

## **DEVELOPING TRADITIONAL GAME BASED ENGLISH LEARNING MEDIA TO GROW LEARNING INTEREST OF JUNIOR HIGH SCHOOL STUDENTS**

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**Abstract:** The background of conducting this research began with the intention to develop an appropriate English learning media for Junior High School students in the rural area by utilizing the traditional games. The seventh grade students of SMP N 1 Mendobarat, Bangka Regency academic year of 2018/2019 were involved as the population with 30 students as the samples taken by using purposive random sampling. In this Research and Development Research (R&D), the data were obtained from the distributed pre-test and post-test questionnaires. The procedures applied in this research were the one adopted from Lee and Owen (2004) with the following steps; analyzing students' need by distributing the need analysis questionnaire, designing English learning media according to the data of need analysis, developing the first draft of the learning media, asking experts' judgment, and validating it. Two kinds of test which were Alpha testing that involved material and content experts and Beta testing that involved students were applied in the validation phase. Based on the finding of the research, it was found that the traditional games based English learning media was feasible to use by the seventh grade students of SMP N 1 Mendobarat, Bangka Regency. Therefore, this research leads to the recommendation to the students and teachers to consider traditional games as a feasible media to learn English.

Keywords: Traditional Game; Learning Media; English

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### **INTRODUCTION**

English helps people communicating, interacting and building international relation. In short, everything is world widely connected through English. However, one of the main problems happened in Bangka Belitung was that the students and the society were still passive in using English. English is not considered very important aspect to have yet. The same thing happened to students of junior high school, while the subject of English was firstly introduced formally at senior high school level. Based on the result of the observation done several months ago, it was revealed that SMP N 1 Mendobarat students' interest was very low. The availability of qualified learning media as well as interesting method might be able to grow the students' interest in learning English. It certainly became a great challenge for English teachers especially those who taught English in rural area in which the students are typically not emerged to any sophisticated learning media yet.

One of the effective and interesting English learning media is through game as a result of study found by Meyer (2009) stating that Vietnamese students who learn English through games could enhance vocabulary easily. In addition, a study conducted by Muin

(2014) came up with the conclusion that game is one of the most effective and interesting learning method in improving students' speaking skill because the students did it through fun way. Therefore, game should have been considered as English learning media in the classroom. In Bangka Belitung, there are many kinds of interesting traditional games that could be implemented as English learning media. At the same time, children who live in rural area loved to play the traditional games. Then, the students' involvement in learning English through traditional games should have been considered well by the teachers. It was also supported by Nadlir (2014) stating that educators and students have to integrated local culture in learning out of globalization and modernization development.

Based on the problems found in the field and the alternative of effective learning strategy that were mentioned above, there should have been an innovation of traditional games based English learning media especially for students of junior high school. Therefore, this study was conducted to develop traditional games based English learning media to grow students' interest in learning English and was expected to produce the draft of English book about it that could be used by the English teachers in teaching English.

### ***Motivation***

According to Usman (2003:27), the teaching and learning was considered effective if there were interest and attention from the students. According to Riduwan (2006: 200), learning motivation was the students' internal support to learn so that the learning goals were reached. In addition, Riduwan (2006: 210) stated that motivation was effort or power that comes from students to give preparation so that the goals that had been set could be reached.

### ***Teachers' Role in Increasing Students' Motivation***

Based on Usman (2003:9), teachers play important role to increase students' motivation and it could be done through several ways as follows: (1) teacher as demonstrator, (2) teacher as a classroom manager, (3) teacher as a mediator or facilitator, (4) teacher as evaluator.

### ***Traditional Games English Learning Motivation***

Based on the result of the study conducted by Tuan (2012) in which he compared the students' vocabulary enhancement in Vietnam in two different classes and two different treatment, it was found that the students had better enhancement in English vocabulary by using games. Thus, games is an effective way of learning English.

## **METHOD**

This is a Research & Development study design in which the development of the book was adopted from Lee and Owen Model that consisted of five main steps namely *analysis, design, development, implementation and evaluation*.

## FINDING AND DISCUSSION

The findings discussed are the results of the needs analysis, the materials design, and the results of the students' interest.

### A. Need analysis

The needs analysis was conducted to get the data of the students' learning needs by using questionnaire. There were twenty multiple choice questions. The students could choose one or more options. The aim of this questionnaire is to find some information concerning the identity of the students. The results of the need analysis were summarized as follows:

**Table 1. The result of the needs analysis**

No.	Question	Response	Percentage
1.	The students' information about Traditional Game of Bangka Belitung	Yes	86,67 %
		No	13,33 %
2.	The students' opinion about the importance of traditional games material at school	Very important	23,33 %
		Important	73,33 %
		Quite important	3,33 %
		Not important	0 %
3.	The students' opinion about English text	Very easy	13,33 %
		Easy	26,67 %
		Difficult	60 %
		Very difficult	0 %
4.	The students' opinion about the importance of having a good reading skill	Very important	36,67 %
		Important	56,67 %
		Quite important	6,67 %
		Not important	0 %
5.	The students' frequency of speaking	Everyday	0 %
		Often	10 %
		Sometimes	90 %
		Never practice	0 %
6.	The students' speaking proficiency level	Very good	0 %
		Good	13,33 %
		Average	63,33 %
		Poor	23,33 %
7.	The students' difficulties in learning English	Grammar	73,33 %
		Writing a good sentence	76,67 %
		Understanding kind of text	80 %
		Vocabulary	73,33 %
		Text organization	56,67 %
8.	Learning activities that are preferred by the students	Writing a story based on the picture	30 %
		Arranging words	16,67 %
		Arranging paragraph	13,33 %
		Filling in the blanks	20 %
		Retelling	26,67 %
		Making short conversation	70 %
9.	The topic that students need	Role playing	60 %
		About tradisional game	53,33 %
		About knowledge	30 %
		About sport	50 %

		About daily activity	60 %
10.	Input in material that students' need	Pictures	73,33 %
		Article from magazines and internet	30 %
		Folk tale	40 %
		Short stories or continued stories	23,33 %
11.	The students' opinion about "learning grammar before reading a text and speaking are important?"	Yes	96,67 %
		No	3,33 %
12.	The students' opinion about "knows the kind of text before reading a text is important?"	Yes	100 %
		No	0 %
13.	The students' purpose in learning reading materials and reading activities	To be able to understand better about texts	53,33 %
		To be able to understand kind of text	53,33 %
		To master vocabulary	30 %
		To master grammar	50 %
		To be able to read a text with true punctuation and right vocabulary	70 %
14.	The students' purpose in learning speaking materials and speaking activities	To improve speaking skill	6,67 %
		To be able to make conversation by using English	60 %
		To master vocabulary	63,33 %
		To be able to understand kind of expression in English	13,33 %
		To be able to speak with true punctuation and right vocabulary	63,33 %
15.	The students' need in term of setting in speaking activities	In large group	33,33 %
		In small group	40 %
		Individual	13,33 %
		With friend	76,67 %
16.	The English teaching learning media that the students' need	Text book	60 %
		Dialog	70 %
		Answer sheet	16,67 %
17.	The students' need for warming up in learning process	Teacher explains the purposes of the study	63,33 %
		Teacher explains the kind of text	56,67 %
		Teacher explains the examples of text	56,67 %
		Teacher explains the steps of activities in learning process	36,67 %
18.	The students' need from teacher after doing the reading exercise	Checking and discussing about mistakes in classroom	70 %
		Checking and giving the correct answer directly	66,67 %
		Checking the students' exercise and giving a sign if there is mistake	40 %
19.	The students' need when the students get some problems in speaking, they need to:	Giving an example in sentence	46,67 %
		Teaching pronunciation	53,33 %
		Correcting and giving a true answer	73,33 %
		Giving an interesting topic	40 %
20	The evaluation test that the students need	Multiple choice	80 %
		Matching vocab with meaning based on text	36,67 %
		True and false	50 %
		Rearranging sentences/paragraph	6,67 %

Based on the result of the needs analysis above, in the teaching learning process, the students preferred the teachers teaching using certain media. They also wanted to be able to communicate in formal and informal situations in the daily activities. Most of them preferred text book based on traditional games as media in the teaching learning process. However, the content of the materials should match with the standard of competency and basic competency.

**B. Text book Design Criteria**

The researcher developed the text book based on traditional games according to the data of the need analysis.

**C. Step in Developing Text Book based on Traditional Games**

**1. Analysis**

The researchers conducted the observation and the needs analysis.

**2. Design**

The researchers selected the topics and objectives of the materials and wrote the course grid based on the result of the needs analysis and also designing the flowchart and storyboard.

**3. Development**

After designing course grid, flowchart, and story board, the researcher collected the material. After the material was collected, the material had been validated by the supervisors.

**4. Implementation**

The researchers implemented the text book based on traditional games to the students at grade VII of SMP N 1 Mendobarat. They agreed each agreements (strongly agree and agree) in all aspects of Text Book based on Traditional Games that has been appropriated and suitable as media in the English teaching-learning process. The results of distribution of students' motivation questionnaire using traditional games were summarized as follows:

**Table 2. The result of the students' motivation**

No.	Question	Response	Percentage
1.	I am interested in learning English	Strongly Agree	11.81 %
		Agree	64.57 %
		Neutral	21.26 %
		Disagree	2.36 %
		Strongly disagree	0 %
2.	I love joining English Class	Strongly Agree	5.51 %
		Agree	60.63 %
		Neutral	24.41 %
		Disagree	9.45 %
		Strongly disagree	0 %
3.	I am able to do assignment given by my English teacher	Strongly Agree	23.07 %
		Agree	51.18 %
		Neutral	2.36 %
		Disagree	5.28 %
		Strongly disagree	18.11%
4.	I am able to use English in my English class	Strongly Agree	2.80 %
		Agree	26.77 %
		Neutral	56.70 %
		Disagree	10.83 %
		Strongly disagree	2.90 %

5.	I could master the English lesson taught in the class	Strongly Agree	14.81 %
		Agree	37 %
		Neutral	25.92 %
		Disagree	14.81 %
		Strongly disagree	7.40 %
6.	Traditional games can be applied in English class	Strongly Agree	62.96 %
		Agree	33.33 %
		Neutral	3.7 %
		Disagree	0 %
		Strongly disagree	0 %
7.	I know the fun way of learning English	Strongly Agree	59.84 %
		Agree	12.47 %
		Neutral	17.33 %
		Disagree	8.02 %
		Strongly disagree	2.34 %
8.	I know the purpose of learning English	Strongly Agree	8.98 %
		Agree	27.82 %
		Neutral	44.09 %
		Disagree	19.11 %
		Strongly disagree	0 %
9.	I want to be the best student in my class when I am learning English	Strongly Agree	7.64 %
		Agree	49.61 %
		Neutral	31.52 %
		Disagree	11.23 %
		Strongly disagree	0 %
10.	Student must practice English every day in order to have good English	Strongly Agree	72.56 %
		Agree	21.45 %
		Neutral	5.99 %
		Disagree	0 %
		Strongly disagree	0 %
11.	English must be learnt through fun way and one of them is by using traditional games	Strongly Agree	74.78 %
		Agree	25.22 %
		Neutral	13.38 %
		Disagree	0 %
		Strongly disagree	0 %
12.	By joining English through traditional games, my English proficiency will increase	Strongly Agree	32.25 %
		Agree	41.78 %
		Neutral	24.8 %
		Disagree	1.17 %
		Strongly disagree	0 %
13.	I am motivated to learn English through traditional games	Strongly Agree	85 %
		Agree	9.48 %
		Neutral	5.52 %
		Disagree	0 %
		Strongly disagree	0 %
14.	The way the teacher teach English affect my motivation to learn English	Strongly Agree	14.81 %
		Agree	81.48 %
		Neutral	3.71 %
		Disagree	0 %
		Strongly disagree	0 %
15.	I love playing traditional games while learning English	Strongly Agree	38.58 %
		Agree	50.22 %
		Neutral	10.19 %
		Disagree	1.01 %
		Strongly disagree	0 %
16.	I become more interested in learning English by using traditional games	Strongly Agree	40.16 %
		Agree	30.71 %
		Neutral	29.13 %
		Disagree	0 %

		Strongly disagree	0 %
17.	People in my environment influence my English learning motivation	Strongly Agree	7.87 %
		Agree	25.2 %
		Neutral	47.33 %
		Disagree	12.69 %
		Strongly disagree	7 %
18.	I do my assignment just because I want to get good score from my English teacher	Strongly Agree	2.76 %
		Agree	27.56 %
		Neutral	35.43 %
		Disagree	24.18 %
		Strongly disagree	10.7 %
19.	I really want to master English material given by my teacher	Strongly Agree	28.12 %
		Agree	34.87 %
		Neutral	24.9 %
		Disagree	12.11 %
		Strongly disagree	0 %
20	I want my English teacher always use traditional games in teaching English	Strongly Agree	63.21 %
		Agree	27.97 %
		Neutral	8.82 %
		Disagree	0%
		Strongly disagree	0 %

### 5. Evaluation

The researchers evaluated and revised the text book based on traditional games after implementation based on the feedback.

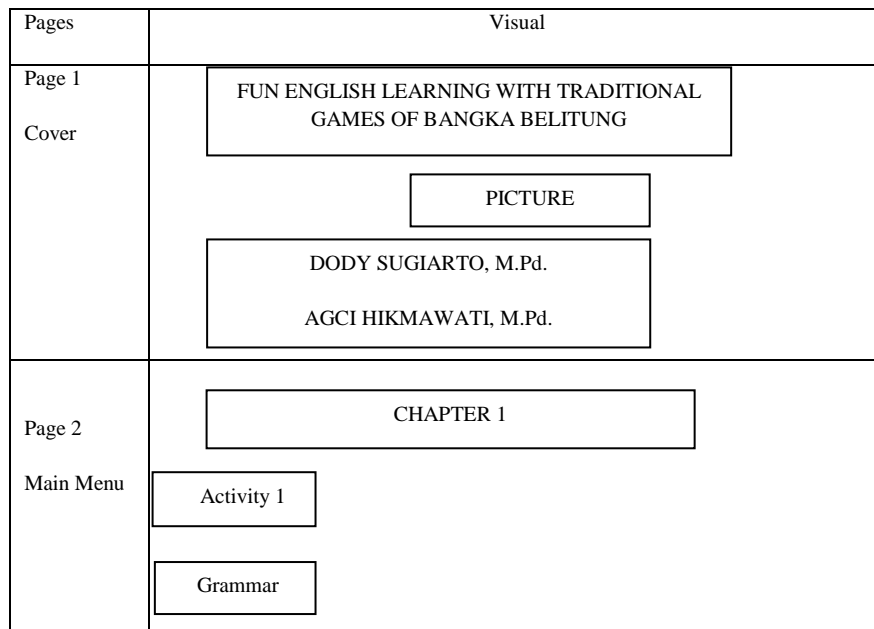


Figure 1. The examples of story board

### D. Beta Testing

This beta testing involved 30 students in class VII of SMP N 1 Mendobarat. After the students used text book, questionnaires were distributed. There are 19

questions given to the students. It can help the researchers to know whether the text book is good or not.

According to Sugiyono (2006: 55) the range of the score can be used to create score conversation by dividing the range with the object categories. The result of this questionnaires showed the lowest score was 2 and the high score was 4. The conversion of the data in this research is as follow:

**Table 3. The Scoring conversion**

Range	Category
3.51 – 4.00	Very high
3.01 – 3.50	High
2.51 – 3.00	Low
2.00 – 2.50	Very low

## CONCLUSION

The final products of text book based on traditional games needs to be studied and analyzed. The analysis is important to measure how this text book works and supports the learning process. The analysis of the research findings comprises the analysis of both qualitative data and quantitative data. The Text Book based on Traditional Games is finished in five steps. (a) Needs analysis, in this steep the researchers gathered some information about students’ needs on the respondents’ opinion of the first questionnaire, (b) Design, in this step the researchers made the first draft of the text book. (c) Development, this step focused on the designed materials provides the activities that are suitable with students' needs, (d) Implementation; this step is focused on the application and the revision of the text book. (e) Evaluation, this is the final part of developing an educational text book. This step is focused on the development process.

The score of the obtained data based on the evaluation from the students is 81%. The score was obtained after this text book had been revised. That percentage shows this text book based on traditional games is very good (81% - 100%)

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