DEVELOPING ENGLISH BOOK FOR YOUNG LEARNERS USING FUN ENGLISH GAMES AT ELEMENTARY SCHOOL STUDENTS

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Abstract: This study aims at developing English book for young learners using fun English games for elementary school students. It tries to develop English book using fun English games and to investigate the student's responses towards the developed English book using games. This study is research and development (R&D) adapting from Hyland's model. There are seven stages applied in the study; *Needs Survey, Developing Materials, Experts Validation and Revision 1, Try out, Revision 2, and Final Product.* The try out was conducted at fifth grade of SDN 2 Sukorejo Lamongan. The data are gained through interview, questionnaires and observation checklist. The interviews are done to investigate students' and teachers' need. Questionnaires are done to know the concept analysis, to submit the experts' appraisal and to get the student's responses. Furthermore, the observation checklist is used to conduct developing testing. Finally, the product of the study is the handbook entitled "Fun English Games for Young Learners" which comprise of 30 kinds of English games for teaching English.

Keywords: English materials, fun English game

INTRODUCTION

As the Impact of globalization, everyone is supposed to understand English as international language. It makes the teaching English developed dramatically in the recent years. English has been introduced to primary young learners. As it is known, English language is given just to the students in Elementary School to Senior High School in order to make young generations ready to face the globalization era. So, English has been chosen as the first foreign language.

Since 1994, English has been taught for the students in Elementary school as a local content in Indonesia (Decree by Ministry of Education No. 060/U/1993 and 1994 Curriculum) in which English has been taught for students in Elementary school. In 2004, English has been taught for the students in Elementary School as a primary content. However, according to the latest government policy as stated in the 2013 Curriculum, English at primary schools is now only an extracurricular subject taught once a week. This very low frequency of instructional encounter virtually precludes skills development on the part of learners.

According to Suyanto (2010:15) the young learners are the students of elementary school from the age of 6-12 years old. They can subdivided into two groups: they are Younger Group (6-8 years old) and Older Group (9-12 years old). According to their level, they are called as students of Lower Class (first, second, and third year students) and Upper Class (fourth, fifth, and sixth year students). Meanwhile, Scott and Yterberg subdivide them into two groups: they are Level One (5-7 years old), and Level Two (8-10 years old). Basically, that needs to be remember as one of the important goals in learning English in elementary school is growing interest in learning English. In

order to achieve these objectives we need to understand the characteristics of children so we can choose the methods and materials appropriate for their learning.

A way to getting the learners to use language in the game should be enjoyable and fun. The students are not just a diversion, a break from routines activities. Long et al (2011) define game as an activity that can help the students relate the topic to enjoyable learning experiences and important study skills. He also defines game as an activity that can make learning more memorable, fun and successful. Studying while playing always becomes a technique which may attract the students' interest.

In this study, the research develops English materials using fun English games for students to improve the students ability in English. The product of this study is handbook called "Fun English Games for Young Learners" which is used as the guidelines in teaching English. This study was conducted at the fifth grade of SDN 2 Sukorejo in Lamongan. The class activities use four skills in learning English; Listening skill, speaking skill, reading skill, and writing skill.

Based on the observations in interviewing the teacher of the researcher in the fifth grade, the problem at SDN 2 Sukorejo Lamongan are lacks of the way to overcome laziness and boredom on the students and encourage the students' interest of English. Meanwhile, the English Subject on their class is on the last lesson of the day where most of the students are already tired and low spirited to study.

Therefore, to answer the students' and the teacher problems in English subject, the researcher promotes the use of fun English games in teaching English. The fun English Games expected to become the book product. The study is knowing the students' responses toward fun English games in teaching English.

METHOD

This present study used Research and Development (R&D). The technique used in data collections are interview, questionnaires and observation checklist. The subject of the study are the fifth grade of SDN 2 Sukorejo Lamongan. The research is also tested to provide feedback in development process. From some theories found, the researcher believes that the conducted research is classified into educational research and development.

In Developing English material, the researcher does some steps to complete this research. The researcher uses materials development from Hyland (2003) modified by the researcher. The first six steps of Hyland's model (consideration of the students, consideration of learning context, consideration of the context, establishment of course goals and objectives, planning the syllabus, and devising units of work and lessons) are simplified into one step i.e. **doing survey**. The second step (creation or evaluation and selection of material) is simplified into one step i.e. **developing material**. Next, two steps are added as steps 3 and 4 before teaching the course, **experts and doing first revision based on the validation.** Then the eighth and ninth Hyland's steps (teaching the course and evaluation of learners) are simplified as **trying out** on the fifth steps. Finally, as the last two additional steps, **the doing second revision** as the sixth steps based on the tryout is necessarily conducted to improve the material before it comes to producing the final products. The seventh step is **the final product**. The process is presented in figure 1.
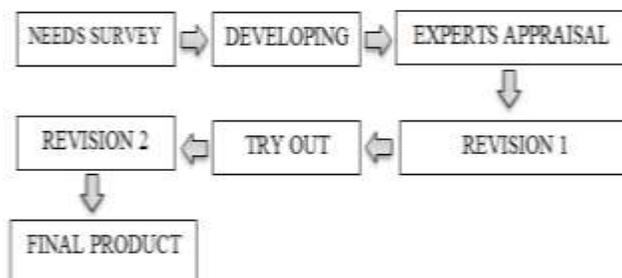
Figure 1. Research procedure

- **Need survey**
    The first stage needs survey in order to obtain lots of information related to the students' needs, their learning needs and their expectation toward the materials by givingquestionnaires about the existing material used for the students. The result of the need survey helps the researcher to decide which English materials will be developed. This step is SDN 2 Sukorejo Lamongan.
- **Developing Materials**
    The second stage is developing English materials. Based on Hyland's model (2003) on Tomlinson (2013), developing of the materials included of processes in modifying the available sources by adapting in the ways of adding, deleting, modifying, simplifying and reordering the materials.
- **Validation**
    The third stage is validating the developed materials by giving the materials to the expert. The goal of this stage is checking the materials whether there are some parts of the developed materials need to be changed or revised to fill the specific needs about the expert's comments, judgments, suggestions, and the need analysis.
- **Revision 1**
    The next step is getting revision 1. The goal of this stage is completing the product.
- **Try out**
    The next stage is implementing the revised materials. The researcher flexibly experiments to the student's demonstrations, group works, or outdoor movements. The researcher takes the observation field-note during the trial of development materials.
- **Revision 2**
    The result of the researchers' observation is used as the basis of the second revision until it becomes the specific product and applicable to the students of SDN 2 Sukorejo Lamongan.
- **Final product**
    The material development has been validated and tried out. The product is revised based on the result of try-out. The objective of this research is constructing instructional fun English games for the fifth grade of Elementary school. The book is cover thirty games as the instructional media to teach English. Each game will be completed with the topic, equipment, objective and steps.

FINDINGS AND DISCUSSION

The data are found through interview guidelines, questionnaires and observation Checklist. The research data are focused on the students and the teachers' needs in Learning English using fun English games at the fifth grade of SDN 2 Sukorejo Lamongan.

In data presentation and analysis, the data are presented in the form of table. After that, the analysis is explained while the words and the letters in language change. Those make the readers understand the data easily.

To complete the steps front-end analysis and specifying the first interviewing was conducted. This interview was done with the teacher. The interview was mainly intended to get the information about student's difficulties English Lesson, the students' English ability, the English books and materials, the needs of games and teachers' view about games in Learning English.

To know whether or not the learning activity and materials had been reaching their target and learning needs. To know the ability of students' English ability and the perception of English games is the second interviewing was done with the students.

To know the task and activities given by the teacher in English class, *the first questioners* was given to the students. This questionnaire has some points. They liked English; they were the importance of English, the importance of English, the students' responses toward English activity, the students' perceptions of games in English class and the students' point of view about games. *The second questionnaires* subjected to the experts to gain theappraisal of the experts. This way was taken in order to get a goodfeedback and suggestion for the betterment of the research andproduct. *The next questionnaire* was presented to the students to knowthe responses of the students toward English games.

The researcher used observation to understand about thecondition of the students and the process of the activities in the fieldtest. The observation was done by observation checklist.

Developing Product

The development of the study is developing the materials. The researcher makes the game that related to the syllabus and textbook of the teacher in teaching English   for the activities.

The supplementary English material is developed based on the needs survey. The data from needs survey such observation interviewing of English teacher is going to be used for the consideration of developing supplementary materials. Developing supplementary English material is based on the topics.

The developed product was in printed book which called "Fun English Games for Young Learners" the researcher listed 30 games and modified them based on the chosen topics or materials. The Researcher listed eleven games in the first semester, fourteen games in the second semester and five games additional games The researcher also sequenced the materials into 3 chapters in one book.

Chapter	MATERIAL	Kind of games
	Telling Time	Fun time
	Past tense	Hot ball
	Reading text	Give it word
	Verb Vocabulary	Believing
	How do you go there?	The boss

1st Chapter	Transportation vocabulary	Fill the stairs
	Present continuous tense	An actor
	Bank text	Running text
	Yes/no question	YES
	Vocabulary	The police I want to ask
	Daily activities	Black victim
2nd Chapter	Daily routines	Whispering race
	Family vocabulary	Simon says
	My hobby is collecting stamp	Hangman
	Family and I	Word mapping
	Simple present tens(nominal)	Feeling
	Simple present tense	20 yes 20 no
	WH question	Detective
	Supermarket vocabulary	Guessing games
	Modal" CAN"	Can I
	Preposition	Turn on turn off
	Compasses	Gesture Spelling
	Taste vocabulary	What is it?
	Season Vocabulary	Estafet Song
	Instruction	Blindfold
3rd chapter	Vocabulary building	Password please
	Animal Vocabulary	Word pertise
	Sport Vocabulary	Flag of self
	Describing	Describing clothes
	Vocabulary building	The alphabet Island

Table 1. Division of book units

After designing the product, the researcher continued on delivering the first draft of the product to the expert. This stage aimed at obtaining the expert feedback toward the development materials as the basis to conduct revision 1. Expert Validation was divided into two types, as they were instructional review and technical review design. To obtain the suggestion from the experts, the researcher employed questionnaires to the experts. The first expert argued that the product might be one of alternative ways for teachers to teach English. Meanwhile, the expert suggested the Colorful fonts must be considered and the arrangement of game display must be considered based on skill.

The Students' Response towards the Games Activity

The researcher gained very positive response from students of SDN 2 Sukorejo Lamongan. They played the games in pleasure although the class was the last lesson on their school. Most of them asked to play more games in each day although the time was running up. It can be seen from figure 1 and table 2.
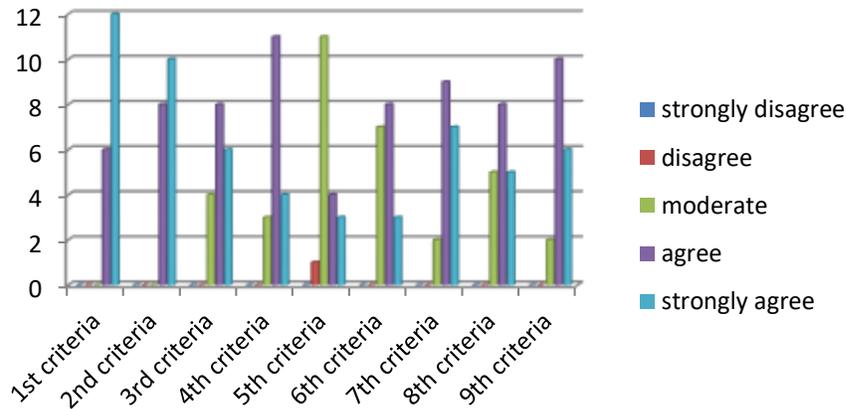
Figure 1 students response towards games activity

The first criteria indicated that all students of SDN 2 Sukorejo Lamongan stated that the games applied by the researcher were fun for them. To know the students' interest in playing the games, the second criteria concluded that all students of SDN 2 SukorejoLamongan enjoyed the games. None of them chose Strongly Disagree, Disagree and Moderate for the second point. To know the students' preference is on the third criteria showed that most of students of SDN 2 Sukorejo Lamongan liked to play games than read a textbook. The researcher found the high percentage.

From the students who agreed with the statement, the fourth criteria shows that the highest percentage was obtained from the students who agreed with the statement. Since the students never felt bored at playing the games, they gave a variant scale for the duration of the games. The fifth criteria they thought they needed more time to play the games, they still got the advantages from the games. The rests were standing in moderate scale. The discussions of the advantages of the games are explained. The sixth criteria, the students also learnt a lot of useful things when they played the games. They could learn how to work in team, spell the words correctly, honesty and other. The seventh criteria explain about what the students had learnt from the games. It indicated the students revealed that they had learnt a lot of useful things through the games. The eight criteria indicated the games applied had a lot of beneficial to improve their English and taught them about how to have a good teamwork and from the last criteria showed that the games had lacked their boredom in learning English. They also needed more time to play the games and explored their ability during playing the games

Table 2 The students' responses about games

No	Name of Games	Like	Dislike	Helpful	Unhelpful
1	Whispering Race	16	2	18	0
2	Simon Says	14	4	16	2
3	Word Mapping	18	0	18	0
4	Feeling	15	3	14	4
5	20 yes 20 no	10	8	14	4
6	Guessing games	16	2	15	3
7	Turn on turn off	18	0	18	0
8	Gesture spelling	17	1	17	1

| 9 | What is it? | 18 | 0 | 16 | 2 |
| 10 | Estafet Song | 15 | 3 | 15 | 3 |

From Table 2, it could be inferred that the games they liked most were word mapping, turn on turn off and what is it. Those games gained 18 points from all the students. Then, the games which got more point as dislikes were 20 yes 20 no, Simon says and feeling.

The researcher went on analyzing the students' response by checking the highest point. She thought that all the games were helpful. It was true since the researcher found the students noticed that the games applied were very helpful. The games which were considered as the most helpful games were whispering race, word mapping and turn on turn off.

From the analysis, the researcher decided that there was no important revision since all students of SDN 2 Sukorejo Lamongan liked and enjoyed playing the games. Then, the researcher continued constructing the final product and planned to publish the product.

CONCLUSIONS

The researcher finally came at the conclusion of the entire process of the research. There are three conclusions that the researcher is going to present. The first conclusion, There were eight stages which should be done by the researcher. The first stage was conducting need survey. The researcher employed three instruments to collect the data. They were questionnaires, interview guidelines and observation checklist. The second stage was developing the materials. The researcher used the result of need survey as the basis to develop the English materials. There were thirty English materials developed by the researcher. The third stage was validation by the expert. The researcher purposed the first draft to the expert validator. After gaining some suggestion and appraisals from the expert; the researcher went to the fourth stage, Revision 1. Then, the fifth stage was Tryout and followed by Revision 2. The researcher found no revision in stage five. Thus, the researcher purposed the final product and planned to send the final product to the publisher. The final product of the research is compiling a book entitled "Fun English Games for Young Leaners". All the games mostly focus on the students' English improvement. The games are not only applicable for Elementary school but also for Junior High School students. The second conclusion is the students of SDN Sukorejo 2 Lamongan gave positive response to all the activities in "Fun English Games for Young Learners" book. They were appreciative and feeling helpful during the English class. The last conclusion is the use of Fun English Games to teach English which was combined with other actions improve the students' confidence and make the student more active in English class, because the games provide a friendly atmosphere in which the students could learn to use language expressions in a joyful way.

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