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RESEARCH ARTICLE

THE ADVANTAGES AND LIMITATIONS OF TRADITIONAL GAME ENGKLEK AS A MEDIA IN STUDENTS' VOCABULARY MASTERY

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Kata Kunci:
Engklek, Permainan Tradisional, Kosa Kata, Keunggulan, Keterbatasan.

Abstrak

Penelitian ini dilakukan untuk mengetahui keunggulan dan keterbatasan yang muncul dalam implementasi permainan tradisional Engklek sebagai media pembelajaran kosa kata. Sebanyak 40 siswa kelas 7 di SMP Arraisiyah Pamulang dilibatkan sebagai peserta penelitian ini. Peneliti melakukan observasi dan menyebarkan kuesioner terbuka untuk mengumpulkan data. Data kemudian dianalisis secara kualitatif. Ditemukan bahwa ada beberapa kelebihan dan keterbatasan yang muncul dari lingkungan kelas, pengelolaan kelas, dan media itu sendiri. Keunggulan tersebut dapat dimanfaatkan oleh guru untuk menekankan keefektifan Engklek sebagai media, khususnya dalam pembelajaran kosa kata. Sementara itu, keterbatasan yang ditemukan dapat menjadi petunjuk yang berguna bagi guru untuk menghindari keterbatasan yang sama yang muncul selama pembelajaran kosa kata dengan menggunakan Engklek.

***Key Word**:*
Engklek, Traditional Game, Vocabulary, Advantages, Limitations.

Abstrack

This research was done to find out the advantages and the limitations that emerged in the implementation of the traditional game Engklek as a media for teaching-learning of vocabulary. 40 7th-grade students of SMP Arraisiyah Pamulang were involved as the participants of this study. The researcher did an observation and distributed an open-ended questionnaire to collect the data. The data then were analyzed qualitatively. It was found that there were some advantages and limitations arising from the class environment, class management, and the media itself. The advantages can be utilized by the teacher to emphasize the effectiveness of Engklek as a media, especially in teaching-learning of vocabulary. Meanwhile, the limitations that were found can be some useful instructions for the teacher in avoiding the same limitations that emerged during the teaching-learning of vocabulary by using Engklek.

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INTRODUCTION

The ability to communicate properly in English is highly needed in this era of globalization since English itself is an international language. To be able to communicate in English properly, the language should be acquired and learned well by mastering four skills such as speaking, reading, writing, and listening. In this case, the mastery of vocabulary becomes a core of teaching and learning a language (Heidari and Pashayi, 2015: 179). The reason underlying is mastering vocabulary contributes to the other skills as the main things to be conveyed in communication. This is supported by Thornbury (in Rohmatillah, 2022: 2) who stated that without the mastery of grammar, not many things can be conveyed, but by not knowing any vocabulary, nothing can be conveyed. That theory also implies the importance of mastering vocabulary in language learning.

Knowing that vocabulary is crucial, still, the mastery of vocabulary has some obstacles. students often encounter some difficulties in mastering vocabulary. Moreover, the vocabularies itself come from a foreign language which has some differences from the mother tongue in the aspects of pronunciation, meaning, spelling, and word usage. The researcher also found out that the difficulty in memorizing the vocabulary, and the uninteresting learning process become the main problem faced by the students. Therefore, there should be an enhancement in the learning process, especially for students who learn English as a foreign language.

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The researcher proposed that the use of media in mastering vocabulary can overcome the problems stated above. As Finnochiaro (in Rahmi. R, 2014:7) argued that the use of media in the learning process can gather students' attention and interest, which is resulting an active and alive class circumstance. The media used should also be appropriate to the class's needs and capabilities. Therefore, the researcher offered traditional game as a media since it requires simple tools, yet involves much interaction between students and the teacher in learning the material (Sahrawi, et al, 2018: 173).

In specifying the traditional game to be implemented, the researcher Engklek game. Engklek is not much different from. Hopscotch game. According to Pratiwi and Kristanto (2014: 28), Engklek is a traditional game that is played by drawing squares drawn on a concrete flat surface. This game is consisted of two to five players and is played by hopping on the squares drawn. Engklek also requires Gaco or known as the thin stone to be thrown before the player starts the game. The researcher specifically chose Engklek for its flexibility to be used in any school environment. Using Engklek as a learning media is also a way of preserving the traditional culture of Indonesian predecessors. In addition, Engklek creates an active and alive circumstance that motivates the students in mastering the vocabulary.

There are several procedures to be done in implementing Engklek in teaching vocabulary mastery. The procedures are described below:

1) The vocabulary material used is Animals and Environment, as well as the use of "there is" and "there are".
2) Students form teams to start the Engklek game
3) The team was tasked with collecting as many flashcards of vocabulary words as possible by answering the vocabulary correctly.
4) Then, students are asked to make sentences with the vocabulary that has been collected and use the use of "there is" or "there are".
5) The winning team is the team that collects the most vocabulary and makes sentences.

There have been some studies that have proven the effectiveness of the traditional game Engklek in improving students' vocabulary mastery. One of those is a study conducted by Maulida (2017) which showed that there was a significant enhancement of students' vocabulary after being taught by using Engklek game. As for the other media in learning, the use of Engklek in students' vocabulary mastery gives both advantages as well as limitations during the implementation. Finding out the advantages of the use of media is beneficial because it can help the teacher emphasize the advantages to increase the teaching and learning performance in class. Besides the advantages, the teacher should also be aware of the limitations emerging during the implementation of the media in order to minimize and overcome the limitations. Therefore, in this article, the researcher tried to elaborate on them and correlate them with the existing theories and studies.

Preliminary should contain background, problem formulation, research purpose, literature review, and theory used.

METHOD

This study used a descriptive qualitative research design, meaning that the data collected from the natural situation were described in depth without any numerical calculation in order to achieve the research objectives. The data were collected from the observation note that was gathered during the teaching-learning activities of vocabulary mastery by using Engklek. According to Mahmud (2011:168) observations are conducted to discover data or information from problems or phenomena from the objective of the research in a systematic way.

Besides observation, the researcher also distributed an Open-ended questionnaire to the students in order to find out their perception towards the teaching-learning activities that were being observed. The Open-ended questionnaire allowed the students to give unlimited responses to the questions (Amberscript: 2023). The data were analyzed by carrying out several stages of data processing including collecting the data, reducing the unnecessary information from the data, displaying the data in a matrix, and drawing a conclusion (Miles and Huberman: 2014). The research was carried out in SMP Arraisiyah Pamulang, with a class of 7th grade as the subject with a total of 40 students.

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RESULTS AND DISCUSSION

Results of Observation

The observation was done by the researcher during the teaching-learning process of vocabulary mastery through Engklek game. The researcher observed the classroom situation and the students' attitude during the teaching-learning activities in order to point out the advantages and limitations of the implementation of Engklek game. The results of the observation are presented in the matrix below.

Table 1. Matrix for the results of observation

No	Aspects Observed	Results of observation
1	Classroom situation	An active class atmosphere arises due to the teamwork between students in completing the game. A cheerful circumstance was also seen. The students were having a less rigid learning process due to the use of Engklek as a traditional game. The learning process occurred outdoors. Therefore, after a while, the students were uncomfortable due to the hot temperature. The time was limited to let all of the students take turns in the game.
2	Students' Vocabulary	Students were attitude observed to be very enthusiastic in learning vocabulary The students were chaotic at the beginning of the game, but the researcher as the teacher could manage them to play the game orderly. Not all of the students were involved in the game. Some of them were not able to play it, but they still managed to take part in helping their teammates. The students were observed to be able to remember the words used during the game.

It can be seen that there are two aspects observed by the researchers. The researcher found several things that described the attitude of the students and the circumstance of the class during the learning process of vocabulary using the Engklek game. These things can later be concluded as the advantages and limitations of implementing the traditional Engklek game in students' vocabulary mastery.

Results of Questionnaire

The questionnaire was administered to support the results of the observation in finding out the advantages and limitations in the implementation of traditional Engklek games in students' vocabulary mastery. Several points were asked to the students, such as:

1) the students' enjoyment in learning vocabulary through Engklek game
2) the effectiveness of Engklek to their vocabulary mastery
3) the difficulties encountered in learning vocabulary through Engklek game
4) the impact of Engklek to their focus in learning.

The results of the questionnaire are presented can we see on table 2.

Table 2. Matrix for the results of the questionnaire

No	Questions	Interpretation of Students' Responses
1	The students' enjoyment in learning vocabulary through Engklek game	a. The students were able to know traditional games that seemed foreign to their generation. b. Their boredom in their learning process was eliminated by learning and playing at the same time. c. The d. interesting media attracted their interest in following the lesson. e. The students were able to get along with each other. It helps them to socialize with the unfamiliar friend.
2	The effectiveness of Engklek to their vocabulary mastery	a. Learning in a team and being able to do teamwork allowed them to understand the learning material better. b. Less monotonous learning circumstances resulted in their ability to master the vocabulary. c. The rules of the game hindered some of the students to follow the learning process.
3	The difficulties encountered in learning vocabulary through Engklek game	a. Some b. students admitted that they did not find any difficulty. c. The students sometimes felt emotional in playing the games, but it helps them in managing their emotions. d. Some students prefer a peaceful and quiet learning process to a hectic and energetic learning process
4	The impact of Engklek to their focus in learning	a. The time allocation in comprehending the rules and questions was not long enough for some students. b. Motor and sensory collaboration made students more focused on memorizing and understanding vocabulary. It kept them from drowsiness when memorizing in the usual way.

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c. Some students sometimes lost focus because their classmates made noise during the game.

Summary of The Results

The results of the observation and questionnaire are summarized in the table below.

Table 3. Results of summary

No	Advantages	Limitations
1	Engklek creates teamwork and socialization among the students which helped them to understand and memorize the vocabulary and materials given.	Due to the hot weather, the learning process by using Engklek is uncomfortable if it is done outdoor.
2	The use of Engklek is interesting so that it attracts students' attention to the teachinglearning activities.	The use of Engklek is timeconsuming because of the procedure that requires some rules and turns for each group of students.
3	The learning process is less monotonous with the use of Engklek.	The rules and procedures of the game were a bit complicated for some students. It needs to be repeated over and over again.
4	The use of Engklek collaborates students' motor and sensory so as to foster student focus in following the lesson.	Some students were noisy so the others' focus was disturbed.

Analysis

The results of the observation and questionnaire give out adequate information about the objectives of this research which is to find out the advantages and the limitation of the use of Engklek on students' vocabulary mastery. It can be seen in Table 3 that there are some advantages and limitations found in the implementation of Engklek game in students' vocabulary mastery. The advantages arise from the media itself, while the limitations mostly occur from the class environment and class management.

Further, the advantages and the limitations can be correlated with the previous research and existing theories. The advantages of Engklek can be correlated with research conducted by Authar et.al (2021) which showed that the use of Engklek could improve students' vocabulary mastery and eliminate students' boredom in the learning process. The results of the advantages in this research are also theoretically proven. The theory by Kancanadana et. al (2021) stated that the use of Engklek is beneficial in giving therapeutic values to the students such as social values, physical development, self-confidence, and cooperative attitude. Both the previous study and the theory are in line with the findings of the present research.

The limitations found in this research which mostly arise from the class environment and the class management can be discussed further to find the solutions to make the learning vocabulary using Engklek more effective. By looking at Table 3, some solutions that can be carried out are 1) modifying Engklek in such a way that the learning process can occur in a more comfortable circumstance, 2) maximizing the time allocated for the learning activity by making a lesson plan as well as the duration of time needed in each activity, 3) simplifying the rules and procedure of the game to be informed to the students so that all of the students can understand them, 4) regulating student turns in the game, focusing student attention, and disciplining students during Engklek game so that no students are noisy and disturb the focus of other students. Those solutions hopefully can minimize the limitations that occurred in the use of Engklek in students' vocabulary mastery.

CONCLUSION

The results of this research showed that the use of Engklek as a media in students' vocabulary mastery gave out both advantages and limitations that arise from the class environment, class management, and the media itself. The advantages can be utilized by the teacher to emphasize the effectiveness of Engklek as a media, especially in teaching-learning of vocabulary. Meanwhile, the limitations that were found can be some useful instructions for the teacher in avoiding the same limitations that emerged during the teaching-learning of vocabulary by using Engklek.

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