A CASE STUDY OF CLASSROOM MANAGEMENT: THE IMPLEMENTATION OF LOGICO GAME FOR THE FOURTH GRADERS

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Abstract
Teaching English to young learners is quite challenging since teachers need to create a meaningful learning process and make young learners fun of the activities. One of the ways is using games, especially LOGICO game. This kind of game can motivate young learners to solve the next tasks and check their understanding of English. By using LOGICO game, the researcher intended to analyze and describe the strategies the teacher handled the game, including giving instructions, organizing the classroom, playing the game, and playing the teacher’s role in the classroom. The data was from the video recording in 4B class of SD Kanisius Demangan Baru 1, Yogyakarta. In this classroom, there were 26 students. The English class observed was on Tuesday, September 15th, 2015. It started at 9.20 a.m. and finished at 10.50 a.m. The researcher observed and recorded the classroom activities focusing on the game. After getting the data, the researcher listened and watched the video, paid attention more on how the teacher handled the LOGICO game. The results show that the teacher handled the game well, but the teacher should pay attention on the language use, teach the students useful language, be consistent in using the game, and monitor the students in order to prevent them from cheating. The researcher expects that this research can be beneficial for teachers and other researchers to conduct better research in classroom management.

Keywords: LOGICO, games, teacher’s role

Introduction
Teachers have something to do with the process of making enjoyable classroom activities. This is not easy, especially for teachers teaching English to young learners that are completely different from teaching English to adult learners. In this case, English teachers of young learners are necessary to know the students’ needs and make them fun in each activity.

Applying games in the classroom is one of the ways to engage young learners, to enjoy the activities, to make meaningful learning process, and to motivate them to be involved in the activities. Brewster, Ellis, and Girard (2002:172) explain that the use of games is not only used to motivate and make them fun, but it can also improve their pronunciation, vocabulary, grammar, and the four language skills (listening, speaking, writing, and reading). It is clearly described that the use of games is important to support the improvement of those aspects. Hence, in the classroom, teachers apply games that can make young learners become happy to do the activities.
Games make young learners fun, therefore young learners really like to play them (Lewis and Bedson, 1999:5). These experts also state that “playing games is a vital and natural part of growing up and learning.” Games can help young learners to improve their knowledge and learning process. Through games, young learners learn something and interact with friends either in pairs or in groups.

One of the games that can make young learners interact with friends is LOGICO game. That is an attractive board game with several movable colored buttons and various cards to be solved (Jockel, 2013:2). LOGICO has four packs of cards in which each pack has sixteen levels. This board game has been launched in 1993 by Finken-Verlag in German. It is available for young learners aged 3 to 12 years. As stated by Jockel (2013:2), this kind of game is suitable for independent learning activity aiming to check young learners’ vocabularies or understanding of certain subject or skill. She also states that it can improve “brain development including concentration, visual perception, imagination, logical, and geometrical thinking, problem solving, reading and writing, mathematics, English, and general knowledge” (2000:11).

To play LOGICO game, Jockel (2010:4) simply gives several steps. The first, young learners need to insert the question card in the board. It needs to know that each question card is marked by several colored dots. The second, they choose the correct answers by moving the colored buttons on the right side. The last step, they need to check the answers by taking the card out, turning it around, and inserting it back into the board. Young learners can match the colored dots on the answer card to the colored buttons.

This game gives clear instruction and provides interesting pictures on each card. It makes young learners become curious, motivates to solve the next tasks, and adds vocabularies and knowledge of English. Therefore, it can be stated that young learners may enjoy learning because they may like challenges to complete the tasks well.

As stated by Lee (1986:1), “games are enjoyable” since it sets an enjoyable situation of language learning. He also argues that games can banish boredom and make learners be willing to learn something more. Moreover, Wright, Betteridge, and Buckby (2006:1) explain that games are entertaining, engaging, and challenging activities. Playing games also interacts with others. In line with several experts mentioned before, Brewster et al. (2002:172) define games as “any fun activity which gives young learners the opportunity to practice the foreign language in a relaxed and enjoyable way.” In other words, games must be fun and beneficial for young learners to explore the foreign language well.

Brewster et al. (2002:173-174) create a list of several language learning purposes of games. Those purposes can be mentioned as follows:

1. Games may consist of chunks of language used in various contexts,
2. Young learners use chunks of language to practice pronunciation,
3. The language for games is used to get something done since young learners only need to focus on the activities modelled and given by teachers,
4. Language for games is used to practice with a conceptual purpose,
5. Young learners need to be encouraged to use the language more creative as well as simple repetitions,
6. Young learners need to notice the language items or rules, and
7. Learning language through games can make young learners remember and understand things easily.

To achieve the language learning purposes of games, it is essential for teachers to understand types of games, especially language or learning focus and classroom organization. The first type of games, language or learning focus, has two types, namely accuracy-focused and fluency-focused. Accuracy-focused is also called as language control aiming to find the
winner, practice new language items, and develop accuracy (Brewster et al., 2002:175). The use of chunks of language can make young learners remember forms through repetition. This also focuses on comprehension (listening or reading) and production (speaking or writing). Fluency-focused refers to communication. To create communication, there must be speakers and listeners. Therefore, young learners need to have communicative skill in order to develop their fluency and collaborate with friends. Teachers also need to divide young learners in pairs or groups to get something done together (Brewster et al., 2002:176).

The second type of games, classroom organization, promotes competition and cooperation. Competition games are organized in pairs, groups, or individuals. They find a winner who has the highest score, finishes quickly, or collects the most (Brewster et al., 2002:176). Besides, cooperative games are more on using key language allowing young learners to work together. The activities include describing, explaining, clarifying, checking, agreeing, disagreeing, and others (Brewster et al., 2002:176). These kinds of games may deal with an information gap, and young learners may explain and follow instructions.

Besides deciding the types of the games, teachers also have to consider several strategies of playing games. These strategies are giving instructions, organizing the class, and playing the games. The first strategy is giving instructions in which the teachers may use L1 and then check young learners’ understanding using a new language, or vice versa. Brewster et al. (2002:183-185) propose several keys in giving instructions.

1. Teachers need to make short, clear, and simple instructions,
2. Teachers match the language demands of the games to the language level,
3. Teachers estimate the time to practice a new language,
4. Teachers organize the classroom whether it is in pairs, groups, teams, or individuals,
5. Teachers give useful language,
6. Teachers need to vary the choice of games to make the balance between competition and cooperation games,
7. Teachers need to use media to provide useful language or to represent stages in a game, and
8. Teachers need to break down the instructions (teachers explain by showing and doing, use gestures and mime, use media to show procedures).

The second strategy is organizing the class. Brewster et al. (2002:184) state that teachers should organize quickly whether the students are in teams, groups, or pairs, and make sure that each student has the same role. Teachers also need to check their understanding what to do later and give them more praise.

The last strategy is playing the games. After teachers do the two stages above, teachers can ask them to play. In playing games, teachers make sure that young learners use the language needed in playing the games (Brewster et al., 2002:185). Thus, teachers need to check the language that young learners have learned. As example, when young learners are not sure about something, they can say, “I don’t know”, “I’m not sure”, or “Let’s check”. Young learners can also say, “Who starts? - I’ll start or you start”, “What is…?”, or “Who’s got…?” in order to get more information or to clarify something.

Those three strategies cannot run if there is no role of teachers in managing the class especially in playing the games. Teachers need to observe and listen, monitor young learners’ language, give prompts and explanation, and note the language difficulties (Brewster et al., 2002:185). In addition, teachers may not correct young learners’ mistakes too much since young learners may be afraid of making mistakes. Furthermore, it is necessary for teachers to notice the games, including the duration needed for the game and the instructions stages whether those things need to improve or not.
This paper aims to analyze the strategies of the teacher implemented the LOGICO game in the classroom with a quite big number of students. Those strategies include giving instructions, organizing the classroom, playing the game, and playing the teacher’s role in the classroom. The research might show that the theories are possibly not the same as the practices or realities. Therefore, the researcher hopes that it can give benefits for the teachers to know or learn more about the strategies of applying games in the classroom.

Methodology

The researcher used qualitative method to reveal the phenomena of using games as classroom activity. The researcher obtained the data from the video recording. Based on the observation, students of 4B class in SD Kanisius Demangan Baru 1, Yogyakarta consisting of 26 students are quite active and enthusiastic in English class. The observation was conducted on September 15th, 2015. The English class began at 9.20 and finished at 10.30 a.m.

In collecting the data, the researcher observed and recorded the classroom activities, especially the game. In analyzing the data, the researcher listened and watched the video, noted the ways of the teacher in teaching the game, and analyzed the implementation of the LOGICO game.

Findings and Discussion

The theory used is mainly from Brewster et al. (2002, 184-185). The discussion covers the strategies of giving the instructions, organizing the class, and playing the LOGICO game. The researcher also noticed the teacher’s role in the classroom when the students were playing the game.

The first discussion is on the teacher’s instructions showing that L1 was mostly used by the teacher to explain the LOGICO game. L1 can be used by teachers in giving instructions for a complicated activity (Philips, 1993). The teacher started to introduce the game by asking “siapa yang sudah tau LOGICO?” and several students said that they have already known and played it before. After that the teacher explained the procedures in details using media. The teacher asked some students in front of her to practice, but there was no chance or time for the other students to practice in order to make sure their understanding in playing the game. The researcher only found several students who did not know where to put the colored buttons to be matched. After explaining and practicing, the teacher grouped the students in pairs and asked them to compete, but the teacher did not give useful language or phrases in English that can be used when interacting with the teacher or friends.

The second discussion is on the organization of the class. Based on the observation, the teacher applied cooperative and competitive game, then divided the students in pairs. Each pair had the LOGICO board. The teacher provided and placed the LOGICO cards on the table of the first-row students. Each student took turn to play the game, so they had the same role. They took the card, inserted it on the board, answered the questions, checked the answers, gave it back to the place, and took different card (level). The teacher asked them finish each level, count the score, and find the winner. Unfortunately, the researcher did not find any praises for all their work, for example, “Good!”, “Excellent!”, or other praises. In addition, there were no follow-up activities after the game. At least, the teacher asked the students in pairs to make very simple sentences using vocabularies that they found in the LOGICO cards. At the beginning, the teacher asked them to count the score in order to find out the winner, but the teacher did not ask the students’ score in the end of the game. The teacher just emphasized that the students would continue the game next meeting. Alternatively, the teacher could ask their score for the first round on that day.
The third discussion is on playing game in which chunks or phrases are used when playing the game. The researcher found that some students asked the teacher about the unknown words mostly using Indonesian such as “Ms, park apa?” and “Ms, curtain apa?” instead of saying “Ms, what is park?” and “Ms, what is curtain?” In this case, the teacher could give several useful chunks to practice their English before playing the game.

The last discussion is on the teacher’s role. Not only did the teacher check the work of each pair, she also monitored the young learners on each side. The teacher mostly monitored the right and middle side. As the students on the left side did not have the same treatment as the right and middle side, the students cheated. To minimize, the teacher should monitor the students all sides.

Conclusion

The use of LOGICO game is actually useful for the students to learn vocabularies. This game can also motivate young learners to do all levels and the young learners can see their mistakes and learn more. The students do not only learn English, but they also learn many things including general knowledge. However, teachers should know how to give instructions, organize the classroom, and play the game. Besides, they have responsibility to monitor the students’ understanding in playing the games and the students’ language.

Based on the observation, the researcher suggests that the teacher should stop after finishing playing LOGICO game, check the scores, and do the follow-up activities and thus the game can be meaningful and the students could get something to learn. Hence, the teacher does not only give the game, but she also checks the students’ new vocabularies.

The researcher also suggests that teachers should be accustomed to using L2 in simple language if necessary and can use L1 if the instructions in L2 are too complicated for young learners. In addition, teachers can also provide English phrases to interact with friends or teacher(s). To make students feel comfortable and enthusiastic, teachers should also give praises if they are able to do the tasks. Teachers also need to be consistent in deciding the types of the game in the classroom. Moreover, it is necessary for teachers to monitor students carefully to prevent cheating in completing the tasks in LOGICO. For further research, it is expected that teachers or other researchers can conduct better research related to the use of LOGICO game in the classroom.

References