjoy and fun learning, such as Stevick (1982:128) says that games is enjoyable activities. Based on his experience in teaching foreign language, he saw his students felt tired and lazy after doing some activities in the classroom. He realized that his students need a change. Then he brought them to the new atmosphere that was learning by a game. He then saw them more active because they enjoyed the game while learning. In line with Stevick, Wierus (1989:48) states that game is interesting and fun not only for students but also for teachers. They help to develop students' skill in asking question, enlarge their vocabulary, and improve their listening comprehension. All the games create a pleasant and relaxed but disciplined atmosphere.

Game is also can be used for all ages as Wright, et al (1994:2) states that enjoyment of

games is not restricted by age. Some individuals, regardless of age, may be less fond of games than others. But so much depends on the appropriateness of the games and the role of the player. All classes can use the game but the teachers should provide activities which appropriate with them.

In addition, Celce Murcia et al (1989:53-54) argue that games are fun, and nearly everyone would agree that if learning can be made enjoyable, then students will learn more. It is not always realized that adolescents and adults enjoy games as much as children and if the purpose of game is explained to them, do not feel that it is childish or out of place to participate in a game in the language classroom.

Many people say that game is considered as joke, sally, and not serious, but game can make learning language effective and communicative. As explained by Malay in Johnson and Marrow (1981:37) state that games and game like activities play an important role in the development of communicative competence naturally, creatively and authentically. Natural means that in game-like activities, students are free to be themselves. They can engage their real personalities with those of their fellow-students without the additional burden of trying to be someone else. Creative means that in the interaction among students, they can express their own ideas by manipulating words in various meanings and context. Authentic means that the

speech forms they used in communication are real.

Games can involve friendly competition and they keep learners interested and participate actively in the learning activities. Even the competition is accompanied by interesting and enjoyable way, the learners will feel challenged with is competition in the classroom. Gibbs (1978; in Rixon (1981:3) says games are activities carried out by cooperating or competing decision makers, seeking to achieve, within a set of rules, their objectives.

As expressed by Lee (1979:3), games have a very clear beginning and ending and they are governed by rules. Games are student-focused activities requiring active involvement of learners. This statement is supported by Crookall (1990:65) learners and teachers change their roles and relations through games and learners are encouraged to take active role in their learning process. As a result, games provide learners with a chance to direct their own learning.

Agoestyowaty (2007:13) says that using of games in a learning environment will change the dynamic of the class, it also rejuvenate students and help their brain to learn more effectively.

Every game has a specific learning objective in mind, each player's turn deals with the same concept or skill in a different way. Although the students do not participate due to not their turn, but they can understand what is played by someone else, and this is an effective learning. By

learning foreign language through games, the learners' motivation will grow up and interested in learning foreign language.

This article is compilation of research result of teaching English using games done by some researchers.

METHOD

This study uses a qualitative approach with literature review. In collecting the data, the researcher used instrument of documentation, in collecting data the researcher conducted by reading, writing, and analyzing.

Finding and Discussion

1. Finding

a. The research conducted by Ahmad Jamaluddin Malik (2011) about games to increase students' interest to teach structure (past tense).

This research is about improving students' interest in simple past tense through game. This study is classroom action research which wants to improve students' interest in learning structure of past tense. This study was done at SMP Islam Siti Sulaechah Demak of 8 A class.

His problem as teacher was, his students motivation in grammar class was low. They were fewer enthusiasts in joining grammar class. Based on the observation result of the preliminary study, their interest showed at 34, 53% only. There were

no more than 10 students who paying attention to the course seriously or follow teacher instructions.

Most of them showed their troublesome attitudes in the class. The class situation was so crowded, because of students' inattentive attitude and they were talking loudly each other to their friends.

The result of students confession was English is too complicated and it is bewildering them. He explained that the matter can be caused by language structure/grammar in English has significance difference compared to Indonesia language that representing as their first language. One of the matters is about tenses that differentiating verb pursuant to time of the happening of an activity. As teacher he changed the teaching method to make his students interested in, especially in teaching grammar, to improve students' interest, he implemented many different games.

The research was done in three cycles. The mean score of interest was increasing of 44, 47% in the first cycle, but there were problems that were the students did not do their work well. For the second cycle their interest was increasing at 56, 6%, and most of students did their work well. However, their interest fell into 55, 78 % in the third cycle, but it still categorized at high level. He concluded that game can increase the students' interest in teaching grammar especially past tense.

b. The research conducted by Miftahul Jannah (2011). The research is about teaching

vocabulary through games at Yayasan Miftahul Janah SMP Ciputat 2011.

This research design is class room action research. Before conducting research she found the problem such as the teaching vocabulary process used traditional method and monotonously that was memorizing word and drilling pattern. This made students feel bored, unmotivated, and lazy to study. Besides, the students score could not reach the minimum passing standard of school (KKM) that is 70. She then tried to implement games in teaching vocabulary, with criteria of success the mean score of class is 75 students can reach KKM. She did the research in two cycles. The result was games can improve students of SMP Yayasan Miftahul Janah Ciputat by proved the result pretest and posttest either in cycle 1 or cycle 2. The different mean score from pretest to post test was 52, 81 (pretest): 64, 70 (cycle 1) : 75,71(cycle 2). In cycle 1, the mean score increased from 52, 81 to 64, and 70. However, the criteria of success she made before had not reached, so it was continued to cycle 2 with mean score was 75, 71. In this cycle the mean score increased more and the criterion of success was reached.

The result of observation showed that the students more active and interesting during the games, they feel easy to learn vocabulary. Based on the result of interview the students feel happy, enjoy, and enthusiastic to join the class. However, there were some problems such as many students

did not understand the lesson and the rule of games, since they could not know the meaning of words in the words set. And the students like to use Indonesia in playing games, because they consider that game is competition.

c. The research conducted by I Gede Surya Prajana (2013) about improving students vocabulary through interactive games.

The design of the research is classroom action research. The study was conducting at 7th Grade of SMP N 3 Mengwi in academic year of 2012 /2013. The research was done in two cycles. In the preliminary research the researcher did not explain the problem found before the study conducted, but he explained the problem happened in general primary school. That is: there were a large number of pupils in primary school fail to achieve the expectation above. They are found to have poor achievement in vocabulary, which result in their poor performance in English language skills. Having lack of words that they obtain also causes them to find English learning hard and unattractive.

The teacher usually used media such as flash cards, pictures and real things that are familiar for students, so they are not interested in. The material is also provided in the textbooks. In teaching vocabulary, the teachers tend to use conventional method in which the teacher asks the students to translate several Indonesian words into English. If the students were unable to do the task, the teacher helped them translate the words. The

teacher wrote down all the words on the blackboard, and that was all. This way cannot did not help students to fulfill the learning purpose.

At last he concluded that there was significant effect of the implementation of interactive game in improving students' vocabulary achievement of 7th grade of SMPN 3 Mengwi. The data showed that the students' average score in pre-test was 6.36 and then the mean score improved to 7.721 in terms of level of mastery. There was a different mean score of 1.130 between the two cycles, since the mean score of cycle 1 was 7,721 and cycle 2 was 8.85. The finding was also supported by the result of questionnaire about student's perception toward the teaching method implemented. The questionnaire consisted of four options that was A score is 4 (high), B (medium) with score is 3, and C (less) score is 2, and D (much less) with score is 1. The result of questionnaire showed the comparative percentages of 4,68% students chose A, 31,82% students chose B, 2,14% they chose C, and no student who chose D.

The obtained comparative percentages of the items of the questionnaire indicated the subjects' positive changing attitudes and motivation in mastering students' vocabulary through interactive games was effective in helping the 7th grade student of SMP N 3 Mengwi to increase their vocabulary in English.

In addition, the application of interactive

games was also able to raise the students' motivation, interest and enjoyment in learning. Moreover, the technique could also reduce the students' boredom, which made it possible for the students to learn English at their best.

d. The use of games is also stated by Yosep Kusuma Wibawa (2014). The research is about improving students pronunciation through role play.

The study was done to improve the pronunciation of VII C class students at SMP N 3 Tempel in academic year of 2013/2014 through role play.

The researcher was not a teacher at that class because from the result of preliminary study, he observed the other teacher who taught the students well and communicatively. He agreed that the learning process was communicative, but the teacher did not give much time to enhance students' pronunciation. To teach pronunciation, the teacher drilled several words orally to students.

Students had a lot of vocabulary in their mind because the teacher facilitates them with mini dictionary and gave the students task to memorize the vocabulary and test them once a week. The students also seemed to be enthusiastic when the class had the survey game. However, when speaking activity was conducted, the students still found difficulty in pronouncing English words. Their intonation lacked. When the survey game was conducted, several students still used Indonesia

though the teacher asked them to use English. When the teacher gave instruction in English, they still hesitated to do the instruction. Some students seemed to be shy to use English. It was looked the students' voice was not so clear to uttered the words. It was proved by the result of students' interview; there were students who did not possess good intonation when reading their results. Moreover, as the teacher said in the interview the teacher did not attach the phonetic transcription to students' mini dictionary. So, students found difficulty in pronouncing words correctly. Besides, the mini dictionary did not contain phonetic transcription, so they did not know how to pronounce words correctly.

After the research conducted, he said that the research findings showed the pronunciation of the students of VII C at SMPN 3 Tempel improved through the use of role plays. In cycle 1, the activities were conducting integrated pronunciation teaching; using classroom English, power point presentations, audio recording and multimedia; and giving mini dictionaries containing phonetic transcription; reading aloud; directed response tasks; conducting role plays. Those activities could improve the students' pronunciation. The activities in Cycle 2 were integrating pronunciation teaching. In this case the teacher implemented games using classroom English; power point presentations, audio recording and multimedia; giving students homework to read

aloud; directed response task; conducting role plays; and managing seat position. All the activities could improve the students' pronunciation.

After that the researcher and collaborator continued the teaching and learning process by presenting pictures, played video and got students listen to the pronunciation model and the music. Students also were introduced to phonetic transcription so that they could know the way to pronounce English words correctly. Then, the use of role plays to improve students' pronunciation could encourage students to speak up fluently and accurately.

The other result were the students showed their confident and were not afraid of making mistakes. Their attempt to have good pronunciation was seen as a positive improvement. The students also took part in delivering suggestions to make a joyful learning. finally they seemed to be more active and happier. Besides, their vocabulary also increased.

In her paper, she then explained that the English teacher became more open minded to make English teaching and learning process more interesting. The teacher also could know that pronunciation instruction could be integrated with English skills. The researcher also improved his knowledge in creating activities that could help students learn well. He had improved his knowledge in using media and various materials to make learning more interesting.

The students got more vocabularies during the teaching and learning process. The students also had chance to speak up in English. It could make them practice some English expressions. The use of power point presentations, audio recording and multimedia had made the teaching and learning process more interesting. The students loved to see a lot of pictures and to watch videos. They also loved listening to English song so that they can learn pronunciation in an interesting way. Moreover, the use of video, audio recording and multimedia could expose the use of English in real life situation so that students could learn from a good example. The use of mini dictionaries with phonetic transcription had increased students awareness of having correct pronunciation.

Knowing that there was phonetic transcription to make pronunciation sound intelligible students once made their phonetic transcription when they practiced reading aloud. It could help them to have appropriate pronunciation. The reading aloud could improve students' pronunciation, since the texts for reading aloud that contained sentence stress. The students were helped to have good intonation when they read the text. The text also contained vocabularies that sounded new for them so that they could increase their vocabulary.

The effect of giving homework to read aloud had made the students practice English pronunciation intensively. They could be more used

to English pronunciation. The directed response task made students more aware to materials being given. When they were asked to respond some situations given, they could practice some English expressions and by having that activity. The implementation of role plays could improve the students' pronunciation, because the role plays were done after students had pre-communicative activities. In this activity, they showed what they had got from the lesson being discussed. The students could also improve their pronunciation in an interesting way. They played with their friends and they seemed happy. The students' intonation sounded better, however, their grammar still need to be improved.

- e. The research conducted by Lia Amalia Nirmawati (2015) about teaching speaking using board game.

This research is aimed to improve the students speaking ability of SMP N 13 Yogyakarta in academic year of 2013/2014 through board game. This research design is classroom action research. As she explained about the problems found before conducting research were: the teacher hardly ever gave the students varied activities, such as games, students project, delivering speech, presentation, discussing some issues, outside classroom activities, even listening activities. The activities of the class was almost same with activities done by other English teacher at general, namely the students just reading some texts from

a worksheet and then answering some questions related to the content of the text. Students were also asked to do the tasks from the students' worksheet ("LKS"). However, the teacher selected the material in the worksheet and gave the materials from the text book. The students were also asked to copy or to take notes of the materials given by the teacher. Sometimes, the teacher also asked the students to repeat some English expressions. This is a big problem for teacher and students. How can they have English as skill when the way of teaching is like the one.

The second, the materials given to students only limited from the teacher. The students were never asked to find materials by themselves to accommodate their own needs in learning English. There are so many sources consist of good material which can be taken to be learnt, however, the teacher was never encourage the students to find interesting material from other sources, such as, books, newspaper, internet, and so on.

The third, the teacher only taught materials related to national examination, so the students never found speaking class, whereas speaking is one of skill that must be taught by teacher in junior and senior high school. The teacher said that he had an obligation to make the students pass. Once the teacher gave them speaking class, the students did not want to speak or to express their ideas in their mind. To make them speak up, the teacher had to invite, encourage, and gave question at first.

Of course it would be happened because the teacher looked ignored to speaking activities. Besides, the teaching method was not interesting.

The last, the researcher concluded that the use of speaking board games to teach speaking improved the students' speaking skills at SMP N 13 Yogyakarta. The results of the research showed that there was improvement of the students' speaking skills in some aspects, such as pronunciation, vocabulary, accuracy and fluency, and self-confidence. The improvement was occurred because before playing the game the students were given some activities in which they could improve the aspect of speaking skill. They also got atmosphere and model, and feedback which conducive to improve their speaking skill. By implementing the speaking board games the students became more confident to speak English. It also made the students participated more in the speaking activities and got more chances to speak. They could make conversations using the expressions they learnt during the implementation in joyful way.

2. Discussion

The result of research of teaching vocabulary using games was done by Ahmad Jamaluddin Malik who said that games is effective in increasing students' interest of structure. This is evidenced by the mean score of student's interest increase from 44, 47% in cycle 1, to be 56,6%, in cycle 2 and fell into 55,78 % in cycle 3. However

they did the task very well.

The implementation of game in improving students' vocabulary is also done by Miftahul Jannah. She helped an English teacher at SMP Yayasan Miftahul Janah Ciputat who got problem in teaching vocabulary, and overcame the problem by teaching vocabulary using games. The result was the game can reach the criteria of success she made, that was the mean score of students could reach 75%. By implementing game in two cycles, finally she concluded that game can improve the students' vocabulary, and the different mean score from pretest to cycle 2 was 52,81 (pretest): 64, 70 (cycle 1) : 75,71(cycle 2). The result of observation was the students more active and interesting during the games, they feel easy to learn vocabulary, the result of interview the students feel happy, enjoy, and enthusiastic to join the class. Though there were problems, the researcher suggested to the teacher to overcome it.

In line with both Malik and Jannah, Prajana said that a game is effective in improving students' vocabulary. As hic classroom action research which is done in two cycles with result of increasing students mean score from 6,36 before implementation of games, to be 7,721 in cycle 1 and cycle 2 was 8, 85. Besides, the result is supported by questionnaire that concludes students' perception of the implementation of game is considered medium, in which most of them like learning vocabulary through game.

Yosep Kusuma Wibawa also has helped to improve the pronunciation of VII C class students of SMP N 3 Tempel in academic year of 2013/2014 through role play. By conducting classroom action research with English teacher over there, he could improve their pronunciation the improvement can be seen from the following statements, they are students were more confident and were not afraid of making mistakes when speaking. They had used right intonation. They had put correct stress when pronouncing words. They actively participated during the teaching and learning process. The mini dictionaries with phonetic transcriptions had increased students awareness of having correct pronunciation.

The next is the research done by Lia Amalia Nirmawati in SMP N 13 Yogyakarta in academic year of 2013/2014. By doing classroom action research she can help the students to improve their speaking skill in the aspects of pronunciation, vocabulary, accuracy, fluency, and self-confidence. Besides, the students became more confident to speak English. They also participated more in the speaking activities and got more chances to speak. They could make conversations using the expressions they learnt.

Conclusion

From discussion above it can be concluded that games is very effective in teaching vocabulary. By teaching vocabulary through games the students

can improve their mastery vocabulary. Games also can improve the students' structure, by using games as technique or strategy; the students can master the structure. Besides, games are also effective in improving speaking. Many researchers have conducted research by using games and proved their students speaking ability is increased. A game is also able to improve the student's pronunciation.

Based on the finding and discussion means that games can be used to improve students' vocabulary, structure, pronunciation, and speaking.

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