JURNAL PIONEER

VOLUME 09, Issue 2, December 2017: 124-129

GAME ‘ I KNOW MY BODY’ APPLICATION TO ENCOURAGE ENGLISH LEARNING PROCESS IN KINDERGARTEN

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Abstract: Learning in early childhood requires special understanding due to the character of children who are easily bored; particularly in case of English learning process that is not their mother tongue. One of children’s character is that they love all forms of games, so the game could be considered as one way to attract the their curiosity. Thus, game can be used as a medium for young learner especially in kindergarten to learn English. This paper provides an elaboration how to use a game to improve English learning process for young learner. The method of this study used Classroom Action Research. The game is Java-based and the content of the game is based on kindergarten curriculum that contains of some important basic aspects covered by English Language development aspect for kindergarten. To sum up, through game, the students of kindergarten feel fun and challenging to fulfill the the game, and in other side unconsciously they have learned English as well.

Keywords: English for young learner, Game, Java

INTRODUCTION

Nowadays, English has been taught in kindergarten as an additional subject. Meanwhile, it demands the teachers to improve their skills in case of teaching English for young learner. Sobri (2012) argues that the best phase for learning a foreign language is in early age, because children are able to imitate the accurate pronunciation as well. The characteristics of early age learners certainly are different from adult learners. Children tend to learn by using the whole their senses (Claire, 1998) children are the type of learners who quickly grasp new information but also easily to lose concentration if it is not fun for them. Therefore, the right learning media should be the main thought for teachers in order to deliver the material well. This is in line with the opinion of Brewster (2002) which emphasizes the importance of selecting resources or learning resources for children. The learning sources that attractive for children are songs, stories, games as well as crafting (skills).

The best media for early age learner is a game because in language learning should be required stimulation of children to grow well,

especially on the mastery of and the best way to learn new vocabulary in early childhood should be unconsciously and in pleasant way (Slattery and Willis, 2001). Therefore, the game media is considered the as most appropriate medium for learning English in early childhood. Game is one type of software, generally it uses an object-based approach (Pressman, 2010). However, the game is a software that has multimedia aspects such as music, graphics, animation and motion stories (Gold, 2004 and McConelli, 2001).

Based on the problems raise during the English learning process in early childhood specially in RA Hidayatullah Pringu then this study tries to implemented the new method by using game 'Know my Body' as the tools. Learning English by using game as the media is expected could reach the children's interest in order to learn English and make them easier to learn it.

METHODOLOGY

This type of research is Classroom Action Research (PTK) which is a research conducted by teachers as well as researchers in the

class or together with others (collaboration) by way of designing, implementing and reflecting collaborative and participatory actions aimed at improving or improving quality of the learning process in the classroom. The time required in this study is for 2 months starting from August 2017 to September 2017, and implemented in 2 cycles. The subject of this research is the children of RA Hidayatullah Pringu Bululawang Malang Year 2017/2018 in class B2 with the number of children 23 people. Action procedures are initiated from action planning, action implementation, observation and evaluation, analysis and reflection. In the planning of actions taken in the introduction of English with the game 'Know my Body', among others, create a Daily Activity plan or RKH in accordance with predetermined themes, preparing observation sheets and interview sheets and research sheets, preparing the necessary teaching aids, and make the right evaluation to know the child's development. Instrumentation in this research format of observation, interview and documentation and data collection technique used observation,

interview, and documentation technique. Figure 1 shows the cycle chart to do the research:

Figure 1. Classroom Action Research Cycle (Arikunto 2006)

FINDINGS AND DISCUSSION

Findings

Data found in the study will be analyzed in the presentation by using the formula that proposed by Hariyadi (2009) that is $P = f / N \times 100\%$

P = Procentage value

F = Students Frequence

N = Number of Student in class

100 = Procentage

The children's activity increases if the percentage of children's activity results has increased than the previous observations. To

determine that the child's activity increases, then the interpretation of student learning activities are:
 76% -100% = Very good developing (A)
 56% -75% = Expanding as expected (B)
 26% -55% = Beginning to understand (C)
 0 - 25% = Not yet able (D)

of cycle II that has increased from cycle I. The first indicator about responds to some simple English instructions in game has developed very well from 65% to 100%. Then, indicator 2 about the ability of children to know the vocabularies about parts of body also improved from 43% to 91%. In the indicator 3 the child's ability to mention the vocabularies about parts of body developed from 39% to 86%. The last indicator (indicator 4) about

Table 1. Observation Result

No	Indicator	The last meeting of 1 st cycle				The last meeting of 2 nd cycle			
		A		B		A		B	
		F	%	f	%	f	%	f	%
1.	Able to response the English Instruction in game	15	65	8	35	23	100	-	-
2.	Able to know the vocabulary about parts of body	10	43	13	56	21	91	2	8
3.	Able to mention the vocabulary about parts of body correctly	9	39	14	60	20	86	3	13
4.	Able to answer the question in the game about parts of body correctly	7	30	16	70	20	86	3	13
Total		41	177	51	221	84	352	18	75
Average		44.2		55.2		91		8.7	

The last indicator (indicator 4) about the children's ability to answer the question in game correctly also shows an improvement from 30% to 86%. Averagely, the ability of children in case of learning English improved as well based on the percentage of very good developing (BSB) in cycle 1 44.2% to 91% in cycle 2 and it reached the minimum criteria of 75%.

Figure 2.7. The Result of students' English Skill in 2nd Cycle

Based on the Table 1, it shows the results obtained in the last meeting

An interview also scheduled in the last meeting of cycle 2 in order to know the response of students toward English learning activity by using game “I know my body”. There are three questions arranged for the interview. The results of interview can be seen in Table 2.

Table 2 . The Students’ Interview Results

No	Question	Response
1.	Do you enjoy learning English by using this game?	23 students (100%) say yes
2.	Could you mention the parts of body in this game easily?	20 students (86%) say yes and 3 students (13%) say no
3.	Could you answer the questions in the game correctly?	20 students (86%) say yes and 3 students (13%) say no

Discussions

Based on the results about English learning process in kindergarten by using game ‘I know my body’ application, it shows that averagely the students have improved. Besides, from the interview it could be underlined that the students enjoy learning English by using game as the media (100%). Furthermore, 10 students also able to mention the parts of body in the game (86%) and 20

students also able to answer the question in the game correctly (86%).

English learning process by using game as the media especially game “I know my body” application provides some point both positively and negatively. This game has improved successfully the ability of students in case of learning English. This game makes the atmosphere of learning English in class running fun since the characteristics of the students that always interested in game. The students always feels happy when playing the game, they operate the game step by step correctly. However, based on the research during the learning process in class, this process also have a negative notes such as the facilities used to support the game becoming a main issues since it needs some equipments, the students also needs a guidance to play the game and it demands the teacher to able to handle all of the students one by one because some students easily lose their concern to play because of lack of guidance. Then to cope with the weakness of this media, the teacher should handle the students who face the difficulties through the process of learning intensively.

CONCLUSSIONS

Based on the results of data analysis obtained in this study, it can concluded that English learning process by using game "I Know My Body" RA Hidayatullah Pringu can be an alternative to introduce English in early childhood because it can reach the interest of children to know English. The development of children's understanding has increased as can be seen cycle 1 to cycle 2. Furthermore, the conclusions that have been obtained in this study proposed constructive suggestions for classroom action research in the future. The institution of education should support the teaching facilities in order to make the teacher easier to use the media especially game in the class. The use of game 'I Know My Body' appeals the children and it can be applied in learning activities. Besides, for the teachers hopefully, this game could motivate them to use any kind's media particularly game as the alternative in teaching process.

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