

TEACHING ENGLISH INTEGRATIVELY BY USING FISHY STORIES GAME TO YOUNG LEARNERS

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Abstrak

Tujuan penulisan makalah ini adalah untuk (1) memberikan alternative pengajaran bahasa inggris kepada anak usia bawah (5-14 tahun) dengan menggunakan fishy stories game, (2) menjelaskan kepada guru tentang tahap-tahap pengajaran dengan menggunakan technique ini. Diawal pembelajaran guru membuka pengetahuan siswa dengan menjelaskan topik yang akan dibahas dengan bantuan video yang telah disiapkan. Setelah itu siswa dibagi menjadi beberapa kelompok untuk bermain dan berlomba mengumpulkan point tertinggi dalam tanya jawab dan menyusun kartu gambar sesuai urutan waktu kejadiannya. Keunggulan dari metode ini adalah kata-kata atau kalimat yang digunakan dalam kegiatan akan lebih melekat pada siswa karena sering dilakukan dalam kehidupan sehari-hari, disamping itu juga memberikan motivasi bagi siswa untuk ikut berpartisipasi aktif dalam kegiatan dan dapat menciptakan suasana belajar yang menyenangkan.

Key words: Picture, Time, Story, Game, Integratively, Young Learners

A. Introduction

It is known that English is used as the first language, second language, and foreign language. Indonesia is one of the countries which use English as a foreign language. Because of that Indonesian government considers English as a compulsory subject to be learnt since the kindergarten level to the university level.

Actually, treatment in teaching English as a foreign language in each age group is different, it is caused by different characteristic they have which need different manner of treatment. Adult learners are more self directed and will take learning seriously. Adults can learn through lectures, they usually learn what is presented to them by the teacher, like to be challenged, and are open to new ideas, but they also require a lot of interaction and group activities to keep their attention. Adults usually have a purpose in learning. Attendance usually is not a problem with adults because learning is their choice.

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Adults like to be in control of their lives and feel responsible for themselves. Therefore it is important to listen to their needs and ideas and to integrate them into the lesson plans. Adults learners bring many years of life experiences to classes, these experiences and the knowledge they bring can be drawn on to make classes very interesting and interactive. Adults love to share their experiences and can gain in confidence if others people pay attention, make listen to and given appreciation.

In young learners' class on the other hand, it is important to keep classes interesting, and to keep the students stimulated and excited about what they are learning. Young learners need various approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow because they have a limited attention span and tend to feel bored with monotonous activities.

It is supported by Scott, Ytrebergetc(1993), who state that characteristics of young learners as follow, they are very curious and active, they have a limited attention span, they require interaction in learning, they are very imaginative, they prefer physical activities, they learn by manipulating things, they mostly rely on speaking, and they require praise in any form.

Furthermore, when teaching young learners, diagrams, posters, 3D objects and other visual aids are almost a necessity to help with understanding. The classrooms of children have tendencies to be more colorful and decorative while the set up of an adult classroom will be simple containing a white board and desks.

Recently, many teachers prefer to glues with one module which is popularly known as LKS (*LembarKerjaSiswa*). This LKS contains some short explanations and examples of the materials followed by some kinds of exercises. These teachers teach expressions from it, explain a little about it, and leave the students with it. Furthermore, the English teachers in the school are also lack of using media. It is really expected that teacher can use the media in teaching. And the last, materials that they were delivered sometimes are not suitable with children.

Teachers should consider well activities that can stir a class which are activities can wake up the class and warm them up. Philips (1993) claims that the activities prepared by teachers should not be complicated in order not to discourage children at this point. Consider their intelligence is still limited to think or respond complex cases and instructions, the teacher should find the simple activities that are easy to understand by student and also interesting.

It is also added by Philips (1993). He states that the activities should be simple enough for the children to understand what is expected of them. The task should be inside their abilities. It needs to be achievable but at the same time sufficiently stimulating for them to feel satisfied with their work. The teacher has to adjust the material with the student's ability level. To make learning process more interesting, the teacher can apply reward system, which is give reward to the student whom having achievement. It is referred to give satisfaction toward their work and stimulate their competition sense.

Young learners should have fun with English. The teacher can apply many kinds of techniques such as by sing a song, chant, game, and stories. Young learners easy to catch environment context and enjoy repetition of certain routines and activities. The teacher has to be creative in package the material so it become simple, enjoyable, and meaningful. One of the fun ways in teaching English is through game.

Games are activities that involve all the children. They are also activities which are repetitive without boring the students. A simple game can be played with children despite possibly limited language (eg: “What do you do at this time...?”). The students will happily repeat the structure without getting bored as it is part of a game and has a real communicative function.

This paper will discuss one of games in order to make young learners’ English learning process become simple, enjoyable, and meaningful, which is by using fishy stories game. Fishy stories game is a game which is used to teach speech act about asking and giving explanation or information. It is effective and appropriate to use since it can be applied in groups so the students can express their idea using English with their friends in fun way. By learning in groups, students can build the characters of working cooperatively, be self-confident, creative, responsible, honest, and passionate in learning. Media that is used in this game is cards consist of two kinds of card: time card and picture card, and the context is about students’ everyday activities.

B. Discussion

1. Preparation

In order to achieve successful in teaching English by using this technique, English teacher should do some preparations. The first thing that has to be prepared is cards game that consists of two kinds, which are picture card and time card. It can be made from cardboard in size 10cm x8cm for picture card and 10cm x5cm for time card. The teacher can determine the topic first.

For example, the teacher chooses students’ daily activities for the topic, so the teacher has to search students’ possible activities pictures start from wake up in the morning until take a sleep at night as many as students in the class. The picture can be taken from internet by searching in *Google image*. The teacher has to try to find the clear and interesting pictures and suitable with young learner age, avoid picture containing violence and pornography elements. It can be real or animation/ cartoon picture.

The picture can be resized as fit with the cardboard size and print it in full color printing to make more interesting. After that, it is glued in the cardboard that has been prepared. At the back side of picture card, the teacher also has to stick a phrase about the activity that picture shown, it may hand writing or typed, it is referred to help the students interpret the activity in English because they don’t have ability to construct an English complex sentence yet. Through this phrase, the students are expected more memorable in English vocabulary/phrase and practice it in their daily life. Whereas, the time card as same as the phrase at the back side of picture card, the teacher may write it by hand using marker or typed. For the time, the teacher just use number 1-12 to show the time and remember to

add signal AM and PM for referring to a time between twelve o'clock at night and twelve o'clock in the middle of the day.

Examples of picture card

Front Looks



Back Looks



Examples of time card



Besides the media and material, other thing that should be prepared by the teacher is lesson plan. The lesson plan contains the steps of teaching, material, and slice of curriculum till the examination criteria in order to guide them during teaching and learning process. This teaching guidance usually started with the identity of class being taught; subject, school, class and semester, the target skill, topic and time. Before writing the teaching steps; pre teaching, whilst teaching and post teaching, the teacher should input the standard competence and basic competence as the legal basic of the lesson. In planning the teaching steps, what should not be forgotten is the time arrangement.

2. Procedure of Teaching English Integratively by Using Fishy Stories Game

This method also adapts three phase technique as government established. That are pre, whilst, and post teaching. Whilst teaching phase consist of three stages which are exploration, elaboration, and confirmation stages. In pre-teaching activity, the teacher opens the learning process by greeting and then gives students an overview about how the lesson will look like. Since the first impression has a great effect, it is important for teacher to do it perfectly enjoyable and motivating. The teacher greets the students and asks about their condition, these in order to warm up the situation.

Second, whilst teaching, there are three stages in whilst teaching, which are exploration, elaboration, and confirmation.

1. Exploration is the first stage, in this stage the teacher tells the students what they are going to learn at the meeting. Next, teacher asks some questions that relate to the topic in order to trigger the students' knowledge and after that the teacher may play an animation video about a student's daily activities. These activities are referred to build the knowledge of students first in order to make the students ready to learn the topic and make them easier to explore more about the topic in the next phases.

2. In elaboration stage, the teacher sets students into groups of 4 students each group and asks them to sit in a big circle, after that the teacher distributes picture cards to all groups. Each group gets picture card as many as their member, one students get one picture card, it means that the teacher has to provide picture cards as many as students in the class, whereas the time card can be sequenced from 05:00 AM until 10:00 PM, because in that time usually they having activities. It put on the center of the circle. The teacher explains the role of the game as follow:

First of all, the teacher should introduce the question word that they use in this game all at once its meaning in Indonesia, that is "*What do you do at ... (time that time card show)*", and how to answer, that is by adding subject "*I*" before phrase written in the back side of picture card (eq: *I wake up*). The teacher determine which is as group one. The first group has to take one of the time cards in the center of table randomly and show to all groups and say "*What do you do at (eq: 07:00 AM)?*" The second group has to find and show the picture card they have that suitable with the time card shown (eq: *picture of kid having breakfast*) and say "*I eat my breakfast*". If there is no picture suitable, they may show other picture (eq: *picture of a sleeping kid*) but they also prepare a rational and accepted reason (eq: *because I oversleep*), because when the group show an improper picture, other groups are allowed to deliver objection by asking "*Why do you (sleep at 07:00 AM)?*" If the picture or reason suitable and accepted, they may throw the card, but if not they have to hold the card. The game turn around so, all of groups get turn to pick the time card and ask the next group and also answer the previous group question by showing their picture card. The first group that successfully throw all their picture card will be the winner, the teacher as a judge who determine

the picture/reason match/accepted or not and so on. The teacher can give a reward to the winner group as an appreciation and to motivate all of the students to be more seriously in the next lesson because it has been their nature, they love praise and recognition for their ideas and their good grades. This activity is aimed to stimulate their motivation and self confidence to speak in English by taking a part in the play. In this game the students are trained in speaking and listening ability and a little bit of reading aloud of phrase at the back side of picture cards.

The teacher's role is very important in this stage. They have to guide, control, and adjudicate in the competition. He or she walks around the circle and make sure that all of students participating in that game. In short, the teacher has the biggest role of the lesson activities.

3. In confirmation stage, the teacher asks the students to arrange their chair as usual arrangement, face to the front. And then the teacher gives individual exercise in order to know the students ability in remembering the vocabulary used and sequence of their daily activities which has been discussed in previous. They ask to write their daily activities including the time of each activity since they wake up in the morning until take a sleep at night. After finished, the teacher ask some students (4 or 5 students) to write down their work in front of the class then the teacher correct their work and discusses the correct answers and drill the pronunciation followed by the students. This activity is purposed to train the students' ability in writing skill, remembering the vocabulary including the spelling of the words.

Post teaching, in this stage the teacher leads the students to summarize the material that has been learned to day by asking some questions to recall the students' memory and makes a conclusion and before closing the lesson, the teacher may play a singing video, such as *brother john* video or other video that relate to students' daily activities and the teacher invites the students to follow song in that video together. It is in order to make students remember the day's lesson and wait for the next lesson.

3. Advantages of Using Fishy Stories Game in Teaching English Integratively to Young Learners

Teaching English integratively by using fishy stories game has some advantages: first, fishy stories game could attract the student's motivation in learning activity and take a part in learning process. In this method, the students play a game and each group try to be the winner. This method will stimulate students' positive competitor sense and bring fun atmosphere in learning process.

Second, the students are encouraged to integrate their background knowledge into the topic. Since the context that is used is their environment so that students are expected to maintain and connect their background knowledge to the material. Third, Familiar context will help students more memorable or remember the lesson for a long time because they always use it in their daily life.

C. Conclusion and Suggestions

This paper will discuss one of techniques in teaching English to young learners which is by using fishy stories game. Using this technique believed as the effective way because children in general like story and game. It is their natural part of their life. So it will be better when two of those are combined in delivery material in young learners' class.

By using this technique, the students will enjoy because the stories just about their daily routine. It will encourage them to be active and take participation in each activity. For example asking and giving explanation about their activities start from wake up in the morning until night when to bed sequenced based on the time of activities.

There are some suggestions that should be considered. First, the teacher should choose the technique and materials that are appropriate with the students' level and experiences so the class atmosphere become enjoyable and interesting. Then the teacher should give short, clear and simple instruction because they still get difficulties in interpret complex sentence, and the teacher should keep in control the students' activities. The teacher should present the language in an enjoyable and relaxed way. It could be done by using pictures, songs, games etc, and the teacher should creative and active to find various methods to teach the young learners' students.

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