

USING COMPETITIVE AND COOPERATIVE GAME DURING TEACHING

PRACTICUM

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Abstract

Abstract - The School PPL Program is a compulsory subject in the PBI Study Program curriculum at UII as one of the prerequisites for graduating English Education students. To its implementation, the students who have been joint in each PPL School observes in an English language class, then students are given the opportunity to practice teaching for a month. After observes, the researcher decides to use games in learning. The purpose of use games during the learning process is the result of observations when analyzing student characteristics. From observations found that, during learning activities students are less motivated in the learning process. This is because the class is monotonous. So, students feel bored during the learning process. Not only that, the researcher also found that students had visual and kinesthetic learning styles. From that observation, researcher decides to use the game in the learning process. To the conclusion of this observation, teaching learning process in a high school in Yogyakarta was not successful. The research is purposed to describe how to handle the difficulties of the learning by using game-based learning approach in the course of pre-service teaching through teaching English in SMAN 1 Turi. Hopefully, the research becomes an input to improve the quality of pre-service teachers' during teaching English.

Keyword: SMAN 1 Turi, Game-based learning, pre-service teachers'

BACKGROUND OF THE STUDY

The School PPL Program is a compulsory subject in the PBI Study Program curriculum at UII as one of the prerequisites for graduating English Education students. To its implementation, the students who have been joint in each PPL School observes in an English language class, then students are given the opportunity to practice teaching for a month. The observation is included with many things,

such as: teaching media, the administration such as attendance list, the students' characteristic, the class organization, the teaching practice, the method, the materials, students-teacher interaction and other activities that support English subject.

The result of observation in class of X MIPA 2 found out that student-teacher interaction rarely occurs within the classroom, the interaction that bound through learning. In case of learning, the students rarely ask, the class was very silent,

the class was so passive, there was a rare discussion. In case of teaching-interaction, there were some situations such as: (1) the students had low understand the instruction well, (2) the students felt bored when explanation held, (3) the students were difficult to do tasks on time, some of them said that the tasks were more difficult and they did not understand with the want of the tasks, and (4) the students did not delivery the question directly because they feel shy. To the conclusion of this observation, teaching learning process in a high school in Yogyakarta was not successful.

There are some researches that conducted to game-based learning. It is found that teacher uses game in the class as it is more effective and the students look more active to the learning process. Lin (2018) stated that learning using the games based learning approach is a good approach in the learning process that is meaningful and interesting, also can increase their motivation and interest in learning. Furthermore, the researcher explained that without interaction between teachers and peers, the effectiveness of game-based learning can be limited. According to Sobhani (2014), a research is tried to investigate the attitudes of learners and teachers about the effectiveness of using games and fun activities regarding learning English. Furthermore the researcher stated that game-based learning showed that both learners' and teachers' attitude were positive toward language games and they considered games as learning lubricants. Also, games and fun activities can help learners to be interested in learning as well. This can affect the learning process, therefore in games

based learning the interaction between teachers and peers is the most important key in this approach.

The research is purposed to describe how to handle the difficulties of the learning by using game-based approach in the course of pre-service teaching through teaching English in SMAN 1 Turi. Hopefully, the research becomes an input to improve the quality of pre-service teachers' during teaching English.

CONSTRUCT

One study found that games is an activity with rules, a goal and an element of fun. (Hadfield, 1999; Tuan, 2012). Also Hadfield (1999) state that games classification into competitive games and cooperative games. In competitive games the players compete to be the first is the goal of the game. In cooperative games, the players work together to reach the goal. Hadfield (1984) added that games can provide an opportunity for real communication and bridge the game between the classroom and the real world.

This theory provides that, learning not just transfer of knowledge to students through lectures that eventually occur verbalism and monotonous learning. However can be combined with learning that gives students experience to do something in finding answers to the problems of learning themes and gaining maximum knowledge by using games. Before deciding to use a game in the learning, the researcher make observation. The observation includes many things, such as: teaching media, the students' characteristic, the class

organization, the teaching practice, the method, the materials, students-teacher interaction and other activities that support English subject. As the following result of the observation:

(Appendix Number 1: Classroom Observation 1)

(Appendix Number 1: Classroom Observation 2)

The result of observation in class of X MIPA 2 found out that student-teacher interaction rarely occurs within the classroom, the interaction that bound through learning. In case of learning, the students rarely ask, the class was very silent, the class was so passive, there is a rare discussion. In case of teaching-interaction, the students has low understand the instruction well, students felt bored when explanation held, students were difficult to do tasks on time, some of them said that the tasks to more difficult and they are didn't understand what the tasks want, students did not delivery the question directly because they feel shy. In conclusion of this observation, teaching learning process in SMAN 1 Turi was not successful.

Decisions taken in subsequent teaching planning after observations in X MIPA 2 to improve teaching in future:

- 1) As often as possible involving students to interact in the classroom, it is good for building students-teacher interaction for example give a praise word to trust. (keep)
- 2) Important to have good personalities to build their attention to us as teacher so students are interested in knowing what happened next in class. (keep)

- 3) Always have a backup plan while dealing with some unconditional situation. (keep)
- 4) Deliver learning by the other way, as different as the teachers do. (improve)
- 5) The use of time allocation is very inefficient, prove by the task was not completed on time so it was made homework. (improve)

Based on the background of this study, the statement of research problem of this research can be formulated as follow:

- 1) How does games are used in classroom during learning English in SMAN 1 Turi to faces the difficulties of teaching?
- 2) What are the difficulties that found by pre-service teachers during teaching English in SMAN 1 Turi.

IMPLEMENTATION

The purpose for making classes with game-based learning is to make students understand the lesson with their involvement in classroom activities that are carried out unconsciously.

1. Teacher Activity

Teaching preparation

Before I started teaching I do some preparations those are; 1). Creating a RPP for KD 3.3 about suggestion 2). Discussing the worksheet that held in the classroom with Bu Erna and my fellows to find the appropriate activity in the classroom. 3). beside on that, I prepare some games and task for spending 3 hours of learning. 4). Find out the video for motivation

that related to the ‘be a creator’. Before I start the lesson I planned do warming up by morning motivation through video to make them feel happy, more spirit and enthusiastic. So, in my class I use two videos which is first video for morning motivation and the second is for material. 5). Find out the material which is form of video. I teach about suggestion topic I try to show interesting video, easy to understand, and not make my students bore. 6). Find the ways to keep my discipline plan in control and my class routines flowing in a good and effective way.

2. Teaching practicum

The class started on 07.15 until 09.30. Before I had start my lesson I have to play a video for morning motivation about benefit of ‘be a creator’. This issue lead me to the material about suggestion as transition. After that, I had to talk about the new topic ‘suggestion’. Teacher intivte students to discuss about what happening nowadays, for example malware virus. Ask the students how to asking for and giving advice if they are in this situation. Then, I played a video about suggestion and I had to explain about that kind of suggestion, the structure of suggestion expression. Continue by doing racing game (cooperative game) as warming up.

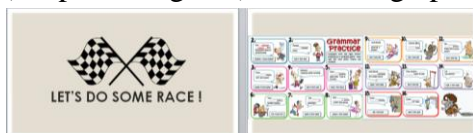


Figure 1.4 Racing Game Questions

- a. Goal of racing game: Know the use of grammar between should and should not.
- b. Steps of racing game:
 1. 31 students divided into 4 groups according to the location of their seats.
 2. Then each group is given a marker and space on the whiteboard to fill in the correct answers according to the team.
 3. Students discuss with their group to find the right answer
 4. The correct answer is then written on the whiteboard in accordance with the name of the group, the only representative who writes the answer.
 5. 16 questions given, students are asked to read in their entirety and at the same time students are told to solve problems with as quickly as possible with other groups.
 6. The more points earned, then be the winner.
 7. Each group earn point to winning the game.
- c. Rules of racing game:
 1. The answers that have been written and correct other groups may not answer again.
 2. The group that answer first and correct then they get 1 point.
 3. The winner will get a sticker and stickers can be used or exchanged to

get 1 point (student activity point)

After that, doing self-study through worksheet and then I gave instruction for the students to do group work, consist of 3-4 people and does the tic tac toe game (competitive games) as enrichment.

Tic-Tac-Toe

Give advice for the problem in the picture. Draw an X or O over the picture when you make a sentence.
Get 5 pictures in a row, in any direction, to win one point.

I have a headache	I don't have any money	I have no friends	I'm tired	I'm hungry	I'm wet from the rain	I'm sad	My clothes are dirty	
I got a bad grade	I hit my friend	I'm bored	I feel sick	I'm always late for school	I can't read well	I can't speak English well	I want a good job when I'm older	Player 1:
I lost my soccer ball	I'm fat	I'm thirsty	I made my sister cry	I lost my money	My cell phone is broken	I want to go to France	My friend hit me	Player 2:
I'm lost	I'm thirsty	I'm always late for school	I can't speak English well	I lost my soccer ball	I feel sick	I made my sister cry	I hit my friend	
I'm sad	I'm hot	I don't have any money	I hit my friend	I'm bored	My cell phone is broken	I'm hungry	My friend hit me	
I got a bad grade	I'm tired	I can't speak English well	I want to go to France	I can't read well	I want a good job when I'm older	My clothes are dirty	I lost my money	
I'm always late for school	I lost my soccer ball	I have no friends	I feel sick	I'm fat	I'm wet from the rain	I made my sister cry	I have a headache	

Figure 1.5 Tic Tac Toe Game

- a. Goal of tic tac toe game: give advice to other by giving the situation in the worksheet.
- b. Steps of tic tac toe game :
 1. 31 students divided into a group, each groups consist of 3-4 people.
 2. Each group give a worksheet, students determine the order of players in rotation.
 3. Then students give an advice for the problem in the picture. Draw X or O over the picture when you make a sentence. Students who get a 5 picture in a row, in any direction a win one point.
- c. Rules of tic tac toe game :
 1. This game is individual but is done in groups.
 2. The students who get a 5 picture in a row, in any direction a win one point.

3. The winner will get a sticker and stickers can be used or exchanged to get 1 point (student activity point).

3. Students' Activity

The students are excited and have a good mood for learning. Before the lessons began, they sat neat and very impatient to learn. As usual, in the beginning of the lesson the students are very enthusiastic in paying attention to morning motivation. Students are very active and interactive when doing activities that are given, regardless of their activities and work they do so with pleasure. They are focusing on the material video about suggestion. However some of they still tend to played with their gadgets and do chemical task. Despite of that, the students are having fun with games and group work. Overall they are very active and noisy.



Figure 1.8 Students Racing Game on Whiteboard



Figure 1.9 Students Doing Tic-Tac-Toe Game

Lesson Plan

(See in Appendix Number 2: Lesson Plan: English Pemintan KD 3.3 Suggestion)

4. The influence of the activities

The purpose of use games during the learning process is the result of observations when analyzing student characteristics. From observations found that, during learning activities students are less motivated in the learning process. This is because the class is monotonous. So, students feel bored during the learning process. Not only that, the researcher also found that students had visual and kinesthetic learning styles. From that observation, researcher decides to use the game in the learning process.

In the learning process, researcher uses stickers as a reward to students. In the process, the sticker is not given directly, but the sticker is obtained after the students have done the game activities while learning takes place. Game that is done when learning takes place called "racing game". There are two types of racing games used in learning, namely

individually and in groups. For racing game with individual types, students are invited to work on the questions on the board in writing individually. However, this game has a rule "who is fast he can" or do the task quickly. As for the second type of rest game which is done in groups, students are invited to play the tic-toc toe game. Both of these games have a rule that is not allowed to see the work or tasks of his friends.

After the game is over, students will get a sticker as a reward. This reward is given to students who actively participated during the game. However, this sticker has a rule that the sticker will be a plus (+) if the student actively participates in the game and does not violate the applicable rules. Stickers with a minus value (-) will be obtained by students if the student violates the rules that have been applied. Stickers are given after students have done game activities in class. This sticker is intended to encourage students to play an active role in class when the learning process takes place.

5. The difficulties of using games in learning

In case of delivery example through the games the researcher have to notice the time during do the game. Because most of the time spend in game session. In term of teaching preparation, honestly the researcher have to allocate time more for doing game. Other barrier that found during learning is lack of resource. The

resource that use in class are classroom tools such as LCD, Projector, Speaker, whiteboard.

CONCLUSION

There to be considered as the conclusion of this research, it is based on the researcher's experience through teaching English class in X MIPA 2 at SMAN 1 Turi. Dealing with such discipline, the students were teaching me how to have reconciliation skill and negotiation skill. In the process of disciplining the student, it was not decided only from in my perspective but also from the student's side. So, the researcher learned on how to negotiate correctly with the reconciliation process but not to burden the students. The importance of encouraging students was to work together and learn from each other. The researcher met various characters of each students and developed numerous relationships in order to give opportunity towards students so they can do the same thing.

Another lesson here, as the researcher learned that as the teacher, one should not think as a teacher but think as a students. This method drove the researcher to keep the students in moving forward. Thus, it showed such an idea by the researcher to use more game in the lesson plan, the researcher as a teacher have planned an attractive learning through the games. By using sticker to assess the students task and let the students be encouraged of all activities that given. The activities was made into a competition. The researcher designed it to make students feel interested in what they are doing. Then, the students get excited and they have fun, but

also in charge to learning the lesson at the same time.

In additional to make the competition, within competition was inseparable from teamwork. The researcher learned that teamwork gives the greatest impact in most powerful learning. The more teamwork fundamentals exhibited, the more opportunity exists for students to learn the vital skills of compromise and collaboration. The students were working in teams to accomplish a common goal, which make it into one of the benefits of cooperative learning. In teams, the student's work was engaged in active learning, enhancing their own learning and understanding as they help each other to learn the course material.

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