

The Effectiveness Of Physical Sport Games Learning Method On Students English Ability

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Abstract—The background of this study is the results of learning English of physical education department (PJKR) students which achieved the lowest score in Faculty of Teacher Training and Education Muhammadiyah University of Sukabumi (FKIP UMMI). In general, students will be happy if the learning activity carry out is identical to fun activities such as playing, based on these assumptions this research planned by carrying out English learning activities using the physical sports game method. The purpose of this study was (1) to find out how the response and interest of students towards English Language Learning. (2) Knowing how the process of implementing English learning using physical sports game method. And (3) Knowing how the results of learning English using physical sports game method. The research methods used in this study are descriptive method and quasi-experimental method using one experimental class. Based on the process and results of the study, students responses to learning English using physical game method are very good, it can be seen from the enthusiasm and cooperative spirit shown in the implementation of learning, while the student learning outcomes increase by 55.31 points. Thus learning English using physical sport game method successfully increases the motivation and learning outcomes of PJKR FKIP UMMI students 2018/2019 academic year.

Keywords— Physical Sports Games, PJKR, English Ability

I. INTRODUCTION

English is a subject that has an important role in social life, this is because English is the most widely used language as the number one international language in the world. Based on this role, the Indonesian government included English as a subject taught in educational institutions ranging from elementary to high school levels as subjects that must be followed every semester. In addition to the school level, learning English is also held at the university level, including at the Muhammadiyah University of Sukabumi (UMMI).

English in Indonesia is known as a foreign language, quoted in Djonhar (2012: 2). Ellis, Gass and Selinker stated that “the language is not a native language which is used by

non-native speakers in the environment of non-native language” or “the term from a foreign language refers to non-native languages that are learned and used by native speakers in a non-native language environment”.

Regarding to the purpose of learning English, Harmer (2007: 11) states that: “Students throughout the world with all ages learn to speak English, but their reasons for wanting to learn English can differ greatly.” Some people need English for Purposes Specifically (English for Specific Purposes), and many others learn English because they think it will be useful in various interests. Researchers agree with these statements because it is a real phenomenon that occurs everywhere.

Regarding to this research, English as the focus of this research is learning in English for Specific Purposes (ESP) courses taught in UMMI. The researcher chose the ESP course because this course was taught in the first semester of the student's lecture period, and researchers considered that this was the right time to strengthen students' English skills. In addition, during the student lecture period at UMMI, ESP was the only compulsory English course that all students had to attend so that this was the only place to provide reinforcement of English before students took to the field to teach or go down to the workforce after they graduated from UMMI.

One of problems in learning English that become the focus of this research is related to student ability in learning English. In this case, the researcher focuses on mastering English ability in English for Specific Purposes (ESP) Course at UMMI. UMMI has a mission to improve the English language skills of UMMI graduates, and one of the efforts made is by changing the system of implementing English language lectures by focusing learning materials to suit their respective scientific fields and carried out with four language skills (reading, speaking, writing and listening) in one academic year. In this study, the students'

English proficiency seen will be focused in one faculty, that is Faculty of Teacher Training and Education (FKIP). The ESP learning outcomes for the 2017/2018 academic year are as follows:

Table 1. ESP Score of FKIP UMMI Students

Department	Average Score
Biology Education	78,44
Bahasa Indonesia Education	71,41
Physical Education (PJKR)	68,00
Mathematics Education	81,11
Technology Informatic Education	80,68
Early Childhood Teacher Education	74,14
Elementary School Teacher Education	80,96

Based on the results above, it can be seen that ESP learning outcomes in FKIP UMMI are very diverse, and the highest score is achieved by Mathematics Education while the lowest score is achieved by the Physical Education Department (PJKR). The low score of students in PJKR is the background of the focus of this research that is the ability of English in PJKR FKIP UMMI students.

Based on interview with PJKR students, English is believed as a difficult subject and it is needed to be presented in various way or method to make it easier to be understood. The learning method is a method that will be used in learning activity so that the learning process can be carried out well. The learning method is a provision that we must develop for the learning process of learning both with students and lecturers. The effectiveness of teaching is largely determined by the teaching approach that the teacher chooses on the basis of the teacher's knowledge of the nature of the skills or tasks that students will learn.

Teacher or lecturers must be clever and careful in determining a teaching method, besides that, teachers must be creative and quick to determine decisions in the teaching and learning process so that an effective learning situation can be created and the expected learning objectives can be achieved. Teachers can choose specific methods based on goals, whether for cognitive processes, to encourage positive social interactions among students, or to use space and tools more efficiently.

In general, students will be happy if the learning activity is carried out in fun activities such as playing. Physical education is activity that refers to movement and motor development. Physical education can also increase knowledge and behavior of healthy and active life, sportsmanship and emotional intelligence. With this background, this research will be carried out by carrying out English learning activities using the physical sports game method.

Previous research related to the method of learning English has been carried out by Wijayatiningsih (2014) with the title, namely the utilization of the total physical response model and repetition for the development of English language learning. This study focuses on the use of learning models and audio visual media in learning English, this is different from the research that will be conducted by researchers, that is learning English by using the physical sports game method.

The game method approach is a process of delivering teaching in the form of playing without ignoring the core material. The game that is intended here is a small game whose material is adapted to competency standards in the curriculum. The game method gives students the freedom to move which will stimulate the child to do the movements that are ordered according to the materials given.

In connection with the game method, another study was carried out by Sudarmono (2015) with a focus on research is the development of team sports games for learning physical education, sports and health. The study aims to see the impact of the use of the game method on students' motoric abilities, in contrast to the research that will be conducted which focuses on language skills in students.

The game method used in this study focused on the BCCT approach (Beyond Circle and Circle Time) which was triggered by an Italian figure namely Maria Montessori where this approach is carried out to stimulate students to play actively in game centers so that educators are not required to be more active, but the participants or students.

According to Martuti quoted in Suyadi (2009) there are several basic principles in this BCCT approach, namely:

- The entire learning process is based on empirical theory and experience
- Each type of game must be aimed at developing all aspects of children's intelligence or multiple intelligences.
- The playing environment must be able to stimulate active movement and creative thinking in students
- Use standard operational or standard rules in the process of playing or learning activities.

Playing game is one of the activities that requires the body to move according to one's own desires (individuals) without any coercion from others, this shows that by playing means that the body does sports. There are several opinions regarding playing described by Dwijawiyata (2013: 7), such as:

- Playing game means moving while having fun.
- Playing game means doing the desired thing, which involves feeling but done only at certain times and places, while realizing that the action is different from ordinary life.

- c. Playing game means learning to adjust to the environment, using things around it, and doing it with people around them.

Based on the example described by Suyadi (2009: 18), "when students are playing, they unwittingly study hard to be able to portray themselves in the game, even with games with certain levels of difficulty, students are required to learn (play) more seriously to solve it. "Therefore, seen from the nature of the game can be used as a good method in learning activities. In learning activities with a certain level of difficulty, students can master the lesson if the learning is carried out in a fun way such as by using the game method.

Increasing the English ability by using physical sports game method is not new, Huges (2010: 225) explains that there is a very strong relationship between language and games, both games and languages have parallel development, especially in the development of students, language skills and playing abilities can develop in line or in harmony. Based on the theory above, it is hoped that this research can be carried out properly and the purpose of the research is to improve language skills, especially English in PJKR FKIP UMMI students.

The objectives in this study are as follows:

- a. Knowing how students are interested in English Language Learning.
- b. Knowing how the process of implementing English learning using physical sports game method.
- c. Knowing how the results of learning English using physical sports game method.

II. RESEARCH METHODOLOGY

Research Method used in this study is quasi-experimental method using one experimental class. The research design used in this study was Pre-Test - Post-Test Group Design. The population in this study were 3rd semester students of Physical Education Department or PJKR FKIP UMMI academic year 2018/2019. This research was conducted with a sample of 32 students. The "sampling technique used is purposive sampling, which is a sampling technique of data sources with certain considerations" (Sugiyono, 2012). The considerations referred to in this study are based on data or information obtained when the researcher enters the sample environment in the initial observation activities.

Arikunto (2010) explains that research instruments are tools or facilities used to collect data so that the work of researchers becomes easier with better, more accurate and systematic results so that the results are easier to process. The instruments used in this study are questionnaires, test sheets, and weekly assessment sheets. The questionnaire in this study was used to determine student interest in English as well as multiple intelligence possessed by students, the

test sheet was used to determine student grades at the beginning and end before and after treatment or in pre-test and post-test activities, then weekly assessment sheets were used to measure students' English language proficiency every week during this research.

The procedures carried out in this study are:

1. Pre-Test

In this activity, researchers provide basic English language test instruments to determine the English language abilities that have been obtained by students during school and early lectures before treatment is given.

2. Giving Treatment

Giving treatment in this research is carried out every week that is by using physical sports game method in English learning activities for students of PJKR FKIP UMMI. In each treatment-giving activity, a weekly assessment is also carried out to measure English language skills in PJKR students each given treatment.

3. Post-Test

The researcher gave an English language test instrument at the end of the research activity to find out the English language abilities possessed by students after the treatment was given.

4. Interview Regarding Treatment

This interview was conducted after the treatment was given to find out the opinions of students regarding the effectiveness of using the sports game method in improving the English language skills of students of the PJKR FKIP UMMI.

5. Data Analysis

The data that has been obtained will be analyzed, and seen the impact as a result of the research and the basis for the provision of teaching materials in Physical Education Department.

III. RESULTS AND DISCUSSION

A. Results

Learning English with physical sports game method is carried out with the steps of plan, implementation and evaluation. In the plan step, the researcher makes a lesson plan, based on the lesson plan draft arranged, here is the implementation of learning English using the sports game method:

1. Initial Data Collection

The data collected is data relating to the research sample, such as names, Student Identification Numbers, and English for Specific Purposes scores of students taken from the first and second semester. 3rd semester of PJKR FKIP UMMI consisted of 32 students with an average ESP score for 2 consecutive semesters smaller than 6 other departments in

FKIP. The initial supporting data was taken from students interviews regarding their interest in learning English.

2. Pre-Test

The researcher gave basic English test instruments to find out the English abilities that students already had before treatment was given. The test instruments provided were 40 items with a division of 20 questions related to body organs and 20 questions related to sports movements. The pre-test score of PJKR students obtained an average of 26.33 with a maximum score of 100.

3. Treatment

The treatment was carried out twice with the use of different sports game methods in English learning activities of PJKR FKIP UMMI students. The following is the note of its implementation:

Treatment 1:

Sports Game Name: Ball Trap

Implementation:

- a. Researchers lead warming up followed by students
- b. Students are divided into four groups heterogeneously based on their English ability
- c. Each group is given one ball as a media in learning games and all group members will stand up circle around the ball
- d. The researcher conveys the rules of play: each group must hold a limb while researcher mentioning the parts of body mentioned by the researcher in English (example: when the researcher mentions the head, all students mention head in Bahasa Indonesia (kepala) while holding their heads). In this game, the ball is used as a trap when the researcher mentions the ball so that all students will fight for the ball in their respective groups.
- e. The researcher led the ball trap game
- f. When a group member has a mistake in mentioning or holding a part of body mentioned, the member is excluded from the group
- g. And so on until the remaining one group with the most members becomes the winner in this game
- h. The Ball trap game went well, all students were actively involved in playing the game.

Treatment 2:

Game Name: Guess My Movement

Implementation:

- a. One of student leads the warming up followed by other students
- b. Students are divided into four groups according to the group in game 1
- c. The researcher appointed one group leader based on the highest pre-test score in the group

- d. Each group stood and marched backwards
- e. The researcher set the position of the game, the position of the group leader is approximately three meters in front facing the group members, while the members of the group marching and the front person are given a distance of approximately 2 meters in front of the other members.
- f. The researcher conveys the rules of play, the group leader is divided into five cards containing English terms for sports movements, after that the group leader demonstrates the movements listed on the card and the front group members have the right to answer without being helped by group members, if the front member can guess the name of the movement and spell it correctly so he is allowed to move to the backmost position and the member behind him will advance to the guessing position. Each correct answer will be given a value of 100.
- g. After finishing guessing 2 x 5 cards, the game rules are changed, the rule is that the group leader is given five cards containing English terms for sports movements, after which the group leader mentions the English sports movement terms listed on the card and group members the front answer by demonstrating the movement without being helped by his group members, if the front member can demonstrate it correctly then he is permitted to move to the backmost position and the member behind him will advance to the position of the display. Each correct answer will be given a value of 100.
- h. The researcher leads the game Guess my Movement
- i. When group members are unable to answer or demonstrate the movement correctly, then the person will be constantly ahead until they can answer or demonstrate correctly
- j. And so on until all cards are finished playing, the biggest value is the winner in this game
- k. Best group announcements
- l. Game Guess My Movement is going well, all students are actively involved in playing the game. The best group is taken from the accumulated value of the two games that have been carried out.

4. Post-Test

The researcher gave an English language test instrument at the end of the research activity to find out the English language abilities possessed by students after the treatment was given. The test instruments provided were the same as the pre-test instruments, which were 40 items with a division of 20 questions related to body organs and 20 questions related to sports movements. The pre-test value of PJKR students obtained an average of 81.64 with a maximum value of 100.

5. Interview Regarding Treatment

This interview was conducted after the treatment was given to find out the opinions of students regarding the effectiveness of using the physical sports game method in improving English language skills of PJKR FKIP UMMI students. The results of this interview are the response of students to the use of the physical sport game method is very well, this is evidenced by the cooperation of students during the implementation of treatment and a significant increase in students' English score. As for the game method used, the response of students is also good because the game is considered very fun and can hone the ability of student collaboration without forgetting the main goal of learning English which is still well implemented. The treatment in the outdoor study was also responded well because students considered this learning very refreshing because they were saturated everyday with learning in the classroom and on campus.

6. Data Analysis

The data that has been obtained will be analyzed, and seen the impact as a result of the research and the basis for the provision of teaching materials in PJKR FKIP UMMI.

7. Compilation of Reports

Preparation of this research report is carried out after all the research procedures have been carried out as proof of the research report has been completed.

B. Discussion

1. Student Interest in Learning English

Student interest in learning English falls into the fairly low category with assessment indicators, namely the initial score of PJKR students taken from ESP subjects who obtain the smallest average score in FKIP UMMI compared to six other departments. The low level of enthusiasm is also evidenced by the pre-test value of students who have an average score of 26.33 with a maximum value of 100. The low level of student interest in English is based on the thinking of students who consider English as a difficult subject to master and frequent learning monotonous makes students assume that English is a boring subject.

2. The process of implementing English learning using the game method

The implementation of learning using the game method is carried out twice with different games. The first game is Ball Trap with the rules of the game, where each group forms a circle and each group member holds a limb while mentioning the names of the body members mentioned by

the researcher in English. In this game, the ball is used as a trap when the researcher mentions the ball so that all students will fight for the ball in their respective groups. The Ball trap game went well, all students were actively involved in playing the game. Group score acquisition in the Ball Trap game can be seen in the table below:

Table 2. Game 1 Score

Group	1	2	3	4
Score	1000	800	700	1000

The second game is the game Guess My Movement with the rules of the game: the group leader is divided into five cards containing English terms for sports movements, after that the group leader demonstrates the movements listed on the card and the front group members have the right to answer without being helped by group members, if the front member can guess the name of the movement and spell it correctly so he is allowed to move to the backmost position and the member behind him will advance to the guessing position. After finishing guessing 2 x 5 cards, the game rules are changed, the rule is that the group leader is given five cards containing English terms for sports movements, after which the group leader mentions the English sports movement terms listed on the card and group members the front answer by demonstrating the movement without being helped by his group members, if the front member can demonstrate it correctly then he is permitted to move to the backmost position and the member behind him will advance to the position of the display. Each correct answer will be given a value of 100. Game Guess My Movement is going well, all students are actively involved in playing the game. Obtaining group scores on the game Guess My Movement can be seen in the table below:

Table 3. Game 2 Score

Group	1	2	3	4
Score	1200	1200	1000	1300

The best group is taken from the accumulated value of the two games that have been carried out. The best group award falls in group four with the group indicator being able to answer or demonstrate the most correct questions and group cohesiveness that is maintained during the game, the following details are:

Table 4. Overall Game Score

Group	1	2	3	4
Game 1	1000	800	700	1000
Game 2	1200	1200	1000	1300
Total Score	2200	2000	1700	2300
Rank	II	III	IV	I

3. English learning Outcomes by using Physical Sport Game Method

The influence of the use of physical sport game method in learning English is seen from the acquisition of the pre-test and post-test scores of PJKR students FKIP UMMI with minimum passing score of 60. The pre-test and post-test scores of students are as follows:

Table 5. Pre-test and Post-test Scores

Test Score	<i>Pre-test</i>	<i>Post-test</i>
Highest Score	60	100
Lowest Score	5	27,5
Average	26,33	81,64
Pass	1	29
Did not pass	31	3

Based on the table above, the implementation of the physical sport game method has a positive influence on improving English ability in PJKR FKIP UMMI students and here is the following graphs of the improvement:

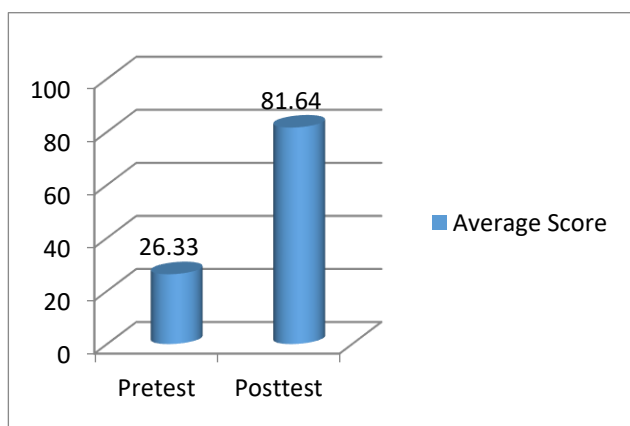


Figure 1. Graph of Students Average Score

The completeness of learning English based on its minimum passing score of 60 can be seen in the graph below:

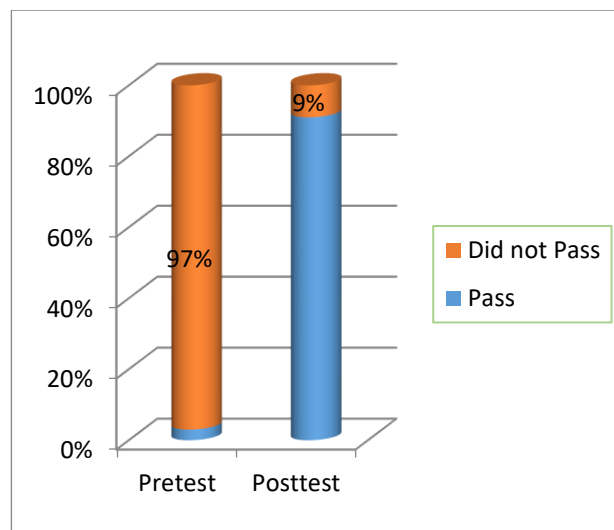


Figure 2. Graph of Students Learning Completeness

Based on the graph above it can be concluded that learning English by using physical sport game method has a positive influence on English language skills in PJKR FKIP UMMI students.

IV. CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the process and results of the study, students interest in learning English was included in a fairly low category with assessment indicators are the initial score of PJKR students which gained the smallest average score in Faculty of Teacher Training and Education and very low student pre-test scores. Student responses to learning English using physical sport game method are very good, it can be seen from the enthusiasm and cooperative spirit shown in the implementation of learning, while the students learning outcomes increase by 55.31 points. Thus learning English using the physical sport game method was successfully increases the motivation and learning outcomes of PJKR FKIP UMMI students in 2018/2019 academic year.

B. Suggestions

This research was conducted on students of Physical Education Department, some of the obstacles faced were related to the approach to students who already had poor thoughts on English because English was considered as a difficult subject so there were some students who did not respond positively for the implementation of learning English. Based on these problems, it is recommended for future research to increase activities to increase students' interest before the treatment is given. As for the methods used, there are many games that can still be developed to hone students' cognitive abilities so that they are able to expand with their affective and psychomotor abilities.

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