

**INVOLVING PLAY IN TEACHING ENGLISH TO ACCOMMODATE
YOUNG STUDENTS' LEARNING STYLE**

PAPER

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INVOLVING PLAY IN TEACHING ENGLISH TO ACCOMMODATE YOUNG STUDENTS' LEARNING STYLE

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ABSTRAK

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Bahasa Inggris telah diajarkan semenjak kelas empat di Sekolah Dasar. Pengajaran Bahasa Inggris di Sekolah Dasar bertujuan untuk mempersiapkan siswa agar bisa mempelajari Bahasa Inggris di tingkat selanjutnya yaitu di Sekolah Menengah Pertama. Oleh karena itu, guru harus membuat siswa di sekolah dasar menjadi familiar atau terbiasa dan akrab dengan bahasa Inggris.

Sayangnya, guru belum berhasil untuk membuat siswa terbiasa dengan Bahasa Inggris. Hal ini terlihat dari sikap siswa yang menganggap bahwa pelajaran Bahasa Inggris sulit dan menjadi sebuah beban buat mereka. Hal ini disebabkan oleh kegiatan pembelajaran yang dibuat oleh guru tidak bisa mengakomodasi gaya belajar siswa. Padahal, gaya belajar mempunyai pengaruh besar dalam cara siswa menyerap informasi dari guru.

Salah satu cara yang tepat dan dapat dipraktekkan oleh guru sehingga dapat mengakomodasi gaya belajar siswa adalah dengan melibatkan permainan dalam kegiatan pembelajaran di kelas. Makalah ini memaparkan tiga jenis permainan sebagai kegiatan di kelas beserta persiapan yang harus dilakukan oleh guru sebelum memulai permainan dan prosedur atau cara memainkannya di kelas sehingga bisa mengakomodasi gaya belajar siswa. Permainan yang dikemukakan dalam makalah ini adalah *chain message*, *musical chair*, dan *snake and ladder*. Pada akhirnya nanti, ketiga permainan ini diharapkan dapat dilibatkan dalam berbagai macam materi pembelajaran bagi siswa sekolah dasar.

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CHAPTER 1

INTRODUCTION

1.1 Background of Problem

It is necessary to teach English since elementary school. It assists students to learn English at junior high school. As written on KTSP (*kurikulum tingkat satuan pendidikan*) 2006, English teaching at elementary school is directed to prepare the students to be able learning English at junior high school. It means English teaching at elementary school is proposed to familiarize students with English.

In addition, English teaching at elementary school is also intended to develop language ability which is used to accompany action. Thus, to familiarize students with English, a teacher has a task to lead students at elementary school learning English through language that accompanying actions. In other words, a teacher teaches English to student by doing something. It means the teacher teaches students to response teachers' instruction by doing action, to produce simple utterance or simple conversations, to read words, phrase, clauses, and very simple sentences, and teaches students to copy or rewrite words, phrase, clauses, and very simple sentences by using an appropriate punctuation. So, a teacher has a task to provide activities that makes students doing something when learning English in order to get students familiar with English.

However, teachers fail to make students familiar with English. English teachers at elementary school usually tend to explain the lesson to students by writing the material on the whiteboard and ask students to do exercise on notebook. This activity drives students tired of learning English.

Teachers' failure to familiarize students by using the activity above occurs because of some reasons. First, this activity does not make students do something because students do not involve actively in learning. Students only ask to copy the material and do the exercise on the notebook. Second, this activity also does not develop students' cognitive and social-emotional development. Piage in Santrock (1994) states young students at the age of 7 to 11 are in the concrete stages according to their cognitive development. It means elementary school students can only be taught by using concrete things. While, this activity drives students struggle with abstract concept since there is no demonstration that using concrete things to help them learn. In socio emotional development, Erikson in Santrock (1994) says young students at this age are in industry and inferiority stage. At this stage students are full of energy toward mastering knowledge that indicates students are very enthusiastic. In contrast, this activity does not direct student's energy because students just sit on the chair to copy the material.

Moreover, this activity also does not accommodate students' learning style. This activity does not help visual, auditory and kinesthetic learners in learning English because teachers do not provide the explanation by using picture or puppet that can be seen and touch by visual and kinesthetic learners, and do not put video or sounds that help auditory learners. It is clear that this activity makes

students hard to deal with English and causes frustration in learning it. Finally, they feel English learning is a big problem.

To solve this problem, activities in English teaching to young students must fulfill those requirements above. The activities must be able to accommodate students' learning style. They must be able to make students doing something in learning and also be able to develop students' cognitive and social-emotional development. The best way is by involving play in English teaching.

Play is defined as things that people, especially children, do for pleasure. Since it is for pleasure, young students must enjoy playing when it is involved in learning. Ytreberg (1990) explains that young students have greater ability in learning through play and other activities that enjoyable for them. Besides, play is an enjoyable activity for students; it also meets the requirements above. Involving play in teaching makes students doing something in learning English. Through play, a teacher is able to prepare various instructions for students which make them do actions.

Then, involving play in teaching will develop students' cognitive and social-emotional aspect. As explained before, students at this age need concrete object in learning to develop their cognitive. By playing, students are introduced to various concrete objects that help their cognitive develops. At this age, students have a lot of energy that they use to mastering knowledge since they are at industry stage. Playing help students use the energy they have in getting knowledge. Furthermore, play also accommodates students' learning style.

Students get more chance in using their learning style to learn English since students are playing with plenty of object, pictures, and videos that prepared by teacher.

Based on the explanation above, writer proposes three kinds of plays that can be set up as classroom activity. The first play is chain message. Chain message is a play that is done in a group of five. Each group has to make a line from front to back and is given pictures (as the message) that related to the topic that is being learned (five pictures) that is not in the same order for each group. The teacher prepares the same picture with the picture given to each group which is put in the box (there is a box at front), and holds a whistle as a sign when giving instruction.

Second play is musical chairs. Before starting this play, the teacher should prepare the material such as chairs, punishment's papers, and children songs. The punishment's papers contains some instruction that relate to the topic that is learned such as wash your pet, groom your pet, and put ribbon in your pet. The teacher makes groups consist of five students for each group.

The third play is snake and ladder. Before starting the play, the teacher should prepare the material such as a big dice, a plastic mat that has been modified into a snake and ladder board. The teacher makes groups consist of five students for each group.

In conclusion, involving those three plays in English teaching helps teachers to familiarize students with English. It also forces students doing something when learning. It develops students' cognitive and social-emotional development, and accommodates students' learning style. Therefore, this paper will discuss how to involve those three plays in teaching English to accommodate young students' learning style.

1.2 Limitation of the Problem

In this paper, the writer limit the problem on involving those three kinds of play- musical chair, chain messege, and snake and ladder- to accommodate students' VAK (visual, auditory, and kinesthetic) learning style in teaching English for young students.

1.3 Formulation of the Problem

Related to the limitation of the problem above, the problem is formulated as follows "How does teacher involve those three kinds of play- musical chair, chain messege, and snake and ladder- to accommodate students' VAK (visual, auditory, and kinesthetic) learning style in teaching English for young students?"

1.4 Purpose of the Paper

The purpose of this paper is to explain three kinds of play- musical chair, chain messege, and snake and ladder- and how to involve them in teaching English in order to accommodate students learning style (visual, auditory, and kinesthetic) for young students. It is hoped that it can inspire teacher to involve play in their teaching.

In snack and ladder, the teacher supplies students with a lot of instruction in the board. These instruction help three kinds of learner learn well. This play enhance kinesthetic learner in getting the information through instruction given by teacher and by doing the punishment. Auditory learner learns by acting out the punishment and by hearing instruction given by teacher. Visual learner learns by seeing both of others learner doing the punishment.

To sum up, these kinds of play are suitable for accommodating students learning style and foster them to learn English better.

4.2 Suggestion

There are some suggestions proposed dealing with the conclusion above. First, It is better for teachers to explain the rules and the procedure how to play before starting. Second, Teachers are suggested to give some pictures that suitable with a topic of lesson. It is better for teachers to use the pictures that can attract students' interest. Third, it is better for teachers to varying the instruction on the punishment paper and it must suitable with the materials. Last, It is better for teachers to evaluate every student's work in order to see whether students comprehend the material or not.

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