

USING BANDITS AND SHERIFFS GAME IN TEACHING READING FOR YOUNG LEARNERS

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Abstrak

Berdasarkan pengamatan dilapangan, dalam proses belajar mengajar sebagian siswa mengalami kesulitan dalam membaca teks dalam bahasa Inggris. Khususnya bagi sekolah dasar, mereka tidak begitu tertarik dan merasa bosan membaca dalam bahasa Inggris dikarenakan kurangnya kreativitas guru dalam menciptakan kegiatan yang menarik, sehingga siswa mengalami kesulitan dan kebosanan belajar bahasa Inggris. Untuk mengatasi permasalahan diatas, maka ada beberapa kegiatan yang dapat diterapkan. Salah satu kegiatan tersebut adalah permainan *Bandits and Sheriff*. Permainan *Bandits and Sheriff* sesuai untuk mengajarkan membaca pada siswa sekolah dasar. Permainan ini sesuai dengan ketetapan Kurikulum Tingkat Satuan Pendidikan (KTSP) (2006) yang mewajibkan pembelajaran membaca pada siswa dasar berfokus pada membaca lantang kata, frasa, klausa, dan kalimat sangat sederhana. Dalam permainan ini, guru membagi siswa ke dalam kedua kelompok yaitu kelompok *Bandits* dan kelompok *Sheriffs* serta memberikan nomor urut yang sama untuk setiap anggota kelompok. Permainan dimulai ketika guru menyebutkan sebuah benda yang harus diambil serta nomor urut *Bandit* dan *Sheriff*. *Bandit* dan *Sheriff* yang terpanggil harus mendapatkan benda tersebut dan mencocokkan benda dengan tulisan yang terdapat di sisi kanan meja. Setelah berhasil maka mereka harus membaca tulisan tersebut serta mengejanya.

Kata Kunci : *Bandits and Sheriffs game, reading words, matching words and sound out*

A. Introduction

From 1994, teaching English in Indonesia has been started from the elementary school. This subject added due to the regulation of education and culture ministerial No. 060/U/1993 on 25 February 1993 about the possibility of English to be taught earlier as a local content and can be implemented in the fourth grade of elementary school. Based on “*Kurikulum Tingkat Satuan Pendidikan (KTSP)*” (2006), the teaching English for young learner is purposed to

¹ Mahasiswa penulis Skripsi Prodi Pendidikan Bahasa dan Sastra Inggris untuk Wisuda periode September 2012

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introduce the young learner with English so that they can meet the English level achievement in Junior High School. It can help them in familiarizing English before they are going to junior high school. Moreover, in *KTSP* it is intended to develop their language ability which is used to accompany action that means the teacher needs to accommodate the young learner with activities as real life setting activities.

Moreover, the regulation of education ministerial No. 41/2007 stated the standard process of teaching English; they are interactive, inspiring, fun challenging, motivating, and give a medium to the young learner to build the space in training the creativity and responsibility. But all those elements above are not enough if the learning process is not effective. That is not producing what should be controlled by the student after the learning process takes place, because the learner has a number of objectives to be achieved. If those elements above have been implemented by the teacher, then the learning process will run well.

However, the teaching English to young learner which is done by the teacher does not correlate with the teaching standard to the young learner above. It is found that the teacher cannot provide a medium for young learner to direct their energy and enthusiastic in learning English. This situation is in contrast with Ericson's theory (1950) who says that by understanding the children characteristic in this age, the teacher should construct suitable material and design activity which can provide young learner's enthusiastic without forgetting to train their knowledge and intellectual skill.

There are some steps for young learners to achieve the cognitive development. Cognitive development is the process whereby the young learners understand of the world changes as function of age and experiences. There is also an expert theory about teaching to younger age. Piaget (1969) says that young learners in 7-11 years age begin to think in abstract but it is not optimally yet so they need to be taught by using concrete events. Unfortunately, many teachers just asked the young learners to sit in their chair, copy all the materials and do some exercises in their notebook, as what the students in senior high school has done, until the class dismiss. This problem may occur because the lack of understanding in determining the young learners need. Finally this situation builds the boredom of the young learners in learning English.

Based on the Piaget and Erickson theories above, the teaching process which is suitable for young learners is by using plays. Play is one of the activity can be used by the teachers to facilitate the young learners enthusiastic. Plays are a place where the young learners can express their enthusiastic, feelings, emotional and interest. Santrock (1994) states that play is a pleasurable activity that is engage in for it is own sake. In using plays the young learners will be more motivated to learn because they learn through playing. This activity is also suitable for the young learner's psychology and their physical development. There are many types of play that can be used in teaching to the young learner to improve their cognitive development and their socio emotional context. One of the activities that included in play is games.

Games provide amusement and enjoyable atmospheres that lessen young learners' boredom. Games are fun and children like to play them. Through games

children experiment, discover, and interact with their environment. Salen & Zimmerman (2003) say, a game is a system in which players engage in an artificial conflict, defined by rules that result in a quantifiable outcome. However, games are described by Rixon (1991), as activities carried out by cooperating or competing decision makers, seeking to achieve, within a set of rules, their objectives. The point of a game by those experts is an activity which has certain rules to be obeyed. Games can be the best way to be used because it develops the young learner's cognition by understanding the rules of the game itself. There are many definitions of games that the teachers is hoped to know to be successes in teaching foreign language to the young learners. This understanding may help teachers to choose which games are appropriate to be use in teaching foreign languages to young learners.

Since games are the appropriate one to be used in teaching to young learners, it is suggested to the teachers to use games in teaching English to the young learners. Teaching English to the young learners by using games help the teachers to accustom them in using English. To avoid the mistaken of choosing games for the young learner, the teacher should considering the material given and also the situation of the class.

Lewis & Besdon (1999), states that games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. It brings the target language to life, makes the reasons for speaking plausible even to reluctant children. The competitive element of the game enhances their willingness to participate in order to achieve their goal. By using game in teaching English it will be motivated them to learn English but in a pleasure way.

Lewis & Besdon mention that games can be a supplement for the core material to replace the activities which can makes the young learner bore. Games can be integrated into the teaching syllabus or lesson plan which makes the lesson planning much easier. Game can also be used for introducing new materials, practicing the material given, or relaxing the class.

Furthermore, Lewis and Besdon also mentioned some basic points as the consideration when the teachers decide to use games in language learning. Those are; games must be more than just fun, play different games from lesson to lesson, and vary the order in which you play games. Games must be more than just fun and 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 keep focus on the track of some recognizable objectives is better rather than jumping out the purpose in order to introduce popular games. After that, play different games from lesson to lesson. Children tend play the game that they used to know because they are familiar with it. But the teachers should not give the same games every day; they need to relate it to the material will be given. Plays different games will also encourage the young learner interest in learning. At last, 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.

From those definitions above, we can conclude that in teaching to the young learners, games take a big role. It can be stated because through playing games, young learner can learn English the way they learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot even shy young learners can participate positively. This activity also supports their cognition and the socio emotional development because instead of just repeating, game has certain rules to be obey that ask them to develop their cognition while in the other hand games order the students to develops their social behaviors. Moreover, when teachers integrate the game into the syllabus and lesson plan, they need to emphasizes that games is not just fun, it should increase the young learner interest that is why the teachers need to avoid to use the same game from lesson to lesson and also varying the activity. At last the game chosen has to be the medium to the young learner to learn, practice and review the material given. One example of games that can be used in teaching English especially reading skill is Bandits and Sheriffs game. Because of the useful of this game, the writer interest to use bandits and sheriffs games in teaching reading to young learner.

Bandits and Sheriffs game according to Lewis & Besdon (1999) is a matching game which stimulates the young learner to sounds out the lesson has been learned by playing the game. This game attracts student's interest to sounds out because the material and the language used is their daily language. There is a fun element in this game that less the young learners boredom and decrease their anxieties. Another advantage is the game is a group or team work so it needs all the students to corporate together to be the winner even the shy students.

This game is expected to accustom the young learner in reading and the meaning of words, clause, phrase, and very simple sentences. Moreover, Lewis & Bedson also limited the learners who can participate in this game; the learners who can participate in the game are the learners which age eight years old up. The age is limited because this game requires them to sounds out clearly and bravely. The time for playing the game is around 10 to 20 minutes.

B. Discussion

1. Bandits and sheriffs Game in teaching reading for young learner

Plays are included as an activity to be used in teaching English to the young learners which give certain benefits. Plays can provide young learners a situation where they can activate, train and practice their skill in English. Piaget (1969) saw play as a medium that advances the young learner's cognitive development which determine by the young learner's cognitive level. Piaget also states that the young learners in the age of 7 to 11 years old are in the concrete operational stages which bring them to think logically about concrete events. According to Piaget, there is a correlation between young learner's cognitive development and the activity to be used in teaching them because plays provide the young learner with the concrete events that helps them to understand the lesson.

Furthermore, Vygotsky (1962) believes that plays are good for the young learner cognitive development. Vygotsky thought that plays can be a stimulation

of the real life to the young learner because play can be set as familiar as the young learner's real life. By putting young learners in real life situations, play makes a connection with the real usage of language. These theories should be considered by the teachers in choosing the appropriate plays. The teacher should provide the young learners a play that suitable with their age; physical and socio emotional development.

While Ericson and Freud in Santrock (1994) states that play is an especial useful form of human adjustment helping the child to master anxieties and conflicts which access the physical energy and to release tends up tension. From this definition, we can figure out that by having play in learning English, the young learner's anxieties will be pushed out because of the fun elements which bring their interest to join and forgets about their anxieties. Furthermore, the young learner's energy will be distributed along the play but they need to obey the rules. So that, beside their energy is covered by the play, it also trains them to be disciplined by the rule.

From those theories above it can be concluded that play is good for children for its cognitive and social behavior. As a part of play, game is included. One of game that can cover the young learner development in teaching reading is Bandits and sheriff game which ask the young learner to sound out the words, clause, phrase and simple sentences that *KTSP* required. Bandits and Sheriff game is an activity purposed by Lewis and Burdon (1999). The game divides the young learners into two groups, Bandits and Sheriffs group. The Bandits group is asked to steal the school equipment and matches the school stuff being stolen with the printed words provided, and then they read and spell the printed words. While the Sheriffs group's job, is to catch the Bandits who stole the school equipments. To win the game, the sheriff should also sound out and spell the matching printed word with the school equipment.

As Ericson in Santrock (1994) stated about the young learners socio emotional in the time of industry and inferiority, that the teacher should know that the young learners like being physically active as they learn by doing. Bandit and sheriffs game can facilitate their enthusiastic and excessive energy. This game can be a medium of the young learner enthusiastic and energy in completing the task, release their boredom and be the win the game.

Bandits and Sheriffs game can cover the *KTSP* required in teaching reading to the young learner. According to the *KTSP*, the teachers need to train the young learners to sound out words, clause and simple sentences with the correct pronunciation. It is supported by Linse (2005) and Scott and Ytreberg (1990) about the useful of reading aloud in teaching reading to the young learner. Fortunately reading aloud is representing in the Bandit and sheriffs game. It can be seen when the teachers, as a marshal, say the number of the bandit and sheriff and the classroom stuff, after that the students has been being called have to take the object, match with the word card and spell it loudly. The cognitive development of the young learners will also be increases as it trains them to use their logical reasoning in matching the classroom equipment and the printed words given. Besides, their energy will be released because the sheriff will be asked to catch the bandits while the bandits have to run away from the sheriff.

To sum up, Bandits and Sheriffs game is suggested to be used in teaching reading to the young learner because this game can develop the young learner's cognitive without forgetting to trains their socio emotional context. The game decrease the young learner introverted because it force the young learner to communicate with others. This game also enhances the young learner physical ability because it asks the young learner to move around and do some activities, as what the theories mentioned above. The important benefit of using this game is it can train the young learner to read the text loudly before comprehending the meaning.

2. The implementation of bandits and sheriffs game in teaching speaking to young learner

a. Purposes

Bandits and Sheriffs game is purposed to train the young learner's cognition development in reading skills. Since this game is purposed to be used in the fourth grade, this game is expected to accustom the young learner in reading aloud and also the meaning of words, clause, phrase, and very simple sentences. Beside that it will also trains the young learner socio emotional because it asked them to interact with their team. This game can also enhance the young learner's vocabulary about classroom stuff.

b. Materials

Since Bandits and Sheriffs game will be used in the fourth grade, so based on the KTSP 2006 these are the following materials in teaching reading to be thought: understand words, clause, and the very simple sentences in English in the classroom context. After understanding it, they asked to sounds out the words, clause, phrase and the very simple sentences with the appropriate pronunciation. The material will be taught in this grade is reading words in form of classroom stuff : pen, pencil, ruler, book, bag, desk and etc, school uniform such us skirt, trouser, shirt, tie and etc, school subject such as: mathematics, science, social, language and etc, the students hobbies etc.

c. Preparations

There are some preparation should be done by the teacher. First, teacher should prepare the lesson plan. Bandits and sheriff game is put in whilst teaching activity because through this game the young learner will learn the material. The media that will be used are pen, pencil, ruler, book, bag, eraser, pencil sharpener, pencil case, marker, pencil color. After that the teacher should prepare the printed words of those equipments used. The word cards are made should not be too long and too wide to make easier for the player to bring it. It is better to made the word cards around 10*40 cm without color because it can intrude the young learner to focus on the words.

The last thing should be set by the teacher is the classroom. The classroom will be divided into three areas. The first area is in the right side of the classroom

which will be the Sheriff group's area, while in the left side will the Bandits group area. The back area will be the place for prisoner and in the middle of the class will be a table for putting the classroom stuff and the word car. The table is places slightly nearer to the Bandits group in order to extend the bandits group in taking the classroom object and match it with the appropriate word cards, while the sheriff is trying to catch him/her.

d. Procedures

At first, the teacher should divide the young learner into two groups, the first group will be the bandit group and the other will be the sheriff group. If the amounts of students are big for example fourty students, there will be four rounds of the game and there will be four groups also. One group will contain ten students who five from them are sheriff and the other five students will be bandits. The rest of the team that do not involve in the first round will be the supporters. After that, the teacher has to explain the rules to the young learner. Before the game is begun, ask them to sit on chair in the opposite sides of the room. The teachers are place themselves as the marshal, stand at the end of the room next to some empty chairs which symbolized as the prison. The marshal job's is to mentions the classroom stuff and the number of the bandit and the sheriff, also to maintain the rule, so that the young learners would not cheat each others. Second, give each bandit and each sheriff a number. After that, place the classroom object and also the word cards on the table in the middle of the class but slightly nearer to the Bandits.

After the preparation is done, let begin the game by call out a classroom stuff and says the number, for example, Ruler, four. Both the bandit and the Sheriff cannot take the classroom stuff until the marshal finish in saying the object. Bandit number four now runs to get the ruler, after the bandit get the object, the bandit should match the object with the appropriate words available. At the same time, sheriff number four chases the bandit. The Sheriff is not allow catching the bandit if the bandit has taken the classroom stuff and says it. But, If the bandit has taken the classroom stuff being read by the marshal but did not spell it, he lose the game and taken to the prison. Moreover, if the Bandit takes the right classroom stuff but takes the unmatched word card, the Bandit loose and go to the prison. If the Bandit takes the wrong classroom stuff but takes the right word card, the Bandit also loose and go to prison. Meanwhile if the sheriff has caught the bandits but not says "*I take Bandit number four*" the Sheriff lose and should released the Bandit. In the same time if the sheriff can takes the right classroom stuff, the bandit went to the jail and the Sheriff win. But if the sheriff cannot take the matches classroom equipment, both of them back to their sit and no one wins. At last, if the Bandit or the Sheriff called did not obey the marshal's rule, he or she is loose and decrease their team points. The game continues until all classroom stuff have been stolen or confiscated, or all the bandits are in prison. The team with the most objects wins. The teams swap roles and play a second round.

Those steps of game should be obedient by the player in order to get the benefits of the game itself to the player. For example the bandit who the number

has been said by the marshal should run quickly to take the classroom stuff and match it with the word card. This step helps the player to release their excessive energy. Moreover, the young learner should also match the classroom stuff, match it with the word card and read aloud. This step assist the young learner's cognitive development in comprehend the meaning of each word quickly and read it loudly before the sheriff catch him/her. This game also helps the player to merge with their teammate in order to win the game. This situation will help the young learner's socio emotional and decrease their anxieties.

e. Suggestion

Before the teacher plays this game, it is suggested to them to observe the facilities of the school have. She has to make sure that the class that she will use is large enough. If the classroom is not appropriate to be use, the teacher can see another alternative that is looking to a field or a court near the school. The place is very important since the young learner will move and run along the game is playing.

The second suggestion is referred to the young learner characteristic. By having an awareness of the characteristic of them it will help the teacher in deciding the material and the activity to be use. Before teaching the young learners, it is better for the teacher to know the characteristics. It is strongly suggested to the teacher use games in teaching English to the young learner because of the amount of benefits it has. One example of game that can be use in teaching reading is Bandit and Sheriff game in the material reading aloud words in form of school equipments.

Catatan: artikel ini disusun berdasarkan skripsi yang dibimbing oleh Dra. An Fauzia R. Syafei, M.A.

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