

**USING “*BEETLE DRIVE GAME*” IN TEACHING
LISTENING FOR YOUNG LEARNERS**

PAPER

*Submitted as partial fulfillment to obtains
Strata 1 (S1) degree*



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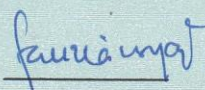
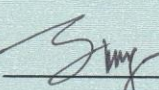
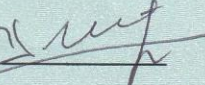
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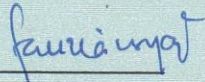
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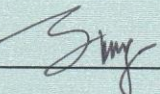
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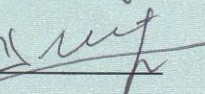
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ABSTRAK

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Karakteristik khusus yang dipunyai anak-anak dan kondisi pembelajaran bahasa Inggris di sekolah dasar yang berfungsi sebagai muatan lokal, mengharuskan guru untuk menciptakan kegiatan pembelajaran yang bisa membuat anak-anak untuk tetap belajar tanpa melupakan dunia permainan mereka. Sehubungan dengan hal ini, belajar sambil bermain adalah sebuah kegiatan yang paling cocok untuk mengajar anak-anak. Dengan mengajar sambil bermain, anak-anak tidak akan menyadari kalau mereka sedang belajar. Perasaan takut dan malu juga akan terkesampingkan karena kegiatan belajar sambil bermain ini.

Salah satu contoh permainan yang bisa digunakan untuk mengajarkan kegiatan mendengar pada pembelajaran bahasa Inggris untuk mengajarkan instruksi-instruksi berkaitan dengan lingkungan kelas di kelas empat SD adalah *Beetle Drive Game*. Pada kegiatan permainan ini, anak - anak dituntut untuk bekerja sama dalam kelompok untuk menyelesaikan suatu kegiatan. Kemampuan mendengar siswa akan dilatih dengan memberikan respon terhadap instruksi-instruksi yang ada dalam permainan ini. Selain itu, kemampuan anak untuk bersosialisasi dengan lingkungan sekitar seperti dengan teman dalam kelompok, dan teman antar kelompok juga akan diasah oleh permainan ini. Dengan berpedoman pada KTSP, maka materi ajar yang cocok untuk permainan ini yaitu "*decorating classroom*". Media yang diperlukan adalah "*ornaments, posters, map and location map*". Instruksi –instruksi yang akan digunakan adalah "*glue the ornaments, hang the maps, stick the posters, turn left, turn right, go ahead, down, up, below, left and right*" jika terjadi kesalahan, maka siswa biasa mengatakan "*it's wrong / that's not on the right side*". Pemenang dari permainan ini adalah kelompok yang pertama sekali selesai mendekorasi area mereka dan mengatakan "*Beetle*".

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'Alhamdulillahirabbil 'Alamin', praise to Allah SWT, who has given the writer chance, knowledge, and strength in finishing this paper entitled “Using *Beetle Drive Game* in Teaching Listening for Young Learners”. The writer also sends *shalawat* and *salam* along with greetings to the prophet Muhammad SAW, the last prophet and the greatest leader of human beings.

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The writer

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CHAPTER I INTRODUCTION

A. Background of the Problem

Since 1994, English has been determined as one of local content for young learners or elementary school students in Indonesia. It is written on the decree of education and culture ministerial No. 060/U/1993 that teaching English for young learners can be started earlier at grade 4th of elementary school. Based on *KTSP 2006 (Kurikulum Tingkat Satuan Pendidikan)* teaching English for young learners is aimed to prepare the students to get ready to continue their English lesson to Junior high School through language accompanying action. The language accompanying action means that the students learn English by doing actions. These regulations, thus, make many elementary schools in Indonesia concern with teaching English for their students.

Due to the aim of teaching English for young learners above, the materials being taught consist of listening, speaking, reading, and writing. In listening skill, students give respond to simple instructions related to their classroom environment given by the teacher. The speaking skill obligates the learners to produce some functional conversation about the situation around them. Then, the learners have to be able to understand the written materials in very simple way in reading skill. The activity starts from reading alphabet, words, phrases, clauses, and simple sentences. Last, writing skill requires the learners to rewrite the written materials starting from alphabet, words, phrases, clauses, and simple sentences in form of functional texts such as birthday cards, invitations, greeting cards, and

others. These materials are given to elementary school students to familiarize them to English and support them in learning English in junior high school.

In addition, the standard process of teaching English for young learners is listed in the regulation of education ministerial No 41/2007 that the teaching process must be interactive, inspiring, fun, challenging, motivating, and giving space for their creativity and responsibility. The interactive component will be described in the process of teaching where the students and the teacher give feedback each other about the lesson. The students do not just listen and receive the lesson from the teacher. This situation also describes that the student center is included in the classroom. The inspiring element refers to the use and the effectiveness of the lesson given by the teacher. The material and activity must be meaningful and have correlation to the need of students. Then, enjoyable and fun are the way the teacher makes students stay on the lesson. Challenging classroom activity also takes a role in tiding the students into the lesson. Last, the teacher has to make the classroom activity, which gives the students space for being responsible and creative. The creative element is got from the variety of learning activity and task given by the teacher. The classroom activities and materials based on the standard process above facilitate the learner to optimize their potency and their development.

On the other hand, it seems that many teachers still struggle and do not carry out the activity that refers to the standard above completely. Many teachers tend to ask the students to sit on their chair and do the exercise on their notebook. This activity is neither interactive nor motivating for students. Moreover, this

classroom activity is also not fun and challenging for them. As the result, students do not pay attention fully to the lesson and the standard competency cannot be achieved. This activity also will not develop students' cognitive and social emotional appropriately. In cognitive development, the young learners in the age of 7 to 11 years old are in the concrete stages. They can perform operations and logical reasoning to show their intuitive thought as long as the reasoning can be applied to specific and concrete example (Piaget theory: 1969). For instance, the learners in this age cannot imagine how the changes of water into gas in the air when the rain process happens without giving a concrete demonstration. While in socio emotional development, the young learners are in industry and inferiority stages. In this stage, the learners direct their energy toward mastering knowledge and very enthusiastic than at the end of early childhood expansive imagination (Ericson theory: 1950). Therefore, the classroom activity should be a medium for encouraging students' reasoning and convey their enthusiastic and energy in mastering knowledge.

Referring to Ericson and Piaget's theory, the appropriate classroom activity in teaching English for young learners is involving playing and doing action. By playing and doing some actions, the language is functioned as an accompanying the action for the students. The learner will learn while they are doing action or playing. Parten in Santrock (1994) divide play into six, however, there are only two of them are suitable for elementary school students. They are constructive play and games. By looking to the condition of teaching English for young learners in Indonesian, which is limited by time, facilities and the number of students, it seems that games is the most possible one to be applied.

Games train students' cognitive and socio emotional. Games are highly motivating since they apply meaningful and useful language in real contexts. They also encourage and increase cooperation and competition among the students. Actually, there are many games for teaching English for young learners such as puzzle, word games, hide and seek, and others. These games have their own characteristic and functions. Therefore, one of the appropriate games for teaching English instructions in listening is *Beetle Drive Game*.

Beetle Drive Game is an information gap game, which involves students in practicing simple instructions in listening by having group work. The game can be played outdoor and indoor with a large amount of students or small amount of students. The competition in this game makes the game more challenging and interesting for the students. Through this game, students also can practice and do the simple instructions. *Beetle Drive Game* is much better to be used in teaching listening because it can stimulate young learners to be more active while enjoying the lesson. Therefore, this paper will discuss more about how the teacher use *Beetle Drive Game* and the advantages of this game in teaching English for young learners.

B. The Limitation of the Problem

Because of the problem above, this paper is limited to discuss how to use *Beetle Drive Game* in teaching listening for young learners at 4th grade of elementary school.

C. The Formulation of the Problem

The formulation of the problem is formulated into the following question:

“How does the teacher use *Beetle Drive Game* in teaching listening for young learners at 4th grade of elementary school?”

D. The Purpose of the Paper

There are two purposes of this paper. The first purpose is to talk about how the teacher uses *Beetle Drive Game* in teaching listening for young learners. The second purpose is to explain the advantages of *Beetle Drive Game* in teaching listening for young learners.

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

To sum up, teaching English for young learners is not as same as teaching English for adults. The special characteristics of young learners ask the teacher to create relevance activities. Besides, the role and the condition of teaching English to young learners-elementary school students- in Indonesia also demand the teacher to match them up. Therefore, the proper activity for teaching young learners is by using play. By having play, children develop their cognitive and socio emotional ability better than any classroom task. The fun portion that play has also holds the learners into the lesson.

From six kinds of play, game is the most possible one to be applied in teaching English for elementary school students. Game can train students language skills without forgetting about the young learners' world with full of happiness. Game can be applied as classroom activity by considering students' language level, classroom's condition, the number of the students, time management, and school's facilities. One of the games that can be applied in teaching instructions in listening is *Beetle Drive Game*

Beetle Drive Game is an information gap game that requires the player to give instructions to the other player in order to completing task. This game belongs to listen & do activity and TPR activity which requests the learner to listen first, and then doing action to respond what they listened previously. This game can be played indoor or outdoor with large or small amount of students,

which time consuming around ten to twenty minutes. The preparations that should be done by the teacher are making the lesson plan, and developing the material into the media. From certain materials that mention in KTSP, decorating classroom is the material for playing this game. The media needed are ornaments, maps, posters, and location map. The others helping tools are glue, double tip, scissor, and handkerchief.

In this game, the students are divided into some groups. There will be blindfold player and guide player in a group. The blindfold player will follow the instructions given by the guide player in decorating the classroom. The guide player can give instructions like “*glue the ornaments, hang the maps, stick the posters, turn left, turn right, go ahead, down, up, below, left and right*” and when it is wrong, the guide player can “*it’s wrong / that’s not on the right side*”. The winner of the game is the group who finishes decorating their area firstly and say “*Beetle*”

B. Suggestions

Firstly, it is suggested to the schools to provide the teacher with the facilities that can help and support them in teaching English for young learners. By having the facilities, the teacher can maximize their ability to create a suitable activity for young learners. If the teacher does so, the standard competency can be achieved and the purpose of teaching English for young learners is accomplished.

The second suggestion is referred to the teacher. Before teaching the young learners, it is better for the teacher to know the characteristics. By knowing this, the teacher can decide which activity is suitable for them. Then, it is strongly

suggested again that the teacher use game in teaching young learners. The game can help young learners to develop in cognitive and socio emotional. One example of the game for teaching instructions in listening is *Beetle Drive Game*.

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