**THE APPLICATION OF MODIFIED *GASING* GAME TO INCREASE ELEMENTARY SCHOOL STUDENTS’ VOCABULARY IN SINGKAWANG TOURISM SITE, WEST KALIMANTAN.**

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ABSTRACT

In Singkawang, West Kalimantan, the ability to understand vocabulary as a first step in the process of communicating in English is very important. This city is a tourist destination attracting local and foreign tourists to come to visit the city.Visited by foreign tourists demands the local people to be able to communicate in English. The fact leads to learning English in Singkawang to have to be started from the early age. English learning experience should give students an enjoyable learning. Learning delivered with games will increase children’s enthusiasm and motivation. The increasingly sophisticated technology causes people to, slowly, leave the traditional culture. The learning process integrated with traditional culture offers a more fun learning process as shown from traditional games which have many benefits (Majoni & Chinyanganya, 2014). *Gasing* is one of the games once popular among the people of Singkawang which now loses its popularity by the course of time. The introduction of traditional game to learning is very effective to stimulate students’ cognitive and motoric skills.This will improve their vocabulary mastery as well as to revive the local culture of *gasing* game. This Classroom Action Research aims (1) to describe the use of a modified-*gasing* game on vocabulary, (2) to investigate the Muhammadiyah 2 Singkawang Elementary School fourth grade students’ vocabulary mastery and (3) to identify the improvement of the Muhammadiyah 2 Singkawang Elementary School fourth grade students’ vocabulary mastery using a modified-*gasing* game. This research employed three cycles with four stages (planning, action, observation, and reflection) in each cycle. The population in this study was the Muhammadiyah 2 Singkawang Elementary School fourth grade students with a total sample of 25 students taken using a random sampling technique. The instruments used in this research are tests, observation sheets, and interview guidelines. The results showed an improvement in the first cycle by 39 percent, in the second cycle by 80 percent, and in the third cycle by 96 percent. The results concluded that this modified-*gasing* game can improve the Muhammadiyah 2 Singkawang Elementary School fourth grade students’ vocabulary mastery.

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Key words: *Vocabulary, Traditional game, Gasing*

1. **INTRODUCTION**

School is meant to be a comfortable and enjoyable place for students to develop their intelligence and morals (Bucholz & Sheffler, 2009; Diah, etal., 2017). In developing student’s intelligence, the learning quality in the classroom needs to be improved constantly. This leaves a homework for the teachers to increase their professionalism and creativity. The quality of learning in schools is shown from how the learning atmosphere can support an interesting, challenging, fun, and valuable learning process for the development of educational professionalism (Mardapi, 2008). Teacher as the main agent in the teaching-learning process in class is expected to be able to create a fun and attracting learning atmosphere particularly at elementary level.

Elementary school age is the phase when students encounter rapid development, comprehend a lesson easier, and become an active learner (Suyanto, 2006). Nonetheless, English subject at elementary school has its own complexity. Students experience various problems in learning English at elementary school. The problems are found at learning the four skills of language; namely listening, speaking, reading, and writing. The enabling skills, e.g. pronunciation and vocabulary mastery, cause problems for students as well. To be able to communicate well, students should master an adequate amount of vocabulary and know how to use it properly (Huyen & Nga, 2008). Vocabulary mastery is one of the most frequently encountered difficulties in teaching English at the elementary school level. The majority of students find it difficult and bored to memorize vocabulary by reading textbooks. An interesting and enjoyable learning strategy is needed to overcome this problem (Mafulah, 2015 : 3-4). Game is one of the appropriate learning strategies to use.

Learning will be valuable for children’s cognitive development particularly if associated with the customs moreover culture. Games and songs provide the customs and cultural value (Nyota & Mapara, 2008). The current learning process can be integrated into traditional culture, like traditional games that have various benefits, to enable the learning process more fun and enjoyable (Majoni & Chinyanganya, 2014). Game based learning scenarios engage learners to be interactive, problem-solving situations which encourage critical thinking, communication, collaboration, and adaptability for functional knowledge acquisition (Trajkovik, 2018). In addition the game players are usually highly motivated to encourage in the gaming activities driven by the story or goal behind, interactivity and possibility to enhance performance through repetition. Each country has its traditional games, which can be used for educational aims, while the integration of these games will shift the pedagogical approach from teacher centered to student centered atmosphere. Gil Madrona et al (2014) said that using games in physical education in primary education is very crucial. The use of traditional games can enhance students’ social skills.

The Singkawang city is one of the tourist destinations in West Kalimantan Province. Located in the hilly and coastal area provides the city many places with beautiful view. Pasir Panjang Beach, Sinka Zoo, Sinka Island Park, Bougenville Park Hill, Teratai Indah Park, and Blue Lake are some of the tourism sites in Singkawang. Day by day, the city grows popular for its tourism spots making more and more local and foreign tourists come to visit the city. The visit reaches its peak on holidays.

The local people’s ability in communicating English supports the city as a tourism destination. School offers the most effective opportunity to help local people improve their English language knowledge. However, students at elementary school in Singkawang experience difficulties in learning English due to an ineffective learning process. This, in turns, affects students’ ability to understand the subject well.

Using games, such as *gasing*, as learning media at school help students learn better. *Gasing* is a traditional game which has been played since the Dutch occupation and frequently played by the children in Singkawang then. In the course of time, this game loses its popularity and now is less known to the children. Integrating traditional game into learning vocabulary in English class is hoped to help revive the traditional culture as well as bring an effective and enjoyable learning.

1. **RESEARCH METHOD**

This research employed the Classroom Action Research model of Kemis and Mc Taggart andappliedtwo cycles with four stages (planning, action, observation, and reflection) in each cycle.The population in this study was the Muhammadiyah 2 Singkawang Elementary School fourth grade students with a total sample of 25 students taken using a random sampling technique.

Classroom Action Research is a systematic method which done by the teacher and administrator, the main focus on collecting information about teaching learning process (Mills in Mertler, 2009: 4). The purpose is to identify the situations from the research object and do the changes in its application. Classroom Action Research is an important method for changing and enhancing in certain education (Cohen, Manion, Marrison, 2000: 226).

The researcher used interviews and observation sheets to identify students’ interest and activeness during the learning process using a modified-*gasing* game.The interview guide sheet was used to collect complementary data to determine students’ perceptions on the difficulties encountered while learning vocabulary.

Playing *gasing* is very easy and simple way. However, the game needs to be adjusted to meet the research needs of improving students’ vocabulary mastery. For this reason, the modification of the game is as follows:

1. Students were divided into six groups with five students each. Each group had *gasings* with different color; red, yellow, green, blue, and brown.
2. Students played the *gasing* with their group members. Groups were named Group 1, Group 2, Group 3, Group 4, Group 5, and Group 6.
3. The game was held in a school yard or a wide field.
4. Students held the *gasing* with their left hand while their right hand held the string. Then, the students winded or wrapped it with the string from the bottom to the body of the *gasing* by applying enough force while rotating the *gasing*.
5. On the count of three, the students threw their *gasing* to the ground.
6. Once it touched the ground, it would rotate randomly for a moment and became stable after finding its equilibrium and continued to spin. The spin then started to slow as the angular momentum and the gyroscopic effect decreased. Until finally, the *gasing* fell to the ground.
7. The student whose *gasing* spun the longest and who was able to articulate vocabulary the most was the winner.
8. The winner in each group would play against each other until reaching the top five in the final.
9. **RESULTS AND ANALYSIS**

This classroom action research was carried out for six meetings divided into three cycles. Each cycle took two meetings of 35 minutes. Planning, action, observation, and reflection stages were applied to this research. The researchers teamed up with collaborators to determine the schedule to implement the cycle. In each meeting, learning activities consisted of introduction, main activities, and closing activities.

In the initial meeting, the researcher opened the class by giving the students open-ended questions and brainstorming on the topic taught. The teacher explained the topic of *the family* to the students and introduced several vocabularies related to the topic. It is found that, the students encountered difficulties in finding correct vocabulary as the English subject was not optimally taught. It has been offered only as an extracurricular course. Closing the class, the teacher provided conclusions on the topic taught.

In the second cycle, the teacher applied the *gasing* game in the classroom. The students learnt very enthusiastically. The topic taught was still the same to the first cycle, *the family*. The teacher divided the students into several groups to play *gasing*. The students were asked to articulate the vocabulary on the topic while playing. When the *gasing* started to spin, the student started to articulate the vocabulary they already learnt one by one. The student who was able to articulate the most vocabulary while the *gasing* was spinning became the winner.

In the third cycle, the topic taught was still the same. However, the vocabulary taught was enriched. The students were still divided into groups and given the chance to play. The game brought an enjoyable learning atmosphere to the students as they love playing.

The quantitative data in the first cycle on vocabulary mastery, synonyms, antonyms, and making simple sentences from the topic can be seen as follows:

The first meeting of the first cycle showed a dissatisfying result as English is not a compulsory subject at Muhammadiyah 2 Singkawang Elementary School. The sample of this research happened not to learn the topic ever before. The result showed that 52% student reached poor category and 48% good category on vocabulary mastery. As for synonym mastery, 80% student reached poor and only 20% student reached good. For antonym mastery, all students reached the poor category. This was also the case in making simple sentences from the topic.

In the second meeting, the result showed that 64% student reached good and 36% poor on vocabulary mastery. The improvement on synonym mastery can be seen that 68% student reached good and 32% student reached poor. As for antonym mastery and making simple sentences from the topic, they still showed the same result to the previous meeting. This is due to the first encounter of basic vocabulary on family member the students experienced. The fact suggested that more exposure on the topic is needed.

In the first meeting of the second cycle, the students looked enthusiastic and motivated in learning. The students seemed to be more proficient in playing the *gasing* while articulating vocabularies; with 52% reached good and 48% very good. Improvement on synonym mastery is also shown from the results with 28% reached good and 72% reached very good. The antonym mastery also found an improvement with 52% reached poor and 48% reached good. The students’ ability in making simple sentences from the topic showed 16% on good category.

In the second meeting, the students reaching good category on vocabulary mastery increased to 80%. The result for very good category on synonym mastery increased to 88%. An improvement was also found on antonym mastery reaching 44% on very good category and in making simple sentences from the topic reaching 52% on good category.

In the third cycle, students were very enthusiastic in learning while playing. Competition heated as they kept trying to win the game with their group. Significant improvement was seen in the first meeting of this cycle. Vocabulary mastery and synonym mastery scored 100% on very good category. Antonym mastery increased with the good category reaching 44% and followed by 56% on very good category. As for the ability in making simple sentences from the topic, it increased on good category to 72% and 16% very good. The second meeting showed even better improvement. The vocabulary mastery and synonym mastery scored a perfect 100% on very good category and antonym mastery reached 92% on very good category. As for the ability in making simple sentences from the topic, it reached 60% on good category.

1. **CONCLUSION**

Learning English will be very interesting if the teacher can deliver methods that suit students’ interest. As children love to play, integrating game into class should be a priority. The pre-observation phase indicated that most students did not have a good vocabulary mastery. Therefore, the use of *gasing* game as learning media is relevant to overcome this problem at the elementary school. The implementation of the *gasing* game in class through the three cycles of teaching-learning process has helped improve the students’ vocabulary mastery. Mistakes on the aspects of vocabulary, synonym, antonym, and making simple sentences from the topic were able to be minimized. The classroom action research is found adaptive to minimize the existing problems as it is conducted through cycles which consist of planning, action, observation, and reflecting stages.

From the results, the conclusion can be drawn as follows:

1. It is not only able to improve students’ vocabulary mastery, the implementation of traditional game of *gasing* can contribute to students’ positive response in learning. The students felt learning integrated with playing *gasing* game to be comfortable and enjoyable.
2. The three-cycle applied in this method indicated that it is relevant to improve students’ vocabulary mastery. This is shown from the score achieved in the third cycle where the average score improved from 39 percent to 96 percent.
3. The implementation of *gasing* game can also train students’ psychomotor and ability to cooperate. Besides, this game can preserve the culture and traditional games, particularly in Singkawang, West Kalimantan.

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