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LEARNING ENGLISH USING "DAMPRAK" GAME IN EARLY CHILDHOOD EDUCATION, BANJARMASIN SOUTH KALIMANTAN INDONESIA

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Abstract

English is an international language widely used by almost all countries in the world. It is a global and scientific language, therefore children need to master the act of speaking this language from an early age. However, the mastery of English is still a problem for Indonesian children, especially those in Banjarmasin, South Kalimantan, due to the frequent use of their local language. In Indonesia, there are various kinds of tribes and cultures, one of which is Banjar, which has a unique dialect. Therefore, a special strategy for teaching children English at an early age is required. The cultural approach and games associated with early childhood are very important learning strategies to improve English skills and abilities. One of such cultures in South Kalimantan is the game of "DAMPRAK". Through this game, children learn and play. It also transfers the Banjar culture, create Development Attitude, Motivation, Performance and Kinesthetic in English learning. This study, therefore, aims to develop English skills using the Banjar culture-based game "DAMPRAK". This is a qualitative research that uses the three (3) cycles of Classroom Action approach. The subjects of the study are children of early childhood Lambung Mangkurat University (ULM), with data qualitatively and quantitatively analysed. The results showed that an increase in children's English skills in Development Attitude, Motivation, Performance and Kinesthetic through the game of "DAMPRAK", significantly increased their ability to introduce the vocabulary from the first, second and third cycles by 40%, 66.6% and 86.6%. In mastering the number of symbols in the first, second and third cycles by 53.3%, 73.3% and 93.3%. And in mastering shapes and colours by 33.3%, 60% and 80%, in the first, second and third cycles, respectively. Therefore, the implementation of learning English through the Banjar culture-based game "DAMPRAK" helps to develop children's language skills. The results of this study can be used as an alternative in choosing models and games for learning English.

Keywords: English language learning, Banjar culture-based game "DAMPRAK", early childhood education programs.

1 INTRODUCTION

Early childhood education plays a very important role in shaping the future generation. It is a form of education that focuses on laying the foundation for physical growth and development (fine and gross motor coordination), intelligence (power of thought, creativity, emotional intelligence, spiritual intelligence), social-emotional (attitude and behaviour and religion), as well as language and communication. According to various studies, the development of intelligence rapidly occurs in the early years of a child's life. Approximately 50% of the capability of adult intelligence occurs at age 4, 80% at 8 years, and culmination at 18 years. Therefore, the early age of childhood is called the golden age of development, because after this phase passes by, whatever intelligence capabilities achieved by each individual tends to remain static. Therefore, proportional stimulation is needed for the provision of optimal results for the growth and development of children.

Suriansyah and Aslamiah (2011) stated that in Indonesia Early childhood education is in the form of a kindergarten (TK) Raudhatul Athfal for children below the age of 6 years. According to the Paud curriculum, education helps children to develop a variety of psychic and physical potential including moral and religious values, social-emotional, cognitive, language, physical motoric, independence and the readiness to enter basic education.

Therefore, it is essential to provide stimulation in early childhood informal education (kindergarten) because children tend to experience rapid development during this golden age. One aspect that needs to be properly developed is language skills, which is a communication tool used to interact with other people. At the age of 2, the child has a vocabulary of almost 300 words and responds to simple commands. At age 3, they have the ability to memorize up to 1,000 vocabulary words and at 5 years

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they tend to understand the concept of sentences. Children between the ages of 4-6 years understand speeches made by others and can express their thoughts within certain limits (Susanto, 2017).

The development of languages starts with the imitation of sound, which is closely related to the accumulation of intellectual and social abilities. A language is a tool for thinking, which helps children to understand and communicate. According to Susanto (2011) language is also a tool used to communicate with others and during social interaction, using mother tongue and foreign language.

English is an international language widely taught in many developed countries all over the world (Gusrayani, 2014). It is important to teach this language in preschool, because bilingual education is becoming more common throughout the world (P. Mayoral, E. Flores, 2014; L. Salekhova, A. Danilov, 2016; B. Gorjian, 2012; N. Kaguy, I. Khakimova, A. Valeeva, G. Sadrieva, 2018; A. Deschner's, 2011; S. Schocken, R. Kupferman, 2018). Suyanto (2008) stated that English is commonly taught to kindergarten children to develop their communication skills at an early age.

In addition to mastering English, the child obtains numerous advantages in terms of flexibility, intellectual, academic, language and social skills (Mustafa, 2007). Therefore, schools and parents need to introduce the language to children between the ages of 2 to 6 years (Sanrock, 2007).

However, in reality, it is not easy to teach English to children at an early age. This also happened to children in group B school Laboratory of early childhood Lambung Mangkurat University (ULM). In general most language skills (English) are still low, in terms of vocabulary, pronunciation, answering simple questions, and imitating words. Also in term of attitude, motivation, performance and kinesthetic, 9 out of the 15 children are unable to control their attitudes such as fighting over toys, impatient, do not want to be involved in the game, shy, etc. Therefore, it is necessary to determine a solution to solve these problems, to avoid further impact on child development. One method or model of learning that is considered capable of solving these problems is the play method. Moeslichatoen (2004) stated that playing is the most appropriate way to develop kindergarten children's abilities according to their competencies, such as through the traditional gameplay method.

This enables children to get acquainted with educational and social values, physical activity, strategy setting, and teamwork. Therefore the teacher needs to determine and master the right learning strategy for kindergarten children to accommodate a variety of development, such as cognitive, language, social-emotional, NAM, motoric and creativity.

Traditional games have become one of the local culture used as a stimulation medium for early childhood development. According to Idris (2011) schools are a medium of social control that preserves local cultural values in the community. The role of schools in teaching local culture to children is necessary as it helps to preserve it through learning. The Departemen Pendidikan and Kebudayaan (1998) traditional games are carried out by holding fast to the norms and customs that are hereditary in order to provide satisfaction. This is one of the traditional games in Banjarmasin (Indonesia) which involves jumping on a flat plane drawn on the ground with colourful squares. According to Putranto (2019), the player jumps with one foot from one box to the next. This game is usually conducted individually and in groups by girls and occasionally by boys. The player starts by throwing stones or silver coins into the the first box with the condition that it does not cross the box line. Then jumps with one foot into the second and third and smashes together into the fourth and fifth (left foot in box 4, right foot in box 5), one foot in box 6, and smash together again in boxes 7 and 8. They turn around and continue baiting in boxes 6, 5 and 4, as well as 3 and 2, before ending with squatting on one foot to take the lottery in boxes 1 and jump back to start.

The benefit of participating in a damprak game is that it enables the player to be physically strong, socialize with other people, teaches togetherness, obedience, develop logical intelligence, train children to count and determine the step that need to be passed (Ministry of Education and Culture, 1998). The traditional game is from a particular region and its identity (Utomo, 2019). It is one of the elements of the nation's culture which is widely spread throughout the archipelago (Kurniati, 2016).

This DAMPRAK game was chosen, because it is assumed that in addition to being fun, it also teaches children the act of communicating in English, train their stability ability and motion balance skills especially in jumping on one foot. This game is also a container in channelling children's energy through physical movements to optimize the function of the leg muscles. The game of damprak, also trains the dexterity and precision of children, through the accurate throwing of gaco into the intended target box. Besides this it also trains other abilities such as discipline, patience, ability to follow rules, sportsmanship, courageous, and independence. Similarly, children are taught cognitive aspects, and basic mathematical concepts in English such as numbers, flat shapes such as squares, rectangles,

triangles, circles, and colours. Therefore, although the game is simple, there are many benefits associated with its participation.

The purpose of this study is to develop and describe English language skills, attitudes, motivation, performance and Kinesthetic through the Banjar DAMPRAK culture-based game of children in group B at the school Laboratory of early childhood Lambung Mangkurat University (ULM).

The DAMPRAK game steps are as follows:

1. The teacher prepares the media and equipment needed for the game.
2. Children are asked to pay attention to the rules.
3. The teacher demonstrates how to play the game using a video.

"By throwing a lot (coin) into box one coloured red with explanations using the English vocabulary, the teacher jumps on one foot in boxes 2, 3 and smashed together at 4 and 5 (left foot in box 4, right foot in box 5), before proceeding to box 6 (triangle house). Next, turn around while smothering boxes 5 and 4. Then, jump with one foot in 3 and 2, and end by crouching on one foot to take the lottery in box 1 before jumping back to start. The teacher repeats the first step, by continuously tossing the lottery into the second box which is coloured (yellow) to box number (three) coloured (green), box number (four and five) coloured (blue), " to number 6 (house) in the form of a triangle (triangle), and number (six) coloured (orange)".

4. The children are divided into the audience and player groups.
5. The teacher gives an assignment to a group of players on how to participate in the game.
6. Conclusion.

2 METHODOLOGY

This study uses the qualitative approach to design this Classroom Action Research (CAR) in three cycles. Class research is an improvement effort carried out by taking action to determine answers to problems that arises from daily tasks in schools, which provide practical and applicable meaning towards improving the quality of learning and its outcomes (Suriansyah, 2013). Dimiyati (2013) stated that classroom action research is a tool or instrument used to collect data on the results of teaching and learning processes carried out by teachers and students. According to Arikunto (2012), CAR describes the occurrence of cause and effect from treatment, to improve the quality of learning. In conclusion, this research uses Banjar Culture-Based by Games "DAMPRAK" in Learning English. In the culture-based learning process, the game teaches the Banjar culture, creates Development Attitude, Motivation, Performance and Kinesthetic in English learning. It also enables children to master number symbols shapes and colours.

The factors examined in this study are as follows:

Language Development: Children tend to achieve this by listening to the teacher speak, imitating their spoken words, answering simple questions, and singing songs.

While the social attitudes, motivation, and performance, developed in this study are as follows:

- a) Showing a cooperative attitude while following the game activities, being sportive, disciplined, and happy.
- b) Obey and follow the rules in playing with the indicators, stop on time, and patiently wait for their turn.

Furthermore, the achievement of gross kinesthetic associated with optimizing the function of the leg muscles, hands and back, using indicators, tends to maintain body balance when jumping on one leg, while accurately throwing the axle to the target.

Data were collected from a total of 15 children in group B at school Laboratory of early childhood Lambung Mangkurat University (ULM), through observation, and documentation. Analysis of children's activities was carried out during the activation process with the assessment of indicators children's English skills in Development Attitude, Motivation. Therefore, the Indicators of success in this study is declared successful assuming the indicator of children's activity in Development Attitude, Motivation, Performance, Kinesthetic and mastery of shapes and colours in English are above 16 with a minimum overall percentage greater than 76% with a Very Good Development (BSB).

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3 RESULTS

3.1 Result

The results of the development of children's language group B at the school Laboratory of early childhood Gastric Mangkurat University (ULM), showed that there is a significant increase in each meeting cycle of 8 children by 53.3%, with an increase by 12 children or 80% in the 2nd and 14 children or 93.3% in the 3rd cycle.

The development attitude experienced a significant increase in each cycle of the meeting, with 9 children or 60% in the 1st, which increased to 12 children or 80% in the 2nd and 14 children or 93.3% in the 3rd. This is seen from the attitudes of all the children being more active and enthusiastic in learning English through the DAMPRAK game. Their attitude of being more serious, while paying close attention to the teacher's explanation and demonstrating the DAMPRAK game method by showing a cooperative attitude with indicators by being sportive, discipline, and happy.

The children's motivation, showed an increase from 9 or 60% in the 1st cycle to 13 or 86.6% in the 2nd and 15 or 100% in the 3rd. This means that in group B children are very diligent in working on play assignments using DAMPRAK and tend to be patient while waiting for their group's turn. They obey the rules in playing with indicators, and stop playing on time. All children prefer to work with Mandiri while pronouncing numbers, colours and shapes in English.

Furthermore, was an increase in student performance in each cycle, namely 8 or 53.3% in the 1st, which increased to 12 or 80% in the 2nd and 14 or 93.3% in the 3rd cycle. Therefore, all children are very active in play activities, confident when saying vocabulary in English (and accurate in completing DAMPRAK game).

Kinesthetic students increased from 8 or 53.3% in the 1st cycle to 11 or 73.3% in the 2nd and 14 or 93.3% in the 3rd. This shows that those with the ability to optimize the function of leg muscles, hands, and back, tend to maintain the balance of the body when jumping on one foot, and accurately throw the buttons to the intended target.

The achievement of children's activities is in the active and very active category. A total of six, three, two, and four children in the active, active-enough and less-active categories in the first cycle, with a 40% or in the moderately active category.

The mastery of number symbols in English for the achievement of children's activities is included in the active and very active categories with a total of eight children. Three were in the active, category while two were in the active-enough, and less-active in the first cycle, with the overall percentage of 53.3%.

The mastery of shapes and colours in English for the achievement of children's activities are in the active and very active categories. A total of five, four, and three children, were in the very, quite, less active categories with the overall percentage of 33.3% in the quite active category.

Furthermore, there was an increase in the second cycle, while introducing English vocabulary individually. This cycle consists of ten active and very active children, with the overall percentage of 66.6% in the active category.

Furthermore, mastery of number symbols in English for the active and very active categories had a total of eleven children, with two, one and one in the active, enough, and less active categories with an overall percentage of 73.3%.

The mastery of shapes and colours in English for the active and very active categories, comprises of a total of nine children, with four active, and two quite active in the second cycle, with an overall percentage of 60%.

In the third cycle, the achievement of children's activities is included in the active and very active categories, such as introducing English vocabulary to a total of thirteen children. And classically in the third cycle the success indicator had an overall percentage of 86.6% in the active and very active or Very Good Development (BSB) categories.

The mastery of number symbols in English for the active and very active categories comprises of fourteen children and one was active. In the third cycle the indicator of success with the overall percentage was 93.3% .

In the mastery of shapes and colours in English for the active and very active categories, there were twelve children and three were active. Therefore, classically the third cycle met the success indicator at the overall percentage of 80%.

The following are the research findings contained in the graph of children's activities in Development Attitude, Motivation, Performance and Kinesthetic in mastering English vocabulary, in accordance with shapes and colours in the 1st, 2nd and 3rd cycles.

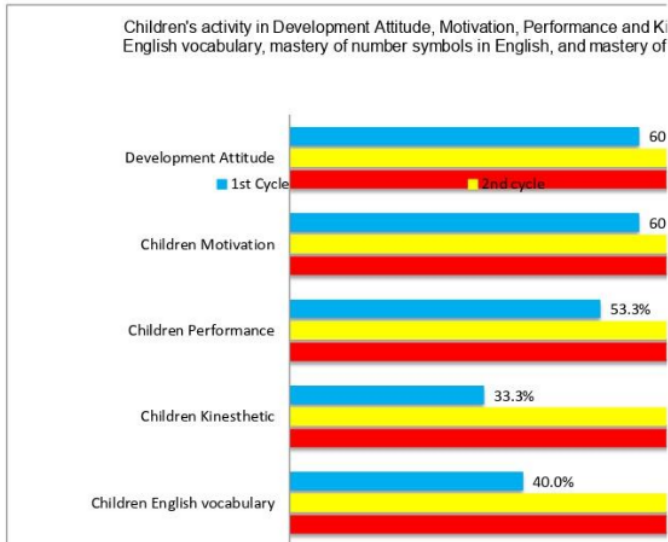


Diagram 1: Diagram of children's activity in Development Attitude, Motivation, Performance and Kinesthetic to introduce children English vocabulary, mastery of number symbols in English, and mastery of shapes and colours in English

Based on the graph above it can be concluded that there is an increase in each cycle, therefore children's activity in Development Attitude, Motivation, Performance and Kinesthetic through the game of "DAMPRAK" significantly increased. Attitude development in the first, second and third cycles were 60%, 80% and 93.3% or Very Good Development (BSB), students motivation were 60%, 86.6% and 100%, while their performance were 53.3%, 80% and 93.3%, respectively. Also their kinesthetic were 33.3%, 66.6% and 86.6% in the first, second and third cycles, with an ability of 40%, 66.6% and 86.6%. As well as a mastery of number symbols in English at 53.3%, 73.3% and 93.3%, respectively. The mastery of shapes and colors in English in the 1st, 2nd and 3rd cycles were 33.3%, 60% and 80%.

3.2 Discussion

The results showed that there was a significant increase in English Language Skills through the use of Banjar culture-based games. This improvement is seen from students' ability to use English vocabulary to pronounce numerical symbols, mastery pronunciation of shapes and colours in the first, second and third cycles, respectively. They also tend to easily answer simple questions and sing songs in English when playing the game.

This research is in accordance with the theory which stated that children between the ages of 2 to 7 years are sensitive to language development, especially the use of simple vocabulary (Santrock, 2007). Johnson and Newport (1991) reported that immigrants from China and Korea that started living in America at the age of 2 to 7 years have better English skills than older children or adults.

Furthermore, children less than 6 years tend to develop the use 5000 to 8000 vocabulary by often playing with words, easily pronounce concrete nouns, interested in new words, and are motivated to determine the meaning of new words (Suriansyah, 2011). This finding also supports the previous research conducted by Darminiasih (2014), which stated that traditional games improves language skills and social attitudes of children in group B TK Sabana Sari Denpasar Bali.

The improvement associated with the use of English language skills of children is also supported by teacher's method, such as the use of the Damprak game. This activity provides many opportunities for practice, and exciting learning activities. In this English language learning, the teacher has designed and implemented DAMPRAK game activities to develop various skills such as language, motor skills, social attitudes, self-confidence, motivation, and independence. Furthermore, Sujiyono (2012) stated that children tend to learn properly when their needs are met and they feel safe and comfortable psychologically. Mulyasa (2011) stated that the world of children is playing, which enables them to learn many things. Semiawan (2008) reported that playing is one of the main tools used for growth, because it enables them to explore their world.

There is a significant increase in the development of attitudes, motivation, and performance through the Banjar game based on DAMPRAK culture..

This finding also supports the previous research conducted by Prantoro (2015) of 14 children between the ages of five to six years. The study showed that the traditional crank / damprak games improve children's social skills/attitudes such as, interaction, peer acceptance, building relationships with groups and overcoming conflicts.

Besides Sitohang (2018) also carried out a research on kindergarten children, which showed that traditional games is a means to introduce mathematical concepts. For example, when playing a damprak the child jumps according to the number of buttons and learn to distinguish sizes, and shapes such as squares, rectangles, trapezium or half circle.

Iswinarti (2017) stated that through the game enables children to overcome the psychological problems, such as lack of confidence, and anger.

In accordance with Capland and Caplan's theory, Ramli (2005) stated that the characteristics of early childhood development, enables them to make friends, learn the concept of fair play, behave more independently, acquire social skills, receive and share.

Furthermore, Soemantri (2004) stated that the process of forming moral/social, attitudes or behaviours is influenced by various factors, such as imitation, internalization, introvert/extrovert, independence, dependency and talent. Furthermore, Suriansyah (2011) reported that it is a good imitation of behaviour, attitudes, habits, and perspectives deliberately carried out by children towards the adults. Meanwhile internalization is a process that enters a child because of the deepest and most lasting social influences in their life. The influence of this attitude comes from their interaction with those around them. Therefore the accuracy of the development of children's potential and environmental influences greatly determines the child's growth.

Therefore, playing Damprak encourages children to learn how to work together to achieve common goals. It also motivated to learn how to share, be honest, win or lose with sportsmanship, defend their rights, and care for others. Other findings in this study show that the game improves the gross motor skills of children this can be seen with their ability to maintain body balance when jumping on one leg and able to throw the gacu to the target box which is addressed by the criteria is successful as expected (BSH)

Gross motor development is the balance and coordination between limbs using large muscles such as crawling, walking, jumping and running. These skills are a strong foundation to support children's play activities, learning, socializing and building their confidence.

This finding supports the theory of gross motor development by Caplan and Capland (1983). Ramli (2005) stated that children tend to stand on one leg for 10 seconds, use 2-foot to jumps, throw, kick and catch the ball, and also understand the rules associated with scoring in the game, which improves motor skills. One important element

The above description shows that damprak has the ability to improve language skills (English) and develop children's attitudes, performance motivations, and physical/kinesthetic behaviour. Through this game, children feel positive benefits, and it helps to preserve the traditions of the region. It as acts as a symbol for humans to achieve power, by violating existing rules.

This finding also shows that when learning is properly designed, it takes into account various aspects of child development. Therefore, teachers are required to be able to creatively design and implement good learning activities. Teachers with high competences need to be able to implement learning strategies that are appropriate to the child's development (Suriansyah, A., Aslamiah, A., Noorhapizah, N., Winardi, I., & Dalle, J. (2019). In conclusion, quality learning outcomes are obtained from adequate learning process, which requires the availability of educational expert services (Suriansyah and Aslamiah, 2015).

4 CONCLUSIONS

In conclusion, the Banjar culture-based game "DAMPRAK" tends to improve children Attitude, Motivation, Performance and Kineshetic towards the development of English language skills at school Laboratory of early childhood Lambung Mangkurat University (ULM). It is in the very active or Very Good Development (BSB) category. This game makes learning English in the classroom a pleasant experience. Therefore, teachers need to apply the game to create a joyful learning and concrete atmosphere for children. The results of this study can be used as an alternative in choosing models and games for learning English.

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