



Students' Response towards Game Use as a Warming-up Activity in TEYL

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ABSTRACT

This research aims at investigating on how students' response toward the use of games as warming up activity in teaching English for young learners. This research is implemented by the researchers to teach English in classroom by using games in the beginning of lesson for eight meetings. The data were collected by using observation, questionnaire, and students' reflection. The collected data were analyzed by using qualitative methods. The result of the study shows that when games use as warming up activity, it is entertaining in that it makes students feel fun and happy while learning. This study suggests that English teacher can use games as teaching method since games give pleasant class atmosphere and make students relax.

Keywords: Games; Warming up activity; Young learners.

INTRODUCTION

The relationship between games in language learning in teaching young learner has been explored in various studies (Aribowo, 2008; Diana, 2010; Yolageldili & Arikan, 2011; Dalton, 2013; Aisyatin, 2014; Gaspar, Leon & Barrios, 2016; Wulanjani, 2016; Hang, 2017; Sari, 2018). In the early research regard with games, it is focusing on the effectiveness of using games in language learning context (Yolageldili & Arikan, 2011; Darfilal, 2014). Cam and Tran (2017) research result about students' motivation in learning grammar shows that 83.3% of students say that feel really exciting when studying by using games. Many students (66.7%) eagerly take part in more games and attempt to win these games. Through the mentioned percentages, students enjoy the non-stressful atmosphere, high motivation, as well as positive competition inside the classroom which is created by games. This indicates that most students like their teacher's new way of applying games in teaching grammar. Furthermore, Cam and Tran (2017) said that teaching grammar using playful games is raising students' motivation in learning grammar. As teaching strategy, Ibrahim's (2017) research result show that using games as teaching strategy is reducing anxiety of students. It is also fun and entertaining, so getting input is more likely and is welcome break out of the usual activity in teaching.

In Indonesian setting, attention to the use of games in language learning is commonly concerned in proving teacher's strategy in teaching specific English subject such as vocabulary



and grammar. Those subjects are recognized as challenging and difficult subject to learners because it requires students to memorize word and structure of English (Wulanjani, 2016). In teaching those subjects, teacher should be more active and creative in order to create an interesting and successful learning to engage students into the lesson. Moreover, a case study done by Aribowo (2008), who gave test to his students in order to get results of applying games as teaching technique, revealed that most of the students could remember well about the material when games is used as teaching method. The students always love some funny activities than only accepting material quietly.

Those all-previous studies that mentioned above are focusing on games as teaching strategy which can be used by teacher in improving students' motivation to learn English. However, the research about games is less regarding to the role of games as warming up activities which is used in the beginning of the lesson. Therefore, this study focuses more to examine students' responses toward the use of games as warming up activities when they learn English in the classroom. It is important to do this research to give information for the English teachers to have more varied warming-up activities.

RESEARCH METHODS

This research used qualitative method. The researcher decided to apply qualitative method because this study explored phenomena of a group or population (Cresswell, 2016). This study was focused to investigate kind of students' responds to the use of games as warming up activities when learning English in the classroom. The participants of this study were students who are young learners with age range 12-13 years old. This table below will give the clear explanation of learners' categories based on the age range (Ellis, 2013):

Table 1; Terms used to describe children in the ELT profession

Life Stage	Age Range	Terms commonly used in the ELT profession	Proposed terms aligned to those commonly used in educational systems
Pre-schooler (also referred to as early years. Kindergarten)	2-5 years	Kids; little ones/people/learners; very young learners	Early years/primary
Primary school pupil	6-10/11 years	Kids; young learners; primary; juniors	Primary
Secondary school pupil	11-14	Kids; young learner; secondary; juniors	Lower secondary
Secondary school pupil	15-17	Young learner; seniors; late teenagers	Upper secondary
University/ Vocational students	18-25	Adults; young adults	University/ further education

Source; Ellis (2013)



The data of this study was collected by using three appropriate instruments in order to get appropriate data. The instruments which are used by the researcher are observation (nonparticipant and participant observation), questionnaire and students' reflection. The benefit of using observation is it provided a direct access to the problem with the collected information from the observation forms (Cam & Tran, 2017). There are two kinds of observation which is done in this research: nonparticipant observation and participant observation. Nonparticipant observation is implemented twice in the first week of research. This is done to observe about how English teacher open the class when teaching in the research class. To do the observation, the researcher use field note as tool for observation. Participant observation is implemented in the next week and was done by the researcher who replaced the English teacher to teach English in the class for 8 meetings forward. This is done to observe students' attitude and how they respond to the use of games as warming up activity. The use of questionnaire is to collect data in standardized way and it can internally consistent and coherent for analysis (Roopa & Rani, 2012). Questionnaire is given to the students in the first meeting of teaching process. Questionnaire is given to know how students' responds to English learning before they were taught by using games as warming up activities. Warmer started to be used in teaching from 2nd until 7th meeting. Students' reflection is given to students in the last meeting of teaching process (8th meeting). Students' reflection contained several questions about how students' responds after they were taught by using games as warming up activity for six meetings. In addition, students' reflection was given to help researcher to know is there any changes of students' interest to learn English before and after being taught by using games as warming up activity.

RESULT

The findings present the interpretation of data collecting. The aim of that is to reveal what had been discovered in field of research related to students' responds toward the use of games as warming up activities. Games which are used by the researcher as warmer are Pictionary, question and questionnaire, repeat if it's true, charades, find the differences and word by word. The result of this research revealed that the use of games as warming up activities give positive impact to the students such as entertaining and increasing enthusiasm to learn English.

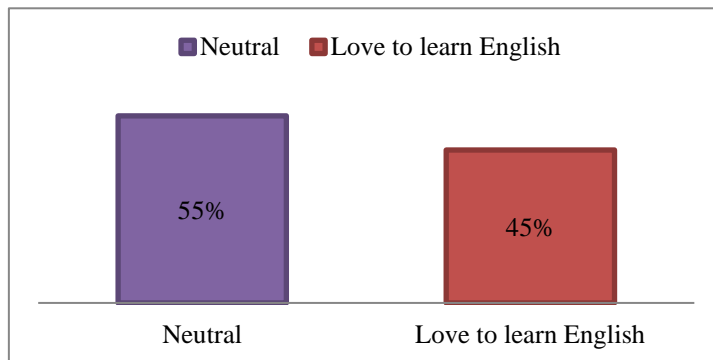
The result from observation contained two types: nonparticipant observation and participant observation. Nonparticipant observation was done in twice in the first week of research (before being taught by using games as warming up activity). Participant observation is the teaching process during four weeks (after being taught by using games as warming up activity). Three points that shows in the table below based on points that have differences between before and after students were taught the by using games as warming up activities.

Table 2; Students' attitudes before and after being taught by using games as warming up activity

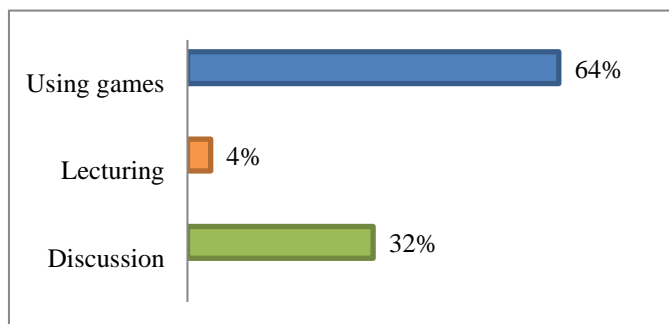
	Before being taught by using games as warming up activity	After being taught by using games as warming up activity
Students' attitudes when open the class	Most of the students are noisy and still go outside even though the teacher is inside the	Students are more quite when teacher open the class by using game as

	class.	warming up activity because they focus to teacher when explaining how to play the game
Students' concentration	After 30 minutes, most of the students had lost their focus to the learning.	Their concentration is longer because of the game that had been played as warm up attracting them to focus to the learning.
Students' interest in learning English	Most of the students are not really interest in English.	Most of the students are interest to learn English when game played as warm up activity because with using games can help them to learn in entertaining and fun way and not easy to get bored.

From the questionnaire there are two main points that will be showed, first is students' interests in learning English before being taught by using games as warming-up activity, second is students' opinion about what teaching technique they like.

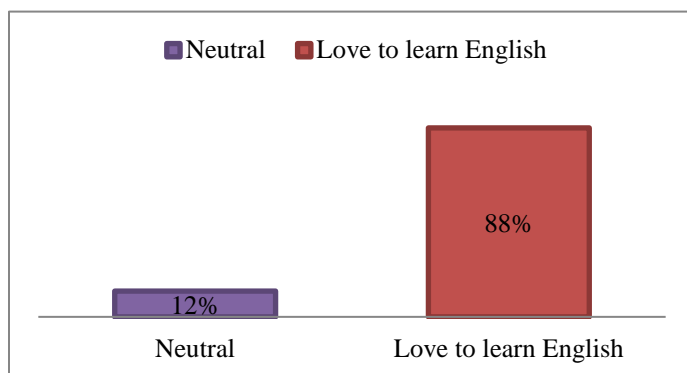


The result from questionnaire showed that before being taught English by using games as warming-up activity the majority of students (55%) are not really interest in learning English, while the rest of them (45%) love to learn English. This data is collected in the first meeting before the researcher doing the teaching process by using games as warming up activities.

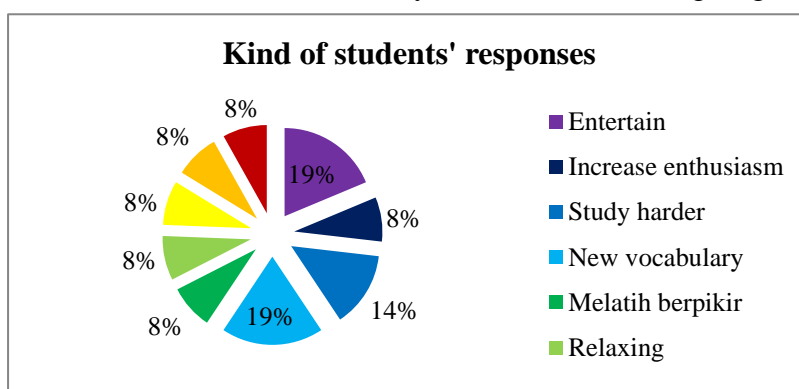


The result above shows that the majority of the students (64%) want to learn by using games as teaching technique. The other students (4%) choose lecturing as the teaching technique they like. Meanwhile the rest of them (32%) like to learn with using discussion as teaching method when learning.

From students' reflection represent the changes of students' interest in learning English after being taught by using games as warming-up activity. Students' reflection was given in the last day of teaching process (8th meeting).



The chart shows how students' interest in learning English can change by using a method that can increase their spirit to learn which is game. From the chart above, the majority of students (88%) love to learn English when games are used as warming up activities. While the rest of the students (12%) still feel not really interested in learning English.



The chart shows that there are nine kinds of responses which students show when games are played in the beginning of lesson. The nine responses are entertaining, increasing enthusiasm, studying harder, getting new vocabulary, raising thought, relaxing, being more concentrate, making more movement, and only like to play games. The chart shows that games are not only give entertainment to the students but there are many benefits of using games in the classroom. Most students feel games are entertaining and also can give them new vocabulary. Entertaining and give new vocabulary are in the same percentage (19%). Not only entertaining and give new vocabulary to the students, game is also make them study harder with the percentage 14%. The



rest of responses which are increasing enthusiasm, raising thought, relaxing, more concentrate, more movement, and just like are in the same percentage (8%).

From the result of observation showed that most of students are not really interest in learning English. However, from students' reflection shows after being taught by using games as warming-up activity their interests change, most of students are interest in learning English by using games as warming-up activity. Using games as warming-up activity is entertaining that make students feel fun and happy while learning. The games also help students to get new vocabulary which they do not know before.

DISCUSSION

The goal of this study is to investigate the research question of how students respond to the games as warming up activities when they learn English in the classroom. The result from observation, there are three points that researcher found, students' attitudes when open the class, students' concentration and students' interests in learning English. First point is students' attitude when open the class. This point is about how students attitude when teacher start the class. The result above shows that before students were taught by using games as warmer, they tend to be noisy and still go outside even though the teacher is already in the class. After students were taught by using games, when open the class they were more quite because they focus on teacher' instruction of the game that will be played. Second point is students' concentration. This point is about how students' concentration can change when teacher use games as warming up activity. Before students were taught by using games as warmer, their concentration was short and easy to lost focus. Meanwhile, after they were taught by using games as warmer, their concentration are longer because the games keep students engaged with the learning. The third point is students' interest in learning English. This point is about how students' interest in English can change after they were taught by using games as warming up activities. From the table below shows that before being taught by using games as warming up activities, students are not really interest in English. Meanwhile, after students were taught by using games, most of students are interest in learning English because of the game which was played make them feel pleasant and relax when learning process.

Furthermore, the information from students' reflection, which given in the last meeting, illustrates kinds of responds from students. From students' reflection, there are nine kinds of responds of using games as warming up activity showed by the students. The responds are games are entertaining, can increase their enthusiasm, study harder, get new vocabulary, raising thought, relaxing, be more concentrate, give more movement, and just like it. From those nine responds, the most responds showed by students are entertaining and getting new vocabulary with percentages are 19%. The results show that most of students feel games are entertaining when it used as warming up activities when teaching English (Huyen & Nga, 2003; Wulanjani, 2016; Hang, 2017). The second most respond showed by students is studying harder with the percentage 14%. Games are not only to entertain students, but it also helps students to study harder. In line with Cam and Tran (2017), research result that 84% of the students are motivated to study harder when learning English by using games as warming up activity.



CONCLUSION

The conclusion is drawn based on the result of analysis on data. The findings show that using games as warming up activities is a proper and effective method to teach English especially when teaching English for young learners. The researcher found that games as warming up activities can affect students' interest in learning English. Students' responds toward the games is out of the writer expectation. There are nine kinds of responds which students showed. The major responds are games are entertaining, and also can add students' vocabulary. The other responds are games can make the students to study harder and more concentrate to the lesson when games are brought to the class. Also, students are not feel bored when games are used for warming up activities because it makes students to not only sitting on the chair, but games can make more movement such as standing, coming to the front and go around the classroom too.

As conclusion, games as warming up activities can be an effective teaching method especially when teaching English to young learners. As young learners can feel bored easily, an enjoyable and entertaining method is a good choice for teacher to use when teaching and games is one of method that teacher can use. There are a lot of kind of games that teacher can choose to be adjust with the lesson or with creativity, teacher can make their own games which can make the lesson more fun and entertaining but also have pedagogical value at the same time.

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