

USING BEETLE DRIVE GAME IN TEACHING LISTENING FOR YOUNG LEARNERS

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Abstrak

Karakteristik khusus anak - anak dan kondisi pembelajaran bahasa Inggris di sekolah dasar sebagai muatan lokal, mengharuskan guru untuk menciptakan kegiatan pembelajaran yang bisa membuat anak-anak untuk tetap belajar tanpa melupakan dunia permainan mereka. Sehubungan dengan hal ini, belajar sambil bermain adalah sebuah kegiatan yang paling cocok untuk digunakan. Salah satu contoh permainan yang bisa digunakan untuk mengajarkan kegiatan mendengar pada pembelajaran bahasa Inggris untuk mengajarkan instruksi – instruksi berkaitan dengan lingkungan kelas di kelas empat SD adalah *Beetle Drive Game*. Kemampuan mendengar siswa akan dilatih dengan memberikan respon terhadap instruksi-instruksi yang ada dalam permainan ini. Materi ajar yang cocok untuk permainan ini yaitu “*decorating classroom dengan instruksi : “glue the ornaments, hang the maps, stick the posters, turn left, turn right, go ahead, down, up, below, left and right.”*. Media yang diperlukan adalah “*ornaments, posters, map and location map*”.

Kata Kunci: *Beetle Drive game, Instruction, decorating classroom*

A. Introduction

Since 1994, English has been determined as one of local content for young learners or elementary school students in Indonesia. It is written on the decree of education and culture ministerial No. 060/U/1993 that teaching English for young learners can be started earlier at grade 4th of elementary school. Based on *KTSP 2006 (Kurikulum Tingkat Satuan Pendidikan)* teaching English for young learners is aimed to prepare the students to get ready to continue their English lesson to Junior high School through language accompanying action. The language accompanying action means that the students learn English by doing actions. These regulations, thus, make many elementary schools in Indonesia concern with teaching English for their students.

In addition, the standard process of teaching English for young learners is listed in the regulation of education ministerial No 41/2007 that the teaching process

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must be interactive, inspiring, fun, challenging, motivating, and giving space for their creativity and responsibility. The interactive component will be described in the process of teaching where the students and the teacher give feedback each other about the lesson. The students do not just listen and receive the lesson from the teacher. This situation also describes that the student center is included in the classroom. The inspiring element refers to the use and the effectiveness of the lesson given by the teacher. The material and activity must be meaningful and have correlation to the need of students. Then, enjoyable and fun are the way the teacher makes students stay on the lesson. Challenging classroom activity also takes a role in tiding the students into the lesson. Last, the teacher has to make the classroom activity, which gives the students space for being responsible and creative. The creative element is got from the variety of learning activity and task given by the teacher. The classroom activities and materials based on the standard process above facilitate the learner to optimize their potency and their development.

On the other hand, it seems that many teachers still struggle and do not carry out the activity that refers to the standard above completely. Many teachers tend to ask the students to sit on their chair and do the exercise on their notebook. This activity is neither interactive nor motivating for students. Moreover, this classroom activity is also not fun and challenging for them. As the result, students do not pay attention fully to the lesson and the standard competency cannot be achieved. This activity also will not develop students' cognitive and social emotional appropriately. In cognitive development, the young learners in the age of 7 to 11 years old are in the concrete stages. They can perform operations and logical reasoning to show their intuitive thought as long as the reasoning can be applied to specific and concrete example (Piaget theory: 1969). For instance, the learners in this age cannot imagine how the changes of water into gas in the air when the rain process happens without giving a concrete demonstration. While in socio emotional development, the young learners are in industry and inferiority stages. In this stage, the learners direct their energy toward mastering knowledge and very enthusiastic than at the end of early childhood expansive imagination (Ericson theory: 1950). Therefore, the classroom activity should be a medium for encouraging students' reasoning and convey their enthusiastic and energy in mastering knowledge.

Referring to Ericson and Piaget's theory, the appropriate classroom activity in teaching English for young learners is involving playing and doing action. By playing and doing some actions, the language is functioned as an accompanying the action for the students. The learner will learn while they are doing action or playing. Parten in Santrock (1994) divide play into six, however, there are only two of them are suitable for elementary school students. They are constructive play and games. By looking to the condition of teaching English for young learners in Indonesian, which is limited by time, facilities and the number of students, it seems that games is the most possible one to be applied.

According to Salen & Zimmerman (2003) game is a system in which players engage in an artificial conflict, defined by rules, those results in a quantifiable outcome. When game sees as a system, there must be a correlation between the inside system and the outside system. The supporters include the player and the environment that is correlated by a conflict. This conflict is governed by certain

rules, which function to support the player to get the result of the conflict. Games are highly motivating since they apply meaningful and useful language in real contexts. They also encourage and increase cooperation and competition among the students. In short, this game can be seen as a complete process that correlates each other. Games train students' cognitive and socio emotional.

However, Lewis and Bedson (1999) point out some consideration to use games in language learning. They are:

1. A game must be more than just fun
The language games must be fun, but the thing that should be kept in mind is the language component is the core of playing. Trying and keeping focus on the track of some recognizable objectives is better rather than jumping out the purpose in order to introduce popular games.
1. Play different games from lesson to lesson
The children tend to call to the games they know because they familiar with it. However, giving different games is much sound worthy than giving the same games. If the game is over used, it will be difficult to motivate the children to try it another way.
2. Vary the order in which you play games
While a certain amount of routine in a lesson is useful, since the children like to know what is going on too much predictability will repress a class as much as playing the same game repeatedly. Avoid the repetition activity and try to mix things up.

Actually, there are many games for teaching English for young learners such as puzzle, word games, hide and seek, and others. These games have their own characteristic and functions. Therefore, one of the appropriate games for teaching English instructions in listening is *Beetle Drive Game*.

Beetle Drive Game is an information gap game, which involves students in practicing simple instructions in listening by having group work. The game can be played outdoor and indoor with a large amount of students or small amount of students. The competition in this game makes the game more challenging and interesting for the students. Through this game, students also can practice and do the simple instructions. *Beetle Drive Game* is much better to be used in teaching listening because it can stimulate young learners to be more active while enjoying the lesson. Therefore, this paper will discuss more about how the teacher use *Beetle Drive Game* and the advantages of this game in teaching English for young learners.

DISCUSSION

1. Beetle Drive Game in Teaching Listening for Young learners

Play is the proper activity to teach language-accompanying action which is mandated by *KTSP 2006* to the young learners. In line with Piaget play is a medium that advances children cognitive development that is determined by students' cognitive level. In this definition, Piaget underlines that play is a medium for sharpening students' cognitive ability. Children's cognitive level has a correlation with the play that is given by the teacher. In this occasion, the young learners who are in the elementary school are in the time of concrete operational stages, which can

perform logical reasoning. It means that the teacher should present the activity that directs the children into the concrete one. Play can cover the concrete activity for the students. If there is a play, the children may get experience in doing something concretely with certain purposes. The children will like this condition more than sit and listen to the teacher. Therefore, play is a suitable activity for teaching young learners.

Moreover, play is an especial useful form of human adjustment, helping the child to master anxieties, conflict that access physical energy, and release tents up tension. Students' anxiety towards language learning decreases as plays are employed. In language classes, learners feel stressful because they think that they have to master the target language that is unknown by them. Besides, learners become too anxious about being criticized and punished by their teacher when they make a mistake. Plays are advantageous at this point because they reduce anxiety, increase positive feelings, and improve self-confidence. Therefore, the learners do not afraid of punishment or criticism while practicing the target language. Then, the fun aspect of play also helps the learners to put aside their anxiety. The fact of playing enable social interaction and participation is emphasized in this definition. Learners, especially the young ones, learn better, when they interact with their peers. Some plays may include both cooperation and competition together. While students cooperate within a team, they, at the same time, compete against another team. Besides, the children learn best with play because it requires physical action, interaction, competition, and participation.

Game is one kind of play. As play gives certain benefit, game does to. Games can motivate the learner to learn the language. As it says by McCallum games automatically stimulate student interest, a properly introduced game can be one of the highest motivating activities. Games encourage motivation and students get very absorbed in the competitive aspects of the games; moreover, students try harder at games than in other courses. In other words, games stimulate students' interest in classroom activities and as a result, students become motivated and willing to learn.

From many games, one of them that can complete the young learners' development according to Piaget, Ericson, and Freud is *Beetle Drive Game*. The aim of using this game is to train students listening skill by giving respond to the instructions. In this game, students will be put in some groups. In one group, there will be guidance player and blindfold player. Guidance players are the players who give instructions to the blindfold player. Blindfold player means the player who the eyes are covered by handkerchief and given respond into some actions. The player will use instructions such as "*glue the ornaments, hang the maps, stick the posters, turn left, turn right, go ahead, down, up, below, left and right*". If it is wrong, the team's members can say", *it is wrong / that is not on the right side*" as the target language in playing the game. Then, the procedures of this game are divide students' group, explain the rules, divide students' area and objects, play the dice, and follow the instructions to decorate classroom.

The willingness and the curiosity of the player in completing the task based on the direction given by the guidance player in playing *Beetle Drive Game* shows that they are enthusiasts with the task as it is mention by Ericson in socio emotional development about enthusiastic learners in industry stages. They will ask question

whether they are correct or not in putting the objects. The player can also ask where is the next way to reach the place in putting the objects.

Then, the correctness of the direction given by the members of the team, shows that they are directing their energy in completing the task. When the players give direction to their friend, they activate and train their language skills. The team may repeat several times to make their friend understand the instructions. Another player will do the best to listen and determine what the instructions are. If there is a confusing instruction, they will ask the questions. This situation refers to the ability of young learners in directing their energy toward mastering knowledge.

In addition, Piaget theory of cognitive development about concrete operational stages and using logical reasoning can be accomplished by this game. The young learners will not just listen to the instructions and imagine the action. They will do something related to the instructions. In this game, the students will be divided into several groups. The players will do the concrete thing such as respond the instructions, when the team say go forward and stick the poster on the on the corner of the wall, the blind fold player will give the respond to walk forward, find the wall and stick the poster on the corner of wall. This responds trains students to do the real activity rather than just imagine the instructions. They will discuss the shortest way in reaching the target. The discussion will be based on some considerations that can make them accomplish the task.

Concrete operation stages can also be performed by this game in term of doing the thing related to the real life condition. Games bring real-life situations to the detention of the classroom, which provides learners with an opportunity to use the language. Celce-Murcia argues that in games, language use takes priority over language practice, and in this sense games help bring the classroom to the real world, no matter how contrived they may be. By putting learners in real life situations, games make a connection with the real usage of language. In *Beetle Drive Game*, the young learners doing the real activity by decorating their classroom in-group work. It is relevance with *KTSP 2006* that teaching English for young learners as language accompanying action.

Furthermore, *Beetle Drive Game* is included as listen and do activity in teaching listening to young learners In listen and do activity, the learners are asked to listen first, and then they will give respond in form of some actions. In *Beetle Drive Game*, firstly, the player of this game listens to the instructions, after that he or she will give respond by following to the instructions. Then, it is in line who defines this game as TPR activity. The TPR activity means that the students give physical respond related to the activity. This situation is available in *Beetle Drive Game*. In short, it is the reasons why it can be used by the teacher as classroom activity in teaching English especially for listening activity.

2. The Implementation of Beetle Drive Games in Teaching Listening

a. Purposes

Beetle Drive Game is one of the games that can be used for teaching English instructions in listening for elementary school students. Based on *KTSP 2006* the purpose of teaching listening for elementary school students is giving respond to the simple instructions. Fourth grade elementary school students are required to give

respond related to classroom environment. Then, in the fifth grade, the students are required to give respond related to school environment. Last, the sixth grade of elementary school students are required to give respond related to their living environment.

b. Materials

Since the player of this games is fourth grade elementary school student, the material of teaching listening according to *KTSP 2006* is to understand some simple instructions related to their classroom environment. Therefore, the materials that will be taught are instructions, which required the students to do something. The materials are the instructions in making craft, the instructions in making cards, instructions in decorating the classroom, and so on. However, related to *Beetle Drive Game*, which required students not only doing something but also do some movements, the material chosen is decorating classroom. In decorating classroom, there will be ornaments, maps, posters and others. The instructions of decorating classroom are “*glue the ornaments, hang the maps, stick the posters, turn left, turn right, go ahead, down, up, below, left and right*” . If it is wrong, the team’s members can say”, *it’s wrong / that’s not on the right side*”.

c. Preparations

The teacher should do some preparations before playing the game. Firstly, the teacher must prepare the lesson plan. Lesson plan takes an important role in teaching. It will guide the teacher about what to do, which material will be given for certain activity and the arranging of time. Game is placed in the whilst teaching activity in the lesson plan. It means that the teacher use this activity – game- for teaching instructions to young learners. The clearer lesson plan is available in the appendix 1.

Secondly, the teacher must develop the media based on material mention in *KTSP 2006*. Referring to the material, the media for playing *Beetle Drive Game* in decorating the classroom are ornaments, maps, posters, and the location maps (See appendix 3-6). The ornaments can be made from color paper or color plastics. It is better if the teacher prepares the ornaments because the time will be not enough if the students make it. The maps that can be uses are world’s map, Indonesian’s map, Bali’s map and so on. Then, the poster can be animal’s poster, fruits’ poster, rainy process’s poster, and others. Each set of the media that will be given to the group is different. Therefore, the teacher should prepare some different ornaments, maps, and the ornaments. The others material that can help the players are glue, double tip, scissor, and handkerchief.

Since the game will be played in the classroom, the other thing that should be prepared is the classroom itself. The teacher must make sure that the classroom’s wall is empty and clean because the students will decorate it. The classroom’s arrangement must be set based on the groups. If there are four groups, the class will be divided into four areas. There will be a table in each area. This table will be used for putting the location maps and handkerchief. Then, there will be four tables in the middle of the classroom for putting the ornaments, maps, poster, glue, double tip, and scissor. (See appendix 7 for clearer classroom arrangement)

d. Procedures

There are certain procedures for playing this game. The first is putting the children into group that consist of seven students. In deciding the group, the teacher

must consider some aspects such as students' ability in English, behavior, and physical condition of the students. In one group, the composition of clever, medium, and low students should be balance.

Second is explaining the rules and procedure clearly to the students. The rules are clearly explained in appendix 2. When teacher explain the rules and procedure, the teacher must choose very simple explanation because the players are kids. If the class mostly consists of low students, the teacher needs to repeat the instructions slowly. Moreover, if there are some difficult rules and procedures to be explained, the teacher may use gesture, mimic, or pantomime. If it is urgently needed, mother tongue can be combined with English.

The third is putting the media such as ornaments, maps, posters and location map (the materials are available in the appendix 3-6) for decorating in the place where all the students can see and reach. For the ornaments, maps, posters, and helping tools like scissor, glue, and double tip, the place for putting them can be on the table in the middle of class because it is the easiest place to be accessed. On the other hand, the location map and handkerchief are put near the guidance player. The material should be set and put according to the number of the group. Therefore, there will be no conflict between the students when they take something. If the teacher will use the media in the appendix 3 - 6, the teacher must copy them with larger size than the original.

Four, the teacher puts the groups of students on their area that will be decorated and give a set of material to be used in decorating for each group. Then, asked them to play the dice to decide the turn of being blindfold player. Blindfold player is the player who the eyes are covered by handkerchief. It is better to use dice to get fair decision of blindfold player. The player will make a line based on the number of being blindfold player.

Fifth, the blindfold player will take one of the media and helping tools in the middle of the class and mention it to her or his friend. Then, the guidance player will take the envelope for location map based on what they heard.

Lastly, the eyes of blindfold player will be covered by using handkerchief by guidance player. Then the blindfold player will get some instructions to place the ornaments, maps, and posters to decorate the area from the rest of group's members by following the location map given by the teacher. All the players will do the same with the blindfold player until all the objects are placed. Each child will get one point for placing the materials correctly. If the player put the materials in the wrong place, the guidance player say, "*it's wrong / that's not the right side*". The winner of the game is the group who finishes decorating their area firstly and say "*Beetle*".

B. CONCLUSION AND SUGGESTIONS

1. Conclusion

Beetle Drive Game is an information gap game that requires the player to give instructions to the other player in order to completing task. This game belongs to listen & do activity and TPR activity which requests the learner to listen first, and then doing action to respond what they listened previously. This game can be played indoor or outdoor with large or small amount of students, which time consuming around ten to twenty minutes. The preparations that should be done by the teacher

are making the lesson plan, and developing the material into the media. From certain materials that mention in KTSP, decorating classroom is the material for playing this game. The media needed are ornaments, maps, posters, and location map. The others helping tools are glue, double tip, scissor, and handkerchief.

2. Suggestions

It is suggested to the teacher that before teaching the young learners, it is better for the teacher to know the characteristics. By knowing this, the teacher can decide which activity is suitable for them. Then, it is strongly suggested again that the teacher use game in teaching young learners. The game can help young learners to develop in cognitive and socio emotional. One example of the game for teaching instructions in listening is *Beetle Drive Game*.

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