DEVELOPING *ENGKLEK* GAME USING LEARNING STYLES APPROACH TO TEACH ENGLISH VOCABULARY FOR 4TH GRADE STUDENTS OF SD MUHAMMADIYAH KAUMAN YOGYAKARTA IN ACADEMIC YEAR 2015/2016

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Abstract

This study was intended to develop *Engklek* Game using learning style approach as a media to teach English vocabulary for 4th grade students of SD Muhammadiyah Kauman Yogyakarta in academic year 2015/2016.

The subject of the research was 4th grade students of SD Muhammadiyah Kauman Yogyakarta in academic year 2015/2016. The data of students' needs and learning style was collected by the researcher by giving questionnaire, doing interviews and doing observations. The result of the data then was used to become considerations in developing *Engklek* Game. Then, the prototype of the product was evaluated by experts. There were English teacher as the expert in ELT and lecture of Elementary Education Department as the expert in learning styles. In order to find the effectiveness of *Engklek* Game, the implementation was done by giving pre-test, treatment and post-test to students. The data was calculated by using *SPSS 16.00.* After the implementation, the researcher did evaluation by analyzing the students' responses to the media.

The result of the evaluation done by the experts of ELT and learning styles showed that *Engklek* Game is suitable to be used as media to teach English vocabulary for 4th grade students of SD Muhammadiyah Kauman Yogyakarta in academic year 2015/2016. In other side, after the result of pre test and post test had been calculated, it can be seen that there was a significant enhancement of students in learning English vocabulary after taught using *Engklek* Game. While based on students' response, it can be concluded that *Engklek* Game is appropriate to be used.

Keywords: *engklek* game, learning style, teaching English vocabulary

1. INTRODUCTION

As we know, English is the international language. Most of job vacancies also prioritize people with English communication ability. Indonesian people must be ready to face this era. English should be introduced to Indonesian people as early as possible. So, it becomes important to teach English to elementary school.

In order to communicate well in a foreign language, students should gain number of words with its meaning. Students are also demanded to use it accurately and contextually. Thus, learning English vocabulary for elementary students is needed. Rivers in Nunan (1998:117), argues that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, one will be unable to use the structures and functions one may have learned for comprehensible communication.

Most of the students in elementary school are in the age of seven until twelve. Students in this age are included in young learners. They are very active and enthusiastic. "Young children love to play, and learn best when they are enjoying themselves." (Scott and Ytreberg: 3). In teaching foreign language to young learners, teachers are demanded to be creative to design or develop learning media.

20

Learning media can make teacher easier to deliver the material to students. Based on the characteristics of young learners above, game can become a possible learning media to teach English especially vocabulary to young learners.

As identified by the researcher, the 4th grade students of SD Muhammadiyah Kauman Yogyakarta are lack in vocabulary especially in the productive skills. Thus, they need a new variation in learning media which can help them in learning English vocabulary. It also should provide fun activities and appropriate with their conditions included their learning style

"Engklek" game can become a good learning media to teach young learners. In this research, it will be developed. Thus, it becomes an effective learning media to teach English vocabulary to elementary students. *Engklek* is one of the traditional games in Indonesia. It is easy to play, simple and do not cost much money.

In designing or developing learning media, the students' learning styles should be considered. Knowing students' learning styles will also give us advantages. One of those is it can make teachers become easier to identify the students' needs. It leads us to consider the teaching materials and the teaching strategy in designing and developing learning media. As Pritchard (2009:42) says "Learning style awareness should make an impact on pedagogy – the ways in which teachers choose to teach – and should help teachers to a better understanding of the needs of learners, as well as to an awareness of the need to differentiate materials, not only by level of difficulty but also by learning style."

Then, this would become a right decision to develop *Engklek* game using learning style approach. Basically, it challenges the players to be skilled kinesthetically. Then, it will cover three kinds of learning styles. They are visual, auditory and kinesthetic. Besides, it also contains fun and interesting activities. Thus, it becomes the suitable learning media to teach English vocabulary to elementary students, 4th grade students of SD Muhammadiyah Kauman Yogyakarta specifically.

2. LITERATURE REVIEW

There are some relevant researches. The previous one relevant research was conducted by Sukemi. The title was *"Designing Vocabulary Flash Media For The Fifth Students of SD Negeri Tanjungharjo Nanggulan Kulon Progo In The Academic Year of 2012/2013"*. In this research, she was designing media called vocabulary flash media. There was also the other one relevant study entitled *"Developing Snake and Ladder Game as A Supplement to Teach English Vocabulary to 5th Graders of Elementary School Level of SD Muhammadiyah Gantiwarno"* by Hani Srihartaya. In this research, she also focused on teaching English vocabulary in elementary school. She also developed a game. It was snake and ladder game.

a. Theory of Language
1) Definition of Language
   According to Scarino and Liddicoat (2009: 16) language is something that people do in their daily lives and something they use to express, create and interpret meanings and to establish and maintain social and interpersonal relationships.
2) Theory of Language Learning
   Brewster and Ellis (2002: 3) state that one reason for starting to learn a foreign language several years earlier (at age six or nine instead of eleven or twelve) was simply to increase the total number of years spent learning the language.

This decision needed to take into account two important considerations: the time factor and the nature of primary methodology.

b. Young Learners
1) Definition of Young Learners
    According to Harmer (2007:14), "students are generally described as young learners between the ages of about 5 to 9, and very young learners are usually between 2 and 5." It means that students in Indonesian elementary school included into young learners.

2) Characteristics of Young Learners
    Harmer state that, "unless activities are extremely engaging, they can get easily bored, losing interest after ten minutes or so" ("The Practice of English Language Teaching" 82). Scott and Ytreberg (1998: 3) support these ideas by saying "Young children love to play, and learn best when they are enjoying themselves. But they also take themselves seriously and like to think that what they are doing is real" work". It means that they need attractive learning activities to make them become more exciting and active physically.

c. Vocabulary
1) Definition of Vocabulary
    Following Hatch and Brown's idea (1995: 370) Haycraft states that vocabulary is defined into two kinds: receptive and productive vocabulary. Receptive vocabulary is words that the students recognize and understand when they occur in a context, but which he cannot produce correctly. Productive vocabulary is word which the students understand, can pronounce correctly and use constructively in speaking and writing.

2) Importance of Vocabulary
    According to Thornbury's (2002:13), David Wilkins summed up the importance of learning vocabulary by saying "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." The lack of vocabulary will also really obstruct communication because we do not have any words to be said. Learning vocabulary becomes the basic in language learning.

3) Teaching Vocabulary for Young Learners
    According Lightbown and Spades (2006) arguments, Paul Nation (2001) reviews a number of studies suggesting that a learner needs to have many meaningful encounters with a new word before it becomes firmly established in memory.

d. Theory of Learning Media
1) Definition of Learning Media
    Smaldino and Russell (2014:6) define media as the plural form of the word "medium" derived from Latin language which carries information between a sources and receiver.

2) Types of Learning Media
    As stated in http://ainamulyana.blogspot.ae/2015/11/pengertian-jenis-dan-manfaat-media.html?m=1, Seels and Glasglow (1990: 181) divided learning media becomes two categories. There are traditional (projected motionless visual, visual which is not projected, audio, multimedia service, projected dynamic visual, printed, game and manipulation) and modern learning (media based on telecommunication, media based on microprocessor, assisted instructional computer, computer game, interactive, hypermedia and VCD).

3) The Purpose of Learning Media

According to Smaldino and Russell (2014:9) the purpose of media is to facilitate communication and learning.

4) Criteria in Choosing Learning Media

According to http://ainamulyana.blogspot.ae/2015/11/pengertian-jenis-dan-manfaat-media.html?m=1, Warsita (2008:253) mentioned nine criteria in choosing learning media. They are as follows:

a) The appropriateness of the media with the goal or students' competence.
b) The appropriateness of the media with the types of knowledge.
c) The appropriateness of the media with the target (students).
d) The availability and to get the media.
e) Cost, the utilization of media purposed to improve learning effectiveness and efficiency.
f) The ability of the media, it can be used to learn individually, in small group, large group or massive.
g) The characteristic of the media.
h) Time allocation, how long does it take to serve or design the media.
i) Technique quality.

e. Game

1) Definition of Game

Educative game is all kinds of game which are designed to give education and learning experience to the players, includes traditional and modern game which is designed full of education and learning contents (Adams, 1975) as described on https://mayadikira.wordpress.com/2011/05/22/permainan-edukatif-sebagai-media-belajar-anak-usia-dini/.

2) Teaching through Game

Based on the characteristics of young learners above, game is the suitable media to teach English vocabulary for them. There are several reasons why games are appropriate media to teach young learners according to Lewis and Bedson (1999:5):

a) Games are fun and children like to play them.
b) Through game, children experiment, discover and interact with their environment.
c) Games add variation to a lesson and increase the students' motivation.

3) Principles in Choosing Educative Game

There are several requirements in selecting educative game for students according to https://mayadikira.wordpress.com/2011/05/22/permainan-edukatif-sebagai-media-belajar-anak-usia-dini/. They are:

a) The design is simple and practical.
b) Multifunction
c) Interesting
d) The size is quite big
e) Durable
f) Motivate students to play in group
g) Develop students' imagination

4) Theory of Traditional Games

Rahmawati (2009: 2) describes traditional game as a process of fun activity using simple equipment based on the available potential as the result of local cultural discovery according to hereditary ideologies by forefathers. It means

that the traditional game is a part of cultural heritages which full of positive values and it should be continued.

f. *Engklek* Game

According to the researcher Pratiwi and Kristanto (2014) *Engklek* is a game using square grids drawn on the floor or yard which is played by hopping using one foot from the grid one to another grid. There are several steps how to play *Engklek gunung* following Aisyah (2014):
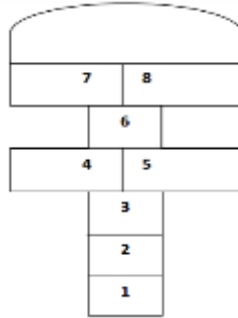

Figure of *Engklek* Game *Gunungan* Gridline

1) It can be begun with throw the beanbag or called "gacuk". The player usually uses pieces of stone or coins as the beanbag on the grid number 3.
2) The player hops using one foot or called "engkleng" on the grid number 1, 2, and 3. Then it continuous by hopping on the grid number 4 and 5 (the left foot on the grid 4 and the right foot on the grid 5) using both foots. It is called "brok".
3) Then the player does "engkleng" on the number 6 and "brok" on the number 7 and 8.
4) After that, the player turns around on the oval grid and does "brok" on the number 7 and 8.
5) Then the player squats and puts the beanbag. Then come back using the procedures before, hopping using one foot on the number 6, using both foots on the number 4 and 5, using one foot again on the number 1, 2 and 3.

g. Learning Styles
1) Definition of Learning Style
   Hartly (1998) states that learning styles are the ways in which individuals characteristically approach different learning task.
2) Importance of Learning Styles
   According to Ibrahim (2009:85), on his journal *"The Effect of Learning Styles on Education and the Teaching Process"* when the lessons are taught by taking into consideration the individuals' learning styles; their interests and successes increase considerably. In conclusion, teachers need to pay attention to students' learning style. It can help teacher to be more understand students' needs and lead us into the success learning activity.
3) Types of Learning Style
   Based on Pitchard (2009:44), Neuro-Linguistic Programming (NLP) has identified three particular learning style, they are:
a) Visual
1. They prefer to learn by seeing
2. They prefer information to be presented visually, in the form of diagrams, graphs, maps, posters and displays, etc.

b) Auditory
1. They prefer to learn by listening.
2. They have good auditory memory and benefit from discussion, lectures, interviewing, hearing stories and audio tapes, etc.
c) Kinesthetic
1. They prefer to learn by doing.
2. They are good at recalling events and associate feelings or physical experiences with memory.
3. They enjoy physical activity, field trips, manipulating objects and other practical, first-hand experience.
4. They often find it difficult to keep still and need regular breaks in classroom activities.

3. METHODS

The type of the research is Research and Development. The research uses ADDIE (Analyze, Develop, Design, Implement, Evaluate) model. The data of students' needs and learning style was collected by the researcher by giving questionnaire, doing interviews and doing observations. The result of the data then was used to become considerations in developing *Engklek* Game. Then, the prototype of the product was evaluated by experts. There were English teacher as the expert in ELT and lecture of Elementary Education Department as the expert in learning styles. In order to find the effectiveness of *Engklek* Game, the implementation was done by giving pre test, treatment and post test to students. The data was calculated by using *SPSS 16.00.* After the implementation, the researcher did evaluation by analyzing the students' responses to the media.

4. FINDINGS AND DISCUSSION
A. The Result of Need Analysis

After analyzing the result of students' needs which was gotten by distributing questionnaire, doing interview with the English teacher and observing the students during the learning process, the conclusion could be finally drawn. The students in 4th grade of SD Muhammdiyah Kauman needed a new learning media which provided students with physically fun activities and clear instructions in order to improve their English vocabulary activity, especially in the productive skills.

B. The Result of Students' Learning Style

The result was taken from 34 respondents, 52,9% had visual learning style preference, 14,7% had auditory learning style preference and 17,6% had kinesthetic learning style preference. There were also students with two learning styles preference. There were 11,8% students with visual-auditory learning style preference and 2,9% with visual-kinesthetic learning style preference. Even tough the most students were in visual preference, the students with other learning styles preference such as auditory and kinesthetic were still considered in developing the learning media.

C. The Design of *Engklek* Game

There were 4 steps in designing *Engklek* Game which was used as a learning media to teach English vocabulary. They were arranging the materials, setting up the game procedures, designing and printing the Engklek gridlines banner, flash cards and packaging cover.

D. Development of *Engklek* Game

In developing *Engklek* Game, there were 2 points done by the researcher. The first was creating a guiding book. Then the second was doing an experiment.

E. The Implementation of *Engklek* Game

The implementation process was divided into three parts. They were pre test, treatment and post test. The pre test was done on April 28th 2016. The treatment was done on May 12th 2016 while the post test was done on May 25th 2016.

F. The Result of Evaluation

1) Result of T Paired Test

Based on the result of t paired test above, the probability value was less than 0, 05. Then, the conclusion was there was significant enhancement of students class 4 B2 in learning English vocabulary after taught using *Engklek* Game.

2) Result of Students' Response

Based on the result of students' response evaluation, it could be concluded that the *Engklek* game was suitable to be used to teach English vocabulary for class 4 B2 students of SD Muhammadiyah Kauman Yogyakarta.

3) Result of Expert Judgment

Based on the result of ELT and learning styles expert judgment, it could be concluded that the *Engklek* game was suitable to be used to teach English vocabulary for class 4 B2 students of SD Muhammadiyah Kauman Yogyakarta.

5. CONCLUSION

Based on the result of research findings and discussion, the conclusion can be drawn by the researcher as follows:

a. 4th grade students of SD Muhammadiyah Kauman Yogyakarta need a new variation of learning media which is appropriate with their learning styles preference and provides fun activities in order to help them learning English vocabulary, in productive skills especially. Related to the students' learning styles preference, they are identified into these learning styles pREFERENCES which is stated from the highest into the lowest: visual, kinesthetic, auditory, visual-auditory and visual-kinesthetic.

b. To develop *Engklek* Game as a media to teach English vocabulary for 4th grade students of SD Muhammadiyah Kauman Yogyakarta, it should follow these steps: analyzing students' needs, arranging materials, setting up procedures, designing and printing *Engklek* gridlines banner, flash cards and packaging cover.

c. According to the result of pre test and post test measurement, it can be seen that there was a significant enhancement of students in learning English vocabulary after taught using *Engklek* Game.

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