
UTILIZATION OF TRADITIONAL HIDE AND SEEK LEARNING MEDIA TO ENHANCE ENGLISH LEARNING OUTCOMES FOR ELEMENTARY SCHOOL STUDENTS IN TANA TORAJA

Dina Gasong¹, Milka², Selvi Rajuaty Tandiseru³
^{1,2,3} UKI Toraja, Indonesia

Email: dinagasong2964@gmail.com, milka@ukitoraja.ac.id, selvirajuatyandiseru@ukitoraja.ac.id

ABSTRACT

KEYWORDS

Education, Learning, Teachers, Benefits of Learning Media, English Language Skills, Traditional Game of Hide and Seek

This research aims to describe the effectiveness of utilizing the traditional hide and seek learning media to improve English learning outcomes for fourth-grade students at SDN 117 Rorre, North Makale District, Tana Toraja Regency. This research is a qualitative descriptive study with data collection through interviews, questionnaires, and direct field observations. The data analysis process involves data reduction, data presentation, and conclusion drawing. The population of this research includes fourth-grade students at SDN 117 Rorre, teachers, and the school principal. Hide and seek is a traditional game played by a minimum of two people. However, in this study, the traditional hide and seek game is modified into a learning model that can be used during the teaching and learning process. This study examines the improvement of English language skills among students in the topic of numbers. The research design is a classroom action research (CAR) that cycles through planning, implementation, observation, and reflection. Data collected includes children's activities and learning outcomes related to the traditional hide and seek learning model. Data is obtained through observation and tests. The results indicate a significant improvement in both teacher and fourth-grade student activities in SDN 117 Rorre in English using the traditional hide and seek model. Improvement is evident in both cycles I and II, with qualifications rated as fair in cycle I and improved in cycle II. This research concludes that utilizing traditional hide and seek learning media can enhance the learning outcomes of fourth-grade students at SDN 117 Rorre.

INTRODUCTION

Education is a fundamental need for humans to acquire knowledge and skills. Therefore, education becomes a means to prepare a quality generation with both knowledge and skills. The knowledge and skills obtained through education make the nation's generation qualified to work in the modern era.

English in Indonesia is generally taught as a foreign language. Although English is only a foreign language in Indonesia, it serves many functions. The functions of English include being a tool for international communication and for utilizing scientific knowledge and technology for national development. In Indonesia, proficiency in English is closely related to economic competition to win global competition, thus ensuring Indonesia's development follows the channels of international trade smoothly. Moreover, in this internet era, information can be easily obtained, but still requires English language skills as much of this information is in English. Therefore, it is crucial for the younger generation to learn and improve their English language skills to prepare for global competition supported by technological advancements.

English is considered a difficult language to learn, especially when educators only use lecture methods, making it difficult for students to understand the material and causing them to become disinterested in learning it. Generally, students think of English as just another subject in school and fail to realize its benefits for themselves. However, in reality, English is

very important in the world of work and in the increasingly advanced era that prioritizes English language proficiency. If learning conditions like this are allowed to continue, English language proficiency among children and elementary school students may remain low.

Based on observations conducted on children in elementary school, many of them, especially in lower grades, are not yet familiar with English. English language learning is only done indoors using lecture methods, which makes children bored and less likely to understand the material. Children do not gain meaningful experiences in applying their knowledge in life. One of the games with great potential to be used in learning is traditional regional games. Traditional games contain art, uniqueness, and greater benefits such as teamwork, physical activity, character building, and helping to improve children's knowledge. Knowing traditional games can lead children to beneficial games in learning activities, enabling them to achieve excellent achievements.

There are many types of traditional games, one of which is the hide and seek game. Hide and seek is a game played by two or more children and does not require any equipment, as it only utilizes the surrounding environment for hiding and counting. When the hide and seek game is integrated with English, especially in the numbers topic, it will be modified so that children use English when counting during the game.

Literature Review

Education

Education is a conscious effort by humans to cultivate and develop inherent potentials towards positivity. Educational activities aim to produce better human beings, imbued with the values of Pancasila (Djumransjah, 2004:22). Education is characterized by positive changes through learning. Learning is an important process in changing behavior and encompasses everything that individuals think and do. Learning plays a crucial role in the development, habits, attitudes, beliefs, goals, personality, and perceptions of an individual (Rifa'I, 2012:66).

Sudjana (2014:28) explains that learning is an active process involving reactions to situations around the individual, directed towards goals and involving various experiences. Learning also involves observation and understanding. Learning can also be interpreted as an individual's effort to change behavior as a whole through experiences in interaction with the environment (Slameto, 2010:2).

The objectives of learning vary, including knowledge and skills (instructional effect) as well as critical and creative thinking abilities, open and democratic attitudes, and acceptance of others (nurturant effect) (Suprijono, 2013:5). Elements of learning include learners with sensory organs, brain, and nerves or muscles used to capture, process, and respond to stimuli. Stimuli should be focused for optimal learning, with memory containing knowledge, skills, and attitudes from previous learning activities. Response is the action generated from stimuli and involves a response from memory to the stimulus (Gagne, 1997:4; Rifa'I, 2012:68).

Learning

Learning is a set of events that influence learners in such a way that they undergo changes (Briggs, 1992) as cited in (Rifa'i, 2012:157). Rifa'i also explains that a set of events constitutes learning that is internal when learners engage in self-instruction, as one form of learning. The main elements of learning are the experiences of the child as a set of events, which lead to the learning process. Thus, education, teaching, and learning have a conceptual relationship that is not different. Learning is a series of external events for learners designed to support internal learning processes. These learning events are designed to enable learners to process real information in order to achieve predetermined goals.

Learning from various learning theories includes: a. Educators' efforts to shape desired behavior by providing an environment that fosters a relationship between stimuli (environment) and learner behavior. b. Educators providing opportunities for learners to think and understand what they are learning. c. Allowing learners the freedom to choose learning materials and methods according to their interests and abilities. Learning is oriented towards how learners behave, implying that learning is a collection of individual processes that transform stimuli from one's environment into a set of information, which subsequently results in long-term memory. In conclusion, the learning process is a communication process between educators and learners, or among learners. This communication process can be verbal or non-verbal, such as the use of media in learning.

Teacher

The definition of a teacher is someone who imparts knowledge to learners. In the eyes of society, a teacher is someone who conducts education in specific places. Teachers hold a respected position in society. It is their authority that garners respect, ensuring that the community does not doubt the figure of a teacher. The community believes that teachers are the ones who can educate learners to become individuals with good character (Djamarah, 2010:31). Therefore, anyone who has the task and authority to provide education, whether in terms of educating, teaching, or guiding learners to become individuals with broad knowledge and noble character, can be considered a teacher.

According to Armstrong in 1981 (as cited in Sudjana, 2014), the duties of a teacher are as follows:

a. Responsibility in developing the curriculum

This means that teachers are required to constantly seek new ideas, improve educational practices, especially in teaching practices. For example, if they are not satisfied with the teaching methods they have been using, they should seek alternative teaching methods. They should also find ways to overcome the lack of teaching aids and textbooks needed by learners.

b. Responsibility in developing the profession

The responsibility of developing the profession essentially involves the demand and calling to always love, respect, maintain, and enhance the duties and responsibilities of the profession. Teachers must realize that their responsibilities cannot be carried out by anyone else but themselves. Similarly, teachers must be aware that in carrying out their duties, they are required to be earnest and not treat it as a side job. Teachers must understand that what is considered good and right now may not necessarily be so in the future. Therefore, teachers must continually improve their knowledge and abilities to carry out their duties. They must be sensitive to changes, especially in the field of education and teaching, and in society in general.

Learning Media

Learning media are human beings, materials, or events that create conditions that enable learners to acquire knowledge, skills, or attitudes (Arsyad, 2013:3). In this sense, teachers, test books, and the school environment are considered media. More specifically, the concept of media in the teaching and learning process tends to be understood as graphic, photographic, or electronic tools for capturing, processing, and rearranging visual and verbal information.

Furthermore, Henich (Daryanto, 2013:5) states that the word "media" is the plural form of the word "medium." Medium can be defined as an intermediary or conduit for communication from sender to receiver. From this definition, Daryanto (2013:5) concludes the usefulness of media as follows: a. Clarifying messages to avoid being overly verbalistic. b. Overcoming limitations of space, time, energy, and memory and sensory abilities. c.

Generating enthusiasm for learning, fostering more direct interaction between learners and learning sources. d. Allowing children to learn independently, according to their visual, auditory, and kinesthetic talents and abilities. e. Providing the same stimulus, equalizing experiences, and creating the same perception. f. The learning process involves five communication components: the teacher (communicator), learners, message (learning materials), method, and learning objectives.

So, learning media are everything that can be used to deliver messages (learning materials) in order to stimulate learners' attention, interest, thoughts, and feelings in learning activities to achieve learning objectives.

Functions and Benefits of Learning Media

Learning media functions as a conveyor of information from the source or teacher to learners in the learning process, while methods assist learners in processing information to achieve learning objectives. Learners' interaction with the media helps in understanding the strengths and limitations of the media.

The functions of learning media include the ability to witness objects or events from the past, observe things that are difficult to access, obtain images of objects that are difficult to observe directly, hear sounds that are difficult to capture, and observe objects that are easily damaged. Additionally, media also allow for comparisons, observing slow processes quickly, and observing fast movements slowly. Levie and Lentz (1982) explained four functions of learning media, especially visual media, namely attracting attention, influencing affection, enhancing cognitive abilities, and assisting weak learners in reading.

Learning media can also fulfill three main functions according to Kemp & Dayton (1985), namely motivating interest or action, presenting information to a group of learners, and providing instructions that involve learners mentally and in real activities. The benefits of learning media in the learning process for learners include increasing interest in learning, clarifying understanding of material, providing variation in teaching methods, and enabling learners to engage in more learning activities. (Daryanto, Arsyad, and Sudjana & Rivai, 2013)

English

Language, as a tool for conveying thoughts and feelings, is important in daily life because it enables interaction and communication between individuals. English, as an international language, serves as a window to the world because it is used in international communication. The demand for English in various countries has led to its rapid development, making it the language of science and technology. English is needed in studies, travel, social activities, and professional endeavors. In the modern era, it is important for students to master English from an early age because children's brains are still elastic and can absorb information quickly. English education in elementary schools is essential to keep up with the times. The benefits of English include facilitating communication with other nations, understanding technology, gaining knowledge, and more. Despite various challenges in English language learning, such as teacher quality and student learning strategies, it is important to address these obstacles to improve English proficiency in Indonesia.

Traditional games

Traditional games are an integral part of children's lives, being a cultural heritage passed down from generation to generation. In addition to providing enjoyment, traditional games also contain important educational values. Children can learn sportsmanship, train physical abilities, sharpen intelligence, socialize, become more creative, and learn to cooperate through traditional games. Furthermore, these games help children manage their emotions, boost self-

confidence, and teach them to appreciate the achievements of others. Traditional games also encourage children to be democratic and responsible, and help them understand the importance of self-esteem in interacting with others. Thus, traditional games not only provide enjoyment but also serve as an effective means to develop various aspects of children's personalities and social skills.

Hide and seek game

The traditional game of hide and seek, also known as hide and seek in English, has become a part of children's culture in various countries, including Indonesia. This game is a simple outdoor game played by two or more people, where one person becomes the "seeker" while the others hide. Hide and seek does not require any special equipment and only utilizes the surrounding environment to play.

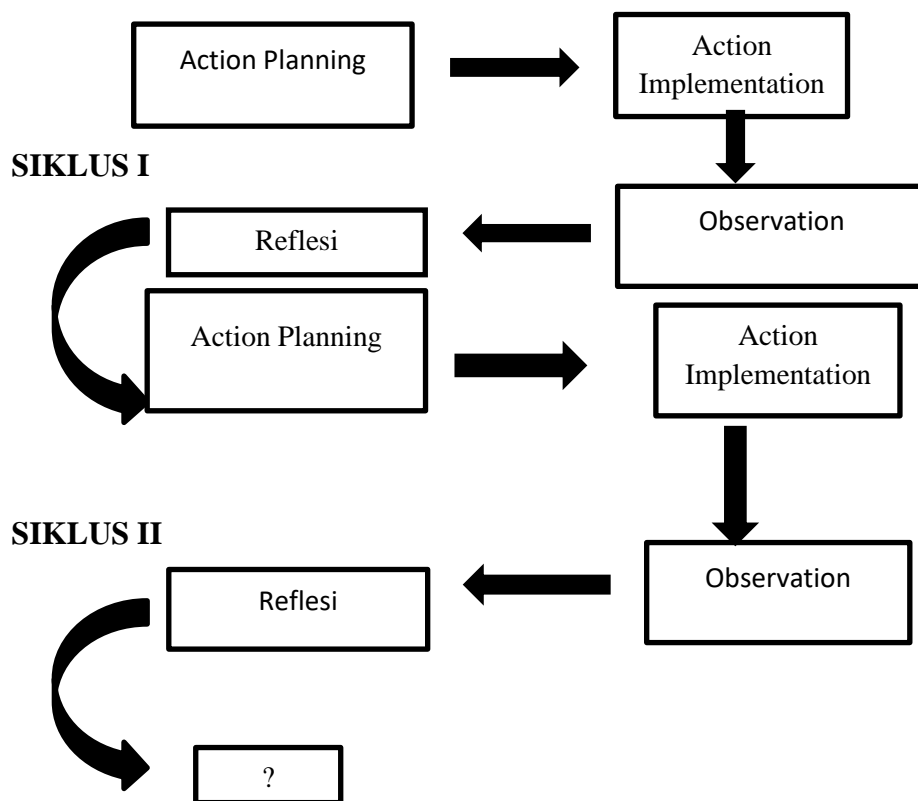
Playing hide and seek involves simple steps such as gathering friends, determining who becomes the "seeker," counting while closing one's eyes, and searching for hidden friends after finishing counting. Besides providing enjoyment, this game also has various benefits for children, such as strengthening socialization, maintaining physical activity, sharpening counting skills, and fostering sportsmanship and creativity. Additionally, the game also trains children in discussing, obeying rules, and learning to cooperate in groups.

RESEARCH METHOD

The approach used in this research is a qualitative approach. This approach is employed to describe the actual problems existing in the field, then reflected upon and analyzed based on supporting theories followed by the implementation of field actions. The type of research is classroom action research (CAR). Classroom action research is also conducted within the classroom, so the focus of this research is on learning activities in the form of teacher and children's behavior during interactions. The use of CAR is chosen because this research involves an action using the traditional hide and seek game to address low English language skills.

The focus investigated in this research is: (1) The activities and skills of educators in teaching English using the traditional hide and seek game with numbers as the material, and observing student responses during the learning process. (2) Learning outcomes, namely the improvement of English language skills in numbers using the traditional hide and seek game for fourth-grade students at SDN 117 Rorre, North Makale District, Tana Toraja Regency. This research utilizes a classroom action research plan, abbreviated as CAR. The CAR selected consists of 4 stages: 1) Planning, 2) Action, 3) Observation, and 4) Reflection. In detail, the procedure for this classroom action research consists of the following two cycles as presented in the section below.

Research Procedure Chart



PTK Flow According to Kemmis and MC. Taggart (in Arikunto, et al, 2015: 144)

The action was carried out for two cycles, and each cycle was conducted twice. The procedure for each cycle includes planning, implementation, observation, and reflection.

Planning Phase

- Creating lesson implementation plans (RPP) for each meeting, modified as needed, and incorporating the hide and seek game into the RPP for meetings 1 and 2 in cycle I. The material presented to the children is numbers for meetings 1 and 2.
- Preparing teaching materials according to the material to be taught. The teaching material taught is numbers using the Your Basic Vocabulary English Mastery Basics Book.
- Preparing media and teaching aids. Teaching aids to be used in learning are number cards or number cards. Number cards are paper cut into squares and numbers have been written according to what the students have learned.
- Creating tests. The test consists of questions related to the material that has been learned. The success rate of the teaching and learning process is an effort to improve English language skills to prove the research hypothesis. In cycle 1, the researcher provided 10 essay questions to be answered by students individually.
- Making observation instruments. Observation instruments are used as guidelines in conducting research, so that they can control and not deviate from the research path. Observation instruments here use observations of teacher activities and student activities. Observation of teacher activities is used to determine whether the RPP created is in accordance with the actions taken by the teacher or not. Observation of student activities is used so that teachers can determine whether students are active

- in learning or not. Observation instruments are also used to determine what can be improved in the learning process.
- f. Creating rubrics for assessing children's English language skills. The assessment rubric covers 2 aspects observed and the group grades of students during the teaching and learning process. The observed aspects are pronunciation and fluency in speaking English.
 - g. Making interview guidelines. The interview guide is questions that will be asked directly by the teacher through face-to-face conversation. The interview technique is using a teacher interview instrument. The interview technique is used to find out the teacher's opinion regarding the use of the hide and seek game to improve students' English language skills.
 - h. Creating group work sheets (LKK). The LKK is a data collection found in the appendix of the RPP. The LKK consists of questions related to the material that has been learned and given to students to be worked on in groups to determine the level of understanding of the material.

Stages of implementation

Learning activities are carried out in the first and second learning with explanations, namely:

- a. Open the learning by saying greetings and prayers.
- b. Ask how the children are doing and check the presence of children.
- c. Propose material that you want to discuss and motivate children to learn.
- d. Deliver and present lesson material to students.
- e. Invite students to play traditional games of hide and seek.
- f. Provide LKK to work on and explain the implementation instructions
- g. Reflect and conclude the discussion of the material.
- h. Close the lesson and say hello.

Observation Phase

Observation activities are carried out every time a learning activity takes place. Each observation uses an observation instrument in the form of an observation sheet to observe student learning activities when following the English learning process. Furthermore, an analysis of the observations was carried out to determine the activeness of students, teachers and the course of learning.

Reflection Phase

At this stage all observations, student evaluations, and field notes are analyzed, explained, and concluded at the reflection stage. The purpose of reflection is to determine the success of the learning process on the number material. The executive acts as an observer who assesses the shortcomings of the actions taken both in terms of the process and the results of learning English obtained by students.

At this stage, an analysis of the results of observations and test results given to students is carried out. The results obtained by students in the first cycle were not optimal, so it was continued in the second cycle by still applying the traditional game of hide and seek, but by paying attention to improvements in learning activities so that students' scores in English learning could increase and reach KKM standards.

Data collection techniques are carried out in 5 ways, namely:

- a. Test, the test results are used to determine the success rate of children after learning using hide and seek games.
- b. Observation is carried out to find out more about the ongoing teaching and learning process by using observation sheets at each meeting. The instruments used are observation sheets of teacher activities and student activities. This observation or observation guideline is filled in during learning by giving a checklist (✓) mark on each aspect observed with categories less (K), good enough (CB) and good (B).

Interview techniques

The interview technique was used to find out the teacher's opinion on the use of hide and seek games to improve students' English skills. In addition, it also aims to obtain valid data about student learning outcomes and to find out what obstacles are faced in learning English.

Student English Language Skills Assessment Rubric

Assessment rubrics are used to assess students during the learning process. The assessment rubric covers 2 observed aspects and the value of the student group. The observed aspects are pronunciation and fluency when speaking English. In addition to the observed aspects, there is also the value of knowledge which is the result of students' scores in working on LKK.

Documentation techniques

Documentation is used to obtain various data from documents such as data, lesson plans made by teachers and existing grades. Documentation is used to obtain preliminary data about student names and so on. In addition, the learning process data takes place documentation in the form of photos.

Data Analysis Techniques

Data analysis in this study was conducted during and after collecting data. Data analysis was carried out by comparing the results of observations, interviews, field notes with indicators at the reflection stage from the first cycle to the second cycle. This study used qualitative data analysis, as follows :

- a. Test scoring

Individual test assessment is used to determine the scores obtained by students individually from research techniques, namely student written tests, so that individual student scores are obtained. To obtain individual test scores used formulas :

$$\text{Value} = \frac{\text{jumlah skor yang diperoleh siswa}}{\text{jumlah skor maksimal}} \times 100$$

- b. Observation of teacher and children's activities

The observation data in this study can be seen from the score results on the observation sheet used. To follow the percentage of student activity based on student and teacher observation sheet data for each meeting, the formula is used:

$$\text{Observation value} = \frac{\text{skor yang diperoleh}}{\text{skor maksimal}} \times 100\%$$

Table 1 Observation Success Percentage

Percentage range	Qualitative
85%- 100%	Excellent

70% - 84%	Good
57% - 69%	Sufficient
46% - 56%	Less
0% - 45%	Deficient

c. Calculate children's learning completion percentage

The data obtained from the student learning outcomes test sheets are then analyzed by looking for children's grades that are complete with certain indicators. To find the percentage of student success from complete and incomplete student data, it is searched using the formula:

$$\text{Children's percentage of success} = \frac{\text{jumlah murid tuntas}}{\text{jumlah murid dalam kelas}} \times 100\%$$

Table 2 Children's Success Percentage

Percentage range	Qualitative
86% - 100%	Excellent
78% - 85%	Good
70% - 77%	Sufficient
50% - 69%	Less
10% - 49%	Bad

d. Student English Language Skills Assessment Rubric

Data obtained from the assessment rubric used to determine student grades during the teaching and learning process and from the LKK results shared. Then it is analyzed to find out how many students are complete and incomplete with certain indicators. To get a student's score from the assessment rubric, first find the student's observed aspect value based on the student's score using a formula:

$$\text{Observed aspect values} = \frac{\text{skor pengucapan} + \text{skor kelancaran}}{\text{jumlah skor maksimal}} \times 10$$

If the observed aspect value has been determined, then proceed by adding the LKK value that the student worked on with the formula:

$$\text{Value} = \frac{\text{nilai aspek yang diamati} + \text{nilai pengetahuan}}{2} \times 10$$

Success Indicators

Success indicators in this study include two types, namely:

1. Process indicators are characterized by the success of teachers in implementing hide-and-seek games in learning and student activities during lessons.
2. The indicator of the results of the study if there are 80% of all children has obtained a minimum score of 70 as a standard value of the minimum completeness criteria (KKM).

RESULTS AND DISCUSSION

Learning Description

As for how to play hide and seek with the 4th-grade students at SDN 117 Rorre, the Teacher, and the Principal:

- a. Establishing rules for the game:
 1. Determining the boundaries of the hiding location.
 2. Agreeing on how many counts are made during the game.

3. When the player who is "it" finds a hiding student, they loudly call out the discovered student's name, indicating that they've been found.
4. The found player remains at the goalpost without revealing the hiding spots of the other players.
5. A player who successfully reaches the goalpost without being noticed by the "it" player shouts "SEPERLUS," indicating that the round ends immediately. The "it" player must then take on the role of the "it" again in the next round.

Once all students understand the game rules, they agree to them, and all students play *hompimpa* (a game to choose who will be "it") until only two students remain. The remaining two students then play "suit" (rock-paper-scissors) three times, and the loser becomes the new "it" and must guard the goalpost.

1. The student who is guarding must close their eyes and count to ten, or whatever number is agreed upon.
2. The other students immediately hide in designated locations without leaving the agreed-upon area.
3. When the guarding student finishes counting, they start searching for their hiding classmates. If they find one, they call out the name of the discovered student.
4. The found student goes to the goalpost and waits, continuing until all hiding students are found.
5. If a hiding student manages to touch the goalpost and shout "SEPERLUS" before their name is called out, the round ends immediately, and the guarding student receives the agreed-upon penalty.

The research process consists of two cycles, each comprising four stages: a) planning, b) implementation/action, c) observation, and d) reflection.

Presentation of Research Results for Cycle I

Cycle I actions were carried out in two sessions, with each session lasting for 1 hour (2x30 minutes). Cycle I session I was conducted on Tuesday, July 7, 2023, from 10:00 to 11:00, and Cycle I session II was conducted on Thursday, July 9, 2023, from 10:00 to 11:00. The test for Cycle I was conducted on Thursday, July 9, 2023, from 12:00 to 12:30. The stages of Cycle I are as follows: a. Planning Stage The preparations made by the teacher and researcher to carry out Cycle I actions are as follows:

1. Developing lesson implementation plans (RPP) The lesson implementation plan (RPP) was prepared by applying the steps of the traditional hide and seek game model. The lesson implementation planning in Cycle I was designed with two sessions, each with different indicators. The time allocation for each session was 2x30 minutes, so there was a total time allocation of 4x30 minutes in Cycle I. The indicators for session 1 were that students were able to complete tasks assigned by the teacher, and students were able to write numbers 1 to 20 in English. The indicators for session 2 were that students were able to complete challenges given by the teacher, and students were able to write numbers 21 to 100 in English.
2. Preparing teaching materials according to the material to be taught. The teaching materials included the numbers material, covering numbers from 1 to 100 according to the understanding of beginner students.
3. Preparing media and teaching aids The teaching aids used in the lesson were number cards/papers. Number cards were square-cut papers with numbers written on them according to what the students had learned. The number cards were hidden by the hiding group as replacements for the hiding person. In each round, four number cards were hidden and searched for by the guarding group.

4. Creating tests Tests usually consisted of questions related to the material taught, which would be given to the students to complete. The success rate of the teaching and learning process was an effort to improve English language skills to prove the research hypothesis. In Cycle 1, the researcher would provide 10 essay questions to be answered individually by the students.
5. Creating observation sheets for teacher and student activities Observation sheets for teachers and students were used to observe their activities during the learning process. Observation of teacher activities was used to determine if the RPP created matched the actions taken by the teacher. Observation of student activities was used for the teacher to determine if the students were active in the learning process. Observation instruments were also used to identify any areas for improvement in the learning process. In Cycle I, there were 19 teacher activity observation indicators for each session, and there were also 19 student activity observation indicators for each session.
6. Preparing assessment rubrics for students' English language skills The assessment rubric was usually included in the RPP appendix, covering two aspects observed and group scores for students during the teaching and learning process. The aspects observed included pronunciation and fluency when speaking English. In addition to the observed aspects, there were also knowledge scores, which were the results of students' scores in completing LKK.
7. Creating interview guidelines Interview guidelines were conducted by asking questions directly through face-to-face conversation. The interview technique used the teacher interview instrument. The interview technique was used to understand the teacher's opinion about using the hide and seek game to improve students' English language skills.
8. Preparing group work sheets (LKK) The LKK was a data collection sheet included in the RPP appendix. LKK usually consisted of questions related to the material taught, which would be given to the students to complete in groups to determine their understanding of the material. One LKK would consist of 4 questions according to the number cards used.

Table 3 Research Results

			Teacher	84,21%
			Student	64,91%
Research Results	Cycle I	Meeting I	Observation	84,21%
			Student	64,91%
		Language Skills		30%
		Meeting II	Observation	84,21%
			Student	64,91%
	Language Skills		40%	
	Test		60 %	
	Cycle II	Meeting I	Observation	100%
			Student	92,06%
		Language Skills		100%
Meeting II		Observation	100%	
		Student	95,23%	
Language Skills		100%		
Test		90%		

From the data above, it can be concluded that the research in cycle II has been successful with improvements made in cycle I. So this research ended in cycle II because the data showed students' English skills in *the numbers* material using traditional hide and seek games increased.

Discussions

English Language Learning for Students

According to Nasution (2018:62), "English is a Germanic language first spoken in England in the early Middle Ages and is currently the most commonly used language worldwide". Although English is a foreign language, it plays a significant role for society as a means of communication with other nations because English is the most commonly used language worldwide to date.

Hashemi (Sari, 2019:88) states that: "The development of the English language has rapidly increased the need for better communication skills in English worldwide because the ability to use English is essential for further studies, traveling to other countries, and also for social and professional activities in a job".

This is consistent with the current situation, where the rapidly increasing need for English language skills is marked by advancing technology, which requires individuals to have proficiency in English. Therefore, English language learning conducted in schools helps students acquire basic English language skills so that they have an understanding, experience, and basic learning related to English language that leads them to further studies, employment, and competitiveness in this increasingly advanced modern world. Especially since English is not taught in schools, especially in elementary schools, which results in students lacking fundamental understanding of the English language.

According to Pengestika et al. (2017), English should be introduced early because children have a brilliant learning period called the golden age, which occurs between the ages of 6 and 12 years old, allowing them to learn languages quickly. Therefore, English should be introduced to children during elementary school to develop their knowledge, language skills, and positive attitudes towards the English language.

Application of Traditional Hide and Seek Game in English Language Learning for Students

According to Hartono (2020), English language teaching per age group, particularly for children, involves preparing materials and activities that engage the senses, presenting lessons in a way that maintains children's interest and curiosity, and learning in a playful atmosphere. This is consistent with the use of the traditional hide and seek game to enhance English language skills in students, which has been done as follows:

- a. Learning in a playful atmosphere can be observed in this study. The use of hide and seek game in English language lessons can lead students to learn numbers. Therefore, in this study, students learn in a playful environment.
- b. Materials are prepared by organizing activities that engage the senses, one of which is when playing the traditional hide and seek game in English language learning, students have specific activities according to group tasks and involve the sense of sight when children search for and find number cards.
- c. Lessons are presented while maintaining interest, such as when number cards are hidden. This will pique students' interest in hiding and finding the number cards. During the study, many students were eager to hide/find the number cards when groups were formed.
- d. Learning is presented to spark curiosity, such as when the hidden cards are searched for by the guarding members. It can be seen that not only the guarding members search for

the number cards but also the supervising members sometimes spontaneously join the search. When the number cards are found, all students will ask the group member, "Which number did you find?" This leads to discussions about the numbers in English.

According to Wahyuni (in Mbadhi et al., 2018:105), "Hide and seek is a type of hide and seek game that can be played by at least 2 people and is generally played outdoors. In the game, there are two roles, namely the seeker and the hider. The seeker's role is to find their hiding friends. The game ends after all friends are found, and the first one found becomes the seeker for the next round."

According to Bangsawan (2019), "this game is found almost everywhere in the world; in America, for example, it is called hide and seek, in Spain el eskondite, in France jeude chache-cache, and in South Korea sumbaggoggil." Therefore, according to Megawati et al. (2017), the origin of the hide and seek game is sometimes unknown, as it has spread orally. Sometimes, this traditional game undergoes name changes even though its essence remains the same. This aligns with Bangsawan's (2019) opinion that no one knows for sure who discovered traditional games such as hide and seek, when they were created, and where they originated.

The hide and seek game is usually played by 2 or more people, with one person counting while guarding and hiding. However, when this game is incorporated into a learning model, it is modified so that English lessons can be integrated into the game. Based on interviews with English Course instructors at Lembang Buntu Datu, the hide and seek game is very interesting to use. Hide and seek, which is a traditional game, is then modified into a learning model, making it creative and worth developing. The traditional hide and seek game make children active, enjoy learning, and most importantly, children are not required to memorize harder because using the hide and seek game allows children to play while learning.

This aligns with Bangsawan's (2019) opinion that the benefits of the hide and seek game are enjoyable, socializing, making children active, learning to memorize numbers, fostering sportsmanship and fair play, fostering creativity, discussing, and learning rules. This can cultivate attraction and increase motivation in children to develop early English language skills. In other words, the interpretation of English using the hide and seek game balances understanding and practice simultaneously.

Improve English Language Skills *Numbers* Material by Using Traditional Hide and Seek Games

This is in line with research conducted using traditional games of hide and seek, namely:

- a. Oral language skills are when children who are members of the guard who count according to what the teacher intends in English. This makes children listen and speak correctly in English.
- b. Written language skills are when children are given LKS or tests to do in the form of questions that children will do. Children will read the questions given and will write correct answers related to LKK or tests.

According to Rosaria et al (2017: 15) said that "elementary school-age children (6-12 years) are more enthusiastic and able to follow and understand the material when the team teaches with the game method, especially by singing songs related to the material". This is in line with this study, namely children are able to know the correct pronunciation and writing in cycle II, which is when the traditional game model of hide and seek with the addition of songs when delivering material. Children are taught to pronounce English using certain songs and movements in the game. So that when doing LKK assignments and tests, children occasionally sing and move certain movements before answering questions.

Learning English using traditional hide-and-seek games can improve English skills in children in English courses or *English Course of Buntu Datu, Mengkendek sub-district, Tanah Toraja district*. In cycle I children's English language skills test results reached 60%, and cycle II children's speaking skills test results reached 90%. Where each cycle has improved quite well and more than 80% of all children have obtained a minimum score of 70 as a standard value of minimum completeness criteria (KKM).

CONCLUSION

Based on the conclusions presented above, some suggestions are presented as follows: 1) For teachers, in the use of traditional game learning, hide and seek to pay attention to student activities in the learning process so that children can practice English well. 2) For students, improving English skills is very important for children to increase interest in continuously practicing children's English skills both spoken and written.

REFERENCES

- Agustin, N. (2017). *Pengaruh Aktivitas Permainan Petak Umpet Kataterhadap Perkembangan Keaksaraan Anakkelompok B Di TK Bhakti Kartikapahayu Jaya Lampung Barattahun Ajaran 2016/2017*. Skripsi. Fakultas Keguruan Dan Ilmu Pendidikan. Bandar Lampung: Universitas Lampung.
- Arikunto dkk. 2015, *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara.
- Bangsawan, Irwan P. Batu. 2019. *Direktori Permainan Tradisional Kabupaten Banyuasin-Sumatra Selatan*. Banyuasin : Dinas Pendidikan, Pemuda, Olahraga, Dan Parawisata.
- Dosen PGSD UKI Toraja. 2020. *Pedoman Penulisan Karya Ilmiah*. Makale : PGSD UKI TORAJA.
- Hartono, Heny. 2020. *Metode Dan Teknik Kreatif Mengajar Bahasa Inggris Untuk Anak-Anak Usia Dini*. Semarang: Universitas Katolik Soegijapranat.
- Hashemi, M. (2011). Language Stress And Anxiety Among The English Language Learners. *Procedia - Social And Behavioral Sciences*, 30(0), 1811-1816. [Http://Dx.Doi.Org/10.1016/J.Sbspro.2011.10.34](http://Dx.Doi.Org/10.1016/J.Sbspro.2011.10.34). (diakses 23 April 2020)
- John, L., & Ehow, C. (2011). *Factors Affecting quality of English language Teaching and Learning*. Retrieved 5/10/12 from http://www.ehow.com/info_8040040_factors-english-language-teaching-learning.html. (diakses 7 Mei 2020)
- Maili, Sjafty Nursiti. 2018. *Bahasa Inggris Pada Sekolah Dasar : Mengapa Perlu Dan Mengapa Dipersoalkan*. Vol. 6, Nomor 1.
- Mbadhi, Valentina Dkk. 2018. *Pengaruh Permainan Tradisional Petak Umpet Terhadap Penyesuaian Sosial Anak Usia Sekolah Dasar*. Journal Of Elementary School (JOES). Volume 1, Nomor 2.
- Megawati, C. Rani Dkk. 2017. *Perancangan Karya Fotografi Tentang Permainan Tradisional Indonesia*. Program Studi Desain Komunikasi Visual, Fakultas Seni dan Desain. Universitas Kristen Petra
- Nasution, Sarah. 2018. *Peranan Bahasa Inggris Sebagai Tolok Ukur Pesatnya Perekonomian Di Indonesia*. Jurnal Bisnis Net. Volume : I, NO. 2.
- Pangestika, Dkk, 2017. *Aplikasi-Aplikasi Pembelajaran Bahasa Inggris Untuk Murid Sekolah Dasar Berbasis Android*. E-Proceeding Of Applied Science.
- Pandiangan, Anjani P. Belawati. 2019. *Penelitian Tindakan Kelas (Sebagai Upaya Peningkatan Kualitas Pembelajaran, Profesionalisme Guru Dan Kompetensi Belajar Siswa)*. Yogyakarta : CV Budi Utama
- Rosaria, Dewi Dkk. 2017. *Bimbingan Belajar Bahasa Inggris Bagi Anak Usia Sekolah Dasar*

- (6-12 Tahun) Di Desa Semangat Dalam Rt.31handil Bhakti. Volume 2 Nomor 2. Hal 5
Sari, Indah. 2019. *Kesulitan Mahasiswa Dalam Pembelajaran Bahasa Inggris*. Jurnal
Manajemen Tools. Vol. 11 No. 1
- Siregar, Alfitriani. 2018. *Metode Pengajaran Bahasa Inggris Anak Usia Dini*. Medan
:Lembaga Penelitian Dan Penulisan Ilmiah Aqli
- Wahyuni, I., S. (2009). *Efektivitas Pemberian Permainan Tradisional Gobag Sodor Terhadap
Penyesuaian Sosial Anak Sekolah Dasar Negeri Cakraningratan Surakarta*. Skripsi
Program Studi Psikologi. Fakultas Kedokteran. Surakarta: Universitas Sebelas Maret.
- Zaim, M. 2016. *Evaluasi Pembelajaran Bahasa Inggris*. Pustaka Nasional : Katalog Dalam
Terbitan (KDT). Jakarta : Kencana. Halaman 3.

Copyright holders:

Dina Gasong, Milka, Selvi Rajuaty Tandiseru (2024)

First publication right:

Devotion - Journal of Research and Community Service



This article is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International](https://creativecommons.org/licenses/by-sa/4.0/)