

THE IMPLEMENTATION OF LISTEN AND DRAW GAME IN TEACHING PREPOSITION OF PLACE TO THE FIFTH GRADERS OF MI. DARUL MUTTAQIN NGEPUK

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Abstrak

Beberapa pelajar di Sekolah Dasar mengeluhkan tentang sulitnya pelajaran bahasa asing yang mereka pelajari di sekolah. Terutama bahasa Inggris. Bahasa yang memiliki suku kata, kosa kata dan pelafalan yang berbeda dengan bahasa mereka sendiri semakin menguatkan pandangan mereka bahwa memang bahasa Inggris itu sulit. *Preposition of place* (kata depan yang menunjukkan posisi) adalah salah satu komponen bahasa yang simple dan hanya terdiri dari satu sampai dua suku kata. Oleh karena itu, dalam proses belajar mengajar di lapangan, *preposition of place* jarang diajarkan sebagai bahan ajar utama, melainkan hanya sebagai bahan ajar tambahan. Sehingga pengajaran *preposition of place* hanya disampaikan sedikit dari alokasi waktu yang ada. Hal ini membuat siswa tidak menguasai penggunaan *preposition of place* dengan baik dan siswa sering merasa bingung jika di hadapkan dengan soal yang berkaitan dengan *preposition of place*. Padahal penggunaan *preposition of place* sangat membantu siswa untuk berkomunikasi di dalam bahasa Inggris dengan baik dan benar.

Penelitian ini bertujuan untuk mengetahui penerapan *listen and draw game* pada pengajaran *preposition of place* di kelas lima MI. Darul Muttaqin Ngepung, peningkatan penguasaan *preposition of place* siswa setelah belajar dengan menggunakan teknik *listen and draw game*, dan respon siswa terhadap penerapan *listen and draw game* di dalam proses belajar mengajar di kelas. Penelitian Tindakan Kelas ini menggunakan dua metode, yakni kualitatif dan kuantitatif. Ada empat instrument yang digunakan untuk memperoleh data, yaitu catatan lapangan, ceklis observasi, kuis dan wawancara. Penelitian ini berlangsung sampai dua siklus.

Analisis data menunjukkan bahwa *listen and draw game* dapat secara efektif di terapkan dalam pengajaran *preposition of place*, penguasaan *preposition of place* siswa meningkat dan respon yang baik yang ditunjukkan oleh siswa saat bermain *listen and draw game*. Sehingga dapat disimpulkan bahwa penerapan *listen and draw game* berhasil untuk meningkatkan penguasaan siswa pada *preposition of place* dan mereka sangat tertarik dengan aktivitas menggambar dan mewarnai pada game tersebut.

Keywords: *game, preposition of place, fifth graders, listen and draw game*

Abstract

Many young learners are reluctant to learn English because it is considered as difficult subject to learn. Moreover, if they have to learn a certain vocabulary or word which automatically has different spelling and pronunciation from their own language. Preposition of place is one of language components that refer to vocabulary. The problem is, some teachers do not aware that the use of preposition of place is very important in communication. That is why, it is only taught as the simple material that the students have to know. This makes the students do not master the use of preposition of place well.

In this study, the researcher interested in implementing listen and draw game in teaching preposition of place to the fifth graders of MI. Darul Muttaqin Ngepung. The goal of this study is to answer: how is the implementation of listen and draw game, how is the students' mastery of preposition after the game implemented, and how is the students' responses toward the implementation of the game. This is an action research with qualitative and quantitative method. There were four instruments used. Those were field notes, observation checklist, test, and interview. The researcher conducted the research in two cycles.

After analyzing the data, the researcher found that the game could be implemented effectively, students' mastery of preposition improved and their responses were good. In conclusion, the implementation of listen and draw game was successful to improve the students' mastery of preposition and almost the students were enjoying the game with drawing and coloring activity. Some students got improvement in their score related to the mastery of preposition test.

Kata Kunci: *game, preposition of place, fifth graders, listen and draw game*

INTRODUCTION

Many young learners who learn English as foreign language feel that English is very difficult subject to learn. This might be caused it is not their own language that they have never been heard along their growing. Moreover, it is totally different from every language component such as vocabularies, spelling, grammar and many others from their mother tongue. Even though children believed that it is strange for them, they still keep trying to learn it. Ashworth and H.Patricia (2005: 3) have stated that every young learner eager to learn something new because their surrounding's support and encouraged to communicate.

While children have a great motivation in learning a new language, it should be followed by learning language meaningfully, not just following the teacher's instruction without knowing what the purpose. As Cameron (2001: 38) stated that children are actively constructing meaning from their experiences in the world. Learning language for young learner should be emphasized meaning first, because children's way of thinking drive to find meaning in constructing the understanding. They should understand what is told by the teacher in English. For that reason, teacher should not often pay more attention to the form, but it should be better to pay more to the message of students' utterance (Mary Ashworth et al. 2005).

It is certainly true that students may get difficulty in learning English. The teachers often reluctant to make the materials meaningful, but rather than prepare them to be a good imitator. They have to open dictionary when their teacher's asked them to translate some English sentences to Indonesia sentences. They have to memorize kinds of vocabularies, preposition or other language components in which it may frustrate them and they start to keep in mind that English is difficult. If all of those have done in teaching learning process, it means that they could be able to imitate what their teacher's said without understanding what is that for (Ardiana. 2006).

Actually young learners at the age of eight to ten years olds will have some sort of language awareness and readiness which they bring with them into the foreign language classroom (Scott and Lisbeth. 1990:5). For that reason, students in fifth grade are about eight to ten years old in which they are ready to learn English vocabulary in more detailed, that is preposition. They are almost ready and aware that they learn a foreign language that every aspect will be different from their mother tongue.

Fifth graders have already learnt preposition, especially preposition of place. But sometimes they still get confuse in the use of those kinds of preposition. Even though preposition is just a simple language components

which has just two letters or more and one preposition and another may just different from its first letter, it is often confusing for young learners and finally they just skip it and underestimate the use of these preposition. Moreover, this may be also the use of preposition of place is rarely used as the main materials, and then some teachers usually do not pay attention much to explain these to the students.

In this case, the researcher has met an English teacher of MI. Darul Muttaqin Ngepung on 17 December 2012. She did preliminary study by interviewing the English teacher of this school. Her name is Mrs. Halimah, S.Pd.I. She said that most of the students got difficulty in learning English. It was proved by the score of the students in the mid-semester test. Almost the students got score under the standard minimum of the class. She was confused what happened to her students. It seemed that English was very difficult subject to learn. Moreover, the students were less motivated in learning English, especially learning vocabulary.

The researcher then explored what difficulty they had. She took one of language components, that was vocabulary, especially preposition of place. She asked the teacher how she conducted the class when learn preposition of place. She also asked how the students mastery of preposition of place and found that most of the students got confused with the use of these little words.

This condition makes students confuse or even wonder if there is a test related to the preposition of place. The preposition of place for the elementary school is very simple which only contain two up to five letters. If they do such kind of test with the options only consist two letters not more, they will get confuse to find which the most appropriate option is needed. It is be caused each option is similar, and they only differ by the first letter.

However, as one of the curriculums 2006 stated that students should be able to express a very simple instruction and information in the school context, one of it is about showing a very simple direction. This competency will be dealt with one of language component that is vocabulary in which will be concern to the use of preposition in showing the information or direction. For that reason, in order to be able to show the information of the direction well, students should know and understand what a particular preposition stands for.

From the previous background, the writer is interested in introducing "listen and draw" game as the post activity in teaching preposition of place to the fifth graders of elementary school. It will train the students how to use the preposition of place properly by drawing such kind of picture, in which drawing in English class is

interesting for young learners and the action of drawing often aids learning (Schindler. 2006).

METHODOLOGY

The researcher conducts an action research design with qualitative and quantitative approach on this study. According to (Ary and Lucy, 2006: 516) action research is a practical tool for solving problems experienced by people in the professional live. The goal of this research is to take action to solve the local problem or to improve a practice. The researcher uses a mix qualitative and quantitative approach to conduct this research. It means the data will be analyzed in the form of words and a numeric analysis data. In action research, there would be four stages; those are planning, acting, observing, and reflecting.

In this study, the researcher takes part as a teacher, while the teacher of its school takes part as a collaborator. The researcher and the teacher (collaborator) plans the learning material which will be implemented listen and draw games in teaching preposition, acts the planning, analyze and report every thing that happened during the implementation of listen and draw games.

The subjects of the study are students of fifth grader of MI. Darul Muttaqin Ngepung Kedamean. The researcher will use non-probability purposive sampling as a way to take samples in which involves non random procedures for selecting the members of the sample. Beside that, it is also chosen because of special purposes (Ary and Luci, 2006: 156).

The data of this study are the results of observation (field notes, observation checklist), test, and interview. There are two techniques that are used by the researcher to collect the data. The primary data is collected by using observation technique. The researcher collaborated with the teacher observed the teaching learning process during. The researcher and the teacher write every thing that happen in the classroom, especially when the implementation of 'listen and draw game. Then, the researcher interviews several students after the class is over.

Next, the data from the students' test will be analyzed by the researcher too. The quiz itself consists of ten questions about preposition. Only eight preposition of place emphasized on this quiz. The researcher investigates the mean and percentage of the students score.

The writer analyzes the data obtained from the two meetings in descriptive way. And these are some steps to analyze the data:

1. The result of observation

The observation is conducted in two meetings. The writer describes the activities that the teacher and students do in the classroom during the teaching

learning process in words and numeric. The results of observation are described and taking conclusion. All the data are used to answer the first research questions, that is, how is the implementation of listen and draw game in teaching preposition to the fifth graders of MI Darul Muttaqin Ngepung Kedamean.

2. The result of students' test

The data from the students' test will be processed by measuring the mean score between the test that given before the implementation of the game and that of after the implementation of the game. The researcher needs to find the significance of students' mastery of preposition after the implementation of the game. Mean is measured by counting the total score of all students and dividing it with the number of the students. The formula to find mean (M) is :

$$M = \frac{\sum x}{N}$$

| | |
|----------|--------------------------|
| M | = mean score |
| $\sum x$ | = the sum of the score |
| N | = the number of students |

The researcher also need to find the percentage of succeed students which they reach the score 66. This is the standard minimum of the class. The formula to find percentage is:

$$= \frac{\text{The number of students whose score} \geq 66}{\text{The number of all students}} \times 100\%$$

If seventy five percent students have already got 66 (the standard minimum of the study), it means they have already fulfilled the minimum standard of the class.

RESULT AND DISCUSSION

The researcher presents the result in three section based on the research questions. Since the first research question is about the implementation of Listen and Draw game, the researcher describes the teaching learning process including some steps in implementing the game. She also describes the students' mastery of preposition which is taken from the quizzes given by the researcher. The researcher also describe the students responses toward the game which the data taken from interview.

The Implementation of Listen and Draw Game

The implementation of Listen and Draw game was done in two cycles. The first cycle was on Thursday 25 April 2013, while the second cycle was on 2 Mei 2013. It was in the first period at 07.00 – 08.10 a.m. or 2 x 35 meetings. To begin the class, the researcher as teacher greeted the students and point one of them to lead praying in front of

the class. It was done as their habit as usual before starting the lesson. Reviewing the previous lesson is the first thing that the teacher did to activate what the last lesson in the previous week. They studied about the same theme that was 'my classmate', but it was more emphasized on learning vocabulary and doing exercises.

From this previous background that students already learnt, it meant that students at least knew a little bit vocabulary of school. From this, the teacher tried to use their background knowledge to follow up in this learning material. It was about a location of some rooms in the schools. Before teacher worked with the learning materials, she had elicited what the word "between" stand for. Every student did not answer or even remember what that was. Then the teacher asked them to see picture one in the learning materials and read the sentences. The teacher then read the sentences for the students and asked them to repeat after her.

Here the teacher emphasized more on the use of preposition of place. That was why, she asked the students to repeat the word "in front of" twice. Then the teacher wrote it on the blackboard. She then illustrated the word "in front of" with the example around the students environment.

Teacher avoided explaining the use of preposition of place in first language. That was why, she needed to repeat the example and use gesture more than one to get the students understanding. By giving the authentic materials, it made the students easier to understand the preposition of place. To check students' comprehension about the word "in front of", she then asked one of the students to compose a sentence using "in front of". Giving other example related to the situation around the students were still carried out by the teacher then wrote it on the blackboard. It was done until eight preposition of place explained to students. Those were included *on, in, under, in front of, behind, beside, next to, between*.

During explaining preposition of place, teacher gave the students a chance to compose a sentence using certain preposition. Or they are given some words and asked to find the appropriate preposition to compose a sentence.

After teacher checked the students' comprehension of those preposition of place, she gave exercises for the students to do. The students must do it in five minutes. Then they were asked to play Listen and Draw game. Here were some steps of playing the game:

Rules of game :

1. A class is divided into a pair student (there will be 11 groups).
2. Every group is given an index card.
3. Every four smaller group is grouped into the A or B or C as the bigger group.

4. Every bigger group should come to their own table to see the key cards.
5. Every smaller group should be a painter and a partner.
6. Every smaller group who finish first will not always the winner.
7. The winner will be based on the appropriate time used (15 minutes), correct index card position (50), clear picture (50).

100

— X 100 = 100

100

8. The game will be finished in 15 minutes.

Instructions :

1. Every partner should come to their own table to see the key cards (number 1)
2. Every partner should inform to their painters what the first key cards said (it is allowed to see the key cards for many times)
3. Every painters should draw a certain thing in a certain position
4. Every partner should come their own table to see the key cards (number 2)
5. And continuing up to the time is up

During playing the game, the researcher then asked students to work in pair and changed the desk position into U shape. This for avoiding the students' difficulty when they had to run to come forward and help their partner in both informing and coloring the index card.

From some difficulty aspects of the students' found then half of the groups did not finish the game in 15 minutes, the researcher decided that it was not successful. It needed to continue to the next cycle to get the expected result and improve the students' preposition of place mastery.

In the second cycle, the researcher modified the technique used in explaining the materials and the category of pictures that the students must draw. The category of difficulty picture affected the duration of the students' drawing. For that reason, the researcher tried to find vocabularies or things that could be easily be drawn. Finally, she emphasized to the students that on the index cards, it was forbidden to write a word or letter. There would be only drawing or pictures. The researcher told that this game did not need the beautiful picture, but only need the clear picture.

In explaining the materials, the teacher used the power point slide to show the detail vocabularies provided in every room. It was done in order to be easier for the students to draw certain picture.

After the explanation finished then it was the time to play the game. There were no changes on the instruction and the rule of the game. The teacher then explained what points used as a rubric of assessment to decide who the winner will be. There were three characteristics to asses the students' index cards. First was the time allotment. If students collected their index cards before or in fifteen minutes, they passed the first point. The second was appropriateness of the preposition. If their index cards had correct position of each picture, they passed the second point. The third was the clarity of the picture. If their picture was not clear, they would be regarded as one false. The winner was the fastest, correct positions, and clearest picture.

The Students' Mastery of Preposition after the Implementation of Listen and Draw Game

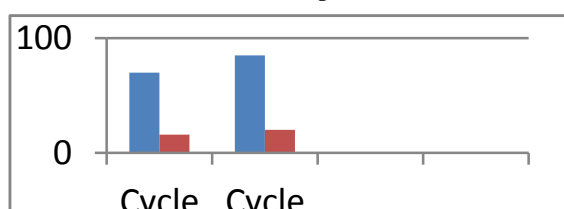
To know students' mastery of preposition of place after the implementation of Listen and Draw game to the fifth graders of elementary school, the researcher used small quizzes as an instrument. The quiz was given in the last activity after playing the game. The researcher had to find the mean score for cycle 1 and cycle 2 and the percentage of students reached the standard minimum class. The class standard minimum was 66.

Students' improvement

| | First cycle | Second cycle |
|----------------------------|-------------|--------------|
| Mean score | 70 | 85 |
| Percentage | 73 % | 91 % |
| Number of succeed students | 16 | 20 |

Based on the data above, the researcher found that there was improvement of students' preposition mastery from cycle 1 to cycle 2. For the mean score, the first cycle got 70 points and the second cycle got 85 points. It improved up to 15 points, while for the percentage of students passed the standard minimum of the class, the first cycle got 73% and the second cycle got 91%, there was 8% improvement. The improvements of students preposition mastery was significant. That was why, the implementation of Listen and Draw game was successfully improve the students' mastery of preposition of place for the fifth graders of MI. Darul Muttaqin Ngepung.

Students' improvement



From the graphic of succeed students above, in the first cycle, 16 from 22 students got the score more than 66. While for the second cycle, 20 students from 22 students have reached the standard minimum class or more than 66. It meant that the number of succeed students in cycle 2 was higher than that of in cycle 1. For that reason the implementation of Listen and Draw game to teach preposition of place to the fifth graders of MI Darul Muttaqin Ngepung Kedamean was successful.

The Students' Responses toward the Implementation of Listen and Draw Game

To answer the third research question, that was about students' response toward the implementation Listen and Draw game, the researcher used interview as the instrument. Here the researcher took six students to be interviewed as the samples. The two of them were from the higher level students (A and B), two were from middle level (C and D), and two were from lower level students (E and F).

A and B students could answer the questions given by the researcher well. The first questions until the fifth questions were about their opinions about English in general. Both of them said that English was important for communicating to other people, especially foreigner. English lesson was more interesting for them if the teacher gave a game. A student got difficulty in English if she had to translate sentences, while B student got difficulty if she had to memorize a mount of vocabulary.

Listen and draw game was interesting for them and could help them understanding preposition of place easily. It was because they like drawing and coloring some pictures then they also could learn their preposition of place by placing a certain picture on appropriate index cards. Both of them did not have any difficulties in playing Listen and Draw game.

The next would be dealt with the students in middle level (C and D). Both of them did not sure why they must study English. They said that studying English was important in order to be able to understand English. It meant that they did not know their motivation in studying English. C students seemed that he got difficulties in answering the questions by not knowing what difficulties he had during learning English, while D students got difficulty in doing the task.

However, game was not too interesting for C student. He said that learning by explaining and explaining plus game was the same. While D students learning by playing game was more interesting because he could draw and color pictures. Both of them said that there was no difficulty in learning preposition because they could draw all the pictures in appropriate index cards. But for C student, he had difficulty in his partner. He said

that his partner was forgetful to remember what she had read from the key cards.

The third dealt with the lower students (E and F). Both of them seemed that they did not any clear motivation in learning English. E student said that it was important because in order to understand English, while F students said that it was important in order to be able to answer if there was someone asking in English language. Both of them considered that doing some tasks was difficult for them.

When they were asked about learning English by playing the game, they said that it was an interesting activity because they like drawing and coloring. They said that learning preposition with playing Listen and Draw game was helpful to make them more understand about the use of preposition.

All the sampled students like Listen and Draw game because the activity of drawing and coloring. It also helped them to work with preposition of place well. For that reason, the implementation of Listen and Draw game in teaching preposition of place to the fifth graders of elementary school was successful and attractive for the students in learning English.

Discussion

The implementation of Listen and Draw game basically trained the students to master the use of preposition of place easily. This activity also attracted the students' interest by drawing and coloring some pictures. Young learners like these activities much. For that reason, the researcher tried to combine what young learners' interested in with learning a certain part of vocabulary, which was preposition of place. It was supported by Monica (2010) who explained that teachers can draw on alternative resources and methods to teach prepositions and other grammatical components of English in order to develop the trainees' grammatical knowledge.

Steps of the researcher implementing Listen and Draw game could be drawn from field notes and observation checklist. The first, it was begun by grouping the students into pairs and explaining the rules of the game. The researchers had some prepared media to implement the game. There were two instruments to take the data for implementing the game. Those were field notes and observation checklist. Those instruments showed the expected result, meant that the activities done by both teacher and students were appropriate and effective. The teacher presented dissimilar topics in each cycle which the topics were familiar for them in order to be easily understood.

The students' mastery or preposition of place after the implementation of Listen and Draw game got improvement from the first cycle to the second cycle.

This meant that Listen and Draw game could improve the students' mastery of preposition. Their improvement was counted from the mean and the percentages of students succeed to pass the standard minimum of the class score. There were 22 students in the classroom. In the first cycle, the students who passed the standard minimum score were 16 students, while in the second cycle, the students who passed were 20 students.

In addition, almost students were interested in playing this game. As stated by Andrea (2006), 'Listen and Draw Game' is an activity which allows meaningful practice of preposition of place and categories of vocabulary. In addition, students must competently communicate with each other in realistic manner, which always increase motivation. The novelty of drawing pictures in the English class is also interesting for students, and the action of drawing often aids learning. From the samples students taken by the researcher to be interviewed to investigate the students' responses, each students said that Listen and Draw game did not make them difficult in learning preposition of place, furthermore it helped them much in learning preposition while doing the interesting activities, those were drawing and coloring.

CONCLUSION AND SUGGESTION

Conclusion

This study investigates the implementation of listen and draw game to teach preposition of place to the fifth graders of MI. Darul Muttaqin Ngepung, the students' improvement after the implementation of listen and draw game, and the students' responses toward the implementation of listen and draw game. The researcher who act as the teacher takes some conclusion as follows:

- a. Listen and draw game is successfully implemented in teaching preposition of place to the fifth graders of MI. Darul Muttaqin Ngepung. It helps the students to learn preposition of place easily and joyful. Beside they can work cooperatively with their partners and competently with other groups to find the appropriate location, draw a certain picture, and color the drawing, they can learn the use of preposition of place directly after the teacher explained them in the main activity.
- b. Listen and draw game improves the students mastery of preposition of place. In this game, most of the students are able to draw a picture on appropriate position based on the key cards. The quiz shows that 91 % of students passed the standard minimum of the class after the implementation of the game.

- c. The implementation of listen and draw game gets positive response from the students. Most of the students say that this is an interesting activity which can avoid boredom in teaching learning process. This is also such a refreshing activity for the students after joining the pre and main activity.

Suggestion

The researcher would like to suggest the teacher to implement listen and draw game in teaching preposition of place to the fifth graders because the result of this research show that the game was appropriate to be used as the post listening activity to young learners.

a. For teacher

This game provides several activities that interesting in young learners' point of view. Young learners like moving from one to another place. They also like drawing and coloring. It is better for teachers to consider what the students' interest and learning. This game also gives chance for the teacher to use other language aspects or skills in conducting the teaching and learning process.

b. For other researcher

It is suggested for other researcher to develop listen and draw game in other language aspects for young learners.

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