TEACHING SPEAKING THROUGH HOPSCOTCH GAME
(A Game for Young Learners)

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Abstract

This paper discusses the application of hopscotch game as one of the techniques in the teaching aspect of speaking English which focused on Elementary School students. The aim is to help students more interested in learning English. This paper will explain: 1) The procedure for applying hopscotch game in teaching speaking. 2) The advantages of using hopscotch game in teaching speaking. The writer will explain the teaching materials, teaching media, and procedures in implementing hopscotch game in teaching speaking. The conclusion shows that:1) There is an example of teaching procedure in speaking English using hopscotch game, 2) Hopscotch game makes students enjoy the learning to talk, and it can be a way to motivate students in teaching and learning English. Therefore it is expected that the teachers can implement a variety of techniques such as hopscotch game in the teaching speaking to make the learning process more interested and enjoyable. The students are expected to be active in practicing speaking English without fear of making mistakes because the teachers will improve and help them better in speaking English.

Key words: Teaching Speaking, Technique, Game, Hopscotch Game.

A. INTRODUCTION

English is the first foreign language to be taught at the school in Indonesia. The government has decided that English becomes one of the compulsory subjects at junior high school, senior high school, and the university. However, English has also taught in private elementary school as local content. In fact, the introduction of English in primary schools is very important. Based on the introduction of English in primary schools, the students will recognize and know the language first. Therefore, they will have a better knowledge base before proceeding to

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higher education level. It means that to build capabilities that are useful in order to prepare graduates to learn English in Junior High School.

Teaching English is not easy for young learners. In young learners' class, especially elementary school students, teachers usually find problems in teaching this subject. In general, their problems were related to low motivation, boring with learning, bad study habit, and bad attitudes toward learning. However, external factors, such as the classroom condition also impeded them in learning English. Most of the students had problems in learning English language skills especially speaking. In general, the problems of students related to learning to speak can be divided into four main groups: First, students feel shy to speak English. Second, students often use their native language. Third, students don't have adequate information on the subjects discussed. Fourth, students feel a lack of linguistic and verbal resources for solving the given task. Students who have the same mother tongue tend to use it because it is easier and less exposed. Those factors made students unable to speak the target language effectively in the classroom.

There are several definitions of speaking has given by some experts. According to Chaney (1998: 13), speaking is the process of constructing and sharing meaning through the use of oral and written symbols, in a variety of contexts. Then, Florez (1999: 1) defined that speaking is an interactive process of building meaning that invokes producing and receiving and processing information. In addition, Mc Donough & Shaw (2003: 134) explained that speaking involves expressing opinions and ideas; expressing a desire or a need to do something; establishing and maintaining social relationships and friendships. It can be seen that speaking is an expression of someone's thoughts, ideas and feeling in the form of sounds of language. So, speaking ability is the ability to pronounce words to express thoughts, ideas, and feelings.

In Addition, Brown (1994) and Burns & Joyce (1997) defined that speaking is an interactive process of constructing meaning that involves producing, accepting, and processing information. Its structure and significance are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical surroundings, and the aims for speaking. It is often spontaneous, open-ended, and expanding. However, speaking is not always unexpected. Speaking requires that students not only know how to produce specific points of language such as, vocabulary, grammar, or pronunciation (linguistic competence), but also that they understand when, why, and in what ways to deliver language (sociolinguistic competence). Finally, A good speaker synthesizes this composition of skills and knowledge to replace in a given speech act.

Learning to speak begins from infancy. Parents are the first teachers who taught them to speak. Children (young learners) will imitate the habit of their

parents' speaking. Speaking for young learners means that they experiment and play with the utterances that are made to form words and phrases when they begin to speak (example: bye-bye or go bye-bye). According to Cook (2000: 46), there are many different ways that young learners play with words and language beginning with the tickling rhymes that they hear as babies and keeping on with other kinds of play which involve both the structure and meaning of language. They integrate words and structures into their genuine and fancy play. Thus, play is an important aspect of a child's development and language is a part of that play. Young learners also learn that words can be used as a form of entertainment. Young learners talk while they play, either alone or with their classmates. So, young learners will begin to speak when they play with their self or their friends.

According to Hornby (1995: 37), teaching means giving the guidance to a person: give someone (knowledge, ability, etc). While speaking means to make use of words in an ordinary voice. So, teaching speaking is giving instruction to a person or someone in order to communicate. Then, Jeremy Harmer (2007: 123) said that there are three main reasons for getting students to speak in the classroom. First, speaking activities provide rehearsal opportunities (chances to practice real life speaking in the classroom). Second, speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students. Third, students have the opportunity to activate the various elements of the language they have kept in their brains, the more automatic their use of these elements becomes. Thus, teachers should have the ability in designing various teaching-learning activities/tasks that can make students speak/talk in the classroom.

Linse (2006: 52-58) mentioned that there are two methods that can be used in teaching speaking for young learners. Those are Audiolingual Method (ALM) and Communicative Language Teaching (CLT).According to Celce-Murcia (2001: 35), the Audio-lingual Method of teaching the language is based on the notion that one can learn a language by developing habits based on the patterns of language. There are two important features of ALM which can easily be adjusted for the young learner classroom: drill with choral response and dialogues. The first is drills aimed at getting learners to practice using the patterns that occur in the language. The teacher can use drills for several minutes as a manner to introduce a new language pattern to young learners. For example, bring pictures of food items or hold up pictures of a banana and say, I like bananas. Ask students to repeat the sentence. Using the choral response with says each sentence and has students respond in unison. The second is dialogue. The dialogue provides learners with grammatically controlled scripts that they can use in real life. Puppets can be used to introduce dialogues. Slattery and Willis (2003) stated that teachers working with young learner are often aware that children feel more

comfortable talking to a puppet than with an adult. The use of puppet is very appropriate in the young learner classroom because it makes the language-learning activity more fun.

Nunan (2003: 10) defined that Communicative Language Teaching (CLT) is an approach and a philosophical introduction that connects classroom-based language learning with the language that learners require in order communicating outside of the classroom. Young learners often enjoy playing the role of an adult or grown up such as role-playing a doctor and patient, and others.

Furthermore, Kathleen M. Bailey (2005: 36) explained about three key principles for teaching speaking for beginners/young learners. First, provide something for learners to talk about. It means when students speak, they usually speak about something. It can share ideas, thought or emotions, the comment about a topic like incident interesting, etc. According to Pennington (1995:135), teachers should attend to the communicative needs and purposes of language learners. So, the teacher should remember about natural joy and enthusiasm by talking about something interesting and finish original or genuine purposes in teaching learning process. Second, make opportunities for students to interact by using group work (three or more students working together to complete a task using the target language) or pair work (two students working together). He also explained that using pair work and group work can increase students' motivation and promote choice, creativity, realism, independence, and manipulate physical arrangements to promote speaking practice. The changes of the physical environment can encourage speaking activities. There are some ways to motivate students in speaking such as the inside-outside circle, tango seating, cocktail party technique, games, etc.

Harmer (2007: 81) said that the age of students is the main factor in the decision about how to teach and what to teach. Students of different ages have different needs, competencies, and cognitive skills in learning. It might expect the student of primary age to acquire much of a foreign language for instance through play, whereas for adult students, it expects a greater use of abstract thought. Sarah Philips (1993: 5) stated that young learners are kids from the first year of formal schooling (five/ six years old to eleven/ twelve years of ages). Young learners are students who learn in kindergarten or elementary school. It can be estimated that young learner is the student from kindergarten until the sixth grade of elementary school.

There are some famous theories can be applied in Teaching English for Young Learners (TEYL) classroom situation by some expert. According to Vygotsky (1962: 59), young learners learn through social interaction and build their knowledge through other people, interaction with teachers and their friends. Teachers have roles as arbiter the world for young learners through playing, ideas,

experiences, question, and stories. Then, Piaget (1970) mentioned that young learners are active students and thinkers. They build knowledge from interacting actively with the physical environment in developmental stages. They study through their own individual exploration and actions. Furthermore, Bruner (1983) stated that young learners study through scaffolding by adults. Bruner explained about effective scaffolding. He mentioned that teachers/adult who scaffolds effectively are teachers/adult who makes interest in the task, divide the task down into smaller steps, held the child "on task" by calling up him of the purpose or goal, pointed out the important parts of the task; manage the child's frustration during the task, modeled the task, and give different ways to do the task. So, teachers should pay great attention to teaching young learners because they have many special characteristics in learning a language.

There are some definitions of games. According to Dempsey et al. (1996: 2), they defined a game as a set of activities engaging one or more players. It has goals, constraints, payoffs, and consequences. The game is a rule-guided and artificial in some respects. Then, Prensky (2001: 118) mentioned that game seen as a subset of both play and fun. The game is recognized as organized play that gives us enjoyment and pleasure. Furthermore, Andrew Wright, David Betteridge, et. al. (2006: 1) in his book entitled "Games for Language Learning" mentioned game as an activity that is entertaining and engaging, often challenging, and an activity in which the students play and usually interact with others. Based on the definition of games above, it can be seen games can give students enjoyment and pleasure in doing the activity. It is a valuable activity that can be used to motivate young learners greatly in teaching the English language. Annisa and Hafizh (2012: 4) also said that the use of game in teaching English can be a good technique to reach students' motivation and understanding in learning process.

There are several definitions of hopscotch games. In general, hopscotch games have meaning Hop (jumping) and scotch (the lines that are in the game). Based on the definition from the free dictionary by Farlex (2016), hopscotch game is a young learner's game in which players throw a small thing into the numbered spots of a pattern of rectangles outlined on the land and then hops pass the spaces to retrieve the object. In addition, Peter Rattigan (2006: 66) defined that hopscotch is a great hopping and jumping game which can be played on an empty patch of ground or on a floor indoors. There are hundreds of diagram variations that can be chalk drawn or taped to the floor. There is some equipment that needed in playing hopscotch games such as chalk, floor, rock/ shell/button/bottle cap/bean bag/stone/pebble. The hopscotch game can be played alone, but is definitely more fun & interesting when several players take turns to play too.

Venkateswaran (2014) mentioned that there are eleven advantages of hopscotch game. Hopscotch game is a good activity for students, especially young

learners. The hopscotch game offers several advantages to playing. Hopscotch works on locomotor skills, balance, strength, and eye-foot coordination.
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B. DISCUSSION

The teachers have to do the preparation before executing the classroom activity. The good preparation will establish the success of teaching learning process. This preparation belongs to material and media in order to make an effective teaching learning process. In teaching speaking through hopscotch game, teaching material for young learners is all information, knowledge, or ideas held inside to be delivered to the young learner students in the teaching and learning activities.Andrea Pesce (2014) in her article "Teaching ideas" explained that there are fourteen (14) topics that can be used by the teacher to teach speaking for young learners. They are: me and my family, home, colors, shapes and sizes, classroom objects, numbers, feeling, daily activities, days of the week, clothes, seasons and weather, food, transportation, and my city.

Teaching Media is a tool that can be used to stimulate thoughts, emotions, attentions and abilities or skills of students in order to encourage teaching and learning process. According to Barwick (1998), teaching media that can be used in the hopscotch game are: for indoor activities in the classroom, teachers prepare cellophane tape or hopscotch/puzzle mat. Teachers will make a hopscotch design by using cellophane tape and arrange pieces of a puzzle that have been numbered to 8-12 to make hopscotch mat on the floor. Then, teachers will give number in the squares. Teachers also prepare some questions about thing which stored under number. In outdoor activities at the playground /outside the class, teachers prepare square stones or chalk to create the hopscotch design. Next, Teachers give numbers in hopscotch design on the playground and also prepare some questions separately that held on by teachers.

Teaching procedures are a set of steps or ways that used by teachers to control the games chronologically. In other words, teaching procedures in the hopscotch game similar to how to play the game or steps in playing the hopscotch game. To give an example, the writer will choose one topic to implement teaching speaking by using the hopscotch game. The procedure will be explained as follows:

1. The teacher explains about the thing will be discussed (Example: The topic is describing Food) for the fifth students of International Elementary School.
2. Teacher divides students into two or more groups. Each group consists of 3-5 students.
3. Teachers or students draw 8 (eight) squares on the ground / floor: 3 pieces of the single squares, 1 double square, 1 single square, and 1 double square. The teacher gives the number of the thing corresponding number

of squares without being noticed by students what is the thing stored in each number.

4. All members of each group will play the game.
5. Each player of the group was given the stone.
6. To determine who starts the game first, the teacher provides three pieces of paper which have given number among 1, 2, and 3. Teacher asks the each leader of groups to choose one of the papers to determine the sequence of groups' plays.
7. The first player throws a stone into the square. If the stone is inside the square, then when to play later, the player is not permitted to step on that square. The player hops and jumps pass the squares. After the player turns back from the last square when the player takes the stone that he may step in the square and takes the stone with one-foot stand. Meanwhile, teacher shows the picture that stored under the number. Then, the player has to answer some questions that will be given by teacher on the square with one-foot stand. If the answer is true, then he should finish the game and other members of his group then repeat the same things over. But if he gives the incorrect answer, then the other group will continue to play the game. When all the players of the group finish their turn first, they will be a winner.
8. The teacher has rules to supervise, control, and assess the students in pronunciation, vocabulary, and the accuracy of the sentence in accordance with proper structure. Teacher should repair students' pronunciation directly if students pronounce wrong words. Teacher should control students not to make noise and give their attention to this game.
9. The winning group is the group that all members have completed the game first.
10. After finishing the hopscotch game, the teacher gives some suggestion, criticism, and conclusion about students' performance.

C. CONCLUSIONS AND SUGGESTIONS

Based on the discussions of the previous chapter, it can be concluded that using hopscotch game in teaching speaking at Elementary School will make young learners students to have high motivation and be able to practice speaking English effectively.There are some suggestions to the English teachers at Elementary School in order to improve the students' ability in speaking.The writer expects the teacher to find many creative ways to make student interest in learning English especially in learning speaking skills. The teacher can help the students to practice English speaking skills by using various teaching techniques. One of them is using game such as hopscotch game. It is suggested to the teachers to use this technique as their references in teaching speaking English to their students. Therefore, the teacher can focus on helping the students practicing, organizing and delivering the ideas into the sentence in learning speaking English. It is hoped that the students will more interested in learning English. For

the readers, it is expected that this paper can give information and references to increase the reader's knowledge about the using of a hopscotch game in teaching speaking to the young learners especially to the fifth graders of International Elementary School.

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