Revitalizing A Traditional Game "Dakon" to Teach English for Young Learners

[1]Femi Eka Rahmawati

[2]Esti Junining

Universitas Brawijaya

[1]femirahma@gmail.com

[2]esti_junining@yahoo.com

Abstract

A traditional game can develop either cognitive, social or emotional skills of the children. *Dakon*, one of the name of traditional game from Java, becomes the point of discussion in this paper. *Dakon* is made of wood or plastic with fourteen pits filled with particles like tamarine seeds, snail cover or small stones. This game can be played by two players facing each other by filling the particles to each pit. In the last stopped stone, the student should see the letter printed in the pit and then start spelling the letter, pronounce the word and read the usage of the word in a simple sentence provided. This part is played again and again until the particles are empty. This paper aims at designing a traditional game, *dakon*, to learn pronunciation and vocabulary. This game is designed for young learners (elementary school students) who willingly learn English in pairs. Besides learning English, this game also can develop the learners' social interaction with friends at similar ages. This is a Design Based Research by designing art concept. The result shows that the Elementary school students enjoy learning English using this game.

Keywords: Revitalizing, Traditional Game, *Dakon*, Teaching English for Young Learners

Introduction

Basic knowledge and skills of characters need to be given at the early age. This is in accordance to the Presidential Rule No. 87 in 2017 regarding strengthening character building. One of the ways of strengthening the character building is by giving both soft skills and hard skills suitable with the young

learners' characters and personality for their future life. Learning by doing, learning by playing is one of the young learners' characters that stimulate them to play and learn. Kinds of game which are offered recently is the use of technology for learning such as the use of smartphones, and other electronic tools that equip children to use gadgets for learning.

Some research findings show that the use of technology for learning is strongly suggested Krashen (1981, 1982), Campos, Oliveira, and Albini (2013). However, when the use of electronic tools is not followed by either parents or teachers' guidance there would be no control and monitor from the adults. As a result, children will prefer to learn by themselves individually and reduce interaction with peers. This might cause individualism, less team work and less social interaction among the young learners. Besides, the traditional games will be extinct from the kids' world. Among the worries of the extinction of traditional games, Balambal (2017) stated that Traditional rural games heighten the agility of the mind and of the body.

Traditional games that are frequently found all around the rural areas are getting extinct. In Indonesia, these kinds of traditional games could support teamwork as a primary activity in working together and cooperative principles. Unfortunately, these kinds of games are mostly replaced by modern games such as video games, and other modern and digital games that can be played individually without social interactions. According to Sukirman (2008:19), traditional games could develop either cognitive, emotional or social characters of the young learners. Further he stated that traditional games such as *dakon*, *bentengan*, hide and seek are types of games that could not only entertain but also keep the social relationship and social convenience among the players. Furthermore, Arif (2017) emphasizes that playing for young learners have important characteristics and values to develop good personalities among the young learners.

One of the most important traditional games for young learners is *dakon*. *Dakon* is one of the traditional games played by two players facing each other using a special *dakon* board made of wood with fourteen pits in two rows filled

with particles from tamarine seeds, small snail cover or small stones. The point of interest of this game is the process of filling the particles in each pit.

Figure 1. The picture of *dakon* with fourteen pits in two rows filled with particles

Dakon is considered as a unique play in terms of the interaction between the two players. This point becomes the point of interest of the design of this game for ELT learning. As what is stated by Balambal (2017) who emphasizes that though *dakon* is played for entertainment, at a subconscious level the game is credited to have improved memory, mathematical skills. It also has a therapeutic effect on the physically challenged, especially in the coordination of hand movement.

From the description of *dakon* the previous explanation, this paper is intended to collaborate the traditional game, *dakon*, with the teaching media to learn English letters, its pronunciation and simple reading activities for young learners. It is expected that this teaching media can be one of the alternatives to learn English that can be used simultaneously to create a media that stimulate social interaction with the peers. Thus, the purpose of this paper is to design a *dakon* as a teaching media to learn English.

Dakon design

This study produces a *dakon* as a teaching media with following specifications: (1) basic competence, (2) product, (3) packaging, (4) ELT media, (5) physical appearance, (6) serving style, and (7) language. SThe teaching media specifications are explained in the following:

No.	Aspects	Specifications
1.	Basic Competences	This teaching media is designed to achieve the basic competence of pronunciation, vocabularies and simple sentences.
2.	Products	ELT Teaching Media consists of *dakon* board and flash cards. The *dakon* board is made of plastic painted with *acryllic* and the particles made of plastic. Flash card is made of art paper 120 gram using digital media printing.
3.	Packaging	The final product of this ELT media is in the form od *dakon* and flash cards.
4.	Contents of the Media	A. Front Part The front part consists of cover page consisting of title of the ELT Media, name of the author, and illustration related to the ELT media for young learners. B. Content Part This part is the contents of ELT media consisting of 26 flash cards. The flash cards consist of five pictures with the name in English and its meaning. This ELT media is completed with the example of a simple sentence usage. The cartoon illustration printed in the cards is used to illustrate and attract the learners' attention.
5.	Physical Appearance	The physical appearance of this teaching media includes: (1) using big font 18, (2) spatial, the lay out is made wider for easy reading., (3) the illustration and picture in the flash cards are in the form of cartoon, and (4) the design is colorful
6.	Presentation	The way to present the flash cards are: (1) communicative interaction (giving stimulus and responses). *Dakon* is played in pairs, as a stimulus when the final seed is in the pit, the player should mention the letter inside the pit, take the flashcard related to the letter, call out the letter, the picture and the simple sentence with a correct pronunciation, and (2) the complete information is in the use of simple sentences which are commonly found in daily life.
7.	Language	The language used should consider four aspects namely: (1) readable, all of the simple sentences written in the flash cards are presented with illustration, (2) informative, the simple sentence only has one meaning and not ambiguous, (3) it is

written in a good English, and (4) precise English for ease.

Methods

The design of this study is design based research. According to Sandoval and Bell (2004) design based research is one of the methods to produce something (such as media, books, syllabus and many others). The steps of design based research according to Sugiyono (2012: 298) is the following:
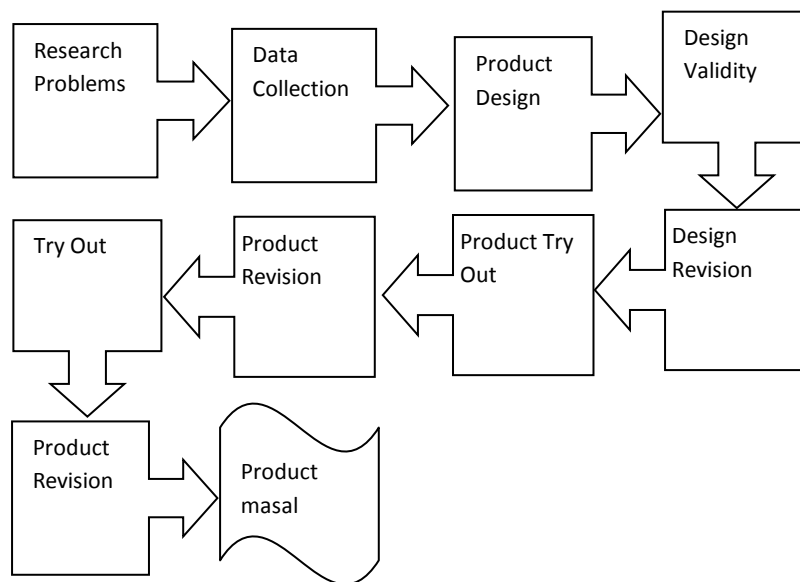

Figure 2. Procedure of Design Based Research, Sugiyono (2012:298)

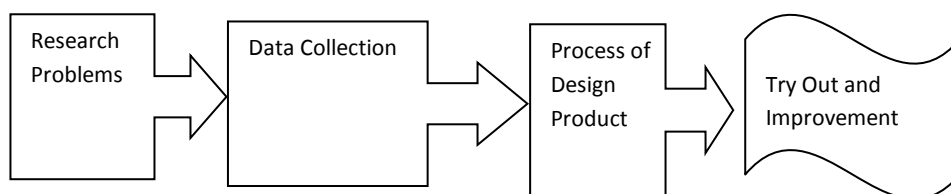Procedure of design based research in figure 2 is shortened into the following:

Figure 3. Adapted Procedure of Design Based Research

Finding and discussion

The use of *dakon* as the teaching media has three primary functions (1) to increase motivation, (2) to prevent boredom in learning English, and (3) to strengthen the learners' understanding on real life situation. Types of teaching media are divided into five namely: (1) visual, (2) audio, (3) audio-visual, (4) *tactile,* and (5) virtual. This teaching media is using two media, visual and *tactile*.

The visual media are pictures, *sketches*, illustration, pattern, diagram, photo, film, film strip, *slide, chart, graphs* (pictorial, circle, block, line), *drawings*, paintings, bulletin, newspaper, magazines, posters, *periodical*, books (texts, references, library), encyclopedia, dictionaries, comics, cartoons, maps (tourism, commercials or economy, politics), globes, street directory, travel , routes and *timetable* for trains and flight, advertisement, *calender*, mural, table, diorama, *friezes*, symbols (like x □ $), demonstrating, miming, dan *desk presenter*.

The concept of this teaching media is using visual media for teaching English to Young Learners. It is presented in the form of *dakon* board and *flash card. Flash card* has cartoons as illustration of some vocabularies and simple sentences to read. The pictures in the *flash card* have function to ease the students in understanding materials delivered by the EFL teachers. Inside each pit there would be letters represented the twenty six letters in English.

Figure 4. *Dakon* Board

The design of dakon is made using illustration in the form of pictures with colorful pictures and letters to attract the learners' attention. The *flash cards* are designed using font 18 in order to ease the learners to read, see Appendix.

Language contents

A good language text can ease English Young Learners to understand the material given. The criteria of good English is such as the following:1) the use of good English vocabularies, 2) the use of good English simple sentences, and 3) a good English translation. The language used in the flash cards pays attention to the four aspects namely: 1) readability, for young learners, it is better to use simple sentences consisting of one subject, predicate and object followed by illustration of a related picture, 2) clarity of the information, the simple languages presented on the flash cards could minimize ambiguity, 3) accuracy, the use of correct grammar, and finally, 4) the use of effective and efficient English, concise English is easier to understand for young learners.

Try out

The product was tried out on Monday, 6 November 2017 in *Sekolah Dasar Negeri 1 Landungsari*. This try out was executed to see the appropriateness of the product. The product appropriateness is presented in the form of oral interview with both the teachers and students.

The result of try out

Based on the verbal data collected, most of the students were happy using this game. Most of the students enjoyed learning spelling with this game. By using this game the students could easily read the simple sentences using new spelling and vocabularies. Besides increasing pronunciation skills, this game also could increase the communicative interaction among the player.

Revision of the product

Revision of the product is mainly in the form of the letter printed in *dakon* board. The capital letter should be read first followed by the small letter. This problem occurred due the limited space of the *dakon* board itself.

Conclusion

The teaching media using *dakon* is made to increase both motivation and pronunciation skills of young learners in learning English. Based on the interview to the students and teachers, it appears that this teaching media is proven to be useful and beneficial for young learners to learn English.

References

Arif, M. (2017). *Permainan tradisional sebagai media pembelajaran pada siswa sekolah daasar*/MI. https://www.cribd.com. Access on 31 Juli 2017.

Good, T.L. & Brophy, J.E. (1990). *Educational psychology*. New York: Longman

Hainich, Robert. at.el (1996). *Intructional media and the new tecnologies of instruction*. America: printed in the United States

Kohlberg, Lawrence. (1997). *Tahap-tahap Perkembangan Moral*. Jakarta:Kanisius.

Mulyadi, S. (2004). *Bermain dan kreativitas (Upaya mengembangkan kreativitas anak melalui kegiatan bermain)*. Jakarta: Papas Sinar Sinanti

Rohendi, R. (2011). *Metodelogi penelitian seni*. Cipta Prima Nusantara. Semarang.

Sukirman Dharmamlya. (2008). *Permainan tradisional jawa*. Yogyakarta: Kepel Press

Sugiyono. (2012), *Metode penelitian kuantitatif dan kualitatif dan R&D*, Alfabeta, Bandung

Wijayanti, Sri, dkk. (2012) Kemampuan guru Sd dalam perencanaan intim (Inovasi, Teknik, dan Model) pembelajaran sastra, *Jurnal Media Penelitian Pendidikan* Vol. 6 No. 2 Desember 2012

Appendix 1. Flash Cards

G / ji

Girraffe / jiraf
(Jerapah)
A girrafe has a long neck
(Seekor Jerapah mempunyai leher panjang)

Guitar / gita'
(Gitar)
I like to play guitar
(Saya suka bermain gitar)

H / ej

Horse / ho's
(Kuda)
A horse has four legs
(Kuda mempunyai kaki empat)

Hippopotamus / hepopotamus
(Kuda nil)
A hippopotamus likes to stay in a mud
(Seekor kuda nil suka hidup di lumpur)

I / ai

Ice cream / aiskrim
(es krim)
I like an ice cream.
(Saya suka es krim)

Iguana / iguana
(Iguana)
An iguana can change its colour
(Iguana bisa berubah warna)

J / je

Jelly fish / joelifis
(Ubur-ubur)
A Jelly fish is very skinny
(Ubur-ubur sangat lincah)

Juice / jus
(Jus)
A like orange juice.
(Saya suka jus jeruk)

K / ke

Kite / kait
(Layang-layang)
A like to play a kite.
(Aku suka bermain layang-layang)

Kitten / kitten
(Anak Kucing)
I have a kitten
(Saya mempunyai anak kucing)

L / el

Lion / laian
(Singa)
A lion lives in wild forest
(Seekor singa hidup di hutan liar)

Lemon / lemon
(Jeruk lemon)
A lemon is a sour fruit
(Jeruk lemon itu rasanya asam)

M / em

Moon / mu:n
(Bulan)
I like a moonlight
(Saya suka sinar bulan pertama)

Monkey / manki
(Kera)
An monkey likes to eat banana
(Seekor monyet suka makan pisang)

N / en

Nut / nat
(Kacang)
I like to eat nuts
(Saya suka makan kacang)

Necklace / nekllas
(Kalung emas)
A have a gold necklace
(Saya mempunyai kalung emas)

O / ou

Owl / owel
(Burung Hantu)
A wise owl
(Seekor burung hantu yang bijak)

Octopus / octopus
(gurita)
I have a kitten
An octopus has a lot of legs
(Seekor gurita mempunyai banyak kaki)

P / pe

Pillow / poile
(Bantal)
A soft pillow
(Bantal yang empuk)

Painting / painting
(Lukisan)
A very good painting
(sebuah lukisan yang sangat indah)

Q / qyu

Quail / kweil
(Burung puyuh)
I like a quail's egg.
(Saya suka telur puyuh)

STOP **Quit** / kwit
(berhenti)
i quit taking English course.
(Saya berhenti kursus Bahasa Inggris)

R / ar

Rose / rouse
(Bunga Mawar)
I like a red rose
(Saya suka bunga mawar merah)

Rabbit / raebit
(kelinci)
A like a white rabbit.
(Saya suka kelinci putih)

Appendix 2. Alphabet Explanation in the Flash Cards

NO.	ALFABETH	PENGGUNAAN KALIMAT DAN CARA BACA
1	A	A /ei/ Ant /ent/ : semut Ant is small (semut itu kecil) Apple/eipəl/ : apel Apple is my favorite fruit (apel adalah buah kesukaanku) Art /a't/ : seni Art is my life (seni adalah hidupku) Alligator /eligetə'/ : alligator (buaya moncong) alligator is a wild animal (aligator adalah seekor binatang buas)
2	B	B /bi/ Buffalo/bafəlou/ : kerbau buffalo is a mammal (kerbau adalah mamalia) Butterfly/batə'flai/ : kupu kupu butterfly is my favorite animal (kupu kupu adalah binatang favorit saya) Bee /bi:/ : lebah a bee can sting (seekor lebah bisa menyengat) Bear/beə'/ : beruang a bear likes honey (seekor beruang menyukai madu) Banana/bənanə/ : pisang a banana is sweet (pisang itu manis)
3	C	C /si/ Chicken /tʃikən/ : ayam fried chicken is my favorit food (ayam goreng adalah makanan kesukaanku Corn /kɔ'n/ : jagung corn has yellow colour (jagung warnanya kuning) Cat /ket/ : kucing a cat has fur (seekor kucing mempunyai bulu) Carrot /kerət/ : a carrot has vitamin A (wortel mengandung vitamin A)

4	D	1. D /di/
		Deer /di:/ : rusa a deer lives in a forest (rusa hidup di hutan) Dog /dɔg/ : anjing a dog can bark (seekor anjing bisa menyalak) Dolphin /dɔlfin/ : lumba lumba a dolphin likes humans (ikan lumba lumba menyukai manusia) Doll /dɔl/ : boneka my doll is lost (bonekaku hilang) Dragonfly /dregənflai/ : capung a dragonfly flies in the garden (seekor capung terbang di taman) Duck /dag/ : bebek a duck can swim (seekor bebek bisa berenang)
5	E	E /i/ Eagle /igəl/ : elang an eagle is a big bird (seekor elang adalah seekor burung yang besar) Eyes /ais/ : mata you have two big eyes (kamu mempunyai dua mata yang besar) Elephant /eləfən/ : gajah an elephant has a long nose (seekor gajah mempunyai belalai yang panjang) Egg /æ:g/ : telur I have an egg (saya mempunyai sebuah telur) Eggplant / æ:gplænt/ : terung an eggplant has purple colour (terong berwarna ungu)
6	F	F /ef/ Frog /frɔg/ : katak I like frog (saya suka katak) Fish /fiʃ/ : ikan a fish lives in a pond (ikan hidup di kolam) Face /feiʃ/ : wajah you have a round face (wajahmu bundar) Fan /fæn/ : kipas angin a fan can swing (kipas angin bisa berputar)

		Fox	/fɔx/	: serigala putih a fox has white fur (serigala putih mempunyai bulu putih)
7	G	2. G /ji/		
		Goat	/gout/	: kambing Moslems used to kill goats in Idul Adha (Orang Muslim biasanya menyembelih kambing pada saat Idul Adha)
		Girraffe	/jiraf/	: jerapah a girraffe has a long neck (seekor jerapah mempunyai leher yang panjang)
		Grape	/greip/	: anggur grape has purple colour (anggur berwarna ungu)
		Guitar	/gita'/	: gitar I like to play guitar (saya suka bermain gitar)
		Green	/griːn/	: hijau green green grass at home (rumahku surgaku)
8	H	H /ej/		
		Horse	/hɔ's/	: kuda a horse has four legs (kuda mempunyai kaki empat)
		Ham	/hæm/	: daging babi I don't eat ham (saya tidak makan daging babi)
		Hand	/hæn/	: tangan Give me a hand (bantulah saya)
		House	/haus/	: rumah Where is your house? (dimana rumahmu?}
		Hippopotamus	/haipopɔtəməs/	: kuda nil a hippopotamus likes to stay in a mud (seekor kuda nil suka main di lumpur)
9	I	I /ai/		
		Ice cream	/aiskrim/	: es krim I like an ice cream (saya suka es krim)
		Iguana	/iguana/	: kadal iguana an iguana can change its colour (iguana bisa berubah warna)
		Ink	/iŋ/	: tinta the ink is empty (tintanya habis)
		Igloo	/aiglu/	: iglo

			igloo is a type of Mexican house (iglo adalah nama rumah di Mexico)
10	J	J /je/	
		Jam /jæm/	: selai I like pineapple jam (saya suka selai nanas)
		Jelly /jæli/	: jeli Jelly is sweey (jeli itu manis)
		Jellyfish /jælifiʃ/	: ubur ubur A jelly fish is very skinny (ubur ubur sangat lincah)
		Juice /juʃ/	: jus I like orange juice (saya suka jus jeruk)
		Jewelry /juəlri/	: perhiasan I have a jewelry (saya mempunyai perhiasan)
11	K	K /ke/	
		Kitten /kittən/	: anak kucing I have a kitten (saya mempunyai seekor anak kucing)
		Kite /kait/	: laying layang I like to play a kite (saya suka bermain layang layang)
		Kangaroo /kanggəru/	: kanguru A kangaroo lives in Australia(kanguru tinggal di Australia)
		Kiwi /kiwi/	: burung kiwi Kiwi lives in New Zealand (Burung kiwi hidup di Selandia Baru)
		Key /ki:/	: kunci Where is my key? (Dimana kunci saya?)
12	L	L /el/	
		Lion /laiən/	: singa A lion lives in wild forest (Seekor singa hidup di hutan liar)
		Lamp /læm/	: lampu I need a lamp in the dark (saya membutuhkan lampu pada saat gelap)
		Lemon /læmən/	: jeruk lemon a lemon is a sour fruit (jeruk lemon itu rasanya asam)
		Lamb /læm/	: kambing muda

		I like lamb satay (saya suka sate kambing)
13	M	M /æm/ Moon /mu:n/ : bulan I like a moonlight (saya suka sinar bulan purnama) Monkey /manki/ : monyet a monkey likes to eat banana (seekor monyet suka makan pisang) Mouth /mauθ/ : mulut A monkey has a big mouth (seekor monyet mempunyai mulut yang lebar) Money /mane/ : uang I have no money (saya tidak mempunyai uang) Mushroom /maʃrum/ : jamur I like to eat mushroom (saya suka makan jamur)
14	N	N /en / Nose / nous/ : hidung My nose is very sensitive (hidung saya sangat sensitif) Note /nout/ : catatan I have a lot of notes (saya mempunyai banyak catatan) Nut /nat/ : kacang I like to eat nuts (saya suka makan kacang) Necklace /nækles/ : kalung I have a gold necklace (saya mempunyai kalung emas) Nurse /nə's/ : perawat The nurse is beautiful (Perawat itu cantik)
15	O	O /ou/ Octopus /ɔktəpəs/ : gurita An octopus has a lot of legs (Seekor gurita mempunyai banyak kaki) Orange /oreinj/ : jeruk manis I like orange (saya suka jeruk manis) Onion /ɔniən/ : bawang Bombay Onion is bigger than garlic (bawang Bombay lebih besar

				daripada bawang putih
		Ostrich	/ɔstritʃ/	: burung onta
				An ostrich can run fast (seekor burung onta bisa berlari cepat)
16	Q	Queen	/kwin/	: ratu
				I want to be a queen (Saya ingin menjadi seorang ratu)
		Quail	/kweil/	: burung puyuh
				I like a quail's egg (Saya suka telur puyuh)
		Quit	/kwit/	: berhenti
				I quit taking English course (Saya berhenti kursus Bahasa Inggris)
17	R	Rose	/rous/	: bunga mawar
				I like a red rose (Saya suka bunga mawar merah)
		Run	/rʌtʃn/	: lari
				I run to go home (Saya lari ke rumah)
		Road	/roud/	: jalan
				There are a lot of holes in the road (Banyak lubang di jalan)
		Rain	/rein/	: hujan
				It rains cats and dogs (hujan lebat sekali)
		Rabbit	/ræbit/	: kelinci
				I like a white rabbit (Saya suka kelinci putih)
18	S	Sun	/sʌn/	: matahari
				The sun rises in the East (matahari bersinar di ufuk timur)
		School	/skul/	: sekolah
				I go to school everyday (Saya pergi ke sekolah setiap hari)
		Spider	/spaidə'/	: laba laba
				A spider is jumping from the roof (seekor laba laba sedang melompat dari atap)
		Snail	/sneil/	: siput
				A snail is walking slowly (seekor siput sedang berjalan pelan)
		Ship	/ʃip/	: kapal
				I go to Lombok by ʃip (saya pergi ke Lombok naik kapal laut
19	T	Train	/trein/	: kereta api

			Taking a train is better (naik kereta itu lebih menyenangkan)
		Tree /tri:/	: pohon I climb the tree (saya memanjat pohon)
		Tomato /tometo/	: tomat Tomato contains vitamin C (Tomat mengandung vitamin C)
		Tiger /taigǝ'/	: harimau Tiger is a wild animal (harimau adalah binatang buas)
		Turtle /tǝ'tǝl/	: kura kura Turtle walks very slow (Kura kura berjalan sangat lambat)
20	U	Umbrella /ambrilǝ/	: payung A program of one thousand umbrellas is successful (Acara seribu payung telah berhasil)
		Unicorn /yunikɔ'n/	: unikorn Unicorn usually white (unicorn biasanya berwarna putih)
21	V	Vase /veis/	: vas bunga : The vase is broken (vas nya jatuh)
		Violin /vaǝlin/	: biola A violin is nice to hear (biola enak sekali didengar)
		Violet /violet/	: ungu I like violet (saya suka warna ungu)
		Vine /vain/	: sia sia The effort is vain (usahanya sia sia)
		Viper /vaipǝ'/	: ular berbisa The viper is killing animal (ular berbisa itu mematikan)
22	W	Wolf /wɔlf/	: serigala The wolf is running fast (serigala itu berlari cepat)
		Whale /weil/	: ikan paus Wale is a big fish (paus itu adalah ikan yang besar)
		Watch /wɔʧ/	: menyaksikan I like to watch TV (saya suka nonton TV)
		Watermelon /wɔtǝmelǝn/	: semangka Watermelon contains water (semangka mengandung air)

		White /wait/ : putih I like white (saya suka warna putih)
23	X	Xylophone /sailəfəun/ : alat music silofon I heard someone plays a xylophone (saya mendengar seseorang bermain silofon) x-box /eks-boks/ : kotak x The kids like to play x-box (anak anak suka bermain x-box)
24	Y	Yoyo /yoyo/ : mainan yoyo I like to play yoyo (saya suka bermain yoyo) Yam /yam/ : ubi I like yam (saya suka ubi) Yacht /yakh/ : kapal pesiat The yacht goes around the sea (kapalnya mengelilingi lautan) Yellow /yelou/ : kuning I like yellow color (saya suka warna kuning) Yak /yæk/ : binatang yak A yak lives in Tebet (binatang yak hidup di dataran Tibet)
25	Z	Zebra /zebra/ : zebra A Zebra has straight black and white color (seekor zebra berwarna lorek hitam dan putih) Zipper /zippə'/ : resleting The zipper of my trousers is broken (resleting celanaku rusak) Zoo /zu/ : kebun binatang I like to go to the zoo (saya suka pergi ke kebun binatang)

Appendix 3. The Cover Design of the Flash Cards:

Appendix 4. Design of the Dakon

Figure 4. Another motif of *Dakon* Product

Figure 5. Other variant color of *dakon* product

Figure 6. Full color of *dakon* product