

Using Barbie Games to Teach Speaking for Young Learners

A Paper

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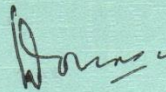
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


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ABSTRAK

Fatmasari, Yolanda. 2018 *“Using Barbie Games to Teach Young Learners”*. Makalah. Padang: Jurusan Bahasa Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang.

Tuntutan kebutuhan tentang pentingnya mulai mempelajari Bahasa Inggris sejak usia dini membuat berbagai ahli mencoba menemukan berbagai metode dalam meningkatkan kemampuan berbahasa Inggris. Sebagai acuan awal dalam belajar berbahasa asing adalah kemampuan berbicara yang dimulai sejak dini. Oleh karena itu, pengajaran berbicara bahasa asing terhadap anak usia dini harus sangat diperhatikan. Karakteristik siswa usia dini yang sangat kompleks juga menjadi bahan acuan tentang bagaimana keberhasilan dan metode dalam pengajaran siswa yang tepat agar tercapai tujuan pembelajaran.

Siswa usia dini adalah siswa yang berada pada fase bermain dan masih suka meniru. Oleh karena itu, penulis menawarkan *Barbie Games* sebagai salah satu metode pengajaran Bahasa Inggris bagi anak usia dini. *Barbie Games* adalah campuran antara permainan peran dan pengajaran kontekstual, dimana siswa terlibat langsung dalam pengucapan, pengulangan dan pengingatan kosa kata dalam bentuk bermain dengan boneka Barbie sebagai media.

Kata kunci : Young Learners, Barbie Games, Speaking Ability.

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The Researcher

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CHAPTER 1

INTRODUCTION

1.1. Background of the Problem

English has become a very important language in Indonesia. It can be seen that almost all job vacancies require the person who have a good skill in English to employ because in the market and the business they must be interacted with someone from overseas because they are going to have a big deal. Without a good communication, there will be no deal at all. Since the best way to have a good communication with stranger is to have the same language, the Indonesian people need to be able to speak English. In Indonesia, English is a foreign language but it is a very popular, it is taught in all levels educations stages. In many years, teaching foreign language to children was seen as something additional to the normal curriculum of the school system. Increasingly, educators have come to recognize to importance of starting foreign language learning at an early age.

Foreign Language learners various in terms of many factors such as attitudes, motivation, learning style, age, and gender. The notion of learner-centered instruction in foreign and second language grew out of the recognition that language learners are diverse, in their reasons for learning another language, their approach to learning, and their abilities. These differences have influenced relevant research and the findings have had a profound effect on language education. There has been a great deal of research on the role of attitudes and motivation in foreign language learning. The factor by speculating that an interest

in learning a foreign language develops because of emotional involvement with the target language's community or because the learner has a direct interest in the language. Research findings show that attitudes and motivation are indeed related to successful foreign language learner learning but it has not been indicated how they do so. Motivation is such a complex phenomenon that it cannot be defined by a single widely accepted theory. Presumably, it can mean different things and it may be affected by; a. cause, related to personal goals of the learner or outside incentives such as rewards or punishment; b. behavior, which relates to persistence, effort of the learner or enjoyment; c. outcomes, referring to evaluation of performance and reaction to success or failure (Brown: 1981).

In Foreign Language Learning theories, it is suggested that motivation can be defined in relation to two factors: the needs of the learners and their attitudes towards the second language and the second language community. Learners are motivated if they need to tolerate the language in order to achieve a goal or if they want to communicate with speakers of the target language and learn about the country where the language is spoken. Additionally, it is grouped together with various aspects of personality and emotion, hence the reference to attitudes and motivation. Brown (1981) distinguishes three different types of motivation:

- (1) Global; a general orientation for learning;
- (2) Situational; relates to the situation in which learning takes place, and
- (3) Task motivation, which relates to specific tasks.

Moreover, there are two types of motivation: integrative and instrumental. Integrative refers to the attitude of the student towards the target language, the target culture and the people of this culture and instrumental relates to ulterior motives, like learning a language for academic purposes (the need to pass exams or to enter university). Research findings are contradictory, failing to show clearly if any type of motivation is superior. Early research findings suggested that integrative motivation was stronger than instrumental motivation. Those suggestions were called into question when studies found no advantage for the integrative form of motivation 1972; there are situations where instrumental motivation is stronger. It means that the students need to be involved directly based on occasional situation instead of telling what to do and what to say. When referring to motivation, teachers are concerned with the behavior of the pupil.

Students are considered motivated if they are actively involved in a task and the main aim of language teachers is to encourage as many pupils as possible to be involved in classroom activities hoping that this will aid learning. “The usual meaning of motivation for the teacher is probably the interest that something generates in the students” and it relates to the attitudes of children towards the target language, as these are rooted in their minds and their background. Young learners soak up knowledge like sponges. When they start learning a second language, children will often pick up everything a teacher says. It is important to have clear and correct pronunciation since young learners will often repeat everything they hear. Although repetition of phrases does not mean that children are learning the language, it is until an important aspect of the learning process.

Repetition prepares children for more meaningful conversation and it helps them get used to English. Repeating certain phrases also gives children the chance to practice the intonation pattern and boosts their confidence especially if the teacher praises them adequately.

Teaching speaking skills to young children is relatively easier since kids are natural chatterboxes. They love to talk and look for chances to communicate meaningfully. Teachers should find the right balance between controlled activities and letting children talk naturally in the classroom. Teachers should take care that children talk accurately and correct their linguistic errors. However, no correction should be done when children are talking in free speaking activities. These types of activities help children achieve fluency and develop communicative competence.

Young learners should get as many speaking and listening opportunities as possible in the classroom. Their speaking time should steadily increase as the teacher prepares them for various communication situations.

Teachers should remember that in teaching young learners, the students come with varied abilities, expectations, and preferred learning dynamics. Teachers need to vary their approaches and offer as much opportunities for the class to grow and develop.

It is, however, argued that in the case of young children motivation may be affected by the relevance of tasks to the interests and the needs of the learners, to their need for achievement and social affiliation, and by the teaching methodology

and material. Little research has focused on the material and methodology in relation to motivation but there is evidence that authentic materials generate interest in the lesson. A number of criteria that relate to task motivation: the difficulty of the work must match the ability levels of the learners, the materials should provide useful structure, and they should captivate the interest of the children.

Teaching English for young learners will very completely different with teaching English for adult. Young learners are unique. They are different with adult, they have very different needs, interest and abilities from adult and more enthusiastic than adult in language activity. Young learners mean children from (3 or 4 years old) to five or six year age. Young learners have own special characteristics that differentiate them from adult learners. There should be known and understood by the teacher to give contribution to improve their quality of teaching and learning process.

As Vanhove as said that some young learners have their own characteristic. There are some of their generally characteristic that teachers and parents should know: Physical side, social side, and psychological side. The physical world of young children is dominant. Their understanding comes through hands, eyes, and ears. They perform physical activity in many ways: such as coloring, drawing, and writing. They are at the developing stage (Critical Period) (Vanhove: 2013)

Social side is the side that showing how the children are happy playing and working in the company of others (Sitting with others encourages co-operation). Young learners learn best when they learn through games. They are aware of themselves in relation to others. On the other hand, psychological sides of the young learners show that they have short concentration span. Therefore, teachers should various their techniques to break the boredom. They should give varied activities as handwriting, songs, games etc. In addition, young learners are free of prejudice, they get bored easily. Children have no choice to attend school. The lack of the choice means that class activities need to be fun interesting and exciting as possible by setting up the interesting activities. Children also are forgetful. They like imitating. They enjoy imitating and skillful in listening accurately and mimicking what they have heard. They have high curiosity. They are risk taker. They are imaginative. Use pictures to teach new vocabulary related to concrete meanings, but may have some difficulties distinguishing between imagination and real world. They are very active. Try to ask them to play games, role-play dialogues, and involve them in competitions.

Children are developing conceptually: they develop their way of thinking from the concrete to the abstract thing. Children have no real linguistics, different from the adult learners that already have certain purpose in learning language, for instances, to have a better job, children rarely have such needs in learning a foreign language. They learn subject what school provide for them. Children are until developing; they are developing common skill such as turn talking and the use of body language (Allen: 1983).

Young children very egocentric, they tend to revolve around themselves. Children get bored easily. Children have no choice to attend school. The lack of the choice means that class activities need to be fun interesting and exciting as possible by setting up the interesting activities. Based on those characteristics teaching a language to young learners also need to focus on their special character and uniqueness. There are some children's special characteristics in learning the language. Children respond to the language well through concrete things (visual things) rather than abstract things. Children need physical movements and real activities to stimulate their thinking. Children will be enthusiastic if they are taught using fun activities or being involved in activities. Children love to play, and learn best when they are enjoying themselves. Children learn well through something that is close to their culture. Children like to work together. Besides the characters above, there are some unique characters that children have. Hyperactive children, these children tend not to sit still. He tends to move continuously, sometimes like running, like jumping up and down, screaming and even in the classroom. This child is difficult to control. He performs activities in accordance with his own will. He also likes to annoy his friends and even his teachers. Distractible child is a child who tends to get bored quickly. He often turns his attention to a variety of other objects in the class. Children are unable to focus on the activities that take place in the classroom.

Poor self-concept tends to quiet kids in class, passive, or hypersensitive so easily offended. Characteristics of these children tend not to dare to ask or answer, and feel he was not capable. As such, it is less likely to get along as well as bold

aloof. Impulsive child is a child who quickly reacted every teacher gives lessons. The answer given is often not demonstrated the ability to think logically. Such a child wanted to show that he is a smart kid, but he answered the way it reflects the inability. Children destructive behavior of students who like to destroy things around him. Negative aggression in the form of slamming and throwing indicates that this child is a child with problems (troublemaker). Such a child irritable. He has high temperamental, which leads to aggressive behavior.

In Indonesia, interest in teaching English to young learners has been steadily growing in recent years. Many parents believe that by studying English from early stage their children will get a better future. Because of that, the Indonesia Ministry of Education has begun to respond by introducing English as a foreign language in elementary school, even in kindergarten. ESL/EFL specialists justified the use of games with reference to the motivation that they can provide for the students. "Games are, by definition, fun, and nearly everyone would agree that if learning can be made enjoyable, the students will learn more" (Celce-Murcia and Macintosh, 1979, p. 56). According to Allen (1983), adolescents and adults may enjoy games as much as children do and, if the purpose of a game is explained to them, they will not feel that it by nature, focuses on one or more aspects of English like a grammar point, a vocabulary area, or a communication skill." Games can teach, and there might be no reason why they cannot be included as a part of a lesson.

Therefore, language teachers can plan to introduce relevant vocabulary before undertaking any communication activity and/or encourage students to look the word up in the dictionary.

Almost all of students love playing game, it is really on country when they are asked to study. Thus, teachers have to find a way to make their students love studying as same as they love playing. As been talked before, that plot game can be used as a media to improve elementary school's students' vocabulary acquisition. The students love playing game, they enjoy it. Therefore, they will do it continually. The students acquire more vocabulary every time they do that enjoyable activity. The point is they have more vocabulary without any compulsion. As it is known that when an activity is done just because been asked, it will be bored activity, and finally, they will stop doing that bore activity when students love an activity, they will do it repeatedly, teacher or even parents should not be afraid when their students or children love playing, because a creative people are questioning, adaptable, persistent, and free wih their love of playing game.

The Indonesia government realizes this big demand, and they arrange the learning process of English can be started from elementary school. This rule was created in order to produce an English-qualified student since they are young. The government states that every student in the country has to learn English from elementary school up to senior high school. Besides, they also include English to one of tested Subject in national final examination for senior and junior high school.

Although English has been taught from elementary school, there are so many students who are until shy and unable to speak English, there are very few students who can speak English fluently. The other students seem to have a big difficulty in speaking that had made them almost cannot speak. Many experts believe that the English learning in Indonesia is more focused in grammar and theories but not in speaking and practices. In fact, speaking is more needed in seeking job. As we know, that the best way to reach from the lowest lever of education. To overcome this problem, using Barbie games improve the elementary school student's ability is really a good idea.

In games, language use takes precedence over language practice and in this sense games brings classroom closer to the real world. Each game,

1.2. Identification of the Problem

Some students find difficulty in communicating in English although they have learnt it for years in school. There are many things such as less of bravery and afraid of making mistake that force them to keep quiet and say something when they are asked to speak. In this paper, the writer giving the statement that improving students' speaking ability can be done by using Barbie Games in the classroom. Teacher will see how students gain their speaking ability unconsciously.

1.3. The Limitation of the Problem

Because of that problem, this paper only focuses on the discussion on the technique of using Barbie Games to improve young learners speaking ability.

1.4. Formulation of the Problem

The formulation of the problem is “How can the teacher use Barbie Games to improve elementary students’ speaking ability?”

1.5. Purpose of the Paper

The main purpose of this paper is to describe how the teacher can use the Barbie Games to improve students’ speaking ability.

CHAPTER IV

CONCLUSION AND SUGGESTION

4.1. Conclusion

Speaking is one of the most must be – mastered English skill due to its big role in active communication. Getting students be in common with English is important to improve their speaking ability. It will help students in acquiring the target language, English, unconsciously. In improving students' speaking skill, especially young learner, it is important to make sure that the learning process held in an interesting way. This condition will lead the student into a deeper understanding about the lesson that had been given by the teacher. I hope this example of lesson plan can inspire other teacher and help them to design successful lesson that motivate their students in improving their speaking ability.

4.2. Suggestion

The suggestion for teacher as follow:

1. The teacher needs to be creative while teaching English in order to improve their students' speaking ability.
2. It is suggested to improve the students' speaking ability, not only by using the Barbie Game depends on how the teacher creates the activities.

However this paper has been prepared, but there are until weaknesses that need to be improved.

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