

The Application of Modified *Gasing* Game to Improve the Elementary School Students' Vocabulary in Singkawang Tourism Site, West Kalimantan

Ufi Ruhama¹, Iin Maulina²

¹ufiruhama@unmuhpnk.ac.id

^{1,2}Universitas Muhammadiyah Pontianak

ABSTRACT

This Classroom Action Research was aimed at knowing whether the implementation of modified *gasing* game was effective in improving students' vocabulary mastery. The population in this study was the students of Muhammadiyah 2 Singkawang Elementary School with a total sample of 25 students by using a random sampling technique. The Classroom Action Research objectives were to describe the use of a modified-*gasing* game on vocabulary, to investigate the Muhammadiyah 2 Singkawang Elementary School fourth grade students' vocabulary mastery and to identify the improvement of the Elementary School fourth grade students' vocabulary mastery using a modified-*gasing* game. It employed three cycles with four stages (planning, action, observation, and reflection). In each cycle, the data were analyzed to find out the increase in students' vocabulary. The researcher used the observation, test and documentation in collecting the data. The results of the research indicated that the implementation of *gasing* game was merely effective in improving the students' vocabulary in terms of numerical grade scores. The results showed the improvement in each cycle as in the first cycle by 0 percent, in the second cycle by 48 percent, and in the third cycle by 96 percent which are categorized very good. The results concluded that this modified-*gasing* game can improve the Muhammadiyah 2 Singkawang Elementary School fourth grade students' vocabulary significantly in the aspects of word guessing.

Keywords: *Vocabulary, Traditional game, Gasing*

INTRODUCTION

School is meant to be a comfortable and enjoyable place for students to develop their intelligence and morals (Bucholz & Sheffler, 2009; Diah, et al., 2017). In developing student's intelligence, the learning quality in the classroom needs to be constantly improved. This leaves 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 subjects at elementary school have their 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 boring 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 to be 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 views. 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.

The fact leads to the necessity to learn English earlier in Singkawang. English learning experience should give students an enjoyable learning experience. 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 games was 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. The teaching learning process in Muhammadiyah 2 Singkawang Elementary school was still monotonous that made the students bored while studying. The objective of this study was to describe and to identify the improvement of the Muhammadiyah 2 Singkawang Elementary School in the fourth grade students' vocabulary mastery using a modified-*gasing* game showed that this game was able to improve the students' vocabulary significantly.

RESEARCH METHOD

This research employed the Classroom Action Research model of Kemis and Mc Taggart and applied two 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 done by the teacher and administrator, the main focus on collecting information about the 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. 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:

- a. Students were divided into six groups with five students each. Each group had *gasings* with different colors; red, yellow, green, blue, and brown.
- b. Students played the *gasing* with their group members. Groups were named Group 1, Group 2, Group 3, Group 4, Group 5, and Group 6.
- c. The game was held in a school yard or a wide field.
- d. 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*.
- e. On the count of three, the students threw their *gasing* to the ground.
- f. 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.
- g. The student whose *gasing* spun the longest and who was able to articulate vocabulary the most was the winner.
- h. The winner in each group would play against each other until reaching the top five in the final.

RESULTS AND FINDINGS

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 first 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 learned 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 learned 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, the aspects were word guessing, synonyms and antonyms, and pronunciation. It can be seen as follows:

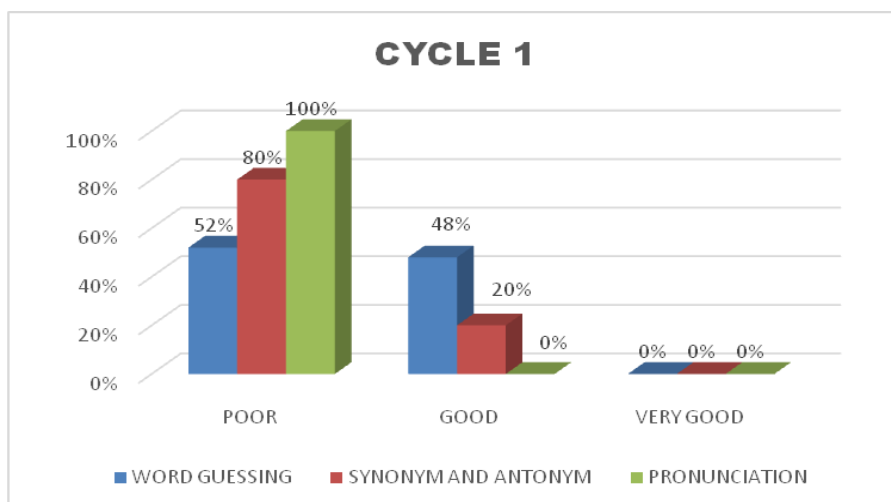


Figure 1. The Presentage of Cycle 1

In the figure 1, the first cycle showed a dissatisfying result as English is not a compulsory subject at Muhammadiyah 2 Singkawang Elementary School. The sample of *The Application of Modified Gasing Game to Improve the Elementary School Students' Vocabulary in Singkawang Tourism Site, West Kalimantan (Ufi Ruhama)*

this research happened not to learn the topic ever before. The result showed that in the criteria of word guessing, it still has 52% students in the poor category, 48% students in the good category, and no one student got very good in this section. As for synonyms and antonyms mastery, 80% students which are categorized poor and only 20% student reached good, but all the students got poor in pronunciation mastery.

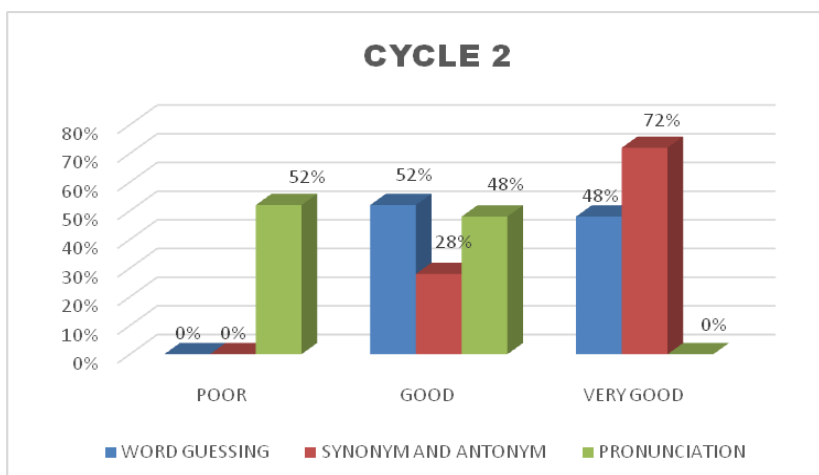


Figure 2. The Presentage of Cycle 2

In 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. Based on the figure 2 above, the result showed that 0% of students got poor in the aspects of word guessing, even in pronunciation. Meanwhile, there were 52% poor in pronunciation, and 48% good in pronunciation. Furthermore, the antonym mastery also found an improvement by 72% which is categorized very good in the aspect of synonyms and antonyms. The fact suggested that more exposure on the topic is needed. This is due to the first encounter of basic vocabulary on family members the students experienced.

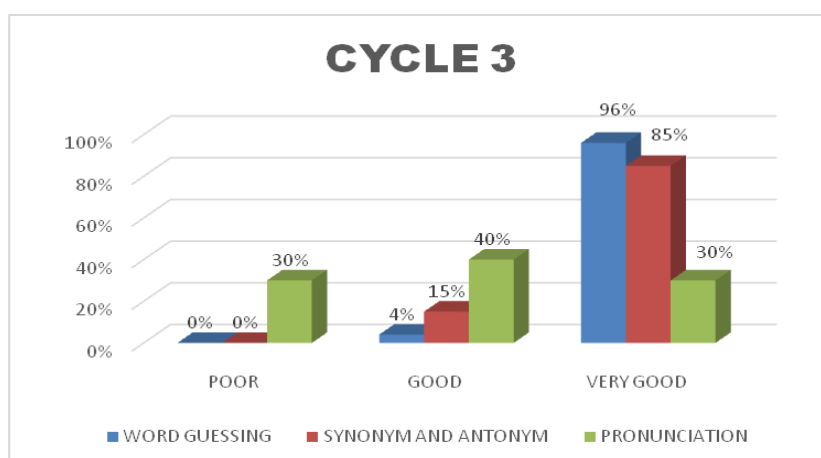


Figure 3. The Presentage of Cycle 3

From the figure in the third cycle above, the 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 this cycle. Word guessing mastery reached very good by 96% and synonyms antonyms mastery scored 85% on very good category. Besides, pronunciation mastery increased with the very good category by 30%, although there were 30% still in the poor category.

CONCLUSION

Learning English will be very interesting if the teacher can deliver methods that suit students' interest. As children love to play, integrating games 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, particularly in the fourth grade students in Muhammadiyah 2 Elementary School Singkawang. The mistakes on the aspects of word guessing, synonym and antonym, and pronunciation 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:

- a. It is not only able to improve students' vocabulary mastery, the implementation of traditional games of *gasing* can contribute to students' positive response in learning. The students felt learning integrated with playing *gasing* game to be comfortable and enjoyable.
- b. The three-cycle applied in this method indicated that it met the objective of this study was to identify the improvement of the Elementary School, fourth grade students' vocabulary mastery using a *gasing* game. This was shown from the score achieved in the third cycle where the average score improved from 0 percent in the first cycle to 96 percent in the third cycle in the very good category, particularly the aspects of word guessing.
- c. 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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