Can Portek (*Portable Engklek*) be a Solution to Teach Vocabulary to English Young Learners?

Fitri Yulianti

Faculty of Education and Arts - Universitas PGRI Semarang

Abstract

The main goal of this article is to find out whether or not PORTEK be a solution to teach vocabulary to English young learners. Previously, there were some studies conducted to prove the effectiveness of PORTEK as English teaching media, especially in teaching vocabulary. But the writer assumed that she needed to conduct one more study to conclude her previous findings. She used library research with qualitative data to answer the research question. The data from her previous studies were used as the primary data. The result of her study was showed in tables to ease the readers get the conclusion. At the end, it can be concluded that PORTEK can be a solution to teach vocabulary to English young learners.

Keywords: *PORTEK, vocabulary, English young learner*

INTRODUCTION

The success key of teaching and learning English is mastering vocabulary. By knowing and mastering it, an English learner can get more knowledge and information. This will help the learners produce more and more work as the assignment of their learning process.

Piccolo (2010) states that teaching English to young learners and adults are different. Chosen English materials depend on the grade, and introducing vocabulary is an obligatory. It is both easy and difficult activities.

Based on this statement, the writer who concerns on teaching English to young learners has been conducted several studies in this field. She modified a media named PORTEK stands for Portable *Engklek*. *Engklek* itself is a physical-traditional game. In English, it is called hop-scotch. But in Bahasa, it is called *Sundamanda*. In

Indonesia, it has several different name. *Pacih*, *Ingklik*, and *Gala Asin* are some of its name from Aceh Province, Pati District, and Borneo Island. (Yulianti, 2012: 35)

By the name, PORTEK, we can guess what the form of this medium is. Hop-scotch that usually play on the ground by drawing some shapes on it, now it can be played easily almost everywhere. The shape of hop-scotch or *engklek* has been modified so far. "The field" has been changed from ground into carpet that draws and cuts here and there so it can be folded and taken easily. To play hop-scotch, the players need some pebbles. (Yulianti, 2017).

The modification of hop-scotch to be PORTEK as English teaching media is on the additional pictures with no any single word on it put in every board of PORTEK field. There are 10 boards. So, the teacher can put 10 different pictures on them, based on the topic. The pictures can be changed every time in order to strengthen students ability in memorizing new vocabularies.

By getting these different actions, the students are easier to catch and record the new vocabularies. They can play PORTEK with their own rules. In teams, mini tournament, or individually.

The main goal of this article is to find out whether or not PORTEK be a solution to teach vocabulary to English young learners.

REVIEW OF RELATED THEORIES

Characteristics of Young Learners

Different children experts have their own opinion about the characters of young learners. Here, the writer collect some of them.

The first opinion comes from Scoot and Ytreberg (1993: 1-5). They both argue that the young learners could be grouped into two levels:

1. five to seven years old at the first level, and
2. eight to ten years old at the second level.

Characteristics of the first level are: they can talk about what they are doing, tell what they have heard/done, plan activities, argue for something, use logical reason, etc. While the general characters of the second level are: they have very decided view of the world, can tell the difference between fact and fiction, ask questions all the time, able to do some decisions about their own learning, definite views about what they like and dislike doing, able to work and learn with and from others, etc.

The children on the first level are in their early age to know the world. Their own imaginations sometime crash the reality. That is why they like to share their opinion, planning, experience in a day, and those things might make them argue for something which is different from what they

have known before. But their arguments are something share in logical reason.

Getting older, the children on the second level are in pre-teenager age. In this level, they are getting able to differ the fact and fiction, able to decide what they want, compare the reality and their opinion, so they usualy ask questions all the time.

Nur'aini (2008: 15-19) has little bit different opinion. She divides them into three levels:

1. the first level: 0 – 18 or 24 months
2. the second level: 2 – 6 or 7 years old, and
3. the third: 7 – 12 years old.

In the first level, children use their reflect sensor, senses, and muscles to get new knowledge and skills. In the second level, they are able to think symbolically and speak to understand their surroundings. In the third level, their abilities in thinking, reminding, and communicating are getting better and better, for they can think logically. Their activities in this level are signed as "social play".

Nur'aini's opinions are almost the same with Scoot and Ytreberg's opinion. Infants get to learn their surroundings using their senses. Open up their eyes and cry are some of their way to show what they feel. They are being able to communicate with other with simple language day-by-day, although it is not in a complete word(s).

They can build a small group with their friend too.

On the next elder level, the children compete to use their logical thinking. It is the overall ability they learn from the beginning. They know that something is good or right, and another is bad or false logically.

Children should grow and develop normally. Basically they have their own ability to learn something from the easiest to the most difficult one. It is the parents and adults' duty to help them--the children--to reach each competence well.

Teaching English to Young Learners (TEYL)

The term Teaching English to Young Learners (most called it "TEYL") is well-known nowadays. From the term itself, people can guess the meaning. One of them is Picollo (2010) who states that Teaching English to Young Learners (TEYL) means teaching children between ages 3 and 11.

It could be specific in the definition by adding the period of the learning process, as Picollo states above. The author limits the period between 3 to 11 years old. It makes sense, because under the 3 ages children are still categories as infant, while upper 11 years old are a pre-teenager age.

In addition, Chodijah (2011: 15) states that it doesn't matter how young a

child learn English is and how young we may introduce English in formal instruction setting to. The more important aspect is how much time we have with them and the exposure.

More time is better. It is because children need continuity in their way of learning something. They need to be drilled every time to make them remember more things. Moreover, when they learn foreign language as a skill, they need to practice it regularly.

Although TEYL can sometimes be applied loosely as a term that generally refers to the teaching of English to pre-adults, many teachers use it specifically when referring to teenagers. In this context, the terms TEC (Teaching English to Children) and TEYL (Teaching English to Young Learners) are both normally used. Teachers are usually trained to teach children and young learners simultaneously. Consequently, teachers might be certified to teach TEC, TEYL, or TEC / TEYL, depending on where they receive their education.

In teaching foreign language, in this case is English, teachers need to know and create special treatments to young learners (children).

Picollo (2010) argues that children have intrinsic motivation or interest in doing the learning activities. Teachers should use

3 important sources of interest for children: pictures, stories, and games. Pictures (or posters) should be colourful, clear, and professionally drawn. Photographs or the children's own drawing can be used too. For children, the dominant sense is the visual channel. If young learners are not given something to look at that is relevant to the learning task, they will get distracted by something else that is of more interest to them.

The combination of the 3 sources (pictures, stories, and games) hopefully make their achievement of something new they learn can be maximum. The teachers of young learners supported by their parents should work hard to create or use something that can make the hope being real.

Children love being read stories and most of the vocabulary for a story can be pre-learnt through games before the story is read. Telling a story in a foreign language is one of the simplest and richest sources of input for children as long as there are lots of colourful pictures the children can look at while listening. We can find these books easily in bookstores.

Here the writer suggests a good fairy tales book written by Tudor (1980). She was selecting the most familiar fairy tales of the world which told or written by H. C. Andersen (*Thumbelina, The Emperor's New Clothes*, etc), the Brothers Grimm (*Sleeping*

Beauty, Rapunzel, and *Red Riding Hood*), Charles Perrault (*Cinderella* and *Puss in Boots*), etc.

Single book-story like *Bambi Gets Lost* (Disney, 1972) that tells the adventures of Bambi, a little mousedeer, that gets lost on the way back home after it ignored its mother's warning to just play near home can be another choice.

If both--teachers and parents--want to "introduce" religion attitudes (Arabic. *Akhlaq*), they can also read story of prophets, wonderful Islamic women such as Khadijah al Kubra, Fatimah az-Zahra (Rakhmat, 1985), Maria al-Qibthya (Bharata, 1986, Prophet Muhammad SAW's wife from Qibthya, Egypt) can be chosen.

Beside of telling stories, games put the fun back into learning and playing is what children do naturally, so a smart teacher should capitalize on what children want to do. A teacher should select games and songs ready so that activities can be changed every 5 to 15 minutes depending on the age group of the children. Games can be used to teach vocabulary and expressions and develop listening and comprehension skills.

Basically, children love to play. But the term "play" here is different from the play that identical with uncontrolled activities, destructive, or something. But the play as Schwartzman (1978, in Patmonodewo, 2000) mentioned is not working, pretending, being unreal and unproductive activity.

Teaching English Vocabulary to Young Learners and Its Assessment

As a correlating activity, the four language skills and vocabulary should be contained in a packet. Brown (2004: 194-200) gives the following five kinds of assessment in mastering vocabulary. They are: Multiple Choice, Matching Tasks, Editing Task, Picture-Cued Tasks, Gap-Filling Tasks.

In assessing English vocabulary during the process of teaching young learner, the teacher can choose one of them. Or in another assessing session, the teacher could mix two or more kind of test.

Engklek and Its History

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). So, *engklek* is the pebble.

In addition, Marelle states that in Britain, this game is called Hop-scotch that was played since the age of Roman

Emperor. In The Random House Dictionary of the English Language (Urdang, 1968: 638), the definition of hop-scotch game is as follows:

> "Hop-scotch is a children's game in which a player chose a small stone into one of several numbered sections of a diagram marked on the pavement or ground and then hops on one foot from section to section, picking up the stone on his/her return."

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.

Hop-scotch game has several names. Arista (2011) states that people in Boyolali called it *Brok*. Iswinarti (2007, in Iswinarti 2010) finds more or less 43 names of *engklek* (hop-scotch), some of them are s given on the following table:

Term	Place
Pacih	Aceh
Tejek-tejek	Jambi
Cak Lingking	Bangka
Tepok Gunung	West Java
Ingklik	Pati
Engkle, Bak-baan	Lamongan
Engkleng	Pacitan
Dengkleng, Teprok	Bali
Intingan	Sampit
Gili-gili	Merauke
Setatak	Riau
Cak Ingking Gerbak	South Sumatra
Deprok	Betawi
Sundamanda(h)	Grobogan, Kendal

Gedrik	Banyuwangi
Bendang	Lumajang
Sonda	Mojokerto
Asinan / Gala Asin	Kalimantan
Tengge-tengge	Gorontalo
Etc.	Etc.

Table 1: Various Names of Hop & Scotch (*Engklek*) in Indonesia

Teaching English through PORTEK

Picture 1: *Dolanan Engklek*

As has been mentioned before, PORTEK comes from hop-scotch as showed above. It modifies so far to be portable. The PORTEK set itself is like the following. (Yulianti: 2017)

Picture 2: PORTEK Board

Picture 3:

Picture 4:

In applying PORTEK in English class, moreover in teaching vocabulary, here are the steps:

1. Show the pictures of flash-cards and pronounce the vocabulary; do not write anything or spell anything.
2. Do it several times to make the students understand those materials well.
3. Divide class into several groups, lead by a captain.
4. Make the rules on playing *PORTEK* game.
5. Discuss the consequence after play *PORTEK*.
6. Prepare the *PORTEK* set and take the flash-cards based on the lesson today.
7. The captains of all teams do *hom pim pa* to get the team turns.
8. All players start to play on their turns by throwing the pebbles on the first board, start from the lucky number 1 group.

9. While the first player is hopping and scotching from square to square on the *Portable* board, the player is saying the vocabularies mentioned on the flash-cards which the player stepping on.
10. If a player fails to tell the vocabulary correctly, their partner continue the turn from the first board.
11. When the first player successfully does the job, the second player takes the next job. The second player throws the pebble on the second square. The player starts to hop and scotch from the first square, then jump high to the third square ignoring second square where the pebble-placed.
12. If a player fails to throw the pebble on the correct square, the first player from the second group toke the job.
13. 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 is so effective and efficient too.
14. The teacher may add or replace some pictures to add the students' vocabularies.
15. The game ends when a group successfully reach the last square on the top of the *PORTEK* board fast.

16. The teacher evaluates the lesson by giving small test.

Sample	Pre-Test	Post-Test	Progress
1*	85	**100**	15
2*	90	**100**	10
3	0	90	-90
4*	70	**75**	-5
5	90	80	-10
6*	75	**100**	25
7*	85	**95**	10
8*	90	**100**	10
9	0	0	0
10	0	0	0
11*	90	**100**	10
12*	90	**100**	10
13	100	100	0
14	80	65	-15
15*	75	**100**	25
16	90	**75**	-15
17	0	0	0
18*	80	85	5
19*	90	95	5
20*	90	**100**	10
21*	80	**85**	5
22*	70	**100**	30
23*	80	**100**	20
24	75	45	-30
25*	**85**	**100**	15
26 *	**90**	**90**	0
27 *	**90**	**100**	10
28 *	**75**	**100**	25
29 *	**90**	95	5
30	0	100	100
31 *	**90**	**100**	10
32 *	**80**	**100**	20
33 *	**90**	**100**	10
34 *	**80**	**100**	20
35 *	**90**	**100**	10
36 *	**75**	**100**	25
37 *	**100**	**100**	0
38 *	**85**	**100**	15
39 *	**80**	**100**	20
40 *	**90**	**100**	10
41 *	**85**	**100**	15
42 *	**90**	**100**	10
43 *	**90**	**100**	10
44 *	**85**	**100**	15
45 *	**90**	**100**	10
	3.405	**3.975**	
MEAN $\bar{x}$	3.405 : 40 = **85.12**	3.975 : 42 = **94.64**	

RESEARCH METHODOLOGY

In conducting this study, the writer takes the data from the study result on 2012, 2014, and 2016. Those 3 studies were conducted to prove PORTEK's effectiveness in teaching English to young learners, especially in teaching vocabulary.

Library research is chosen as the method of this study. The data were collected by seeing and comparing the first to the third study. The first data is used because those studies were the writer's own work.

FINDING AND DISCUSSIONS

The result of this study will be gotten by discussing these following findings.

The result of PORTEK Study 2012

On 2012, the writer conducted a study about teaching vocabulary to young learners through PORTEK in Kendal Regency. MI (Islamic School) Gentinggunung, Sukorejo Sub-district was the place of study.

There were 40 students who toke place on this study. By doing the pre-test, getting treatment through PORTEK, and getting post-test, the writer could measure as the following:

Tabel 2: *Pre-test* **and** *Post-test 2012*

There were 35 students passed the test and got score above progression for got

higher score in post-test than pre-test. (Yulianti, 2012)

The Result of PORTEK Study 2016

There were 10 students in elementary-aged who toke place the study.

Tabel 3: *Pre-test* **and** *Post-test 2016*

There were 7 students got higher score in post-test than in pre-test. (Yulianti: 2016)

Discussion

The tables and explanation above were given to guide the writer to go to the conclusion.

There was 35 students who were got highre score than in pre-test in 2012 and 7 students got the higher score in post-test in 2016.

It means, in 2012 there were **83,33 %** progression (students got higher post-test score : total students, times 100%). While in 2016, there were **70%** progression (students got higher post-test score : total students, times 100%).

From those finding above, it can be concluded that PORTEK can be used as a

media, especially here in teaching English vocabulary to young learners.

Conclusion

Long and deep discussion has been done. Several data have been showed. Then,

Sample	Pre-Test	Post-Test	Progression
1*	40	70	30
2*	50	80	30
3*	30	40	10
4*	20	40	20
5*	50	70	20
6	30	20	-10
7*	50	60	10
8*	70	80	10
9	60	10	40
10	80	0	-80
MEAN ($\bar{x}$)	48 : 10 = 4.8	56 : 10 = 5.6	

based on the data and explanations above, the writer could conclude that PORTEK can be a solution to teach English vocabulary to young learners.

It is simple. It is easy to use. It is economic too. The teacher could use PORTEK in his English class anytime and anywhere. Outdoor or indoor activity is not a big problem anymore. S/he may add some more different picture to build his/her students' vocabulary mastery.

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