



TEACHING ENGLISH VOCABULARY TO ELEMENTARY SCHOOL-AGED CHILDREN THROUGH A MODIFIED HOP-SCOTCH GAME NAMED PORTEK (PORTABLE ENCKLEK)

Fitri Yulianti ✉

Prodi Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Negeri Semarang, Indonesia

Info Artikel

Sejarah Artikel:
Diterima Agustus 2012
Disetujui September 2012
Dipublikasikan November 2012

Keywords:
Teaching english vocabulary elementary school-aged children
Modified hop-scotch game Portek (Portable Engklek)

Abstrak

Bahasa Inggris mempunyai peranan yang sangat penting sebagai konektor pada era sekarang dimana sangat menuntut masyarakat untuk berpikir secara global tanpa meninggalkan budaya lokal. Masyarakat Indonesia membutuhkan cara untuk memperkenalkan, mengajar, dan menggunakan Bahasa Inggris mulai dari anak-anak sampai dewasa. Pemilihan materi harus disesuaikan dengan tingkat dan pengenalan kosakata. Guru membutuhkan media untuk mengajar kosakata kepada anak-anak untuk mencapai tujuan yang sudah ditentukan, disamping itu siswa juga harus dimotivasi untuk menyukai Bahasa Inggris. Dalam mengajar kosakata guru harus menggunakan sesuatu yang dekat dengan siswa dalam mengajarkan kosakata. Indonesia kaya akan permainan-permainan tradisional, Jawa Tengah misalnya yang memiliki betengan untuk mempererat kerja tim, dan engklek untuk melatih jiwa dan raga. Engklek dipilih sebagai media pembelajaran kosakata setelah dimodifikasi lebih modern menjadi portek (portable engklek). Pengajaran Bahasa Inggris menggunakan engklek mempunyai 2 tujuan yaitu menciptakan situasi pembelajaran yang menyenangkan dan melestarikan warisan budaya kepada generasi selanjutnya.

Abstract

It is the era when everyone needs to think globally but be aware with their area locally. The people need to be connected with the worldwide. Here, English as an international language takes important capacity as the connector, including in Indonesia. Indonesians (from the government to the people) need treatments to introduce, teach, and use English to the learners, the young or adult. Chosen English materials depend on the grade, and introducing vocabulary is an obligatory. Teachers need to use media to teach English vocabulary to young learners in order to reach the goal of English teaching learning process, including to elementary school-aged children. They need to be motivated and enhanced their intrinsic motivation, so they love English by themselves. Teachers may use something that is close to the young learners in teaching English vocabulary. Indonesia country has some more beautiful, wise traditional games. In Central Java, there are games to build team-work through betengan, exercising the body and mind through engklek, etc. One of them can be used as the media in teaching English vocabulary to young learners. Engklek is chosen. Here, the original concept of engklek is modified into the modern one namely Portek (Portable engklek). Teaching English to young learners through Portek as the medium has at least 2 goals: teaching foreign language in interesting situation, and perpetuating our cultural heritage to the next generation.

INTRODUCTION

Indonesian children are the “owners” of beautiful, wise Indonesian traditional games. They have *Engrang* (a tradition game which the people need to stand and walk on ability on 2 pieces of bamboo), *Panggal* (wooden toy), etc from West Java Province (Ismail, 2009:289-292). They also have *Engklek* (exercising the body and mind by hopping on one foot on several sections drawn on the ground or pavement), etc.

The basic concept of *engklek* is modified by her as well to make it being more sophisticated and attractive, so the students are more interested in English. The media is named *Portek* (Portable *Engklek*), means *engklek* which is being easy to carry on, so the students can play it in outdoor and also indoor. This study at least has 2 goals: teaching foreign language (English) in interesting situation, and perpetuating our cultural heritage to the next generation as the local wisdom.

Using games allows you to revise large amounts of vocabulary quickly, so in every lesson make sure you include a mix of revision and new themes (Vernon, 2010). Besides of the strategies above, Bastioni (2010) explains that music, games and movement activities play an integral part in the young learner’s curriculum, and children require a variety of activities in order to acquire a second or foreign language in the classroom. Students come to our classrooms with different sets of skills, determined by their upbringing and innate abilities, which naturally has a profound effect on their learning styles.

Indonesia has various kinds of traditional games inspired by its local wisdom heritage like is shown on a site in http://www.ling.hawaii.edu/~uhdoc/javanese_nor/games.html. There are some traditional games we have, such as Table 1.

These are some games we have. Saving the heritages is one reason for introducing the games. Besides, the traditional games are “therapy” for children before they enter new word, new condition. As Seto Mulyadi (in Hartanto, 2010), a psychologist, states that the way on building children positive characters like honesty, respecting others, etc, is using traditional games. Since, those games make interaction among children, so they understand what their friends feel. In Javanese term, it is called *tepo sliro* (*respecting and understanding the others*).

Indonesia as a unique country has traditional games in almost everywhere in. It has *Jamuran*, *Betengan*, *Gobak Sodor*, *Engklek*, *Setinan*, *Tong Pet*, *Lompat Dadung*, *Congklak*, etc in around

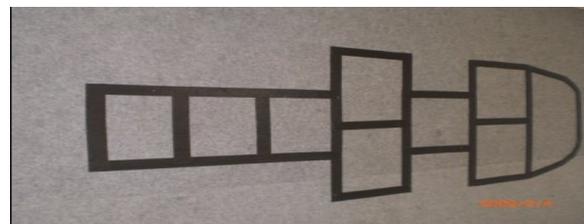
villages and small towns Central Java and Jogjakarta. There are *Bakiak*, *Sundahmandah*, *Panggal*, etc in West Java. We can find *Siki Doka* (similar to *Engklek* or *Sundahmandah*) in Kupang. In Bali, we can find *Congkak*, *Ular Naga*, *Megoak-goakan*, etc.

From these traditional games, we can learn about life, responsibility, team-work, friendship, etc as Indonesian local wisdom heritages to young learners in early ages.

According to Dr. Snouck Hurgronje (in Aisyah, 2011), *engklek* comes from India then it spreads all over Indonesia. That is why *engklek* is familiar in almost all places here, all provinces in Indonesia, even in different names. The name of *engklek* comes from the Javanese language, means little part of terracotta roof that is used as the pebbles for the players (Widi, 2011).

The rules of this game are simple, just by jumping on the square drawn on the ground, only by one foot. Players must through the pebble first, and then jump from one box to another, without stepping on the pebble placed on a certain box. The players must skip each box on which the pebble was placed.

There are around 11 shapes of *engklek*, like Red-cross, umbrella, tower/mountain, etc. (Iswinarti, 2007) Here the writer uses *Gunungan* shape as the basic shape to create an application media.



Picture 1. *Engklek* “*Gunungan*” Shape

English teachers need to build fun situation during the teaching learning process. They may use media to connect teacher(s) and students create this circumstance being stable in order to reach the goal of learning process. Moreover, in specific, media means graphic, photographic, or electronic tools to catch, process, and rearrange the verbal and visual information.

As it is mentioned before, the dominant sense of children is visual channel. Is it real. But by using double sense--visual and audio--, the learners will get more. Baugh (in Arsyad, 2011) explains that around 90 % of result study comes from visual channel, 5 % are from audio channel, and the last 5 % from other senses. Dale (1969, in Arsyad, 2011) assumes that visual channel contributes 75% to the study result, 13 % from

Table 1. Indonesian Traditional Games (1)

TRADITIONAL GAMES	DESCRIPTION
ROK UMPET	It is a “Hide and Seek” game. A group of children do “ <i>hompimpa</i> ” to get the turn. Then, he/she has to close his/her eyes and stay on his/her place until he/she gets a sign that other friends are already hidden in their secret place. His/her job is to find them.
COLONG GENDERO	This game is close to <i>Rok Umpet</i> , but <i>Colong Gendera</i> needs a flag pole, represented by a tree as a symbol of defence. Someone has responsibility to save the tree during finding his/her friends who hide everywhere, so nobody touches the tree. If one of his/her friend touches the tree, means he/she has to be a finder again.
CUBLAK-CUBLAK SUWENG	A player as “the victim” or “ <i>dadi</i> ” crouches on his/her knees and hands and other children sit around him/her. Each of them put her/his hand on the first person’s back. The leader will move a small stone around their hands while singing “ <i>Cublak-Cublak Suweng</i> ” song, and after the song is finished, one of them will hold the stone and all hands are balled-up in fists so no one can see where the stone is and the <i>dadi</i> ” has to guess where the stone is. If he can guess where the stone is, the person who holds the stone will take his place and do the same role. If he/she cannot guess the stone-holder, the <i>dadi</i> has to crouch as before.
JENKLEK (ENGLISH, SUNDAMANDA, ZONDAAG-MANDAAG [DUTCH], HOP-SCOTCH [ENGLISH], ETC]	Drawing a certain line on the ground as a map of <i>jengklek</i> where the players will jump with one foot. The players also use a small piece of roof tile as the pebble that we throw in the first block of the <i>jengklek</i> sections, and they have to take it first before we continue our jump to another side of the map. But, they have to keep our jump and pebble, so they will not step on the wrong line. If a player did it, he/she will stop in that place and the other players will take his/her turn to play. The player needs to finish 1 round and get the chance to get the <i>sawah</i> as the prize for the winner.

In other site of Language Documentation Training Center on <http://www.expat.or.id/info/games.html>, (as also quoted by Yulianti, and Siti Musarokah, 2011), a writer tells about Indonesian traditional games, such as:

Table 2. Indonesian Traditional Games (2)

TRADITIONAL GAMES	DESCRIPTION
Kelereng/Gundu/Setin (Marbles [English], Steen [Dutch])	Drawn a small circle on the ground. All the players put one of their marbles within the circle. Then each of the players drops another marble to a point outside of the drawn circle. The player that owns the marble furthest away from the circle is entitled to play first. He must attempt to use the marble that is outside of the circle (as the “striker”) to hit the marbles within the circle and knock them outside of the ring. If a player is successful in knocking one of his opponents’ marbles out of the ring, he can continue his turn and try to strike any other opponents.

*Picture 1: Setinan*

TRADITIONAL GAMES	DESCRIPTION
<p><i>Gangsing</i> or <i>Gasing</i></p>  <p>Picture 2: <i>Gangsing</i></p>	<p>The <i>gangsing</i> is a top made from bamboo with a small opening on the side. This small hole makes the top whistle very distinctively as it spins. The size of the hole determines the pitch of the whistle. String is wound around the dowel that goes through the center of the <i>gangsing</i>.</p> <p>The child then holds onto the flat bamboo handle that is tied to the end of the string and pulls this handle to set the <i>gangsing</i> spinning. The object of the game is to try and knock your opponents' <i>gangsing</i> out of the designated circle. <i>Gangsing</i> is commonly sold outside the temples and tourist attractions in Yogyakarta or Central Java.</p>
<p><i>Lompat Tali</i> (<i>Rope Skipping</i>)</p>	<p>It is much like skipping rope however the rope that the girls use is made from hundreds of elastic bands that are looped together to form a large ring. The height of the rope normally starts from low to the higher up the bodies of the children after the jumpers have successfully jumped over the lower height. Using smart strategy, and you can help your friend too is the message of this game.</p>
<p><i>Bekelan</i> (<i>Bikkelen</i> [Dutch])</p>  <p>Picture 3: <i>Bekelan</i></p>	<p>The shape of the <i>bekel</i> is flat with a small bridge holding the two sides together. On the upper side of the <i>bekel</i> there is a small red dot that is called <i>pit</i>. The under-side of the <i>bekel</i> is called <i>roh</i>. The game is started by <i>hompimpa</i> to get the first, second, to the last players. The <i>bekel</i> are all held in the hand of the first player and are dropped as the ball is allowed to bounce one time.</p> <p>The player then starts to play by attempting to pick up the <i>bekel</i> one at a time without disturbing any of the other <i>bekel</i>. The player begins with taking one by one <i>bekel</i>, then drops them, starts the second set of the game by positioning the <i>bekel</i> with the <i>pit</i> facing up one by one, then continued to the last set. The player that completes the most sets without making a mistake is considered the winner of the game.</p>
<p><i>Jaranan</i></p>  <p>Picture 4: <i>Jaranan</i></p>	<p>These small replicas of the larger <i>kuda lumping</i>, that are used in a trance dance on Island of Java, Indonesia, are cut out from woven bamboo mats and painted with striking colored patterns. Sequins, beads and other materials can also be added to give the <i>kuda lumping</i> its colorful appearance.</p>
<p><i>Congklak</i> or <i>Dakon</i></p>  <p>Picture 5: <i>Dakon</i></p>	<p>One of the oldest known games in the world, <i>congklak</i> or <i>dakon</i> can be traced as far back as ancient Egypt. It was brought to Indonesia, probably centuries ago by Arab or Indian traders. It is just as popular in Indonesia today as it has been through the ages. <i>Congklak/Dakon</i> is played on a board with circular indentations along both sides and a home indentation on each end of the board. The game is played with 98 small markers such as shells or beads, which are divided evenly between all the indentations. Although at first glance this many appear to be some type of calculator, it is quite a challenging strategic game and takes a lot of practice before a player becomes skilled.</p>

Table 3. Various Names of Hop & Scotch (*Engklek*) in Indonesia

NAME	PLACE	NAME	PLACE
<i>Pacih</i>	Aceh	<i>Setatak</i>	Riau
<i>Tejek-tejek</i>	Jambi	<i>Cak Ingking Gerbak</i>	South Sumatra
<i>Cak Lingking</i>	Bangka	<i>Deprok</i>	Betawi
<i>Tepok Gunung</i>	West Java	<i>Sundamanda(h)</i>	Grobogan, Kendal
<i>Ingklik</i>	Pati	<i>Gedrik</i>	Banyuwangi
<i>Engkle, Bak-baan</i>	Lamongan	<i>Bendang</i>	Lumajang
<i>Engkleng</i>	Pacitan	<i>Sonda</i>	Mojokerto
<i>Dengkleng, Teprook</i>	Bali	<i>Asinan / Gala Asin</i>	Kalimantan
<i>Intingan</i>	Sampit	<i>Tengge-tengge</i>	Gorontalo
<i>Gili-gili</i>	Merauke	<i>Etc.</i>	Etc.

audio channel, and the other 12 % are from other senses.



Picture 2. *Dolanan Engklek* (a paint by Ahmad Su'udhi, 1998) http://id.wikipedia.org/wiki/Sunda_manda

The happy girls on this paint above (which was also quoted by Hidayah, 2010) were playing *engklek*. As has been explained more on some explanations above, *engklek* is one of familiar Indonesian children traditional games. It can be played by male and or female children by hopped and scotched from one section to the next section using one foot as an outdoor activity. On the original version of this game, the children themselves make squares using chalk or a little stone in here and there to get the perfect shape of *engklek*.

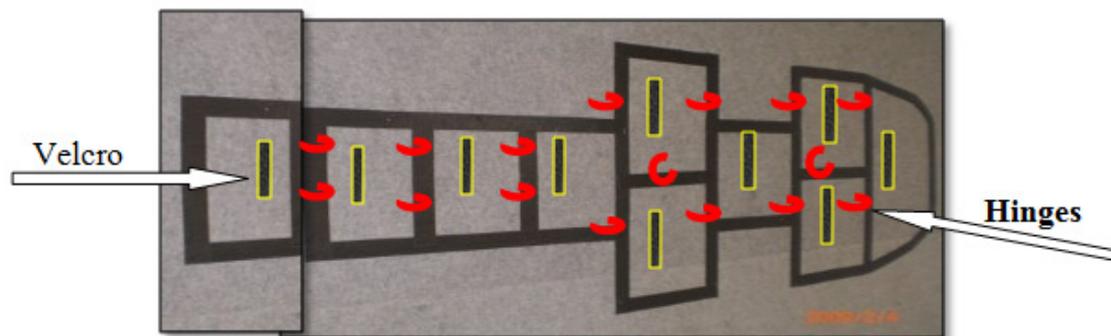
Portek is a set of media consist of a portable and foldable board, flash card pictures, and pebbles. *Engklek* actually is an outdoor activity, but for *Portek*, the game hopefully can be played in indoor too. Tower shape of *engklek* is chosen as the *Portek* board because it has the most available sections of other shapes of *engklek* section. She--the writer--adds one more rectangle so the sections of *Portek* board are 10 sections.

METHODS

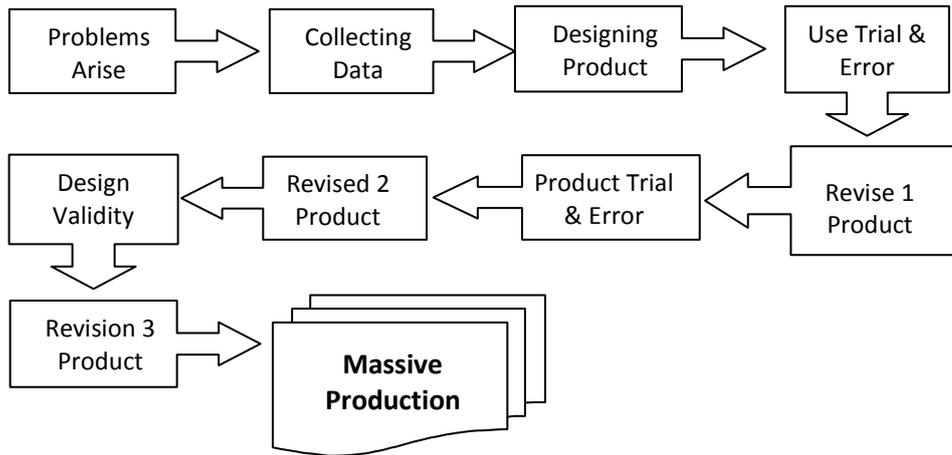
As it is an R and D study, so there are some extra steps she needs to do, as mentioned on the picture 4.

The schema is based on Sugiyono schema on doing R and D study as the following (Sugiyono, 2011: 298)

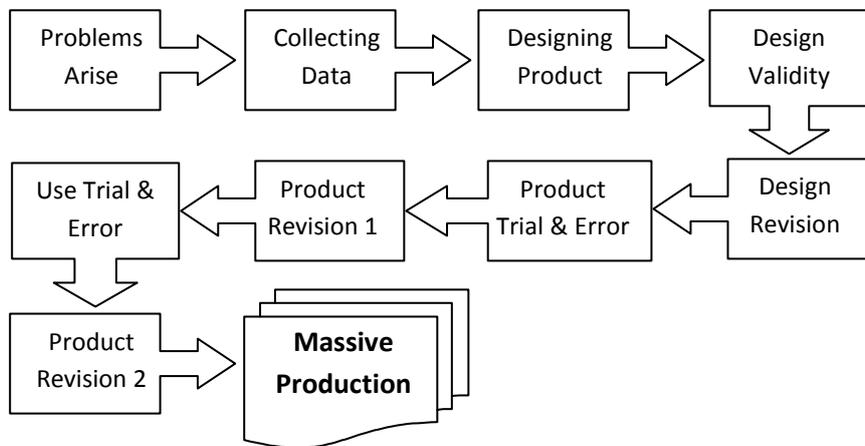
After taking the experiment data from the samples of the research as the step of "Product Trial and Error" on Picture 4, she then revised the media based on the suggestions and needs from the user (the students of MI Muhammadiyah Genteng Gunung, Sukorejo, Kendal Regency,



Picture 3. The Basic Concept of the Portek



Picture 4. Steps in conducting R and D study for Portek



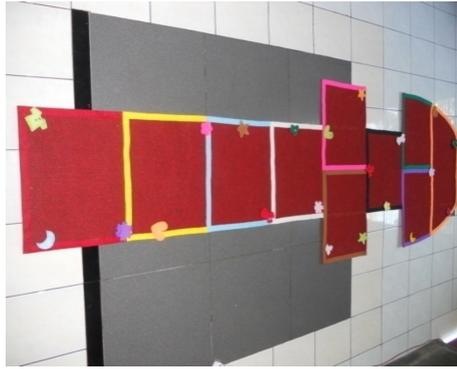
Picture 5. the Steps in conducting basic R & D Research

Central Java Province, Indonesia) as the step of “Revise 2 of the Product” as given on questionnaire. By then, to make the quality of the product being sure to be used as the English teaching media, she conducted the Expert Judgement as the step of “Design Validity”. It did to get the validity of *Portek*.

Expert 1, Emy Eko Wati, S.Pd, is an elementary English teacher. She suggested making the board and flash-card of *Portek* are being more attractive. She suggested using colorful textile everywhere, and re-printing out the flash-cards of *Portek* too. Expert 2, Prof. Retmono, M.A., Ph.D, an expert in teaching English to young learners, suggested using carpet which is more soft and safe to the young children, with no nail, hooks, and hinges. He needs the media is being friendly to the children. In the different place, Expert 3, Dr. Suwandi, M.Pd, an expert in teaching English language, suggested the close suggestion to the Expert 2. He suggested using something which is safe to be used by young children, with no avoid the function of *Portek* itself as a media

to teach English vocabulary. The board should be attractive, safe, simple in preparation, and also easier to be carried out. Expert 4, Rahmawati Sukmaningrum, S.Pd., M.Pd, an English educator in high level (university level) and a mother of 2 young kids, suggested creating the more portable board (using the lighter material like carpet), so it is easier to be carried out. She suggested to add more vocabularies in each grade, not only 10 vocabularies for each.

Based on the suggestions from the experts, the writer then revised *Portek*. She chose red carpet to replace the use of multi wood-layer. She avoided hinges, nails, and hooks. In her opinion, red color is brave, charming, luxurious, and attractive. This color is close to the elementary student’s uniform too: white and red. So, it is a symbol that *Portek* is something that is especially dedicated to them. The writer then put colourful flannel textiles as the “frames” of *Portek*. So, it looks more attractive and “childish”. She decorated *Portek* by putting some ornaments from flannel textiles too. She created many ornament



Picture 6. The Old *Portek* Board
(using multi wood-layer)



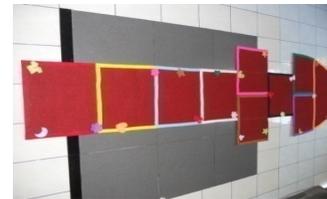
Picture 7. The New *Portek* Board
(using red carpet)



Picture 8. The Board



Picture 9. The Flash Cards



Picture 10. The Pebbles

shapes of heart, star, eclipse, flower, dress, shirt, etc to beautify the *Portek*. She created the pebble from broken tiles and wrapped by colorful flannel too. So, *Portek* is now getting more and more attractive than before.

The way to make *Portek* set is as follows:

Materials : 1. Red carpet (100 cms x 240 cms); 2. Flannel textile (20 colors); 3. Colorful treads; 4. Adhesive; 5. Broken tiles; 6. Ornament Pattern; 7. Cotton or Dacron; 8. A5 paper; 9. Various pictures (from internet, etc); 10. Laminating plastic

Equipments: 1. Scissors, 2. Ruler, 3. Black and red ballpoints, 4. Chalk, 5. Needle

Steps: 1. Drawing the pattern of *Portek* board on a piece of red carpet. 2. Cutting the carpet based on the line of the pattern. 3. Cutting 10 colors of flannel textiles in depth of 2 centimetres as the frame of *Portek*. 4. Putting the frames on around of *Portek* board as drawn by the pattern. 5. Gluing those frame well using wooden glue. 6. Cutting the ornament based on pattern of things we need on the 10 colors of the rest of flannel textiles. 7. Hand-sewing those ornaments put some accessories (button, etc) to decorate them. 8. Putting and gluing the ornaments everywhere around the frame of *Portek* board to beautify the board. 9. Trying to jump on the board to check its quality. 10. Making the flash-cards. Putting

the pictures on A5 paper or printed them out. 11. Laminating the flash-cards using laminating plastic. 12. Putting the Velcro on the back side of the flash-cards. 13. Making the pebbles. Drawing pattern for the pebble (here, the writer uses heart shape) on 2 pieces of the same color of flannel textile. 14. Put a tiny broken tile in it, covered with dacron or cotton, then wrap the broken tile and dacron with cutting flannel textiles, hand-sewing it well. 15. Checking all set of *Portek's* quality (the board, flash-cards, and Pebbles).16. *Portek* is ready to be played.

The materials and equipments for making the set of *Portek* are mentioned on these pictures.

Portek was actually designed to teach many things--not only English lesson--anywhere, anytime. It was because the media is foldable, portable, durable, and replaceable. But because the writer is an English teacher, so she creates the very first *Portek* set to teach English.

It is the same as they memorize English vocabulary, but in different way. They do not realize that they are actually in a situation of teaching and learning activity, but with no any formal condition. By giving the experiment to the experiment group, the teacher has given the students new experience.

The writer applied *Portek* to teach English vocabulary to the grade 4, 5, and 6. The grades were chosen because English is taught at those



Picture 11.
Red carpet



Picture 12.
Flannel textiles



Picture 13.
Treads & Needle



Picture 14.
Velcro



Picture 15.
Broken tile



Picture 16.
Dacron



Picture 17.
Patterns of ornaments



Picture 18.
Ornaments



Picture 19.
Laminating plastic



Picture 20.
A5 paper



Picture 21.
A Picture for flash-card



Picture 22:
Scissors



Picture 23.
Ruler, ballpoint, & chalk



Picture 24.
Adhesive

grades on MI Muhammadiyah Genteng Gunung as the research school. There were several themes need to be taught for those grades. She took 2 themes per grade, they were: **Things at School** and **Things at Home** for grade 4; **Rooms in School** and **Profession** for grade 5; and **Fruits** and **Hobbies** for grade 6. There were 10 flash-cards minimally for each theme, so in a day, a student learns 20 vocabularies (10 x 2 themes), they drilled themselves unconsciously.

The application of *Portek* in using it to teach English vocabulary in this research activity was as follows: The 3 classes got pre-test first before playing game; The pre-test result was kept as a basic data to move to the next step; The writer explains the materials had been given on the pre-test before. Here, in learning process using *Portek*, the writer just need to show the picture

of something that was being the materials for today, with no any writing activity or spelling the letters of the thing mentioned. Tell them the correct way of pronouncing a vocabulary well; did it several times to make the students understood those materials well; Making the rules on playing *Portek* game; Discussing the consequence to the losers group; Dividing each class into 2 groups: Control and Experiment Groups; Preparing the *Portek* set and take the flash-cards based on the lesson today, done by the students (from the Experiment class); The Experiment groups consist of 5 people per group led by a captain; The captains of all teams do *hom pim pa* to get the team turns; All players start to play on their turns by throwing the pebbles on the first board, start from the lucky number 1 group; While the first player was hopping and scotching from square to squa-

re on the *Portable* board, the player is saying the vocabularies mentioned on the flash-cards which the player stepping on, for example: "Duster", "Pencil", "Blackboard", etc.; If a player was failed to tell the vocabulary correctly, their partner should tell the correct answer to the player; When the first player successfully does the job, the second player takes the next job. The second player was throwing the pebble on the second square. The player started to hop and scotch from the first square, then jump high to the third square ignoring second square where the pebble-placed. The next players did the similar action too; If a player was failed to throw the pebble on the correct square, the first player from the second group toke the job. They did it as what the first group does. The turn was moved when a player from a group was failed to be placed the pebble on the correct square; In a session of this game, the students would hear and pronounce 10 vocabularies times as much as students who take place on this game. If there are 20 students in a class, so they would hear 200 time those vocabularies (10 flash-cards x 20 students). It was so effective. If there were more students, so they would learn more. The teacher may add or replace some pictures to add the students' vocabularies; The game was ended when a group successfully reach the last square on the top of the *Portek* board fast; The winner was the fastest and most correct group in doing the game, while the losers were the opposite. The loser teams had to get consequence as has been deal before, for example carried away the winner from here to there; The teacher evaluated the lesson by giving small test as the post test that was similar to the pre-test given before; xThe result of pre-test and post-test were compared to see the effectiveness of *Portek*.

Each class should be divided into 2 groups, as Control and Experiment Groups. But if the *Portek* is used in general teaching and learning process, the teacher needs to delete the steps of giving pre-test, post-test, need not dividing the class into control and experiment groups, and also need not to compare the result of pre and post test. The class can be divided into groups just for make them be brave to compete.

To measure the media effectiveness, the writer toke the students' mean (\bar{x}) result from both pre-test and post-test. If the mean of the post-test was much better than the pre-test result, it was assumed that *Portek* was effective to be used as the media to teach English vocabulary. But if the result was not much better or getting worse, it was assumed that *Portek* was not effective to be

used as the English teaching media.

Here, she gave the result of both tests: pre and post tests, for each grade. She changed the form of these tables, so that those results were in one table. It did for making the process of analyzing the data was easier. And then, she divided each grade into two groups: Control and Experiment group (in asterik [*] symbol), randomly.

The very first activity did in this class was giving pre-test. The materials for this test for grade 4 were "Things at School" and "Things at Home". There are 40 students who join in this pre-test. Actually there were 45 students in grade 4. But because 5 of them were absent at that time, so the test was just attended by those 40 students. The students' total mark in pre-test was 3.405 points. The mean of the pre-test was 85,12. It was gotten by dividing the total mark with the total students, it was $3.405 : 40 = 85.12$.

After collecting the paper test--the next--the writer toke the next job to guide the students to learn English vocabulary using *Portek*. She explained the materials given on the pre-test by showing the flash-cards about the chosen materials. She did it several times. By then, she explained the way of playing *Portek*. After that, the students were pleased to learn the vocabulary using *Portek* board.

Before conducting the activity, the writer chose a half of them randomly as the Experiment Group. There were 40 students attended the class, so there were 20 students as the experiment group. On the bold and asterisk data above, the students number 25, 26, 27, 28, 29, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, and 45 were the students of Experiment Group. They were chosen randomly. Actually there were 22,5 (or 23) students needed to be the experiment group's members. It was based on the data that there are 45 students in grade 4. But because there were just 40 students attended and joined in pre-test, so the writer toke only 20 students as the Experiment group's members.

By doing the playing *Portek* activity, the teacher gave the post-test which the questions were the same with the pre-test questions. Based on the result of the post-test done by the grade 4 students, there were 42 students do the post-test. The total mark in this post-test was 3.975. The mean of the post-test was **96,64**. The mark was incread from 85,12 to 94,64. It rose 9,52 points or equal with **11,184** %. Theoretically, it meant that the media, *Portek*, was effective to be used in English teaching and learning process. Based on the data mentioned on the table 5 above, students number 25, 27, 28, 29, 31, 32, 33, 34, 35,

36, 38, 39, 40, 41, 42, 43, 44, and 45 were getting increase in their result during join in the pre-test and post-test. They were increase variously from 5,6 % (student number 29, increase from 90 to 95 points) to 33,3 % (student number 28 and 36, increase from 75 to 100 points). Some others students were increase 11,11 % (student number 27, 31, 33, 35, 40, 42, 43, and 45 increase from 90 to 100 points). Some more students were increase 17, 64 % (student number 25, 38, 41, and 44). The other were increase 25 % (student number 32, 34, and 39). There were just 2 students in the same mark: 90 (student number 26) and 100 (student number 37).

The next discussion was about the students' achievement in grade 5. As the similar with the discussion on Grade 4 above, here in grade 5, the students were divided into 2 groups too: Control and Experiment Groups.

The materials given to the grade 5 students are "Rooms in School" and "Profession". There were 28 students who joined in this pre-test. Actually there were 31 students in grade 5. But at that time, 3 students were absent. The rest 28 students were then divided into 2 groups: Control and Experiment Groups. 14 students had been chosen randomly as the experiment group, so they got their chance to play *Portek*.

The students' total mark in pre-test was 2.690 points. The mean of the pre-test was 96,07. It was gotten from dividing the total mark with the total students, it was $2.690 : 28 = 96.07$.

As done on the grade 4, here in grade 5, the writer did the same activity. After doing the pre-test, she explained the materials given on the pre-test by showing the flash-cards. She did it several times. By then, she explained the way of playing *Portek*. After that, the students from the Experiment group were pleased to learn the vocabulary using *Portek*.

The students number 2, 3, 4, 5, 10, 11, 15, 16, 17, 27, 28, 29, 30, and 31 were the students of Experiment Group. They were chosen randomly. By doing the playing *Portek* activity, the teacher gave the post-test which the questions were the same with the pre-test questions. Based on the result of the post-test done by the grade 5 students, there were 30 students did the post-test. The total mark in this post-test was 2.950. The mean of the post-test was **98,33** (from $2.950 : 30$). The mark was increased from 96,07 to 98,33. It was increased 2,26 points or equal with **2,352 %**. It categorized and assumed that *Portek* was effective too to be used in English teaching and learning process.

Based on the data mentioned on the table

6 above, the writer discussed the achievement of those 28 students as the experiment group. The student number 2, 3, 5, 11, and 27 were getting increase in their result during join in the pre-test and post-test. Their marks increased variously from .,26 % (student number 2, 5, and 11; their marks increase from 95 to 100 points) to 81.82 % (student number 3; the student's mark increases from 55 to 100 points). Some others were increase 33.33 % (student number 27, increase from 75 to 100 points).

But unfortunately, there were 3 students who got decrease mark (student number 28, 29, and 31). But there the writer got result that student number 28 decreased 10 points (-10.53%), number 29 decreased 10 points (-10 %), and number 31 decreased 5 points (-5%). Previously on the pre-test, those 3 students got good mark (95, 100, and 100 points). But at the post-test, they "sink". There were also 5 students in the same mark between their pre-test and post-test; they were student number 4, 10, 15, 16, and 17 (get 100 points on both tests).

The next discussion was about the achievement of the grade 6.

It was the smallest class of all. There were only 20 students as the member of grade 6 class. So, when the writer needed to divide them into 2 groups as done to the grade 4 and 5, she got a little bit problem. All students wanted to play the *Portek*. But because she had to measure the pre-test and post-test of them, so she insisted to divide them into 2 groups as done before, but she pleased the control group member to watch and support their classmates who joined in Experiment group. At the end of the meeting, after conducting the post-test, all students learnt English again using *Portek* freely.

In grade 6, the students learnt "Fruits" and "Hobbies". Because *Portek* can be used as an alternative media, so the students might learn new vocabularies or re-learn the previous vocabularies. "Fruits" was the material given to the grade 4 students, but here the writer took the material to be re-learned to the grade 6 students, to refresh their memory about "Fruits".

The students' total mark in pre-test was 1.870 points. The mean of the pre-test was 93.5. It was gotten from dividing the total mark with the total students, it was $1.870 : 20 = 93.5$.

After collecting the paper test, the writer guides the students to learn English vocabulary using *Portek*. She explained the materials given on the pre-test by showing the flash-cards. By then, she explained the way of playing *Portek*. After that, the students were pleased to learn the

vocabulary using *Portek* board.

Before doing the activity, the writer chose a half of them randomly as the Experiment Group. There were 20 students attend the class, so there were 10 students as the experiment group. On the bold and asterisk data above, the students number 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 were the students in Experiment Group. They were chosen randomly.

After learning English vocabulary with playing *Portek*, she conducted post-test which the questions were the same with the pre-test questions. 1.925. The mean of the post-test was **96.25**. The mark was arising from 93.5 to 96.25. It was increased 2,75 points or it equals with **2/94** %.

Based on the data mentioned on the table 9 above, students number 1, 2, 3, 7, and 10 were getting increase in their result during join in the pre-test and post-test. They were increase variously from 5.88 % (student number 1, increase from 85 to 90 points), 12.5 % (student number 2, increase from 80 to 90 points), 17.64 % (students number 3 and 7, from 85 to 100 points). A student's achievement increases 33.3 % (student number 10, from 75 to 100). But unfortunately, there was a student from experiment group who was failed in doing post-test. The student got 100 points in pre-test but the student got 85 points (decrease -15%) in the post-test.

CONCLUSION

Based on the finding of research activity above, the research concludes:

The students needed a teaching media to learn English vocabulary. The media helped them in learning new vocabularies easily. The media used to teach English vocabulary is developed from hop-scotch game. It was modified as well to be the new modern and attractive one. In Indonesia, hop-scotch is called in various names, one of them is *engklek*. Because the media is designed to be easy to carry out that make it is being portable, so the new media is named *Portable Engklek (Portek)*. The application of modified hop-scotch named *Portek* used as the English vocabulary teaching medium is as we usually play hop-scotch. But here the writer put removeable flash-cards (just pictures, no any single letter) based on the theme or material learnt by the stu-

dents. The flash-cards are put on the *Portek* board (made from carpet), connected by Velcro. The medium named *Portek* is effective to use as English vocabulary teaching medium. It is because it enhances the students' mark in learning English vocabulary tested through pre-test and post-test. In grade 4, the students' mean increase 11,184 % from 85,12 to 94,64; in grade 5, the students' mean increase 2,352 % from 96,07 to 98,33; and in grade 6, the students' mean increase 2, 94% from 93,50 to 96,25.

REFERENCES

- Aisyah. 2011. *Permainan Engklek*. <http://aisyahinsani.wordpress.com/2011/02/27/permainan-engklek/>. Retrieved on September 30th 2011
- Bastianoni, Raigan. 2010. The Linguistic Benefits of Using Crafts in TEYL. *The International TEYL Journal*. <http://www.teyl.org/article16.html>. Retrieved on November 15th 2010
- Hidayah, Fitri. 2010. *Magic Sundamanda sebagai Alternatif Teknik Pembelajaran Bahasa Inggris Berbasis Budaya bagi Siswa SD*. Semarang: IKIP PGRI Semarang, Unpublished paper
- Ismail, Andang. 2009. *Educational Games*. Yogyakarta: Pro-U Media
- Iswinarti. 2010. *Nilai-Nilai Terapiutik Permainan Tradisional Engklek untuk Anak Usia Sekolah Dasar*. <http://rires2.umm.ac.id/publikasi/lama/Iswinarti%20PDK%2009-10.pdf>. Retrieved on September 30th 2011. Malang: Malang State University
- Piccolo, Louanne. 2010. TEYL-Teaching Young Children English. *Journal Suite 101*, April 8th 2010. <http://www.suite101.com/content/what-is-teyl--a-definition-a223800>. Retrieved on November 15th 2010
- Sugiyono. 2011. *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*. Bandung: Alfabeta
- Vernon, Shelley. 2010. Any Parent can Teach! <http://www.homeenglishteacher.com/>. Retrieved on November 15th 2010
- Widi, Lucia. 2011. *Kumpul Bocah*. <http://citizenimages.kompas.com/citizen/view/97339>. Retrieved on October 1st 2011
- Yulianti, Fitri and Siti Musarokah. 2011. *Engklek as an English Teaching Media to Build Children's Character*. *Proceedings of the 58th TEFLIN Conference: Language Teaching and Character Building*. Semarang: English Department of IKIP PGRI Semarang