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Teaching English for Asking and Giving Opinion Learning Material through Cublak-Cublak Suweng Game

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ABSTRACT

During the learning process, students need something that is fun, easy to remember, and gives a good understanding of the learning material. In this case, teachers need to introduce fun learning innovations like games. Students have problems with learning English, especially in learning vocabulary. This study aims to find out how traditional *cublak-cublak-suweng* game procedures can be used as an effective way to help students learn English vocabulary. The research was conducted at MI Asy-Syafiiyyah 2 Brebes in 5th grade with a total of 24 students. The data were analyzed using quantitative and qualitative methods. The design of this study is classroom action research, covering four activities: planning, action, observation, and reflection. The result of the study showed that the *cublak-cublak-suweng* game can improve the student's vocabulary and recommend such materials to the student.

INTRODUCTION

Children are unfamiliar with English because it is a foreign language that is not used in everyday life. Problems in learning English, students have difficulty learning vocabulary. B. Difficult to remember and pronounce them. Students learning English often have a hard time learning vocabulary. When teaching vocabulary, teachers cannot teach vocabulary on their own unless the student may be confused as a young learner and frustrated while learning English. To be able to communicate well in a foreign language, students need to get the right number of words and know how to



use them correctly. English as a foreign language is still taught differently, teachers give vocabulary, ask students to write it down in their notebooks, and they must finally remember it for the next meeting. This traditional method is boring and unmotivated, and even make the learners hate English lessons.

Building up vocabulary is a complicated process and one that takes a long time. For children to remember learning English, the teaching and learning process must be carried out with an interesting method, then, must be able to apply appropriate teaching materials and techniques to improve students' abilities, motivation, and interest in learning, especially learning English. Playing is an interesting activity, fun and needed for children (Whitebread, D., 2012)

The game has made an important contribution to a child's cognitive and psychosocial development, as play is an important feature that determines and expresses childhood enthusiasm. Mayall, B. (2002). Some of the main features of the game are entertainment and fun (Smith & Pellegrini, 2013). Game is very important for children's development and quality of life. [18] Through games, teachers can create different contexts where students have the opportunity to use English for communication, information exchange and expression (Wright, Betteridge and). Buckby, 1984).Cublak Suweng game can be played by 5-7 boys and girls.

This game is usually played in the afternoon, at night, in the yard, or outside the house (Sujarno,2010). Following are the steps that must be taken when playing Cublak-Cublak Suweng. When carrying out this game accompanied by the song Cublak-Cublak Suweng which was played by all players. This Cublak Suweng game is very simple and has noble values and has many benefits including giving pleasure to the child, introducing the alphabet to children, training social-emotional children, motoric children, and cognitive children.

According to Huyen & Nga (2013) implies that games provide some advantages and effectiveness in learning vocabulary in various ways, i.e: (1) games bring in relaxation and help students learn and retain new words more easily, (2) games involve friendly competition, and keep learners interested so that they can be motivated to get involved and participate actively in the learning activity, (3) vocabulary games bring real-world context into the classroom, enhancing students to use of English communicatively. This method is not only for compromising the problem learn English for kids, it's also useful for introducing a traditional game that is almost extinct.

Ariani on Suhono (2017) suggests the moral value of traditional games, as follows: 1) democracy values, in which the children have to discuss before deciding the kind of game; 2) education values which convey education both physically and spiritually; 3) personality values which is related to the interaction of the various characteristics of children; 4) courage values to decide strategy in playing; 5) health values for the body movement as long as playing; 6) unity values in emphasizing the harmony of social life, 7) moral values which educate children to build their good characters. In addition to being contexts in which most of the children's life-related learning can occur, games also provide children with contexts to learn about their own cultures. In other words, games can be effective and important tools for children's cultural learning. This is because a large proportion of people's interactions with one another are affected by the cultural contexts in which they live (Neuliep, 2012).

However, the existence of the traditional game has been moved aside due to modern games that truly do not come from our local wisdom as heritage (Pranoto, et.al., 2014). With the spreading of modern games, the notion of traditional games is demolished. Thus, the teacher must apply traditional games during the instructional process to accommodate the teaching and learning process and conserve the existence of traditional games. Therefore, for the cultural value system to become the foundation of the

community, children must be equipped and prepared from an early age to preserve culture through traditional games Dwiningrum, et.al., (2012).

Based on the above background, then the researcher does action research entitled Teaching English in Materials Asking and Giving Opinion through Cublak-cublak Suweng Game. This research is to find out how the procedure of Cublak Cublak Suweng Traditional Game is able to use as an effective way of helping the students in learning English vocabulary.

METHODS

The design of this research is classroom action research. Wahono (2014:127) stated that classroom action research covered four activities as follows: planning, acting, observing, and reflecting.

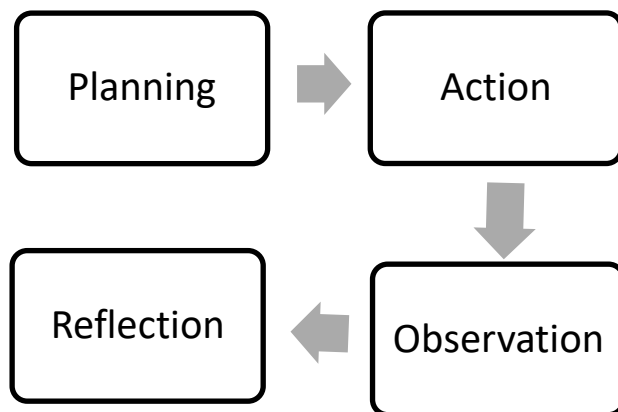


Figure 1.The Cycles of CAR

In classroom action research, the writer work as researcher by conducting preliminary research, planning actions, performing actions, observing, and reflecting them.

In the planning section, researchers have prepared lesson plans for playing Cublak Cublak Suweng games, field notes, observation checklists, teaching materials, and teaching materials such as stones and adjective cards.

In the action step, researchers taught students how to solicit and express their opinions in English. In this section, researchers have walked you through the steps of the Cublak Cublak Suweng

game. Here, the student first runs homompa and decides the order as pakempo. Then Pak Empo shows the problem in the center while another student goes around Pak Empo. All players open their hands and place them on the back of PakEmpo. Each child uses an adjective card other than Pack Empo. One of the students takes the seed from hand to hand, and the other hand is accompanied by a melody song "Cublak-cublak Suweng" and lyrics tailored to the material. At the end of the song, when everyone asked, "What's your opinion about this?", Park Empo guessed one of the adjectives for the existence of the stone. If Pak. Empo correctly guessed the location of the seeds, then The one who takes the card is the student who holds the seed. When Pak Empo guessed the location of the seeds wrong, then the one who took the card was Pak Empoalone. During the game process, students sing a song together and play pebbles then each time groups take turns expressing their opinions.

Observing, in this part, the researcher observed and help the teacher to determine what events were happening in the learning process. Next, the researchers performed some typical tests consisting of 10 multiple-choice questions and expressions of opinion, 5 listening tasks and 5 speaking tasks.

The researcher evaluated the observation by the teacher by observing through analysis of the collected data that the researcher had determined whether the student had achieved standard goals.

Research held at MIS Asy-Syafiiyyah 2 Jatibarang Brebes for the academic year 2021/2022 aims to improve traditional games cublak-cubak suweng for teaching English on material that provides opinions. The subjects of this study were 24 students of English Club V grade which is divided into four groups of students. The instruments are pre-test and post-test. The pre-test and post-test were typical tests consisting of 10 multiple-choice about asking and giving opinion , 5 listening items, and 5 speaking items.

RESULTS AND DISCUSSION

The result is shown in the following table.

Tabel 1. The student's score

Students	Criteria of Succes	Post-test	Students	Criteria of Succes	Post-test
Student 1	70	90	Student 13	70	45
Student 2	70	75	Student 14	70	75
Student 3	70	95	Student 15	70	90
Student 4	70	85	Student 16	70	90
Student 5	70	80	Student 17	70	50
Student 6	70	90	Student 18	70	80
Student 7	70	50	Student 19	70	90
Student 8	70	75	Student 20	70	75
Student 9	70	95	Student 21	70	90
Student 10	70	50	Student 22	70	85
Student 11	70	95	Student 23	70	75
Student 12	70	90	Student 24	70	75

The recapitulation of students' score can also be seen in the following char

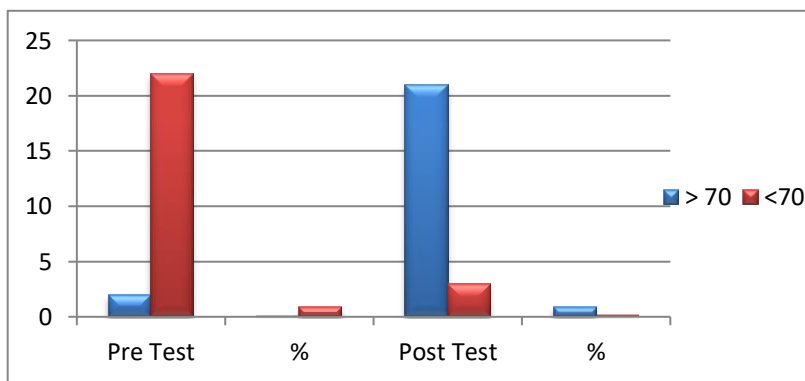


Figure 2. The Recapitulation of Students' Score within pre and post-test

Based on the finding, it shows that through Cublak-cublak Suweng game students' English achievement is significantly higher than before. This research result supports Huyen & Nga (2013) imply that games provide some advantages and effectiveness in learning vocabulary in various ways. During the treatment, the games have successfully encouraged the students in learning vocabulary subconsciously and interactively. This can be seen from the following formula:

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

Note:

M : Mean score

$\sum x$: The sum of Individual score

N : Total number of students

Students' mean score in the first cycle is :

$$M = \frac{\sum x}{n} = \frac{950}{24} = 39,5$$

The mean score of students' ability in asking and giving opinion was only 59 points which was categorized as poor ability. This point showed that students' score was still low because the highest point was 100. It was found that the students still had problems with vocabulary.

Therefore, at the next meeting, teachers will need to overcome the problems that occurred in the first cycle. The change was that the lessons needed to be taught to the teacher in a more interesting and slow way to make it easier for the students to understand. Teachers also develop lesson plans and prepare several tools for collecting data, such as observation checklist tables, field notes, and records. Teachers need to manage their time efficiently to reach the goals of this teaching and learning process.

Before that, the teacher showed the example of dialogue again. In this cycle, the teacher gave a treatment by changing the song of Cublak-cublak Suweng in asking and giving opinion dialogue. The teacher taught the students how to pronounce the new words. Then, the teacher asks the students to do the post-test were

typical tests consisting of 10 multiple-choice about asking and giving opinion , 5 listening items, and 5 speaking items.

At the end of the class, the teacher gave a brief explanation as feedback. In this cycle, students already understood about the lesson. They can make a simple dialogue, expressing their ideas, and find more vocabularies. They could finish the activities within the time given. The students had a good result than the second cycle. This can be seen clearly in the scoring table below:

$$M = \frac{\sum x}{n}$$
$$M = \frac{1890}{24} = 78,8$$

This result showed that the students had an improvement score from the first cycle. The score is categorized well. It means that there was a significant improvement in students speaking score. Most of the students can achieve 70 or higher.

The number of students is 24 students. The value of English subjects in the Asking and Giving Opinion material before doing the learning model with the Cublak-cublak Suweng game is as follows; a) students who scored less than 70 were 22 students or 91%, students who scored more than or equal to 70 were only 2 students or 8%. While the student scores obtained after doing the model can be described as follows; a) students who scored less than 70 were 3 students or 12.5%, students who scored more than or equal to 70 were 21 students or 87.5%

Huyen & Nga (2013) implies that games provide some advantages and effectiveness in learning vocabulary in various ways, i.e: (1) games bring in relaxation and help students learn and retain new words more easily, (2) games involve friendly competition and keep learners interested so that they can be motivated to get involved and participate actively in the learning activity, (3) vocabulary games bring real-world context into the classroom, enhancing students to use of English communicatively. This method is not only for compromising the problem learn English for kids, it's also useful for introducing a traditional game that is almost extinct. The speaking

learning involved the students to active in the learning activity. The students spoke and interacted with group or classmates in the classroom by working together. Answering some questions was activities were done by them to engage in communication.

In the process, each group takes turns going to the front of the classto carry out modifications to the game "Cublak-cublak Suweng". The steps for modifying the "cublak-cublak suweng" game are: First, the students do hompimpa to determine the order to be Pak Empo. Then Pak Empo problem faces down in the middle, while another student circled Pak Empo. All players open their hands facing up and placed them on Pak Empo's back. Each child uses one adjective card except Pak Empo. One of the students holds the seed/gravel then transfers it from palm to palm the other hand is accompanied by a song with the tune of "Cublak-cublak Suweng" with the lyrics adapted to the material. At the end of the song, everyone asked "what's your opinion about it?" Then Pak Empo guessed one of the adjectives that matched the presence of the stone.

If Pak. Empo correctly guessed the location of the seeds, then The one who takes the card is the student who holds the seed. When Pak Empo guessed the location of the seeds wrong, then the one who took the card was Pak Empoalone. During the game process, students sing a song together and play pebbles then each time groups take turns expressing their opinions.

Table 3. Modification for Cublak-cublak Suweng game

Cublak-cublak suweng	refers to	<i>What's your oppinion</i>
Suwenge Tinggelenter	refers to	<i>Apa pendapat kamu</i>
Mambu ketuhundung gudhel	refers to	<i>I must say menurutku</i>
Pak Empong lerak-lerak	refers to	<i>How do you feel bagaimana</i>

Sopo ngguyu ndekekakhe	refers to	<i>pendapatmu jawabannya</i>
Sir-sir pong dele kopong	refers to	<i>I think saya pikir I think saya pikir</i>
Sir-sir pong dele kopong	refers to	<i>I think saya pikir I think saya pikir</i>

This game makes students improve their vocabulary and the process of learning English can be interesting. It makes the students motivated and more participate in speaking activities and improves the speaking skills of fifth-grade students of MI Asy-Syafi'iyah 02. This is obtained from the results of observations that are done during the speaking process during the game to express the opinion on the card. The results of the research support, namely Indah (2012) in her research on the use of the traditional game "Cublak-cublak Suweng" for Improving Arabic Vocabulary Acquisition of Class V . Students¹⁰MI Amanah Turen shows that traditional games "Cublak-cublak Suweng" can improve vocabulary acquisition Arabic at MI Amanah Turen.

The application of game modification "Cublak-cublak suweng" has been able to make students more actively participate in discussion activities. Through those two games, the students are provided with some physical activities and chances to interact with their mates, which lead them to master English better. The teaching stages of using games have considered the four skills to be included in every single meeting of treatment. Starting from opening which aims at getting the students' attention, then playing the games for icebreaking and leading them aims at getting the students' readiness in learning.

CONCLUSION

In conclusion, the cublak-cublak-suweng game can improve the student's vocabulary and recommend such materials to the student. It may be a good idea for an English teacher to use traditional games to teach English, but the type of game, the number

of students, the amount that students can make while playing the game, etc. There are a few things to consider. Then, for further research, it may be another idea to have a more specific traditional game to teach skills, for example speaking. Using traditional games in English lessons was fun, productive and had the students talk to them. They can laugh, laugh, relax, and pay close attention. This way can motivate students in learning English.

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