



The Use of Movement Games in Learning English

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Article History

Submitted 23 February 2024
Revised 6 March 2024
Published 30 March 2024

Abstract

This research investigates the impact of movement games on students' speaking performance. Employing a qualitative descriptive design, the study was conducted at an Islamic elementary school in Garut with 4th-grade students as participants. Data were collected through observations, students' speaking scripts, and interviews. The findings indicate that movement games significantly increased students' enthusiasm for learning English, improved their pronunciation, and expanded their vocabulary. Thus, movement games are a promising alternative for enhancing students' speaking skills.

Keywords: *Movement games technique, teaching speaking, young and adult learner.*

INTRODUCTION

Learning English as a foreign language is a big challenge. In addition, Yulistianti (2016) there are several factors influencing English learners' success or failure, such as motivation, intelligence, aptitude, family background and so on. Among these factors, it is said that motivation plays an important role in learning English. Learning Students' motivation is thought to be a key factor in their progress in learning English (Hayikaleng, Nair & Krishnasamy, 2016). Motivation can determine the level of success of student learning objectives. Learning becomes effective when students have motivation in learning (Emda, 2017). The student will put forth their best effort to learn English if they are driven to do so. They will make every effort to improve their English. In contrast, a student who lacks motivation will either give little attention to or show no interest in learning English. Motivation is therefore regarded as a crucial component, along with capacity, for learning English successfully (Uddiniyah & Silfia, 2019).

In fact, there are still many students who have difficulty learning English. There are many causes for students that make it difficult for them to learning English, such as: students lack of practice in learning English, more fixated on writing. Meanwhile, in learning

a language, it must be applied in daily life or must be made habit. Therefore, it is very necessary motivation to learn for students, because learning is symbolized as an effort to change the worse for the better (Uddiniyah & Silfia, 2019).

As a good English teacher, it is necessary to employ a variety of teaching strategies and creative ways of teaching, with the hope of arousing student motivation (Filgona, et al.,2020). So that a teacher that is required to be able to create a class atmosphere that is not boring, have a pleasant classroom atmosphere, students feel happy, excited, and energetic. The process of teaching and learning English is various techniques, include: storytelling, games, songs, and media such as pictures, videos, puppets. Games as one of the mentioned techniques are activities with rules, a goal, and element of fun. Games can make students interested and more active when learning English (Kartini & Sriyanto, 2023). Games help student improve their speaking, reading, writing and learning skills and at the same time improved their motivation to want and appreciate learning English (Biloon, 2017).

To support the problems in discussion, the researcher tries to track down various previous literature and studies that are still relevant to the problems that are the object of current research. Based on the exploration results of previous studies, the researcher found several previous studies that are relevant to this research. Some studies used games in teaching English focused on the describing different ways of using games in language classrooms (Klimova, B.F, 2015; Wang, Shang, & Briody, 2011; Biloon, 2017). Other studies focused on the effects of Teaching English through Games (Yolageldili & Arikan, 2011; Chirandon, Laohawiryanon, & Rakthong, 2010; Humairoh, Kardena & Novianti, 2023). Other studies focused on the advantages and disadvantages games (Ibrahim, 2017; Diana, 2010). For the last, some studies have linked types of games on students' learning motivation, or the four skills in English, and also to increasing student vocabulary. Therefore, teaching vocabulary through games by empowering students' interests in class (Hasbi, M. et al, 2022), Pictionary Games on Students' Vocabulary Mastery (Yelvia, et al, 2023; M Tahmit, ND Nastit, & AR Rahim, 2019), Student Speaking Ability by Building Story Games (Hermansyah, et al, 2022).

Judging from the previous research above, the research that has been conducted by previous researchers is very diverse, and there are also many techniques for using games for learning English, but other studies have not discussed much about movement games in learning English.

So, the aim that students can be interested in learning, also relaxed, and then the researcher assumptions that introducing method with movement games to make it one of the methods so that students are active in class, have fun learning, and are also motivated to learn.

LITERATURE REVIEW

This literature review provides an overview of this study with three main sections. Such as movement games, learning English, and previous study.

Movement Games

Movement games are an effective way to engage children in physical activity while promoting learning. According to Lewis and Bedson (1999), movement games keep children physically active and engaged, requiring close monitoring to ensure safety and effectiveness. These games can be organized in various group settings, including large

groups, small groups, and individual activities, making them versatile and adaptable to different classroom dynamics. The use of movement games aligns well with children's natural tendencies and can significantly boost their motivation in learning, particularly in speaking activities.

Lewis and Bedson (1999) suggest various movement games that cater to different learning objectives and skills development. The "Hello Game" introduces greetings and self-introductions, helping children learn how to introduce themselves. "Zip-Zap" is designed to help children introduce others, fostering social interaction skills. The "Bean Bag Toss" game focuses on gross motor skills, hand-eye coordination, and basic counting, helping children develop both physical and cognitive abilities. "Big Foot" enhances gross motor skills, coordination, vestibular, and proprioception abilities. The "Coconut Shy" game improves aim and coordination. "Body Clocks" aids in developing cognitive abilities by teaching children to understand and use time-related concepts. "Feed the Mouse" improves vocabulary mastery by associating words with actions and objects. The "Target Balloon Game" develops eye movements and visual tracking skills. "Vocabulary Scramble" helps children learn about different professions and associated vocabulary. The "Question and Answer Search" game enhances reading skills such as scanning, decoding, and word recognition through a question-and-answer format. "Fruit Salad" promotes fundamental movement skills like running, jumping, hopping, and balancing. Finally, "Simon Says" teaches the use of past tense verbs in a fun and engaging way.

These games are designed to be enjoyable while simultaneously supporting various educational outcomes. By incorporating movement games into the curriculum, teachers can create a dynamic and interactive learning environment that fosters both physical and cognitive development, ultimately enhancing students' motivation and engagement in learning English.

Learning English

Since the participants of this research are young learners and adults, teaching English to them is significantly different. Young learners, defined as children in primary or elementary school (Ellis, 2013), can learn other languages more effectively than adults due to their shorter attention spans, typically around 15 to 20 minutes. This necessitates engaging and varied teaching approaches. According to Kurniawan (2013), children are more enthusiastic and can grasp new concepts easily if the material is presented comprehensibly and enjoyably. However, children can become bored quickly and struggle with maintaining focus on difficult tasks, making the teaching of English less about complex explanations and more about maintaining engagement and motivation. In teaching English to young learners, teachers should use strategies that promote communicative learning and create opportunities for interaction, as noted by Bland (2015).

In Indonesia, English has been taught in elementary schools since 2004 as local content (Nufus, 2018). Teachers must employ various strategies to engage students and explain the use of language as a communication tool. Effective classroom management and communicative teaching methods are crucial, as highlighted by Bland (2015) and Cahyati et al. (2019). Despite these strategies, there are challenges, particularly in underprivileged areas where qualified teachers are scarce. In more privileged areas, English is often used effectively, but in less prioritized regions, teachers may lack formal education and the ability to teach English properly. Addressing these disparities requires trained teachers, suitable

instructional methods, and appropriate media to ensure all children receive proper English education.

Previous Studies

Several research studies have explored the integration of movement games in English language learning. Ningsih (2023) conducted a systematic review analyzing seven journals to examine the importance of game-based learning for young learners in the 21st century. Using keywords such as “Game-based learning for young learners in EFL” and “Game-based learning for elementary school students,” Ningsih found that game-based learning makes English teaching more interesting and easier for young students to understand. It also enhances vocabulary mastery, imaginative abilities, critical thinking, and digital skills. Additionally, game-based learning positively impacts students' motivation in learning English.

Zakaria, et al (2018) analysed the achievement of students using mobile game-based learning and assess after pre- and post-sessions in a period of two months. Findings show that there are three types of learners in mobile game-based learning which are: high achievers, gradually-increasing achievers, and gradually-decreasing achievers. Findings also indicate that mobile-game based learning can potentially be used for promoting engagement in learning. In sum, the paper showed that there are different type of learning in mobile game-based learning and it can be used to increase the level of engagement in learning.

Ansarnur (2021) investigated the study to determine the impact of the Hello English application on tenth-grade students' writing skills in descriptive text. Using a quasi-experimental design, the research was conducted at SMA Swasta Raudhatul Jannah during the 2020/2021 academic year with 47 students divided into an experimental group and a control group. Writing tests were administered before and after the treatment. The analysis revealed that the t-test result (3.781) exceeded the critical value (2.014) at a 5% significance level, leading to the rejection of the null hypothesis and acceptance of the alternative hypothesis. This indicates that the Hello English application significantly improved students' descriptive writing skills.

These studies collectively demonstrate the benefits of integrating movement games into English language learning, highlighting improvements in student engagement, motivation, and language skills. However, there is still a need for further research on the specific impacts of movement games in diverse educational contexts.

METHODOLOGY

This study employed a qualitative research method with a descriptive design. Descriptive research, as suggested by Suharsimi (2010), focuses on describing situations and conditions to present them in a study report. According to Creswell (2009), qualitative research is a way of studying and comprehending the meaning that individuals or groups attach to a social or human situation. This method was chosen to provide a detailed, transparent, and in-depth description of the learning environment at Madrasah Ibtidaiyah Cidatar in Kec. Cisurupan, Kab. Garut, West Java, specifically it was focusing on students' English speaking skills. The researcher selected this site due to familiarity with the school's characteristics, students, and learning methods, which provided insight into the media or methods that might be inadequate compared to other schools.

The participants of this study were fourth-grade students, chosen through purposive sampling to help the researcher understand the phenomenon being studied. This class was selected because previous observations indicated problems in students' English speaking skills. The research procedure involved several stages: pre-research (defining the problem, designing the research, obtaining approval), research (preparing materials, meeting with participants, data collection using Movement Games, analyzing data), and post-research (compiling and revising the research report). Data collection involved observation and interviews. Observations focused on learning activities using games, while interviews with teachers and students provided additional insights. Data analysis followed the framework by Miles and Huberman (2014), including data reduction, data display, and conclusion drawing or verification.

FINDING AND DISCUSSION

This study explored how movement games can enhance students' speaking skills in English through a case study approach. Conducted over three weeks, the research involved implementing movement games in English lessons and observing their effects on students' ability to speak and introduce themselves and others. After conducting research using data collection techniques in the form of classroom observations and interviews, the results were found as explained in two subsections below.

Observation Result

The research revealed that incorporating movement games into English lessons positively impacted students' speaking skills. The study was structured around three main sessions, each with distinct phases of planning, implementation, and evaluation.

1. **First Meeting:** The introduction of the "Hello game" was well-received by students. This game encouraged them to practice self-introduction in a fun, interactive way. The enthusiasm of the students during the game indicated that movement-based activities can make language learning more engaging and enjoyable.
2. **Second Meeting:** The "Zip Zap" game focused on introducing others and was also effective. Students were actively involved in the game, which helped them practice English phrases related to introducing people. The game's structure, which included running to different papers and introducing peers, fostered a dynamic learning environment and facilitated better retention of language skills.
3. **Third Meeting:** The "Vocabulary Scramble" game aimed at familiarizing students with job-related vocabulary. This game successfully engaged students in learning new words and practicing their pronunciation. The interactive nature of the game, combined with visual aids, contributed to improved understanding and usage of new vocabulary.

The use of movement games in English language teaching demonstrated significant benefits in enhancing students' speaking abilities. The interactive and playful nature of the games helped maintain student interest and motivation, leading to increased participation and practice in speaking tasks. Each game was carefully designed to target specific language skills, such as self-introduction and vocabulary acquisition, and was adapted to fit the students' needs and learning context.

The positive feedback and high levels of engagement observed during the games suggest that integrating physical activity into language lessons can be an effective pedagogical strategy. These findings align with previous research highlighting the advantages of active learning techniques in language education. By incorporating

movement games, educators can create a more engaging and effective learning environment that supports language development in a dynamic and enjoyable way.

The integration of movement games into English lessons proved to be an effective strategy for enhancing students' speaking skills. The interactive and engaging nature of the games kept students motivated and facilitated better learning outcomes. The successful implementation and positive student response indicate that movement-based activities can significantly support language development in a fun and dynamic way.

The study's observations confirmed that students were able to comprehend and use English expressions effectively, thanks to the clarity of the explanations and the engaging game formats. These findings suggest that incorporating movement games into language teaching can be a valuable method for improving student engagement and language proficiency. Future research could explore the long-term effects of such activities and how they can be further optimized for different learning contexts.

Interview Results

Interviews were conducted with both students and the teacher to assess the effectiveness of movement games in teaching English speaking skills. Interviews with students and the teacher provided insights into the effectiveness of movement games for teaching English speaking skills:

- **Hello Game:**
 - **Question:** Can you understand the teacher's explanation?
 - **Student:** Yes, I can.
 - **Question:** Is the Hello Game effective for learning English speaking?
 - **Student:** Yes, it is.
- **Zip Zap:**
 - **Question:** Can you understand the teacher's explanation?
 - **Student:** Yes, I can.
 - **Question:** Is the Zip Zap game effective for learning English speaking?
 - **Student:** Yes, it's fun and keeps us from getting bored.
- **Vocabulary Scramble:**
 - **Question:** Can you understand the teacher's explanation?
 - **Student:** Yes, I can.
 - **Question:** Is the Vocabulary Scramble effective for learning English speaking?
 - **Student:** Yes, I learned about professions in English.

The teacher's feedback was also positive:

- **Question:** How effective is the movement games method for students' English speaking?
- **Teacher:** It is very effective. The games support students' speaking skills by providing repetitive practice, which helps develop fluency, correct pronunciation, and vocabulary. Although some students may not master every aspect, they enjoy the process and find learning English to be fun.

The interviews reveal that both students and the teacher find movement games beneficial for enhancing English speaking skills. Students appreciate the engaging nature of

the games, which help them learn new expressions and vocabulary while keeping their interest alive. The teacher noted that the repetitive practice offered by the games significantly aids in improving fluency, pronunciation, and vocabulary. Overall, movement games have proven to be a successful and enjoyable method for teaching English speaking skills, contributing to a more effective and engaging learning experience.

The research indicates that movement games significantly enhance speaking skills among fourth-grade students at Islamic elementary schools. These games positively impact students' fluency, pronunciation, and vocabulary by offering repeated practice, which helps in reinforcing commanded speech and retention of language elements. Harmer (2007) and Richards (2008) suggest that speaking activities provide essential rehearsal opportunities, feedback, and help in activating stored language elements, making their use more automatic. Movement games align with Scott and Ytreberg's (1993) view that young learners benefit from active, sensory-based learning experiences and are motivated by physical activities and real-world interactions.

The findings are consistent with Ningsih (2023), who found that game-based learning enhances vocabulary mastery and imaginative skills while increasing student motivation. Ahmad (2012) also supports that games improve language skills and learning outcomes. Kurniawan (2013) emphasizes that presenting material in an engaging, enjoyable manner boosts enthusiasm and motivation among young learners. Effective teaching strategies and strong student-teacher relationships, as noted by Mihalas et al. (2009), are crucial for maintaining student interest and fostering a productive learning environment.

CONCLUSION

This study aimed to investigate how movement games contribute to the development of students' speaking skills. The findings reveal that the use of these games, alongside supportive actions, effectively enhanced students' speaking abilities, as evidenced by their improved speaking transcripts. Observations showed that students were actively engaged and enjoyed the learning process, which positively impacted their fluency, pronunciation, and vocabulary. The movement games facilitated more natural sentence delivery, increased vocabulary acquisition, and refined pronunciation.

Students demonstrated improved fluency by speaking more smoothly on various topics, while their vocabulary mastery expanded, and they gained a better understanding of the material. Additionally, their pronunciation improved as they practiced and became more comfortable with challenging words. Overall, the study underscores the effectiveness of movement games in advancing students' language skills through engaging and interactive methods.

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