

# INTEGRATING HIDE AND SEEK GAME ON TBL (TASK-BASED LEARNING) CLASSROOM

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**Abstract:** *The teaching of speaking is emphasized as an important skill due to the large number of students who want to study English in order to use English for communicative purposes. The TBL approach is said to be appropriate way to develop communicative purposes. By using Hide and seek game, the students are willing to communicate with a joyful learning. The game also provides integrated skills in English learning. This study uses qualitative approach by describing the classroom situation and the application of game in the teaching. The data collected through observation in the classroom by using observation sheet as the main instrument. The researchers also took photos and videos as secondary data. This study reveals the strength of Hide and Seek game and how it is applied in the EFL classroom.*

**Key words:** *Hide and Seek game, Language game, TBL, Communicative Purpose, and EFL*

**Abstrak:** *Pengajaran speaking ditekankan sebagai salah satu keterampilan penting dikarenakan sejumlah besar siswa yang ingin belajar bahasa Inggris dan menggunakan bahasa Inggris untuk tujuan komunikatif. Pendekatan TBL merupakan salah satu cara yang tepat untuk mengembangkan tujuan komunikatif. Dengan menggunakan permainan petak umpet, siswa bersedia untuk berkomunikasi melalui pembelajaran yang menyenangkan. Permainan ini juga memberikan keterampilan yang terintegrasi dalam pembelajaran bahasa Inggris. Penelitian ini menggunakan pendekatan kualitatif dengan menggambarkan situasi kelas dan aplikasi game dalam pengajaran. Data dikumpulkan melalui observasi di kelas dengan menggunakan lembar observasi sebagai instrumen utama. Para peneliti juga mengambil foto dan video sebagai data sekunder. Penelitian ini mengungkap kelebihan permainan petak umpet dan bagaimana permainan ini diterapkan di kelas EFL.*

**Kata Kunci:** *Permainan Petak Umpet, Permainan Bahasa, TBL, Tujuan Komunikatif, dan EFL*

## **Background**

Dealing with the development of curriculum, English learners in Indonesia have been demanded to master the four skills of English; Listening, Speaking, Reading, and Writing. Many methods have been proposed in education field regarding to the demand. Since the recent approach, speaking is then desired skills in the application of language teaching. Speaking

is an active or productive skill. The target of speaking skill is an ability to express ideas freely and spontaneously (Fachrurrazy, 2014: 79). The teaching of speaking is also emphasized as an important skill due to the large number of students who want to study English in order to use English for communicative purposes. As it is said in Richard and Renandya's (2002:201), a large percentage of the world's language learners

study English in order to develop proficiency in speaking. However, English position in Indonesia as foreign language make students have lack of ability in mastering spoken English, since it is not their everyday language. Moreover, condition in the Indonesian classroom does not provide room for the implementation of communicative English practice since the numbers of the students in the classroom are perceptively big.

Task-based learning is presented as an approach seeking to provide learners with a natural context for language use. As learners work to complete a task, they have abundant opportunity to interact. Such interaction is thought to facilitate language acquisition as learners have to work to understand each other and to express their own meaning (Larsen-Freeman 2000:114). Task-based learning has big opportunity to be implemented in teaching learning process in Indonesia. The activities in TBL demand students to be more active and communicative. TBL is not a new method. Rather, it simply puts task at the centre of one's methodological focus. It views the learning process as a set of communicative tasks that are directly linked to the curricular goals they serve (Brown, 1994). This approach was applied to general language teaching in David Wilkins' Notional Syllabuses in 1976 which influenced the description of the Council of Europe's Threshold Level (Dawson, 2001 in Richards and Rodgers (2001)).

In some books, the word "task" has been used as a label for various activities including grammar exercises, practice activities and role plays. These are not tasks in the sense the word is used in task-based

learning (TBL). Krahnke (1987: 58) summarized the defining characteristic of task-based content is that it uses activities that the learning has to do for non-instructional purposes outside of the classroom as opportunities for language learning. Tasks are believed as a way of bringing the real word into the classroom. Furthermore, Krahnke (1987) emphasized that the intent of task-based learning is to use learners' real-life needs and activities as learning experiences, providing motivation and relevancy. The focus on processing new and old information in an interactional manner stimulates transfer. Language form is learned through language use. The form of task may vary from various authentic materials including games.

Constituting the significances of games in language classroom, Ersöz (2000) states that language learning is a hard task, which can sometimes be frustrating. Thus, teachers need constant effort to understand, to produce and to manipulate the target language, and well-chosen games are invaluable as they give students a break and at the same time allow them to practice language skills. According to Paul (2003), in games students are more likely to take risks, to make mistakes without having feelings of failure, and to try to overcome their initial feelings of confusion when they encounter new words and patterns, because for many students, especially children, the serious parts of the lesson will seem less interesting than the fun parts. Of those, games have great potentials to emphasize key concepts or to encourage the application of knowledge. They provide a nonthreatening environment for coping with new learning. Many studies have shown that games inclusion within a course can

stimulate students' retention to the material taught especially language classroom. Here we can benefit the positive side of employing games to increase students' desire to learning and to strengthen the process of learning by leading them to experience fun within learning activities.

Language games development undergoes some principles. Shoemaker (2010) states, language game should have objectives and remedial feedbacks. A game developer should determine what concepts he or she wants to emphasize and to attempt to either design, build, or incorporate activities that meet the objectives while including remedial feedback in the play, because it is important to help students to understand a wrong choice or to reinforce the right answer. Another principle is that language games should be simple and appropriate for the audience. Therefore, keeping the content simple will help students to quickly understand the concepts without becoming frustrated with complex rules or requirements, because complex activities hinder them to focus on the learning process.

Besides the principles stated by Shoemaker (2010) above, Susilana and Riyana (2007) append that language games should have set of rules and develop imagination. They should be entertaining, competitive, challenging, and safe, which are presented through an interactive way to add variety to the existing contents.

In TBL, tasks are always activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome in which the emphasis is on exchanging meanings not producing specific language forms. Examples include compiling a list of reasons, features,

or things that need doing under particular circumstances; comparing two pictures and/or texts to find the differences; and solving a problem or designing a brochure, oral presentations, sharing and comparing experiences, doing a puzzle, and more importantly, playing a game.

Well-chosen games are considered invaluable as they give students a break and at the same time allow students to practice language skills. Since language learning is a hard task which can sometimes be frustrating, constant effort is required to understand, produce and manipulate the target language. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation. In line with this idea, the use of games in the classroom is highly recommended. Many kinds of games are introduced to be able to bridge the knowledge with fun. Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication. Moreover, the chosen game should be familiar so the teacher will not focus too much on explaining the game and can concentrate more on the language use during the moment. Hence, the application of task-based learning in line with the implementation of games is found useful to be implemented in the Indonesian classroom.

Hide and seek is an old and popular children's game in which one player closes his or her eyes for a brief period, usually counting to 100. Most people know this game well. Therefore, the game is chosen to

be integrated with the TBL approach in order to create a playful yet meaningful atmosphere in language classroom. This study is proposed to carry out the implementation of the hide and seek game in the integration with task-based learning.

### RESEARCH METHOD

This study uses qualitative approach. Creswell (2007: 37) states that qualitative research begins with assumptions, a worldview, the possible use of theoretical lens, and the study of research problem inquiring into the meaning individuals or group ascribe to social or human problem. Ary et al (2010: 29) categorized it into eight approaches. One of them is basic interpretative study. In basic interpretative study, the researcher provides descriptive accounts targeted to understand phenomenon using interviews, observation, or document review. This study is considered sufficient as it concerns on the deep description of integrating the game with the task-based approach.

Six students with basic-English competence are involved. The result of

entrance test in STKIP-PGRI Banjarmasin is used to choose the students for the designed classroom. The data collected through observation in the classroom by using observation sheet as the instrument. Photos and videos were also taken. These qualitative data provided sufficient detail for thick description. The data from observation is analyzed by following the steps: reducing data, displaying the data and drawing conclusion of the data. These steps were proposed by Sukardi (2006) which mentioned that the data collection is qualitative descriptive study, in general, can be done by (1) reducing the data (2) displaying the data, and (3) drawing conclusion and verification.

### FINDING

#### Sample Material

The material used in the study is noun with the transformation process of singular and plural as the language focus. The detail of the materials is presented on the following table:

Table 1. Learning Materials

Language Focus	Singular	Plural
Vocabulary	A pen	Pens
	An apple	Apples
	A cup	Cups
	An elephant	Elephants
	Baby	Babies
	City	Cities
	Boy	Boys
	Key	Keys
	Wife	Wives
	Thief	Thieves
	Dish	Dishes
	Match	Matches
	Class	Classes
	Box	Boxes
	Man	Men
	Woman	Women
	Child	Children

Table 2. The worksheet for Pre-Activity

Categories	Examples
Clothing	1. T-Shirt
	2. ....
	3. ....
	4. ....
	5. ....
Fruit	1. Apple
	2. ....
	3. ....
	4. ....
	5. ....
Part of the body	1. Head
	2. ....
	3. ....
	4. ....
	5. ....
Animal	1. Cat
	2. ....
	3. ....
	4. ....
	5. ....
Cities	1. New York
	2. ....
	3. ....
	4. ....
	5. ....
Languages	1. English
	2. ....
	3. ....
	4. ....
	5. ....
School Subjects	1. Mathematics
	2. ....
	3. ....
	4. ....
	5. ....

Table 3. The Task for Exercise

Options	Items
Baby	1. Mr. and Mrs. Parker have one daughter and two sons. They have one girl and two _____
Cowboy	2. The students in my class come from many _____
Lady	3. Women give birth to _____
Boy	4. My money and my _____ are in my pocket.
Dictionary	5. I know the names of many _____ in The United States and Canada.
Party	6. I like to go to _____ because I like to meet and talk to people.
City	7. People carry their food on _____ at a cafeteria.
Key	8. We always use our _____ when we write composition.
Tray	9. Good evening, _____ and gentlemen.
Country	10. _____ ride horses.

**Teaching/Learning Procedure**

Six students are taught for 100 minutes. The procedure are divided into

exactly 20 minutes of each stage. The details are presented on the following description.  
*The First 20 Minutes*

The teaching and learning process is started by showing the table 2 (The Task for Pre-Activity) which require students to fill the sheet with noun based on the category. The sheet is provided with a familiar and common word example in each category so

the teacher does not have to translate the meaning of the categories. The students' answers on this sheet are varied. After they finished with the sheet, the answers are discussed. The following is the result of each student:

Student	Clothing	Fruit	Part of the body	Animal	Cities	Languages	School Subjects
1	Shirt	Grape	Shoulder	Dragon	London	Indonesian	English
	Skirt	Banana	Knees	Dog	Manchester	Arabic	Science
	Cardigan	Melon	Toes	Snake	Jakarta	Chinese	Social
	Pants	Watermelon	Hands	Frog	Hongkong	Tagalog	Art
2	Skirt	Melon	Eye	Frog	Tokyo	Malay	Science
	Trousers	Banana	Ear	Crocodile	Seoul	Indonesian	Social
	Sarong	Dragonfruit	Mouth	Deer	Beijing	Arabic	Indonesian
	Shirt	Durian	Nose	Lion	Banjarmasin	French	Religion
3	Blouse	Mango	Hand	Elephant	Singapore	Germany	Religion
	Outer	Watermelon	Arm	Snake	Bangkok	French	Art
	Shoes	Pineapple	Shoulder	Dog	Dubai	Indonesian	Computer
	Sandals	Banana	Chest	Tiger	Hongkong	Mandarin	Science
4	Tie	Orange	Face	Monkey	Kuala	Japanese	Social
	Shirt	Grape	Body	Snake	Lumpur	Javanese	P.E
	Skirt	Melon	Foot	Tiger	Singapore	Banjarese	Science
	Shoes	Lime	Leg	Lion	London	Chinese	Religion
5	Socks	Durian	Hair	Mouse	Dubai	Indonesian	Science
	Shirt	Mango	Ear	Bat	Paris	Malay	English
	Pants	Orange	Shoulder	Bird	Sidney	Arabic	Art
	Underwear	Melon	Knees	Lizard	Washington	French	Social
6	Boxer	Dragonfruit	Forehead	Dog	London	Indonesian	Religion
	Panties	Orange	Nose	Rabbit	Paris	Chinese	Language
	Pants	Watermelon	Cheek	Hamster	Tokyo	Tagalog	Computer
	Skirt	Pear	Chin	Crocodile	Los Angeles	Arabic	Science

After the pre-task, the teacher makes sure that the students understand the concept of noun. Teacher gives chance to the students to propose their concept of noun and other categories of noun. Some categories are proposed such as stationery items, transportation, rooms in the house, and gadgets. After that, student 5 proposed the meaning of noun which is "Things and Concept". Introducing the concept of noun takes 20 minutes because the students should write down and discuss the result.

*The Second 20 Minutes*

Another 20 minutes is used for the next stage which is introducing the vocabulary for today. 17 vocabularies are proposed by using pictures. After the students are familiar with the words and the pictures, the teacher sets

the game "hide and seek." The concept of the one person closes his eyes is reversed into six persons close their eyes while one students go around the class to hide the picture of one vocabulary. On the count of ten, the five students open their eyes and start to search the picture. Then the game continues until the 17 words are found. When the pictures are found, the student should stick them on the model caption. The caption is a simple big paper with seventeen column and four rows under the topic of pictures, singular, plural, and transformation process.

*The Third 20 Minutes*

When the students finished the game, the teacher reviews the elicited vocabularies. Students are asked to write it on the caption

by using black ink board marker one by one on the singular column. The teacher uses a red ink board marker to put article “a” and “an” on the singular column as she explains

the concept of articles for singular forms. The explanation is followed by filling the plural form by the teacher. The following is the result.

Pictures	Singular	Plural	Transformation Process
<i>(Picture of pen)</i>	A pen	Two pens	
<i>(Picture of apple)</i>	An apple	Three apples	
<i>(Picture of cup)</i>	A cup	Four cups	
<i>(Picture of elephant)</i>	An elephant	Five elephants	
<i>(Picture of baby)</i>	Baby	Six babies	
<i>(Picture of city)</i>	City	Seven cities	
<i>(Picture of boy)</i>	Boy	Eight boys	
<i>(Picture of key)</i>	Key	Nine keys	
<i>(Picture of wife)</i>	Wife	Ten wives	
<i>(Picture of thief)</i>	Thief	Eleven thieves	
<i>(Picture of dish)</i>	Dish	Twelve dishes	
<i>(Picture of match)</i>	Match	Thirteen matches	
<i>(Picture of class)</i>	Class	Fourteen classes	
<i>(Picture of box)</i>	Box	Fifteen boxes	
<i>(Picture of man)</i>	Man	Sixteen men	
<i>(Picture of woman)</i>	Woman	Seventeen women	
<i>(Picture of child)</i>	Child	Eighteen children	

*The fourth 20 Minutes*

On this stage, the students are assigned to do the task in pair. They are asked to discuss in the amount of time to analyze the transformation process of the

singular into plural. Teacher is walking around the class to check the rhythm of the discussion. When the time is up, they discuss the answers together. The following is the result of the discussion.

Pictures	Singular	Plural	Transformation Process
<i>(Picture of pen)</i>	A pen	Two pens	Putting <i>a</i> on the beginning of the word started with consonant and <i>an</i> for word started with vocal.
<i>(Picture of apple)</i>	An apple	Three apples	
<i>(Picture of cup)</i>	A cup	Four cups	
<i>(Picture of elephant)</i>	An elephant	Five elephants	Putting <i>s</i> on the end of the words for forming plural form.
<i>(Picture of baby)</i>	Baby	Six babies	
<i>(Picture of city)</i>	City	Seven cities	
<i>(Picture of boy)</i>	Boy	Eight boys	Putting <i>s</i> on the end of the words if the <i>y</i> is pronounced as consonant
<i>(Picture of key)</i>	Key	Nine keys	
<i>(Picture of wife)</i>	Wife	Ten wives	Putting <i>s</i> on the end of the words and change <i>f</i> to <i>v</i> .
<i>(Picture of thief)</i>	Thief	Eleven thieves	
<i>(Picture of dish)</i>	Dish	Twelve dishes	Putting <i>s</i> on the end of the words when the words are ended with <i>/sh/</i> , <i>/ss/</i> , and <i>/x/</i> .
<i>(Picture of match)</i>	Match	Thirteen matches	
<i>(Picture of class)</i>	Class	Fourteen classes	
<i>(Picture of box)</i>	Box	Fifteen boxes	Irregular transformation
<i>(Picture of man)</i>	Man	Sixteen men	
<i>(Picture of woman)</i>	Woman	Seventeen women	
<i>(Picture of child)</i>	Child	Eighteen children	

*The fifth 20 Minutes*

The last stage is used to do the exercise. The groups are dismissed and they should work on the exercise individually. The worksheet (table 3) is distributed to all students. Teacher applies another simpler version of “hide and seek” to take the turn of answering the exercise. The simpler version of “hide and seek” is carried out by asking student 1 to hide the marble in his palm. Students 2 is asked to guess which hand hide the marble. If the student 2 is correct, the student 1 should answer question number 1 and vice versa while other students need to listen to the answer of the loser side so they can fill their worksheet. The rule goes on until all questions are answered.

### **Discussions**

Hide and seek game uses TBL approach to provide natural language learning in classroom. Task-based learning makes the performance of meaningful task central to the learning process. It is informed by a belief that if students are focused the completion of a task, they are just likely to learn language as they are if they are focusing on language forms (Harmer, 2007: 71). In this game, the students interact from one to each others by working on the task given. In task based learning, teachers can integrate “four skills”- listening, speaking, reading, writing- by using variety of authentic sources such as speeches, conversations, narratives, games and puzzles, photos, diaries, etc.

Hide and seek game also provides the vocabulary learning within integrated lessons of speaking, listening, reading, and writing. In this game, the students are provided a sheet which has to be fulfilled by the students. The teacher does not need to translate the meaning since it is provided

with a familiar and common word example in each category. In this part of game the students are involved in reading and writing lesson as well. In this game, the students have to be involved in speaking since they have to make interaction to each other in discussion part. As it is said by Huang (1996), learning through game could encourage the operation of certain psychological and intellectual factors which could facilitate communication self-esteem, motivation and spontaneity, reinforcing learning, improving intonation and building confidence. Thanh Huyen and Thu Nga (2011) reveal that vocabulary game bring real word context into the classroom, and enhance students use English in a flexible, communicative way.

Language game is also an example of free techniques in language teaching suggested by Brown (2007). The free techniques are those which are student-centered, communicative, open-ended, unpredicted responses, negotiated objectives, or cooperative curriculum. However, Harmer (2007) emphasized that the practice of TBL urges that the students need to complete the task and only when the task has been completed does the teacher discuss the language that was used, making correction, and adjustment which the students’ performance of the task has shown to be desirable.

The researchers then contrast the Hide and Seek Procedure with the Willis TBL framework (Willis, 1996: 52). In Willis framework, TBL practice covers Pre-Task which is an introduction to topic and task; Task Cycle which includes task, planning and report; and Language focus which covers analysis and practice. Whereas, Hide



and seek procedure covers five stages. In the first 20 minutes, the students are given a warming up task by filling the form of given task. The students are told to fill out the noun based on the examples. The teachers then ask them to discuss the answer and the concept of noun. The teacher has to make sure the students understand the concept. It is similar with the ideas of Pre-task stage by Willis. In Pre-task stage, the teacher explores the topic with the class and helps the students to understand the task instruction.

Task cycle of Willis framework shows in the second 20 minutes and the third 20 minutes when the students have to work in group and finished the game. Language focus is shown in fourth 20 minutes when the teacher discussed together and analyzed the students work. The last part of this game is given for individual task.

## CONCLUSION

Hide and seek game has provided the communicative way of teaching and learning. As it is one of TBL practice, it can provide integrated skills of English in the learning practice. The game also provides joyful learning as well as competition among students. It is found that this game has shown the TBL framework by providing upside down strategy of learning.

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