

## STUDENT TO STUDENTS INTERACTION THROUGH TRADITIONAL GAMES IN ENGLISH CLASSROOM

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**Abstract:** The study discusses the use of traditional games in English teaching which is considered important to promote learners-centered learning. Traditional games offer familiarities, fun, and create natural English environment which is not offered in students' real environment in Indonesia, considered English as a foreign language. Therefore, the researcher is interested in carrying out the stages used in the teaching and learning process dealing with the stated topics. The observation and interview are conducted in Elite English Course Banjarmasin which uses games as the method in their classroom. The result of this study is under the discussion of what traditional games are used in 5 meetings, how the teaching stages are conducted, time allotment, teacher's role, and how it promotes active students' interaction.

**Keywords:** *Learner-centered learning, Traditional games, EFL*

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## INTRODUCTION

Students as the part of teaching and learning process are mostly placed as the object. On the traditional approaches, students were required to sit nicely and listen to the teacher. Teachers were the sole source of the learning and students' participation was not highly required. The textbooks used to consist of grammar rules, list of vocabularies, passages to read, or sentences to be translated. The language teaching focused on preparing students to be able to answer the written test, not speaking the language. However, the current studies which focus on communicative competence suggest students-centered learning and change the teacher-students role paradigm. Recently, teachers are required to manipulate the classroom into an active language environment where the materials are not solely from the teacher, but also from students.

In recent approaches, the goal of language learning is communication which makes speaking skill as the major skill to be mastered. Some may say grammar rules are neglected in speaking skill since it deals more with a functional view. The concept of communicative competence developed under the views of language as contexts, language as instruction, and language as negotiation. Learning to speak English requires more than knowing its grammatical and semantic rules. Students need to know how native speakers use the language in the context of the structured interpersonal exchange. In other words, "effective oral communication requires the ability to use the language appropriately in social interaction" (Shumin, 2002:204).

In Indonesia where English is a foreign language, the social interaction is the challenge. The non-English neighborhood doesn't allow students to practice or explore the language which makes the classroom is the main English environment. Therefore, the teacher is required to create such place by choosing the appropriate method, using interactive media, and creating positive language atmosphere to present meaningful learning. Learning language is meaningful when the students are not only asked to remember the vocabularies or expression but also creating their own utterances. Constant practice or communication in the natural environment will make the students able to do that. And in what situation do the students can use the language naturally? The answer would be when they are talking with their friends.

Creating student to student learning or learner-centered environment is important. Back to the previous ideas of creating English environment, while Indonesia is not an English society, then the responsibility of creating such environment lies on the teacher. Teacher as the director in the class should make the exposure to make the students able to speak English. The concept of artificial English environment should not only promote the language usage but also meaningfulness. A useful interpretation of 'meaningfulness' is that the learners respond to the content in a definite way. If they are amused, angered, intrigued or surprised the content is clearly meaningful to them. Thus the meaning of the language they listen to, read, speak and write will be more vividly experienced and, therefore, better remembered.

Emotional involvement is the key aspect to meaningfulness. Simply, the teacher needs to create such activity in the classroom where the students' involvement physically and mentally required nonetheless ignoring the language aspects. One of the activities that are believed able to expose them is through games. 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, be used to practice many types of communication, as well as students interaction which promote learner-centered learning.

## RESEARCH METHOD

This study deals with the use of traditional games in the English learning which promote a student to student learning in ELITE course Banjarmasin. In order to carry out the process of teaching and learning process, a qualitative study was conducted. Creswell (2007: 37) states that qualitative research begins with assumptions, a worldview, the possible use of the theoretical lens, and the study of research problem inquiring into the meaning individuals or group ascribe to the social or human problem.

Five meetings on children class are observed and the interview with the teacher is conducted. For the observation, the researchers spent 90 minutes in each classroom to gather which are classified into the teacher's instruction, classroom management, time allotment, media, and games used. The data from observation and interviews are analyzed by following the steps: reducing data, displaying the data and drawing a 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.

## RESULT AND DISCUSSION

The result of the data collection through observation and interview are presented separately under the topic observation result and interview result as follows.

### Observation Result

The first observation was held on Tuesday, January 16, 2018, in general class 5. Eight students joined the class and they consist of two girls and six boys on age from 15-17. All of them were senior high school students and had been joining ELITE since children class so they look very comfortable with each other. The class took 90 minutes for each meeting with the stages on the following table

Table 1 The lesson plan of observation 1

Time Allotment	Stages	Activity
30'	Warmer	Card Clapping
30'	Elicitation	Work: <b>in+places</b> : a restaurant, an office, a factory, a hospital, a hotel. <b>For+company</b> : a fashion company, an airlines, a multinational company, an engineering company, an advertising agency. <b>With+people</b> : children, unemployed people, teenagers, disable people, volunteers.
15'	Presentation	Reading material page 5 "Super Commuters 2". Subject+Verb+Object.
15'	Skill Practice	Reading a loud on "Super Commuter 2"
15'	Production	Answering question on page 5 Part 8 and 9.

The second observation was held on Thursday, January 18, 2018 on general class 5 as on the first observation with the same number of students. The following is the 90 minutes lesson plan from the teacher.

Table 2 The lesson plan of observation 2

Time Allotment	Stages	Activity
30'	Warmer	Snake and Ladder
30'	Elicitation	<b>Verbs:</b> Collect      Act      Assist Clean      Improve      Test Decide      Examine      Interview Cook      Argue      Visit Discus      Employ      Inform

Visit

15'	Presentation	Noun ending –ion, -or, -ant, -er, -ment, -ist, -ian.
15'	Skill Practice	Discuss page 26 No.6a.
15'	Production	Answer page 27 No.7a (1-6)

The third observation was held on Tuesday, January 23, 2018 on general class 5 as on the first observation with the same number of students. The following is the 90 minutes lesson plan from the teacher.

Table 3 The lesson plan of observation 3

Time Allotment	Stages	Activity
30'	Warmer	ABC 1,2,3
30'	Elicitation	<b>Types of film</b> An animated film            a thriller A western                      a western A love story                    an action film A drama                         a comedy An adventure film            a war film A horror                         a musical a science-fiction (sci-fi)
15'	Presentation	Past simple Vs Present perfect
15'	Skill Practice	Do page 31 No.8 a and b orally
15'	Production	Answer exercise on page 31 No.10 “Suzy’s Kennedy”

The fourth observation was held on Thursday, January 25, 2018 on general class 5 as on the first observation with the same number of students. The following is the 90 minutes lesson plan from the teacher.

Table 4 The lesson plan of observation 4

Time Allotment	Stages	Activity
30'	Warmer	Ball on the spoon
30'	Elicitation	<b>Verbs</b> Seen            Heard Eaten           Taken Had             Swum Caught        Listened  <b>Animal</b> Seal            Crab Lobster       Coral reefs

Jellyfish    Octopus  
Whale        Dolphin  
Turtle        Squid

**Adjective**

Small        Giant  
Hard shell    Big  
Blue         Long

15'	Presentation	I have seen a small seal She has seen a small seal
15'	Skill Practice	Play spin the bottle: Question and answer by using the expression.
15'	Production	Answer page 48.

The fifth observation was held on Tuesday, November 29, 2016 on general class 5 as on the first observation with the same number of students. The following is the 90 minutes lesson plan from the teacher.

Table 5 The lesson plan of observation 5

Time Allotment	Stages	Activity
30'	Warmer	Domikado
30'	Elicitation	<b>Vocabulary</b> Trousers        T-Shirt Sweater         Hat Jacket            Jeans Shirt             Shirt Glasses         Handbag Dress             Shoes Watch            Scarf Coat              Socks Skirt
15'	Presentation	I wear..... She wears.....
15'	Skill Practice	Tossing card: Make a statement
15'	Production	Answer page 36

**Interview Result**

The teachers were interviewed after all the observations finished. The researcher took the conclusion and clarified it to the teacher. Therefore, the researcher could focus on the question related to the integration of the traditional game in the teaching and learning process. The following is the result of the interview.

Table 6 The result of interview with General Class 5's teacher

Questions	Answer
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Apakah games wajib ada di setiap pertemuan?	Iya, dari awal masuk sini (ELITE) memang wajib memakai game. Waktu <i>training</i> kami dibekali dengan <i>games</i> yang bisa dipakai.
Apa saja jenis <i>game</i> yang dipakai di kelas?	Banyak, dulu sampai dua halaman jenis-jenis <i>games</i> nya. Ada yang menggunakan bola, ada yang pakai kartu, ada yang papan. Rata-rata <i>games</i> nya adopsi dari <i>games</i> tradisional Indonesia atau yang local.
Dari observasi, saya lihat ada lebih dari 1 <i>game</i> yang dipakai dalam satu pertemuan. Apakah memang harus seperti itu?	Kalau yang wajib, artinya dalam stages yang ditetapkan disini, <i>game</i> harus ada di 30 menit awal. Nah... tapi dalam hal menjelaskan atau mmenjawab soal, kami dituntut untuk mengemasnya dalam bentuk yang <i>fun</i> . Jadi ya ujung-ujungnya <i>game</i> lagi. Supaya anak-anak gak bosan dalam menjawab soal, jadi soal itu dijadikan hukuman dari yang kalah <i>games</i> .
Kenapa memakai <i>games</i> tradisional?	Karena anak-anak disini rata-rata ekonomi menengah keatas yang sudah terpapar <i>games</i> digital atau modern. Dan anak-anak memang lebih senang bergerak, jadi mereka lebih semangat kalau <i>games</i> yang menuntut mereka aktif.

Table 7 The result of interview with Children class 10's teacher

Questions	Answer
Apakah games wajib ada di setiap pertemuan?	Iya, harus selalu ada game. Di training ditegaskan begitu.
Apa saja jenis <i>game</i> yang dipakai di kelas?	Macam-macam sih.. yang pasti <i>game</i> yang sama tidak boleh dipakai lebih dari dua kali dalam 1 level supaya muridnya enggak bosan. Ada yag main pakai kartu, ada yang pake papan, ada yang pake bola.
Dari observasi, saya lihat ada lebih dari 1 <i>game</i> yang dipakai dalam satu pertemuan. Apakah memang harus seperti itu?	Yang pasti pas warmer harus ada game. Hukumannya jawab soal buat review pelajaran sebelumnya, sama pas jawab soal, main game dulu jadi mereka gak nyadar kalao jawab soal banyak hehee...
Kenapa memakai <i>games</i> tradisional?	Anak-anak kan suka gerak... jadi mereka semangat kalau belajar disini karena <i>games</i> nya <i>fun</i> . Kalau <i>games</i> modern kan kayak digital gitu mereka sudah sering main di rumah sendiri. Yang bikin beda ELITE memang di <i>games</i> tradisionalnya.

Based on the interview and the observation, the researcher draws the conclusion that ELITE course Banjarmasin committed to focus on the games on their lesson. Since the teachers' training, before the teachers get their own classes, it was emphasized that games was a must. Therefore, they are equipped by many kinds of games and the games can be applied during the lesson.

Since the institution focuses on games, there is a special stage for it. On the first stage called warmer, the whole 30 minutes spent for playing. Usually, the games are set only to entertain the students and those who were lost get the punishment to answer questions. Most



of the punishment is to review the previous lesson. Since the purpose of games in this stage was only to entertain, to warm up, and to get the students ready to the lesson, any kinds of game was accepted, as long as it spent 30 minutes. In this stages, the teacher used many kinds of games; Card Clapping, snake and ladder, ABC 123, Ball on spoon, and *Domikado*.

Card clapping is the kind of local game in Banjarmasin where two people put a two-side card on their hands and clap them. The one with opened card is the winner while the closed one is the loser. This kind of game is usually found in elementary school. Another kinds of traditional used is ball on spoon, a games usually used in Independence Day celebration, where the ball or marble was placed on the spoon and the students have to race to bring it without dropping it.

The games are always presented on the first stage of the teaching and learning process; warmer and elicitation. Warmer takes 30 minutes of time allotment and is used to make students happy as well as review the previous lesson while elicitation is the stage where the teacher introduced the today's vocabulary. The use of traditional games creates familiarity of the rules from the students as well as challenging them because they have to talk in English. Sometimes students chant and yell to support their teammates. They also sometimes remind the teacher about the rule of the games or correct their friends. Without them knowing, they are using in English meaningfully and in fun ways. As stated by Thanh Huyen and Thu Nga (2011), vocabulary game bring real word context into the classroom, and enhance students use English in a flexible, communicative way. This statement is reflected on the teaching and learning process as the interaction happens not only between students to teacher, but also among the pupils. The role of the game sets the class into a very interactive situation. The students can speak freely and naturally. In elicitation, teacher's rule is limited to giving clues on words they should guess. For example on verbs, instead of giving and telling the meaning, the teachers use body language to mime or to sound the vocabulary. The teacher however only plays on the first word, as an example. On the next words, the students are asked one by one to do the miming. In production stage, the students were asked to produce the language skill. Again, the teacher only performs once as the example and then continued by the students. In this stage, students are challenged to do the miming under specific of time. Both the one who do the miming and the ones who should answer are excited. They focus on the gesture of words given. The nature of this activity is in line with Reeves (2015) who proposed seven ways to increase young learners' attention span: include physical activities, have "attention break", adjust time frames, remove visual distraction, play memory game, rate and change the task, and break task into pieces.

ELITE course is a good reference to adopt the implementation of games in teaching and learning process. This institution is designed to provide a fun classroom by using a traditional game. The teachers were trained with the same believe in teaching to they have the same level. Therefore, their style in integrating the games is also similar. From the observation and interview, the teachers integrated the games in the first 30 minutes of the lesson and in taking turn to do the next stages.

## CONCLUSSION AND SUGGESTION

### Conclusion

The use of traditional games in English teaching promotes students involvement in a fun way. The teacher's rule is as mastermind who designs the scenario by creating fun exposure. By using traditional games, the teacher has successfully shown how familiarity and challenges are good combination to create meaningful learning.

### **Suggestion**

It is suggested to teachers to be more sensitive toward students' world. By understanding their world, teachers can integrate it into teaching practice or activities. The fun world of children should not be neglected and can be transferred into classroom promote meaningful learning. The method, stages, and games used in ELITE Course Banjarmasin can be one of the example of integrating students' world in the English teaching and it is possible to any teacher to apply or modify the activities into the classroom.



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