

CHAPTER IV

FINDINGS AND DISCUSSION

The findings of this study are presented in this chapter. The purpose of the paper is to present conclusions drawn from the data gathered to address three research objectives.

A. Findings

In this research, to get a sample of respondent opinions about learning speaking through traditional games named *Hopscotch*, the researcher chosen 23 students in grade 3 and 1 teacher. Researchers used a questionnaire, interviews and observation to find out how respondents felt about learning speaking through traditional games.

There are three research question about implementation of traditional games, teacher perceptions and students respond to working to the traditional games. The first question about the implementation of traditional games gathered by observation. The second question about teacher perception gathered by interview. The third question about students respond to working to the traditional game gathered by questionnaire. This research was carried out in a primary school in Bandung.

1. The Implementation Traditional Game in Learning Speaking

a. Observation

The observation conducted in classroom participants in teaching process to reveal the implementation of traditional games in learning speaking. Moreover, the data is used to answer research question 1. Furthermore, the

observation checklist is used to gate a data, also the observation is documented by video for review. Lastly, the results in observation checklist combine with explanation and supporting theory. These are the result of observation.

Table 4. 1 Checklist Observation

No	Observation Items	Implementations		Notes	Theories
		Yes	No		
Preparations					
1.	Teaching Material	✓			Sekarini (2018),
2.	Media of teaching	✓			
3.	Teaching procedures	✓			
4.	Designing and modifying the <i>Hopscotch</i> game	✓			Susandi, 2019
5.	Making a <i>Hopscotch</i> area (directly or digitally)	✓			Andriani, & Syarif. 2021
6.	Vocabulary cards (remember me card, boom card, and boom)	✓			Weilyn, et.al. (2023)
7.	The marker (<i>tanda pemain</i>)	✓			Widarto, E. S., Kasjono, H. S., & Haryanti, S. 2023)
In Games					
8.	The duration of time must be settled by all players before the game starts	✓			Aprilia, D. E., Trapsilasiwi, D.,

9.	The first player is determined by doing <i>Hompimpa</i>		✗	Dibagi ke dalam 2 group	& Setiawan, B. T., 2019
10.	Each player must throw the marker to the first plot before starting the game	✓			
11.	Take a remember me card and memorize the word on it, then show it to other players as the witness	✓			
12.	After the player sees the word on the card he is allowed to start jumping, passing the plots and back again to the first position	✓			
13.	The player must say to the other player what word that he/she sees on the card previously, and then told his groupmates and wrote on the whiteboard.	✓			
14.	The player who will win the game is the player who can pass all of the plots first	✓			
15.	For the notice, if all of the cards are completely used or the time is done but players have not passed all of the plots yet. Decision of the winning player is looked at from the player who can pass the plots more than the others.	✓			

Based on Table 4. above, almost all the steps implemented by the teacher to used *Hopscotch* games in learning speaking. Observation was used for answer the first question. The observation point divided into two sections, there are preparation and game. In collecting this data, the researcher only conducts one meeting because the data has been fulfilled. Then, generally the teacher enjoyable and helpful at teaching process used this game. Moreover, the teacher makes a number of adjustments in implementing this game at learning process. Lastly, these are explanation for the observation result.

1). Preparations

At preparations parts, divided into seven steps. All the steps to prepare the games before ready to be used in the learning process. The first step is to prepare the teaching material. The aims to determine the learning limits, to avoid excessive use of games, and to make learning more meaningful. Moreover, the material at the day in observation is learning speaking with vocabulary about animals, vegetables, fruits, vehicles, and jobs.

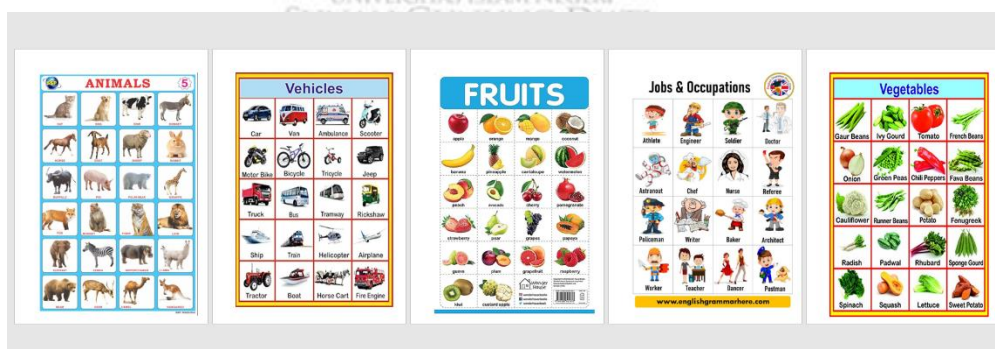


Figure 4. 1 Material for learning

In the second step, teacher prepares a medium of teaching. A *Hopscotch* is used as a medium of teaching. After that, he started to collect several things to make the game. Then, the teacher learns how to use it in speaking learning.

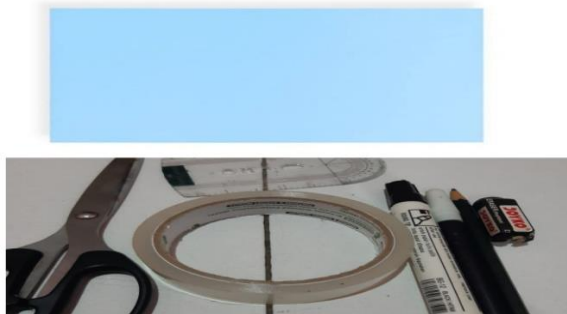


Figure 4. 2 A material for games

In the third step, teacher prepared teaching procedures. In this step, several rules made by the teacher for the learning process. A procedure in games is made as easy and simple as possible so that children can understand. Then, the purpose of learning speaking becomes the main foundation in making teaching procedures.

TEACHING PROCEDURES HOPSCOTCH GAME	
1. Learning Objectives	<ul style="list-style-type: none"> To introduce students to the traditional game of Hopscotch Develops balance, coordination and agility Encourages teamwork and good sportsmanship <u>Students</u> ability to speak English should be improved
2. Tools and materials	<ul style="list-style-type: none"> Cardboard that has been designed into a hopscotch area Remember me card Coin
3. Learning steps	<ul style="list-style-type: none"> Opening <ul style="list-style-type: none"> Teacher introduces the game of Hopscotch Divide students into small groups to play Game demonstration <ul style="list-style-type: none"> The teacher places the hopscotch area in the classroom Explains the basic rules of the game: students choose a card to remember and tell their group members. The member who gets the role play throws the coin into one of the squares without hitting the line, jumps over the boxes must say what card they got, and teacher demonstrates how to play with the help of some students. Playing practice <ul style="list-style-type: none"> Students try to play alternately according to the rules that have been explained The teacher observes and gives directions if there are mistakes in jumping techniques or playing rules
4. Evaluation and reflection	<ul style="list-style-type: none"> The teacher provides opportunities for students to share their experiences in playing hopscotch Ask about the difficulties faced and how to overcome them Appreciate <u>students</u> efforts and emphasize the positive values of this game
5. Closing	<ul style="list-style-type: none"> The teacher concludes the lesson by emphasizing the importance of traditional games Encourage the students to play hopscotch in their free time End the session with a small game or group chant

Figure 4. 3 Teaching procedures

In the fourth step, teacher designing and modifying the *Hopscotch* game. A design is made attractive and colourful to attract students' attention. Then, modify some things such as rules, cards, and areas according to the teacher's needs. Furthermore, the teacher used several resources and references for designing and modifying the *Hopscotch* game.



Figure 4. 4 Designing and modifying the Hopscotch game

After designing and modifying, the fifth step is making a *Hopscotch* area (directly or digitally). Then, for efficiency, the teacher makes the area for the game digitally (printout). Moreover, the other benefits are that it is durable and not easily damaged because the children are very active. Lastly, the *Hopscotch* area is prepared before the students enter the classroom so that it can be arranged and arranged.

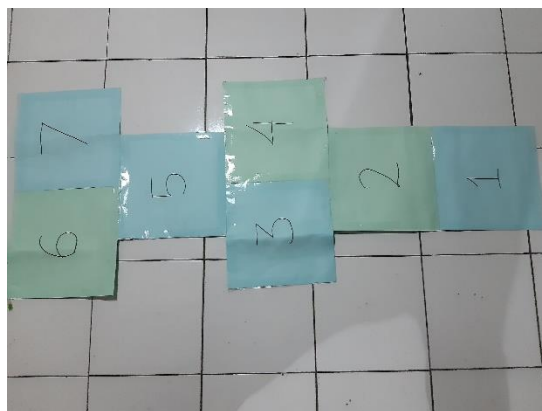


Figure 4. 5 Hopscotch area

In the sixth step, teacher prepared vocabulary cards. This card is used to deliver the material and as part of the game rules. Then, the vocabulary in the card is about animals, vegetables, fruits, vehicles, and jobs. Lastly, teacher makes the vocabulary card as interesting as possible and functions well when in the game.



Figure 4. 6 Vocabulary cards

In the last step, teacher prepares the marker (player's mark). To avoid any commotion while playing, each student is given a mark. The mark is made of stone wrapped in colored paper. Each student has their own mark and it is different.



Figure 4. 7 The marker (to throw to the hopscotch area)

To conclude, from the preparation step, everything is done by the teacher according to the observation points. Starting from determining the learning material, determining the learning material, to making learning media, namely *Hopscotch*, is done by the teacher. In addition, the teacher studied several references related to learning using the *Hopscotch* game. Lastly, the preparations made are in accordance with the steps in the observation checklist.

2). In games description

There are eight observation points in these steps. At the game play, all the rules are used and all players must follow them. Before starting the game, the teacher explains the rules of the game to students. These are the results in games observation.

The First checklist point is teacher gives duration for each player to play the game. The duration of time is adjusted to the class hours and how many students there are. The teacher gives each child an equal chance in the game. Lastly, the duration of the games is 45 minutes. Lastly 23 students participated in this game.

The second checklist point is the first player is determined by doing *Hompimpa*. In the result of observation, the teacher uses a little adjustment due to the large number of students. Then, *hompimpa* is replaced with the teacher directly dividing two groups to play. Then, giving instructions so that each group can play in turns.

The next observation checklist point is Each player must throw a marker to the first square before starting the game. In the observation results, students take turns throwing markers to start the game and are instructed by the teacher to be orderly. After that, the game starts after all students throw markers.



Figure 4. 8 Players throw the marker

In the next checklist point in observation is take a remember me card and memorize the word on it, then show it to other players as the witness. The cards in the game are vocabulary learning materials that have been prepared by the teacher. The students take one card and then their group members watch so that the card can be remembered. Then, students from the same group take turns taking cards.



Figure 4. 9 Players take a remember card

The next point in the observation checklist is the player starts to jump, passing the plots and back again to the first position. After the students see the word, he jumps into the next plot until finished. Then, the marker is taken by the student and thrown again. The game continues until all group members are finished.



Figure 4. 10 Players start to jumping

In the point of observation checklist, the player must say to the other player what word that he/she sees on the card previously, and then tell his/her group mates and write on the whiteboard. After jumping the student gets some cards in each plot and must write the card on the whiteboard. Then, before writing the student must also mention the vocabulary obtained from the card obtained.



Figure 4. 11 Players say and write the word

In the point of observation checklist, the player who can pass all of the plots first is the winner. After the game is played, the winner of the competition is the girl group. With the acquisition of point as many as 550 points. And the game ends with the announcement of the winner by the teacher.



Figure 4. 12 Teacher announces the winner

The last is for the notice, if all of the cards are completely used or the time is done but players have not passed all of the plots yet. Decision of the winning player is looked at from the player who can pass the plots more

than the others. Furthermore, the participant passes all the plots with the right time, and the winner takes the many words that each can write.



Figure 4. 13 Scoring of the participants

To summarize, almost all observation points were carried out and some were adjusted. The game was carried out sequentially according to the rules of the game. However, there was an adjustment, namely the division into two groups for efficiency. All participants were involved in this game. In addition, the game was carried out with good rules, all participants actively participated, and the teacher became a facilitator who directed carefully.

2. Teacher Perceptions of Using Traditional Games in Learning Speaking

a. Interview

The teacher experience using traditional game in learning speaking is disclosed in this section. An interview was used to gather the data. The purpose of this data gathering was to answer the second question. To prevent misunderstandings between the interviewee

and the researcher, the ten English language questions are translated into Indonesian during the interview.

Table 4. 2 Interview Answer Number 1

Questions	Answer
<p>What do you think about the use of traditional games in learning speaking?</p> <p><i>Bagaimana pendapat anda terkait penggunaan permainan tradisional dalam pembelajaran speaking?</i></p>	<p>In my opinion, I think it's good, indeed because I teach at the lower level so I have to do more games, meaning mix learning with games. it seems that traditional games are suitable for application at the lower level.</p> <p><i>Menurut saya sih I'ts good ya, emang karena saya mengajar di level bawah jadi harus lebih banyak ke games, maksudnya mix pembelajaran dengan game. kayanya permainan tradisional memang cocoksi buat di aplikasikan di level bawah.</i></p>

Based on the answer above, the teacher agree that the use of traditional games is very relevant especially for learning at the primary level. Incorporating games into instruction not only enhances the learning environment but also facilitates student's comprehension of the subject matter in a more engaging and participatory manner. It is also a good idea to incorporate traditional games because they can teach pupils cultural values in addition to being informative. This method can boost student involvement and lay a solid basis for learning at a young age.

Table 4. 3 Interview Answer Number 2

Questions	Answer
<p>What are the obstacles in using traditional games in learning speaking?</p> <p><i>Apa saja yang menjadi hambatan dalam penggunaan permainan tradisional dalam pembelajaran speaking?</i></p>	<p>Yes, because it's at a lower level, it means the conditioning is also there. That's why it has to be divided into smaller groups because there are also those who don't know what the traditional game is like so they have to be explained first. But so far they always enjoy it.</p> <p><i>Ya, karena di level bawah berarti pengondisiannya juga itu sih. Makanya harus dibagi ke dalam grup yang lebih kecil lagi karena kan ada juga yang gatau permainannya tradisionalnya itu kaya gimana jadi harus dijelasin dulu. Tapi sejauh ini mereka selalu enjoy.</i></p>

Based on the answer above, Teacher concurred that it was a smart idea to divide students into smaller groups for exercises including classic games. This made it possible for everyone to grasp more deeply through earlier explanation, even those who were unfamiliar with traditional games. With this method, players tended to fully enjoy the activities in addition to being able to comprehend the games better. The encouraging comments suggested that this approach was effective in fostering a lively and welcoming environment.

Table 4. 4 Interview Answer Number 3

Questions	Answer
Does learning speaking using traditional games have any advantages? If so, explain and if not, explain!	<i>There are advantages, yes, because they are unconsciously learning, but in their mind it's just playing and they don't realize that they are learning.</i>
<i>Apakah pembelajaran speaking menggunakan permainan tradisional mempunyai kelebihan? Jika ada jelaskan dan jika tidak ada jelaskan!</i>	Kelebihannya ada ya, karena secara tidak sadar mereka belajar, tapi dibenak mereka itu hanya main dan merekapun tidak menyadarinya bahwa mereka sedang belajar.

Based on the answer above, Teacher agree that a play-based approach makes learning more enjoyable and less burdensome. Learning can be more effective when children or even adults are not under any obligation to retain information. Even if the procedure appears laid back, it's crucial to make sure that learning objectives are still met.

Table 4. 5 Interview Answer Number 4

Questions	Answer
What is your opinion on whether or not it is appropriate to use traditional games in speaking learning at your grade level?	As already explained, it is right if in my opinion, indeed, the name is children still like to play, the focus for lower-level children is not full in one lesson they will focus. So that's why the use of traditional games is very helpful.

<i>Bagaimana pendapat anda apakah tepat atau tidak menggunakan permainan tradisional dalam pembelajaran speaking dalam tingkatan kelas anda?</i>	<i>Seperti yang sudah dijelaskan, tepat sih kalau menurut saya kan memang Namanya anak-anak masih senang bermain, fokusnya untuk anak-anak level bawah itu tidak full dalam satu pembelajaran mereka akan focus. Jadi makanya penggunaan permainan tradisional sangat membantu.</i>
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Based on the answer above, since children are still in a developmental stage where playing is an important part of their learning process, teacher agree that children, especially those in early childhood or elementary school, tend to have attention that is not fully focused on one lesson for a long time. As a result, using traditional games is a great way to help them learn because they not only keep their attention but also help them understand, train their social skills, and stay physically and mentally active.

Table 4. 6 Interview Answer Number 5

Questions	Answer
How do you adapt the use of traditional games for speaking lessons in the classroom?	Adjusting it like before, whether it should be made as a group or individually. Actually, I rarely do it if their games are individual, most usually the review if they have to do it individually is like "ranking 1" but the rest is made as a team like before.
<i>Bagaimana cara anda menyesuaikan penggunaan permainan tradisional</i>	

<i>dalam pembelajaran speaking dikelas?</i>	<i>Menyesuaikannya kaya tadi, apakah harus dibuat kelompok atau individu. Sebetulnya saya jarang sih saya kalau games mereka sendiri-sendiri paling biasanya reviewnya kalo harus sendiri-sendiri kaya "ranking 1" tapi selebihnya dibuat team kaya tadi.</i>
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Based on the answer above, the teacher concurs that the adjustments are performed in the same way as before, whether they are made individually or in groups. Individual evaluations are generally infrequent, with the exception of games like "ranking 1". The majority of other activities are still carried out in groups.

Table 4. 7 Interview Answer Number 6

Questions	Answer
Have you ever used traditional games as media in speaking lessons before? If so, explain and if not, explain!	I have, the <i>engklek</i> has also been used, it's just that the application is different. Usually outside the classroom or in the field, while I used paper in the classroom.
<i>Apakah anda pernah menggunakan permainan tradisional sebagai media dalam pembelajaran speaking sebelumnya? Jika pernah jelaskan, jika tidak jelaskan</i>	<i>Pernah, yang engklek itu tadi juga pernah hanya saja berbeda pengaplikasiannya. Biasanya diluar kelas atau di lapangan, sedangkan tadi saya menggunakan paper di dalam kelas.</i>

Based on the answer above, teacher concurred that the fact that *Hopscotch* is used in so many different contexts demonstrate how adaptable and versatile this game is. The use of paper in the classroom is an intriguing creative notion, even if it is typically played outside or in the field. This demonstrates that the idea of conventional games can still be used in educational settings using other methodologies, giving students a more engaging and dynamic educational experience.

Table 4. 8 Interview Answer Number 7

Questions	Answer
<p>How do you prepare yourself and the class before a speaking learning using traditional games?</p> <p><i>Bagaimana anda mempersiapkan diri dan kelas sebelum pembelajaran speaking menggunakan permainan tradisional? Jelaskan!</i></p>	<p>If prepare for myself, usually for example, if you teach on Friday, you have to prepare it from Wednesday or Thursday, you have to prepare the material, the media, if you prepare the paper, prepare the vocab too. Usually the vocab is in the book so the children are told to read first.</p> <p><i>Kalo persiapan diri mah biasanya misalkkan mengajar hari jum'at berarti mempersiapkannya dari hari rabu atau Kamis harus udah mempersiapkan materinya apa, medianya apa, kalo tadikan mempersiapkan papernya, nyiapin vocabnya juga. Biasanya kan vocab nya ada di buku jadi anak-anak disuruh membaca terlebih dahulu.</i></p>

Based on the answer above, teacher concurred that the preparation completed a few days before to instruction demonstrates the significance of meticulous planning for the teaching and learning process' success. Teaching can be more organised and thriving if terminology, media, and materials are prepared beforehand. Additionally, assigning students to read from the book beforehand makes them more engaged and ready for class. This not only makes teaching easier, but it also gives pupils a chance to grasp the subject matter more thoroughly before receiving more in-depth instruction.

Table 4. 9 Interview Answer Number 8

Questions	Answer
Do you have any suggestions for other teacherin using traditional games in speaking learning?	Actually, this can be applied at the upper level or lower level. In the upper level, it might be easier to condition, because the children already understand quite well. So, it will be more conducive. At the lower level, the children have to be divided into small groups so the media that must be prepared must also be more than teaching at the upper level.
<i>Apakah ada saran untuk rekan guru lain dalam penggunaan permainan tradisional dalam pembelajaran speaking?</i>	<i>Sebetulnya ini bisa diaplikasikan di level atas maupun level bawah. Kalo di level atas mungkin bisa lebih mudah dikondisikan, karena anak-anaknya sudah lumayan ngerti. Jadi akan lebih kondusif. Kalo di level bawah, anak-anaknya harus dibagi lagi kedalam kelompok kecil jadi media yang harus</i>

	<i>dipersiapkan juga harus lebih banyak daripada ngajar di level atas.</i>
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Based on the answer above, teacher concurred that, with some modifications, this strategy can be used at both the upper and lower levels. Because upper-level pupils already have a greater grasp, it is simpler to establish favourable conditions. For the learning process to be more thriving at the lower level, pupils must be divided into smaller groups, and the media employed must be more varied and numerous in order to accommodate the more varied demands of younger children method.

Table 4. 10 Interview Answer Number 9

Questions	Answer
How is the classroom atmosphere when learning speaking using traditional games? Is there any chance? If so, explain and if not, explain!	Obviously yes, because usually children remember vocabulary when playing games faster than listening to audio, for example there is a native voice they will be more effective if they play.
<i>Bagaimana suasana kelas ketika pembelajaran speaking menggunakan permainan tradisional? Apakah ada perubahan? Jika ada jelaskan, jika tidak jelaskan!</i>	<i>Jelas ada ya, karena biasanya anak-anak itu kalau mengingat kosa kata sambil main game itu cepat daripada mendengarkan dari audio, misalkan ada suara native mereka akan lebih efektif kalau mereka sampil main.</i>

Based on the answer above, teacher concurred that playing games has been shown to help kids retain vocabulary more effectively than simply listening to audio. Since games are more engaging and interactive, kids can learn vocabulary more quickly, especially if they feature actual sounds.

Table 4. 11 Interview Answer Number 10

Questions	Answer
From 1-10, how many point would you give for the ease if using traditional games in speaking learning? Explain why!	8 out of 10 maybe yes, because at the lower level it's a bit of a time adjustment, but so far so good.
<i>Menurut pandangan anda dari 1-10, berapa angka yang anda berikan untuk kemudahan menggunakan permainan tradisional dalam pembelajaran speaking? Jelaskan alasannya.</i>	<i>8 of 10 mungkin ya, karena kan di level bawah agak pr penyesuaian sama waktunya, tapi so far so good.</i>

Based on the answer above, with a success score of eight out of ten, teacher concurred that the approach was generally quite thriving, despite minor time changes at the lower levels. This demonstrates that the outcomes were still favourable in spite of the difficulties.

3. Students Response to Working to The Traditional Games in Learning Speaking

a. Questionnaire

The data from questionnaire is to find out the student's perspective for the implementations of traditional games in the learning English language. Then, there is 10 statements for this questionnaire. The participant is 23 students from the observation classroom at SD itQan

Islamic School. These data rated on a Likert-style Alternative Answer: SD (Strongly Disagreed), Disagreed (D), Agreed (A), and Strongly Agreed (SA). A descriptive and percentage analysis of questionnaire data is undertaken to highlight the overall findings.

The result of questionnaire is present in diagram and elaborate with descriptive paragraph to more understand for reader. There are the responses of the 10 statements from 2 participants. The questionnaire data was collected by making a print-out questionnaire because the participants were still young. The teacher acted as a facilitator to help the participants, by directing the participants to choose a scale and explaining the statements from the questionnaire. The results of the questionnaire are presented in a diagram and elaborated with descriptive paragraphs to make it more understandable for the reader. There are the responses of the 10 statements from 2 participants.

1. Menurut saya pembelajaran menggunakan permainan tradisional sangat menyenangkan
23 jawaban



Figure 4. 14 Participant answers to questionnaire 1

The first statement is “I think learning using traditional games is fun”. Then, the participant answered “strongly agreed (52.2%)” which means the learning used traditional games are fun. These indicate that the traditional games make participant enjoyable to learning in the classroom. A line with that, this result is supported by the statement from Prensky

(2001) said that student must motivated and comfortable in learning process for focused to gate the information, then game one of the ways to gate that.

2. Menurut saya pembelajaran menggunakan permainan tradisional tidak menyenangkan
23 jawaban

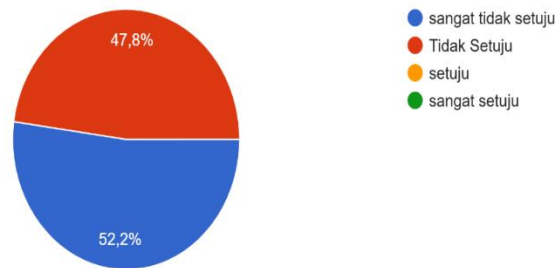


Figure 4. 15 Participant answers to questionnaire 2

The second statement is “I do not think learning using traditional games is fun”. At the table above, the participant answered strongly disagreed (52.2%)” and “disagreed 47.8%)” which means the learning used traditional games are fun and not bored. These indicate that participant accepted the traditional games in learning at the classroom. A line with that, this result is supported by the statement from Sugar, (2002) said that one other benefit of using games in the classroom is that students become less anxious about learning a language.

3. Saya lebih mudah belajar speaking ketika sambil bermain permainan tradisional
23 jawaban

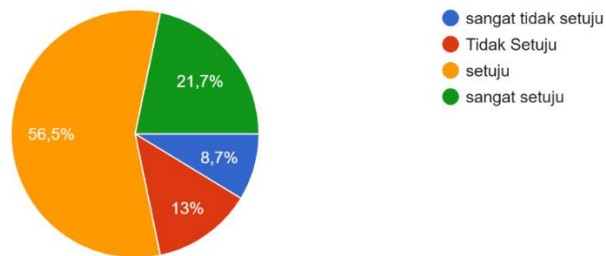


Figure 4. 16 Participant answers to questionnaire 3

The third statement is “I find difficult to learn speaking while playing traditional games”. Then, showed diverse participant answered, but mostly choose “agree (56.5%)” which shows that they feel more easy learning speaking using traditional games. This reflects the participant get positive benefit of traditional game in learning especially learning speaking English. In addition, games help people develop linguistics skills (Rinvoluceri, 1984).

4. Saya kesulitan belajar speaking ketika sambil bermain permainan tradisional
23 jawaban

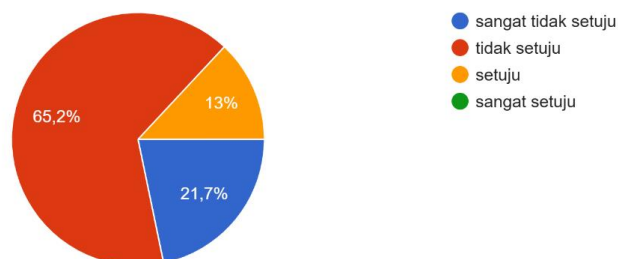


Figure 4. 17 Participant answers to questionnaire 4

The fourth statement is “I find difficult to learn speaking while playing traditional games”. At the table above, the participant answered “strongly disagreed (21.7%)” and “disagreed (65.2%)” which means the learning used traditional games are not challenging. These indicate that participant enjoyable learning used the traditional games. A line with that, this result is supported by the statement from Sugar, (2002) said that one other benefit of using games in the classroom is that students become less anxious about learning a language.

5. Menurut saya permainan engklek memudahkan saya dalam belajar speaking
23 jawaban

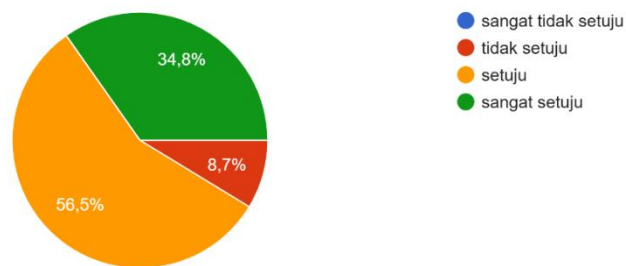


Figure 4. 18 Participant answers to questionnaire 5

The fifth statement is “I think *Hopscotch* makes it easier for me to learn speaking”. Then, showed diverse participant answered, but mostly choose “agree (56.5%)” which shows that they feel more easy learning speaking using traditional game *engklek*. This reflects the participant get positive benefit of traditional game in learning especially learning speaking English. In addition, *Engklek* is one of the traditional games that have the potential to be applied in earning as a physics activity (Rizki et al. 2022)

6. Menurut saya permainan engklek tidak memudahkan saya dalam belajar speaking

23 jawaban

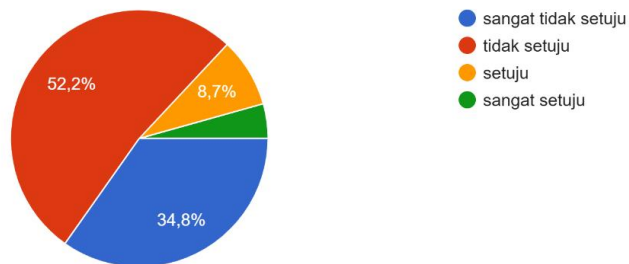


Figure 4. 19 Participant answers to questionnaire 6

The sixth statement is “I do not think *Hopscotch* makes it easier for me to learn speaking”. At the table above, the participant answered “strongly disagreed (34.8%)” and “disagreed (52.2%)” which means the traditional game *engklek* as a media of learning speaking are not challenging. These indicate that participant enjoyable learning used the traditional games. A line with that, this result is supported by the statement from Isnawarti, (2017) said that *engklek* is potentially easy to applied as a media in learning process.

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7. Saya menjadi lebih paham belajar speaking ketika menggunakan permainan tradisional
23 jawaban

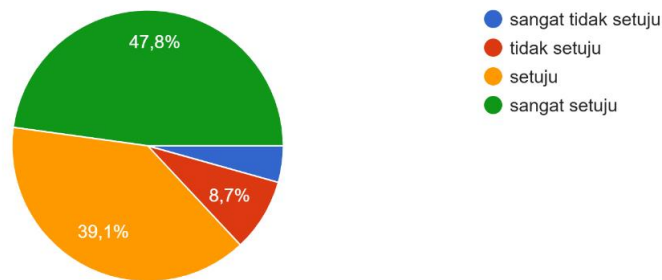


Figure 4. 20 Participant answers to questionnaire 7

The seventh statement is “I understand speaking when using traditional games”. Then, showed diverse participant answered, but mostly choose “strongly agree (47.8%)” which shows that they feel more understand when learning speaking using traditional game. This reflects the participant get positive benefit of traditional game in learning especially learning speaking English. Furthermore, game help student more ready and understand the material in learning process (Rinvoluceri, 1984).

8. Saya menjadi tidak paham belajar speaking ketika menggunakan permainan tradisional
23 jawaban

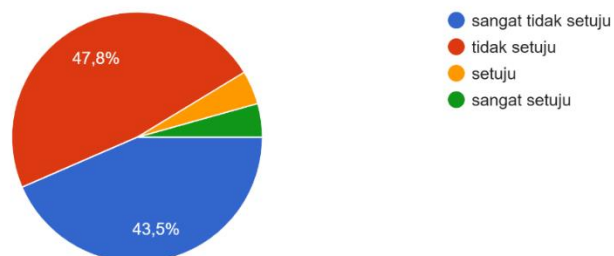


Figure 4. 21 Participant answers to questionnaire 8

The eighth statement is “I do not understand speaking when using traditional games”. At the table above, the participant answered “strongly disagreed (43.5%)” and “disagreed (47.8%)” which means the student are understand learning using traditional game. These indicate that participant enjoyable learning used the traditional games. Moreover, Sugar (2002) states that one other benefit of using games in the classroom is that students become less anxious about learning a language.

9. Saya merasa termotivasi dalam belajar speaking setelah pembelajaran menggunakan permainan tradisional
23 jawaban

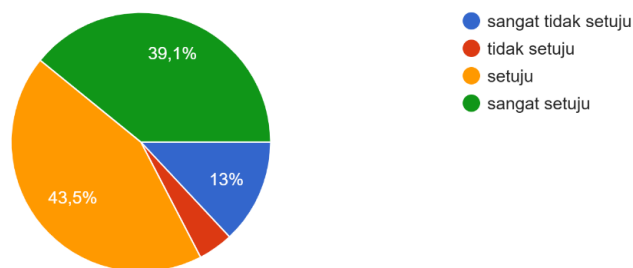


Figure 4. 22 Participant answers to questionnaire 9

The ninth statement is “I feel motivated to learn speaking after using traditional games”. Then, showed diverse participant answered, but mostly choose “agree (43.5%)” which shows that they feel more motivated when learning speaking using traditional game. This indicates, the participant got positive benefit of traditional game in learning especially learning speaking English. Furthermore, game motivated student to more ready and understand the material in learning speaking process (Osma-Ruiz., et al. 2015).

10. Saya merasa tidak temotivasi dalam belajar speaking setelah menggunakan permainan tradisional
23 jawaban

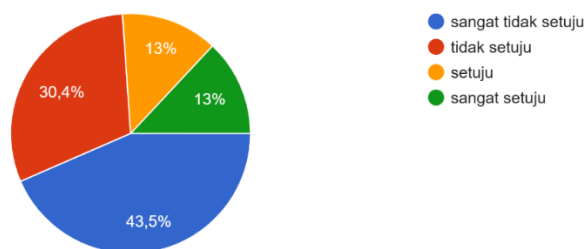


Figure 4. 23 Participant answers to questionnaire 10

The tenth statement is “I feel unmotivated in learning speaking after using traditional games”. Then, showed diverse participant answered, but mostly choose “strongly disagree (43.5%)” which shows that they not feel unmotivated when learning speaking using traditional game. This clear that the participants get positive benefit of traditional game in learning especially learning speaking English. Moreover, learning speaking using games avoid students from unmotivated and not focused at learning process. (Wang., et al. 2011).

B. Discussion

This research investigates three sections in order to answer the research question: How does the implementation traditional game in learning speaking? What are the teacher perceptions of using traditional games in learning speaking? How does the student respond to working to the traditional games in learning speaking?

1. The Implementation of Traditional Games in Learning Speaking

An observation was used for answer the first research question. The statement is divided into two sections including preparation and in game.

The observation findings provide insights into how traditional games, specifically *Hopscotch*, were implemented in the classroom to support students' speaking development. The discussion in this section connects the observed teaching practices with relevant theories on teaching speaking and game-based learning.

The observation results indicate that the teacher carefully planned the *Hopscotch* game before implementing it in the classroom. This included preparing teaching materials, designing game rules, and modifying the game to suit the learning objectives. Such preparation aligns with Setiyadi (2020), who emphasizes that effective language instruction requires structured lesson planning, including material selection, sequencing, and student engagement strategies. One notable aspect of the preparation phase was the adaptation of the game into a classroom-friendly format, such as using printed *Hopscotch* mats instead of drawing on the floor. This modification not only made the game more practical for indoor use but also ensured durability and reusability. According to Barwick (1998), *Hopscotch* can be adjusted for various educational settings, making it a flexible tool for language learning. Similarly, Hapidin et al. (2023) argue that traditional games can be modified to enhance cognitive and linguistic development, as seen in this study where *Hopscotch* was integrated with vocabulary recall activities.

Furthermore, the teacher incorporated vocabulary cards (remember me cards and boom cards) into the game to strengthen language learning. This approach aligns with Hadfield (1990), who suggests that games should serve more than just entertainment purposes; they should facilitate meaningful language acquisition. By embedding vocabulary recall within the game mechanics, students were encouraged to actively engage with new words in an interactive and memorable way.

During the game, students followed a structured sequence of activities, including throwing markers, recalling vocabulary from the cards,

jumping across the *Hopscotch* grid, and verbally expressing learned words. The observation showed that these steps encouraged students to practice their speaking skills in an engaging and pressure-free environment. This finding supports Prensky (2001), who highlights that motivation and engagement are key factors in thriving language learning. Moreover, the game structure provided a balanced combination of transactional speaking (exchanging information about vocabulary) and interpersonal speaking (collaborating with peers), as defined by Brown (2001). The requirement for students to verbally express the vocabulary they encountered ensured that they were actively using the target language rather than passively absorbing information.

Another important observation was the teacher's role as a facilitator rather than a direct instructor. The teacher guided students through the game, provided support when needed, and ensured that all students participated equally. This aligns with the Silent Way approach proposed by Setiyadi (2020), where the teacher acts as a guide while students take an active role in their learning process. Additionally, this approach resonates with Vygotsky's (1978) sociocultural theory, which emphasizes that learning occurs through social interaction and scaffolding provided by a more knowledgeable peer or instructor.

While most aspects of the game were implemented effectively, the observation revealed that certain adjustments were made to accommodate classroom conditions. For instance, due to the large number of students, the teacher divided them into two groups instead of conducting individual turns. This modification ensured smoother classroom management and maximized student participation. As Laurin and Suci (2015) suggest, young learners require structured yet flexible activities to maintain engagement and prevent classroom disruptions. Another challenge was the time constraint, as the game had to be completed within the allocated lesson period. The teacher addressed this by setting a fixed duration for each round,

ensuring that all students had an opportunity to participate. This strategy aligns with Kordes et al. (2014), who emphasize the importance of time management in interactive learning activities to maintain a balance between engagement and instructional objectives.

Additionally, some students were unfamiliar with traditional games, requiring additional explanations before the activity could begin. This challenge reflects the findings of O'Malley and Chamot (1999), who highlight that effective teaching strategies should include clear instructions and scaffolding to support student comprehension. By taking time to explain the game mechanics, the teacher ensured that all students could participate meaningfully, regardless of prior experience with *Hopscotch*.

To summarize, the observation findings indicate that the implementation of *Hopscotch* as a speaking activity was thriving in creating an engaging and interactive learning environment. The structured preparation, well-managed game mechanics, and necessary adjustments ensured that students actively participated while improving their speaking skills. Despite minor challenges, the modifications made by the teacher demonstrated adaptability and effective classroom management. These findings align with existing literature on game-based learning, further strengthening the idea that traditional games can serve as valuable tools in teaching speaking.

2. Teacher Perceptions of Using Traditional Games in Learning Speaking

The researcher utilized an interview to answer the second research question. The interview findings indicate that the teacher perceives traditional games as an effective and engaging strategy for teaching speaking. According to the teacher, traditional games create a fun and interactive learning environment, which is crucial for young learners. This aligns with Prensky (2001), who states that motivation and enjoyment play

a key role in effective learning. Additionally, Wright et al. (2006) argue that games encourage spontaneous language use while fostering social interaction, both of which are essential for speaking development.

The teacher also noted that students learn unconsciously when engaged in games, as they focus more on playing rather than formal learning. This perspective aligns with Rinvold (1984), who suggests that games help students develop linguistic skills without the pressure of traditional instruction. Moreover, Harmer (2007) states that interactive learning enhances vocabulary retention and boosts students' confidence in speaking, reinforcing the teacher's observation that students remember words more effectively through games.

Despite these benefits, the teacher acknowledged some challenges in implementing traditional games, particularly in classroom management. Since younger students have varying levels of familiarity with traditional games, additional explanations are often needed before starting the activity. This finding is consistent with Laurin and Suci (2015), who emphasize that structured guidance and clear instructions are essential when introducing new activities to children.

Another challenge identified was the need to adjust the game for classroom use, such as dividing students into smaller groups to ensure equal participation. Noviyenti (2018) supports this approach, arguing that effective teaching strategies should be tailored to classroom conditions and student abilities. The teacher also mentioned that time constraints required modifications in gameplay, a challenge echoed by Kordes et al. (2014), who highlight the importance of time management in interactive learning activities.

In conclusion, the teacher's perception of traditional games is highly positive, with a strong emphasis on student engagement, reduced anxiety, and improved language retention. These findings align with the broader

literature on game-based learning, reinforcing the idea that traditional games can serve as a powerful pedagogical tool in teaching speaking.

3. The Students' Responses to Learning Speaking through Traditional Games

The student's questionnaire results provide insights into how students perceive and respond to learning speaking through traditional games. The data indicate that the majority of students enjoyed learning through games, with many expressing those traditional games made speaking activities more fun and engaging. These findings align with Hadfield (1990), who argues that games not only increase student motivation but also reduce the stress associated with language learning.

One of the strongest responses from students was that they felt more comfortable speaking English when engaged in a game. This supports Sugar (2002), who found that games lower students' anxiety levels, making them more willing to participate in speaking activities. Similarly, Crookall and Oxford (1990) highlight that students are less afraid of making mistakes in game-based learning environments, which allows them to practice speaking without fear of judgment.

Furthermore, the questionnaire results showed that students perceived *Hopscotch* as an effective way to learn vocabulary and pronunciation. This aligns with Brown (2001), who identifies transactional speaking (exchanging information) and interpersonal speaking (social interaction) as two key forms of oral production that games can facilitate. By integrating vocabulary recall into the gameplay, *Hopscotch* provided students with a structured yet interactive method to practice speaking.

However, while most students found the game enjoyable, some reported challenges in remembering words while playing. This suggests that cognitive load may vary among students, with some requiring additional support. O'Malley and Chamot (1999) emphasize the importance of

scaffolding and differentiated instruction to help students process and retain new language effectively. The teacher addressed this by acting as a facilitator, guiding students through the game and providing assistance when needed—an approach supported by Vygotsky's (1978) sociocultural theory, which underscores the role of social interaction in learning.

Another interesting finding was that students preferred learning speaking through games rather than through passive activities such as listening to audio recordings. This supports Reilly (1997), who found that children learn best through interactive experiences that allow them to explore language in a hands-on manner.

To conclude, the students' responses suggest that traditional games are an effective tool for enhancing speaking skills, as they increase motivation, encourage active participation, and provide a supportive environment for language practice. While some students faced minor challenges, the overall feedback indicates that game-based learning positively impacts speaking development.

The findings from both the teacher interview and student questionnaire suggest that traditional games are a valuable tool in teaching speaking, offering engagement, motivation, and a low-anxiety learning environment. The teacher perceives traditional games as an effective method, despite minor classroom management challenges, while students overwhelmingly respond positively, enjoying the interactive nature of game-based learning.

These findings reinforce the idea that traditional games like *Hopscotch* can enhance language acquisition, particularly in vocabulary retention, confidence-building, and active speaking practice. With proper planning and adaptation, traditional games can serve as an innovative and practical approach to improving students' speaking skills in primary school settings.