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Communicative Teaching for Elementary Students with “Like and Dislike” Minigame

**Raditya Daffa Adrimurlan^{1*}, Farhan Alfarizi Iskandar¹, Rasika Tasdyatta Mahendro¹,
Era Bawarti¹ Dhuha Hadiyansyah¹, Ria Herwandar¹**

*¹English Literature & Culture, Faculty of Humanities, Al-Azhar University Indonesia,
Jl. Sisingamangaraja, Kebayoran Baru, Jakarta Selatan, 12110
Email Penulis Korespodensi: radityaadrimurlan@gmail.com*

Abstract

The activities of the National Movement for Mental Revolution (GNRM) are located at Al Fityan School Tangerang. These activities aim to introduce teaching and learning by using CLT or the Communicative Language Teaching method through mini-games. The main problem is that elementary students require more fun in teaching due to their changing moods and mental states to absorb experiences and knowledge. We handled the 4th-grade elementary school students, all of them were boys. The teaching was focused on various topics, however, this paper was focused on “like and dislike”, knowing that children tend to express their moods and feelings. This activity was based on 28 samples based on questionnaires collected from students. The findings show that students were able to express themselves when mentioning two things (what do they like and what don't they like) with proper vocabulary and grammar

Keywords: *Elementary School, Qualitative, CLT, Like, and Dislike*

1. INTRODUCTION

GNRM is an abbreviation of Gerakan Nasional Revolusi Mental (English: National Movement for Mental Revolution). The objective of this program is to create positive attitudes through the internalization of values such as integrity, work ethic, and mutual cooperation. Referring to its agenda, “Mental Revolution activity” aims to reshape national mentality to uphold positive values including discipline, honesty, and integrity in various aspects.

The main reason why we chose the 4th graders from Al-Fityan Islamic Boarding School is that students, in this grade, have the potential to grow better than those in other grades. These students are in the process of developing themselves in elementary school.

Al-Fityan Islamic Boarding School is a school where pupils have been taught English. These pupils also acquired English from their parents at

home. For this reason, we decided to provide them with English lessons through mini-games by using popular expressions such as “like and dislike”. This Islamic boarding school is located in Bojong Nangka, Kelapa Dua District, Tangerang Regency.

Games are used as teaching tools. It is well-known that one method of teaching English to young learners is through a game (Sutra, 2021), by incorporating games into anything instructive and fun, teaching does not seem boring to the audience (students).

A game may stimulate people’s ability to think “What should I say?” and “Oh, I like this and I don’t like this”. Communication Language Teaching (also known as CLT) is a teaching method that prioritizes verbal interactions with students, alongside body gestures, to enable them to comprehend the study effectively (Dos, 2020), under this approach, students may concentrate on

language acquisition through genuine social interactions like talks, presentations, and discussions. For this reason, Communication Language Teaching assumes that communicative skills, such as speaking, listening, reading, and writing, should be well-developed by students in every process of language learning. To make it easier for students, teachers should also provide realistic non-vague communicative circumstances for them. Communication Language Teaching (CLT) is applicable for children, given that it is part of the teaching methods for young learners.

This paper seeks to answer the implementation of teaching "Like and Dislike" in English to elementary school students in grade 4 using the Communicative Language Teaching approach (CLT) through a game (Noemi, 2014), the purpose of the study is to implement the teaching "Like and Dislike" in English to grade 4.

Teaching methods have a significant impact on how information is absorbed and processed (Razavi, 2019), stated that game-based learning among elementary school students created strong motivation.

Like and dislike games mainly express individual preferences. In general, each person simply has their favorite things in life and something that they dislike. Those things can be food, sports clubs, electronic brands, video games, fictional character franchises, vehicles, lifestyle, role models, hobbies, and many more. In addition, each person also focused on each aspect due to personal preferences. For instance, although video games and sports clubs are preferred by most people, there are still a few people who are not interested in those stuff for some reason.

2. METHODOLOGY

This activity describes and also elaborates on problems and solutions in learning the English language in the elementary level as a foreign language learning based on questionnaires. The aim was to identify students' interest in learning English at Elementary School. In this paper, there are five stages: Data collection, data classification, findings, analysis, and summarization.

Teaching "like and dislike" is important for researchers to introduce games as a learning method for children. The aim is to understand each student more deeply (Richards, 2001), in this

regard, students are taught to compare simple things in life; something that they adore and something that they ignore. Their favorite topics in "like and dislike games" are food & beverages, video games, vehicles, stationary, sports games, school subjects, famous persons, and smartphone brands

Method of Service

To achieve the objectives of this service, an educational approach in the form of counseling is used. There are several steps taken, starting from the preparation stage of making modules, designing counseling materials in the form of power point presentations and making materials on whatsapp chatbots, as well as questions for pre-test and post-test. In this activity, google form is used to manage pre-test and post-test questions, as well as power point and whatsapp chatbot as a channel for delivering material. The implementation stage was carried out by delivering material to students of Al-Fityan School Tangerang Junior High School through counseling, followed by a discussion session.

Location and Time

Islamic Boarding School elementary hall on Monday, the 21st of August between ten and twelve o'clock. Just like typical Islamic boarding schools, Al-Fityan Elementary School separates male and female students. Our team received an all-boy class. There were twenty-eight students of the 4B class in this section

Table 1. List of 4B Students Aged 10

No.	Name	No.	Name
1	Daffa	15	Danish
2	Arka	16	Alhakim
3	Tristan	17	Reza
4	Sean	18	Ryu
5	Radit	19	Albi
6	Hafidz	20	Firilly
7	Aryand	21	Icham
8	Firas	22	Yasa
9	Adzikra	23	Arsa
10	Raishan	24	Dean
11	Alif	25	Fawwaz
12	Kenzi	26	Almair
13	Rasyid	27	Arfan
14	Willy	28	Yusya

Materials

In this activity, we provided two kinds of material: a rubber ball and several nametags in proportion to the number of students. Both of them had their function. A rubber ball was used to determine whose turn to mention what he likes and dislikes. While nametags were simply used to introduce every single student before mentioning their likes and dislikes

3. RESULT AND DISCUSSION

Table 2. Rundown of This Event

No.	Agenda	Duration	Facilitator
1	Attendance	5 Minutes	Farhan
2	Workshop Overview	5 Minutes	Rasika
3	Warm-up: Ice Breaking	15 Minutes	Pak Dhuha
4	English Practice 1: "Like and Dislike"	20 Minutes	Pak Dhuha
5	Energizing: Grouping (Using sign language)	10 Minutes	Radit
6	English Practice 2: "Direction"	30 Minutes	Pak Dhuha
7	Reflection : Think, Write, and Share	30 Minutes	Miss Ria
8	Doorprize	2 Minutes	Miss Ria
9	Closing: Photoshoots	3 Minutes	Rasika

The "like and dislike" game that the students played was not just about pointing randomly at one of them or using an empty bottle to spin it to point at a random student. Most of the schoolboys liked to throw balls every time they found one, sometimes they passed it to others. In practice, we used a little soft rubber basketball as the main material in this game because it is safe for kids.

The teaching started with personal introductions. Teachers introduced themselves and then informed the students of the rules of the games. The student who caught the ball would be required to introduce himself followed by mentioning things that he liked and disliked.



Picture 1. This Boy Likes Playing Games, But He Dislikes Studying

When the game had begun, one of the teachers passed the ball randomly. Then, a student who caught the ball would play the game as stated by the rules.



Picture 2. This Boy Likes Ronaldo and Neymar, But He Dislikes Messi



Picture 3. This Boy Likes Football, But He Dislikes Basketball

After the student possessing the ball had finished mentioning his preferences, he would randomly pass the ball until all students fully participated in the game.



Picture 4. This Boy Likes Bananas, But He Dislikes Peach



Picture 5. This Boy Likes Watermelon, But He Dislikes Strawberry

The “like and dislike” game did not end in the “pass the ball” method. There was a poster as digital artwork where students expressed their favorite things and their creativity. To make it easier, teachers provided the following themes for students: animals, hobbies, food, mother, and father.

There were advantages to this activity. First, students improved their vocabulary related to their preferences and interests. These vocabularies were related to activities, hobbies, food, beverages, places, and animals, among others.

Second, the ability to express feelings. In this regard, students were able to express what they liked and disliked in daily conversation without hesitation. Third, students were able to create complex sentences related to the explanation of preferences and opinions, for instance, by using the clause “I like bananas, but I dislike banana juice.” Fourth, students can use adjectives, adverbs, and nouns to express preferences and feelings toward something. Lastly, students learned to listen and respond actively. For example, they were able to understand something

and respond when the others discussed their preferences. This situation involved active conversations and follow-up questions.

Audience’s Responses

Derakhshan (2015) explained that the most difficult part of teaching English to the 4 graders is to improve vocabulary. This is evident when the researcher asked "Do you like English?" and then they answered, "I like it, but I don't understand it". The chart below describes that 60.7% of children like to learn English. Researchers may take notice that the students actually like English, but there is a periphery of their ability to understand what they should say.

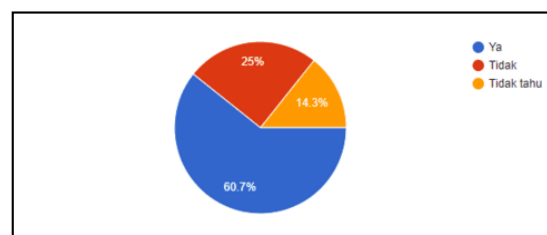


Chart 1. The Percentages of The Question "Do You Like Learning English?"

Based on questionnaires from the students, it can be concluded that all of the respondents like to play games. It is found that the effective method for teaching English is through games. When a question asked "Do you prefer to learn English through?", as many as 75% of respondents preferred to learn English through a game.

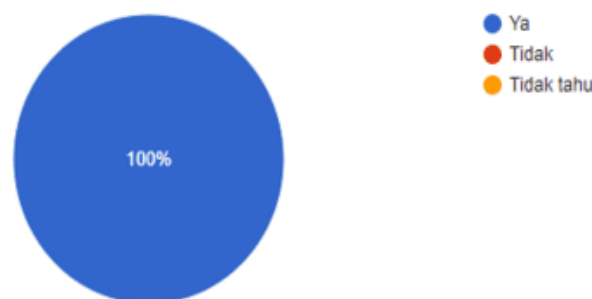


Chart 2. Percentages of Question "Do You Like Today's Game?"

Hence, it can be concluded that teaching English through a game is highly effective for elementary school students in 4th grade.

4. SUMMARY AND SUGGESTION

This game's activity related to teaching points of "like and dislike" had been completed for students between 4 and 12 years old. The success could be reflected by the spontaneous responses of students in producing expressions about what they liked and disliked. The researchers were satisfied to find out that the vocabulary predictions in the initial plan had been by the game results. The "like and dislike" teaching for these children had been successfully implemented due to the ability of the children to produce English words and sentences in spontaneous, authentic, and motivated reactions. For future community service activities, there needs an improvement in activities' schedule and time management.

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