

**DEVELOPING A LISTENING-SPEAKING TECHNIQUE FOR  
ELEMENTARY SCHOOL STUDENTS BASED ON A “LEM-  
LEM TAK” GAME**

**AN ARTICLE**

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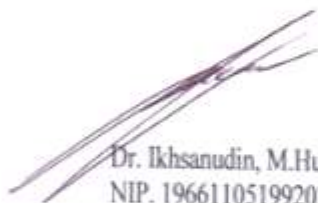
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# **DEVELOPING A LISTENING-SPEAKING TECHNIQUE FOR ELEMENTARY SCHOOL STUDENTS BASED ON A “LEM- LEM TAK” GAME**

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**Abstract:**The purpose of this study is to develop listening-speaking technique for elementary school. Development research was used in this study, and model that was used based on ADDIE model. The data were collected through observation, interview, content analysis, focus group discussion, and from the experts' validation. The participants of this study were a primary English language teacher and the students of SD Negeri 17 Singkawang Tengah Grade 5. The results of this study revealed that the teaching technique was needed by the teacher, the students, the school, and the curriculum of SD Negeri 17 Singkawang Tengah. This teaching technique also could make students learn actively during their learning. The experts also recommended this teaching technique could be used in teaching English to the elementary school students. It can be concluded that the teaching technique is effective to improve students' activeness during their learning and recommended by the experts.

**Key Words: Elementary School, Development Research, ADDIE**

**Abstrak:**Penelitian ini bertujuan untuk mengembangkan teknik mengajar *speaking* dan *listening* pada mata pelajaran bahasa Inggris di jenjang sekolah dasar. Penelitian ini menggunakan metode penelitian pengembangan, dan model yang digunakan adalah model ADDIE. Data diperoleh melalui observasi, wawancara, analisis isi, diskusi kelompok, dan validasi ahli. Partisipan dari penelitian ini adalah guru bahasa Inggris dan siswa kelas 5 SD Negeri 17 Singkawang Tengah. Hasil penelitian menunjukkan bahwa teknik mengajar ini diperlukan oleh guru, siswa, sekolah, dan sesuai dengan kurikulum SD Negeri 17 Singkawang Tengah. Teknik mengajar ini juga dapat meningkatkan keaktifan siswa selama belajar. Para ahli juga merekomendasikan bahwa teknik mengajar ini dapat digunakan untuk mengajar bahasa Inggris di jenjang sekolah dasar. Dapat disimpulkan bahwa teknik ini efektif untuk meningkatkan keaktifan siswa selama belajar dan direkomendasikan oleh para ahli.

**Kata Kunci: Sekolah Dasar, Penelitian Pengembangan, ADDIE**

Teaching English in state elementary schools has been implemented since 2005 in Singkawang. The implementation of TEYL (Teaching English to Young Learners) is not a compulsory subject in elementary school. It is implemented only as a local content subject. The nature of teaching English in elementary school is necessarily based on the characteristics or the local wisdom of the area where English is taught for young learners. Besides, the aim of teaching English in an elementary school is to give the basic skill of English to the students. Thus, teaching English in an elementary school is different from junior or senior high school.

Teaching young learners is different to teaching adult ones. Children have their own ways in understanding information. To note, one of the characteristics of young learners is their own understanding coming through hands, eyes and ears (Scott and Ytreberg, 1995, p.2). Bloom (2000, p. 57) states, "Children's first words often refer to things they can see and touch". So, in teaching to such learners, teachers need to select good approaches, methods, and techniques. Linse (2005, p. 2) suggests, "Teachers of young learners should provide the care necessary to meet needs so that they can thrive and focus on learning".

Teaching English as a foreign language may be done in interactive ways. This aims to avoid boredom and to make it easy for the students to understand. There are various methods, technique and approaches in teaching English. Kumaravadivelu (2006, p. 83) states that variety of labels such as approach, design, methods, practices, principles, procedures, strategies, tactics, techniques, and so on are used to describe various elements constituting language teaching.

Anthony cited in Richards and Rodgers (1999, p. 15; 2001, p. 15) gives a clear definition to differ the three terms in language teaching, they are method, approach, and technique. Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the elected approach. A technique is implementational – that actually takes place in a classroom. An approach is a set of correlative assumption dealing with the nature of language teaching and learning.

However, Harmer (2001, p. 78) refers " Approach" to "the nature of language and language learning that serve as the source of practices and principles in language teaching, a method is the practical realization of an approach and the technique is the using of material". Brown (1995, p. 14) claims that techniques are always of presenting the language to the students. Richards and Rodgers (2001, p. 20) refer the term of technique to a "procedure". It is because the activities are practically realized in the procedure. Technique is a tool to implement the method in a classroom. Drills, role-plays, group works, pair works are the techniques adapted for teaching (Shastri, 2010, p. 35).

It can be stated that an approach is related to the theories of teaching and learning, a method is related to the plan, and a technique is about the implementation. Combining these three terms in teaching a language well can make the aims achieved successfully.

There are various approaches, methods and techniques to teach young learners easily and successfully. Young learners are characterized loving singing, playing games, moving actively and not sitting for a long time, as well (Scott &

Ytreberg, 1995, p. 2). So, various activities need to be prepared to avoid students' boredom during their learning. Teaching English as a foreign language may be done in interactive ways. This aims to avoid boredom and to make it easy for the students to understand.

The right approaches, methods, and techniques are very important for teachers to teach a foreign language to young learners. Teachers need to choose the right approaches, methods, and techniques based on the characteristics of young learners. Choosing the appropriate technique is important when teaching young learners. Mac Naughton and Williams (2004, p. 6) suggest, techniques in teaching young children should be used, modified and/or rejected on the basis of careful evaluation of practice. Anne and Knight (2001, pp. 21-22) state that young children have less information about which to build new understandings and their strategies for organizing and holding information are less well developed. If teachers provide the right learning experiences, brain development is enhanced and accelerated (Hannell, 2008, p. 4).

As mentioned above that one of the characteristics of young learners is they love playing (Scott and Ytreberg 1995; p.3). Through playing, children can develop their abilities naturally and without pressure (Kapur, 2007, p. 111). According to Crosse (2007, p. 7), play is at the heart of young children's learning and offers a wealth of opportunities for emerging bilingual children to develop both first and additional language skills. To fulfill one of young learners' characteristics, a teacher should be able to find or to create the techniques in teaching. One of the techniques that can be used is by using a game.

Game plays an important role in teaching young learners. Subjects presented through games may be understood well. Through games, children may learn without pressure. They will be more active and natural during learning. Based on this reason, it is reasonable to teach young learners using games in teaching English. Besides, playing games need various skills that the students can practice such listening and speaking. Games that can be used for teaching English can be either traditional or modern games.

Games are useful and important to teach, especially to teach language (Halliwell, 1993, p. 5). Playing is central to language learning, and children are able to learn their new language in a context which is meaningful to them (Crosse 2007, p.7). In using games, it is not only because the activity is fun for the children, but in games children also learn many things. Games provide stimulation, variety, interest and motivation. They also help to promote positive attitude in learning English, and encourage active participation of children (Read, 2011, p.150). Kapur (2007, p. 112) claims that language develops when children interact with others through playing where they need to explain, describe, express feelings and understand what others say. Through playing and directed playing children can recognize and respond to the language nonverbally (Read, 2011, p. 151).

There are some research findings that show the effectiveness of using a game to teach language. The relevant researchers include Muhanna from Jordania, Yolageldili and Arikan from Turkey, and Tuan and Doan from Vietnam (Muhanna, 2012; Tuan & Doan, 2010; Yolageldili & Arikan, 2011). Those

researchers used both traditional target language games and modern games in teaching English. Besides, Indonesian traditional game can be used in teaching English in elementary school. It aims to fulfill the requirements of the local content of the area where English is taught (Fitri, 2012).

Games have many characteristics. They may be multisensory and involve movement. Games may develop different social, cognitive and language skills (Read, 2011, p. 151). Games also promote motoric, emotional and moral development (Kapur, 2007, p. 111). Besides, games also can develop social skills, such as showing willingness to cooperate and take turns, listening to others, and learning to follow and respect the rules of games. Then, for motor skill, games can develop physical coordination and psychomotoric skill (Read, 2011, p. 151). Kapur (2007, p.111) states that the motoric skills develop through running, jumping, and so on. Social skills develop through sharing, turn taking, sympathy and leadership.

Eventhough a game is important for language teaching, teachers should be able to plan the use of games. Teachers must make the students know that the game is not only for fun activities, but also as a part of real work. Halliwell (1993, p. 6) states that “Games are more than fun extra. They provide an opportunity for real using and processing of language while the mind is focused on the ‘task’ of playing the games. They are central part of the process of getting hold of the language”. It is the main point of using games in language teaching and should be paid more attention by the teachers. The teachers should be able to select and adapt games that will be used in teaching.

When selecting or adapting a game, teachers need to know the feedback of using games. Besides, teachers need to be able to organize games so that children can cooperate within a group, a team or individually. According to Read (2011, p.151) young children are still egocentric; the most suitable games for language lessons tend to be ones which the whole class plays together. Further, the teachers need to explain the way to play the games to avoid the students’ confusion. It is impossible to expect the students to interact and to play a game if they do not know how to play it. If children are aware the reason in playing games, they will make an effort to use English when playing in pairs or groups and recognize the benefits of this (Read 2011, p.151).

In Indonesia, in teaching English as a foreign language, the games are often used by teachers to teach English. Most teachers adopt the target language games (British or American) and online games. In contrast, the Indonesian government through Ministry of Education and Culture wants the teachers to integrate the local values into their teaching like English. By using this type of game (*Lem-Lem Tak* game), the Indonesian students are also taught the cultural heritage of Indonesia. Thus, it is a challenge of English language teachers to have study on.

Traditional games are kinds of folklores that appear in certain communities, traditional and played from generation to generation and have many variation (Ifa, 2006, p. 3). Danandjaja cited in Ifa (2006, p.6) states that the traditional game is a game that is played by the former generation (children) which aims to have fun. Because of the traditional games are kinds of folklores, the source and the creators are do not know until now.

The traditional game can be categorized into three kinds, that is, recreational game, competitive game, and educative game. Recreational traditional game is a game which is played in spare time. Competitive traditional game has some characteristics, such as well organized, competitive, and played minimally by two persons. Educative traditional game is a game which has the education values (Ifa, 2006, p. 6). Through these kinds of games, children are introduced the various skills that they will use in the future and as media to socialize among them.

The traditional game also can stimulate many aspects of children development such as motoric (soft and hard motoric sensory), cognitive (imagination, creativity, and problem solving), emotional (empathy and self esteem), language, social (working together, socializing), spiritual (relating to God), and moral (Ifa, 2006, p. 7). Nur (2013, p. 89) claims that the traditional game can stimulate the children development, even it also can be used to educate the children. Motoric aspect relates to this kind of games is related to the statements of games which are stated by Read (2011, p.150) and Kapur (2007, p.111) about the characteristics of games.

Beside of the various aspects contained in traditional games, the traditional games also bring the cultural values of the society. The traditional games also contain moral values and local wisdom wherethey are ignored by the children now. This happens because of less literatures and methods to introduce them (Ifa, 2006, p. 4). Introducing traditional games is not only to tell the students that they are parts of nature, but also as an alternative way to teach about moral values as a basic in character building. Besides, this is also as away to introduce various cultures in Indonesia as the identity of this country (Ifa, 2006, pp. 4-5). This game is needed to be reintroduced to the children as the generation of this country. It will help children to adapt in era changing without losing their culture as an identity.

To appear the above challenge, it will be significant to conduct a study on English teaching technique based on local-traditional game. The present study modified Sambas Malay traditional game (*Lem-Lem Tak* game) to teach listening and speaking skills to young learners.

This kind of traditional game requires only the material that is easy to find, cheap to pay, and safe to play. It also makes the children move actively while playing the games. It is suitable for the various learning styles of the students in the classroom. This game also contributes for the aspects of education that is cognitive, affective and psychomotor of the students.

As mentioned that children love singing, this game also contains the song. Yet, the song is not translated into English language. It is maintained in Sambas Malay language. English is used only in the instructional sentences and asking and answering the questions. Besides of that, some rules of playing the game are changed. This means to make the combination of *Lem-Lem Tak* game and English.

## **METHOD**

This study used design and development research method, that is the systematic study of design, development and evaluation process with the aim of establishing an empirical basis for the creation of instructional and non instructional products and tools and new or enhanced models that govern their development (Richey & Klein, 2007, p. 1). The model of this research was based on the ADDIE model (Branch, 2009; Gagne, Wager, Golas, & Keller, 2005, pp. 21-38). Through this kind of research, the researcher tried to construct a listening-speaking technique for Elementary School students based on *Lem-Lem Tak* game as the final product.

The technique of selecting the sample was using purposive sampling which the goal is to select cases that are likely to be “information rich” with respect to the purposes of the study (Gall, Gall, & Borg, 2007 p.178). There were 10 students of Class 5C as the participants in trying out to the small group which were selected for the needs of the research. Two classes were participated in testing the effectiveness of the teaching technique (Class 5A which consisted of 29 students as the treatment group and Class 5B which also consisted of 29 students as the control group). The data were collected from observation, interview, content analysis, focus group discussion, and from the experts’ validation.

Observation was used during the research in implementing the product to the small group (try out) in Grade 5C and implementing the product to the large group in Grade 5A as the experiment group and 5B as the control group. The observation sheet by Chen (2012, p. 12) was used to know the students’ activeness during their learning with some modifications. The try out aimed to know the strengths and the weaknesses of the product. Focus group discussion was used to make the revision of the product before implementing the product in the large group. To do this, the researcher worked together with the primary English language teacher in SD Negeri 17 Singkawang Tengah. Besides, the observation in the implementation of the product in large group aimed to know the effectiveness of the teaching technique. The static-group comparison design (Best & Kahn, 2006, p. 178) was used in the large group implementation.

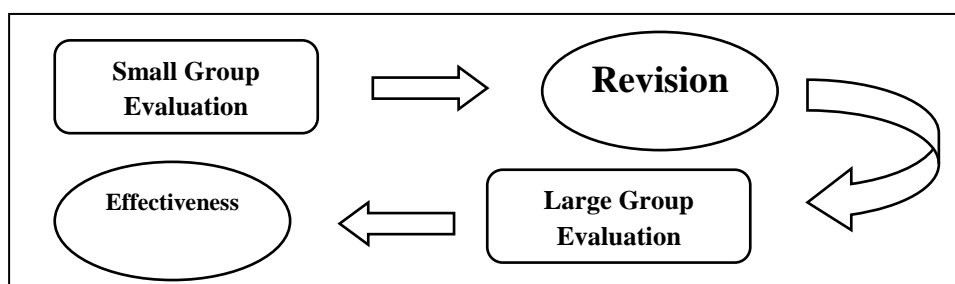
The interview was used to get in depth information from the participants of the research. The primary English language teacher of SD Negeri 17 Singkawang Tengah was interviewed to find out the teacher’s need towards the product. Then, the curriculum of teaching English in elementary school and the condition of the school were analyzed using content analysis to find out the curriculum needs and school needs related to the teaching technique.

The expert’s validation and the observation results in the process of implementation were used to validate the product. Three experts evaluated the product, that is, the subject matter expert (SME), the educational expert and the Singkawang culture expert. Both data from the experts and the observation results were analyzed descriptively and concluded as an input to know the effectiveness of the teaching technique.

In doing the research, the researcher used some steps of instructional design in this model. The steps that had been done in this research were: (1) analyzing (In



this step, the researcher analyzed the needs based on the teacher, the students, the school and the curriculum to describe the needs analysis towards the technique); (2) designing (In this step, the researcher focused on the designing of the objectives, the syllabus, the types of learning and teaching activities, the teacher's roles, the student's roles, and the roles of the instructional material in the technique); (3) developing the technique of teaching (In this step, the researcher constructed the procedure of the technique that aims the actual moment to moment techniques, practices, and behaviors that operate in teaching according to this technique); (4) implementing the product in the small group to find out whether or not something should be added to product, deleted or corrected (by trying out the technique) and implementing the product to the large group to know the effectiveness of the product) the step in implementing step can be seen in Figure 1; and (5) evaluating the product by asking the experts to validate the product.



*Adapted from Dick, Carey, and Carey (2005, 2009) and Pribadi (2009)*

**Figure 1**  
**The Steps in Implementing the Product**

## **FINDINGS AND DISCUSSION**

### **Findings**

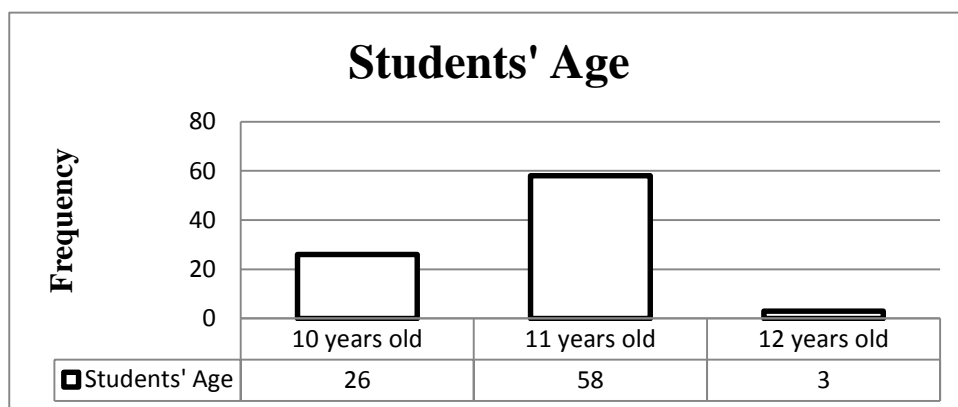
Based on the interview to the teacher, the teacher has S1 degree on TEFL. From his educational background, it assumed that the teacher has the knowledge about subject matter, the characteristics of the students, and knows the approach, method, and technique in teaching English. Besides, this teacher also joins in teacher group (KKG) and he was also as a trainer of primary English language teacher in Singkawang. The teacher taught the students based on the theme in the teaching material. Next, he focused in speaking skills when teaching English. The reason according to him was, there is a theory related to that at least English for elementary school, the first skill that they have to master is speaking skill.

Next, the teacher knew the meaning of English as a local content subject. Even though this is new for him, but he does the best to do it in his school. His

aim in teaching English as a local content subject was to inform the students that they should know the richness of their cultures. Besides, in his point of view, teaching local culture should be as part of students' life. It was because local culture had its own uniqueness. So, the students should not only knowing his/her local culture, but also putting it as a part of their life. Further, he sometimes used game in teaching English in elementary school. Yet, the game that was used by him was target language game, that is, role-play game. To do this, the teacher used drama to practice his learners in speaking.

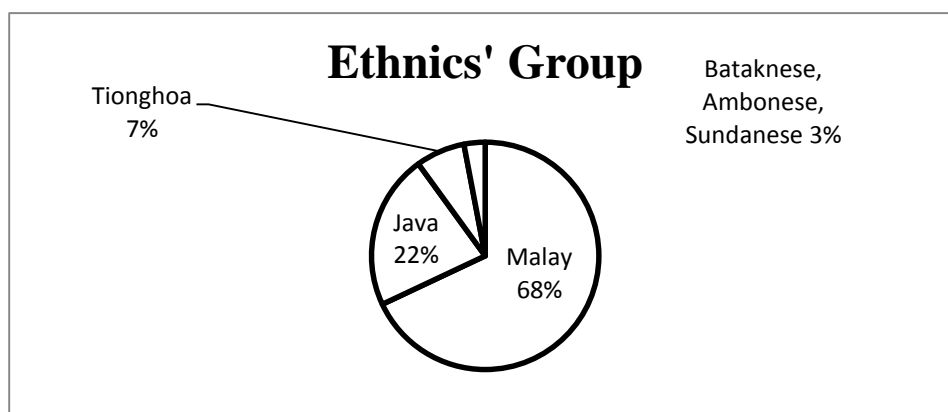
On the other hands, the teacher did not use traditional local game in teaching English. It was because he was not familiar to the traditional games, in this case, Sambas Malay traditional games. But he wanted to know more Sambas Malay traditional game. Next, in teaching introducing yourself unit, the teacher used traditional way of teaching such as, giving example and then the students follow the example and do role-play game. After some discussion about traditional game and how to use the game in teaching English, the teacher wanted to know more about how to use Sambas Malay traditional game in teaching English. It was because he wanted to try to use it in his classes.

Further, based on the students analysis, The data shown that there were 87 students (42 girls and 45 boys) which were divided into three classes, that is, class 5A (29 students), class 5B (29 students), and class 5C (29 students). The age of the students in grade 5 was from 10 to 12 years old. There were 26 students aged 10 years old, 58 students aged 11 years old, and 3 students aged 12 years old. The diagram of students' age can be seen in Figure 2.



**Figure 2**  
**The Diagram of Students' Age in Grade 5 of SD Negeri 17**  
**Singkawang Tengah**

The majority of the students was Sambas Malay (59 students), Java (19 students), Chinese/Tionghoa (6 students), Bataknese (1 student), Sundanese (1 student), and Ambonese (1 student). The percentage diagram of the ethnics' group of the students in SD Negeri 17 Singkawang Tengah can be seen in Figure 3.



**Figure 3**  
**The percentage of the ethnic of Grade 5 students in SD Negeri 17 Singkawang Tengah**

Besides, the students were also familiar to the original *Lem-Lem Tak* traditional game, but they seldom play it now. Next, the majority of the students did not know the vocabulary and the sentences that will be used in playing the game in English. So, before playing the game, students were taught about the vocabulary and the sentences related to the modified *Lem-Lem Tak* traditional game.

To find out the school needs, the researcher analyzed the school profile of SD Negeri 17 Singkawang Tengah. The data which were taken from analyzing the document were the majority of the students in the school were Malay which their age was between 6 – 13 years old. Besides, introducing local culture was the main aim in this school. This could be seen on the vision of the school, where local culture should be introduced in teaching and learning activities. Next, three of the missions of SD Negeri 17 Singkawang Tengah need the teaching and learning process should be active, creative, and having fun for the students. Furthermore, art and culture based education should be included in the school.

According to the analysis of the English language curriculum in SD Negeri 17 Singkawang Tengah, the school was not a pilot project school of Curriculum 2013, the school still used Curriculum KTSP. English in KTSP is a kind of local content subjects. In SD Negeri 17 Singkawang Tengah, English was chosen as a local content subject. The reason was that the location of the school is in the center of the city.

The standard competence of listening for Grade 5 aimed students to be able to know the simplest instruction and information verbally or in action, as written in the curriculum. To attach this standard competence, the students could be

taught using listen and do activity that could be followed by the students in teaching and learning process. Even the game was a media that could be used in teaching instruction based on the base competence of listening in Grade 5.

In speaking skill, the competence of this skill aimed the students to be able to express the simplest instruction and information. Kinds of instruction and information were based on the school context. To implement the standard competence of speaking, teaching and learning activities should be based on what students are already know.

In designing process, there were six points wrote by the researcher with the collaborator to make sure that the draft of the technique can be produced before continuing to the next step. They were the objectives, the syllabus, the type of learning and teaching activities, the learners' role, the teacher's role, and the roles of the instructional material.

There were three learning objectives mastered by the students. They were a) students are able to respond to the simplest instructional sentences; b) students are able to ask and respond to the simplest Yes/No questions; and c) students are able to present personal information such as their names, addresses, ages, and hobbies.

There were two standard competences in the syllabus, that is, understanding the simplest instruction in action in school context for listening skill and expressing the simplest instruction and information in school context for speaking skill. Further, base competences were written based on the standard competences above. There were three base competences in the syllabus, that is, 1) responding the simplest instruction in action in school context; 2) giving the simplest information such as: introducing ourselves, asking permission, giving permission, agreeing, disagreeing and prohibiting; and 3) responding the simplest instruction in action in the games. Next, there were some expression in the syllabus which used in implementing the technique. The expressions were explained in prerequisite activity aims to give the knowledge to the students before playing modified *Lem-Lem Tak* game.

In developing step, the procedure of the technique was produced. To make the procedure, the researcher discussed to the collaborator. The discussion aimed to determine the steps in the technique and to make sure that the objectives, the syllabus, the type of learning and teaching activities, the learners' role, the teacher's role, and the roles of the instructional material were accommodated in the technique.

There were three phases in this technique, they were pre activity phase, whilst activity phase, and post activity phase. Pre activity aimed to get students' attention in learning and to prepare the students' readiness in teaching and learning process. The activity in this phase, for example sing a song which is related to the theme of the learning material and teacher tells the objectives of learning. Whilst activity aimed to scaffold the students in playing modified *Lem-Lem Tak* game. In this activity, students were shown the examples of the sentences used in playing the game. Next, teacher explains the material and asks the students to make the sentences and practice them with their friends. In post activity, to consolidate the students in mastering the learning objectives, students were asked to play the modified *Lem-Lem Tak* game.

Then, in implementing step, there were two phases in implementing the teaching technique. They were implementing the teaching technique in small group and implementing the product in large group. The implementation of the product in small group aimed to try out the product to find out the weaknesses the product before implementing to the large group. Then, the implementation the product in the large group aimed to know the effectiveness of the product in order to make students active in their learning.

There were 10 students of Grade 5 of SD Negeri 17 Singkawang Tengah participated in try out phase. The students were chosen based on the highest score and the lowest score in the score list. This aims to give good input while evaluating the product based on the cognitive ability of the students in trying out phase. Further, the students were also chosen based on the motivation of the students when learning English. This aims to give the input whether this technique can motivate students in learning English or not.

In conducting try out in small group, the researcher worked together with the collaborator. This aims to avoid the subjectivity when analyzing the data. The data were taken using video recorder. Then, the researcher analyzed the data together with the collaborator. After discussing the results in try out in small group, the researcher made some changing based on the inputs in small group trying out.

There were some inputs while conducting try out in small group. The inputs were from the prerequisite activities and while playing the game. From the prerequisite activities, the inputs were 1) it was about the students' attention at the very beginning of the lesson; 2) reducing movements while making any statements; 3) the sitting position of the students; and 4) teacher should make many repetitions in order to introduce the vocabulary or the sentences.

Then, the product was implemented in large group aimed to find out the effectiveness of the teaching technique. The data showed that almost of the students in treatment group learnt actively by using the teaching technique. This could be seen from the mean of the observation results in treatment group where the mean score was 5.00. In contrast, the students in the control group did not show the activeness during their learning of English. They involved passively in teaching and learning process. This could be seen from the mean of this group, that is, 1.78. So, there was a mean difference between treatment group and control group, that is, 3.22. The mean of these two groups can be seen in Table 1.

**Table 1**  
**Mean of Control Group and Treatment Group**

	<b>Groups</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
Scores	Experiment Group	9	5,00	0,00	0,00
	Control Group	9	1,78	0,67	0,22

Besides, to test the significance of the difference between control group and treatment group in terms of the students' activeness during their learning of English, t-test was used in this study. From the data analysis used t-test (independent sample t-test), this teaching technique could make student learnt actively. This statement was based on the t-value was bigger than t-table, that is, 14.50 for t-value and 2.12 in t-table where *df* was 16 for 0.05 of significance level. This meant that the null hypothesis that said there is no difference in students' activeness during their learning in Grade 5 of SD Negeri 17 Singkawang Tengah using TELLE teaching technique was rejected and the alternative hypothesis was accepted. The results of data analysis for t-test can be seen in Table 2.

**Table 2**  
**The Result of T-Test for Student's Activeness between Control Group and Treatment Group**

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Score	Equal variances assumed	17,04	0,00	14,50	16	3,22	0,22	2,75	3,70
	Equal variances not assumed			14,50	8,00	3,22	0,22	2,71	3,74

From the above data, it figured out that the teaching technique can be used for teaching English in Grade 5 of SD Negeri 17 Singkawang Tengah. It is because there was a difference of the students' activeness during their learning between control group and treatment group.

In evaluating the product, there were three experts gave the judgment of the product, that is, subject matter expert (SME), educational expert, and Singkawang culture expert. Based on the score of the SME's rubric, TELLE teaching technique could be recommended to be used for teaching English in elementary school level, especially for Grade 5 students. The percentage of the recommendation for this teaching technique according to SME was 100%. This technique was also recommended by the educational expert to be used for teaching English in elementary school level. The percentage for this technique was 100% based on the educational aspects of the technique. The traditional game that was used in this technique was also recommended by the expert to be used for teaching English in elementary school level. The culture values were not lost while integrated into English. The percentage of the recommendation from the rubric was 100%.

From the above data, it pointed out that the experts has recommended that TELLE teaching technique can be used in teaching English in elementary school level, especially for Grade 5 students of SD Negeri 17 Singkawang Tengah. It is because this technique has fulfilled the criteria either from the subject matter aspect, the educational aspect, or the Singkawang culture aspect.

### **Discussion**

From the overall analysis, it figured out that the teaching technique can be recommended for teaching English in primary school, especially in SD Negeri 17 Singkawang Tengah. It was because the teacher that used the technique has S1 degree on TEFL. His educational background on TEFL and his status as the trainer of primary English language teacher can be useful in understanding the technique. Then, the teacher knows how to implement local culture in teaching and learning process, even though he does not use traditional game. The most important thing from the teacher, he wants to know more about the technique and want to try to use it in his classroom. Then, from the results of student analysis in SD Negeri 17 Singkawang Tengah, it was assumed that this teaching technique can be used in this class. It was because the age of the students and their familiarity of the original *Lem-Lem Tak* traditional game were useful in learning using this teaching technique. The majority of the students in this school were Sambas Malay and they had known how to play the original *Lem-Lem Tak* game.

From the aim and the missions of the school, it is assumed that this teaching technique can be used in this school. It is because the teaching technique comes from the traditional game where traditional game is a kind of Indonesian cultures and it is suitable to the mission of the school. Besides, in this teaching technique, the students are involved actively in teaching and learning process and this technique makes students learn happily. It is because the aim of the technique is to avoid the students from the stressful feeling while learning English.

Then, this teaching technique was also suitable to the English primary school curriculum, especially for listening and speaking skills. It is because the language that was used in the technique was the simplest language for instruction and around the learners' context. It means if the students were familiar to the instruction and information, teaching and learning activities could be run well without any pressure. One of the activities that could be taught in the classroom was introducing your self. It was because the students knew about this in their first language well. Besides, this theme was also written in base competence of the curriculum.

Through this teaching technique, the objectives achieved well. These objectives mastered using the activities that involve the learners actively. Learners could master the first objective by using listen and do activity, where the teacher saw the students' achievement directly. For the second and the third objectives, the students were asked to use English maximally. This means to practice the students to communicate using target language.

The activities of the students were also written in the syllabus as a guideline for the teacher to plan the activities in teaching and learning process. In the

syllabus, the main focus is the students' activity. The reason is to make the students involve actively in teaching and learning process.

Social constructivist learning is the types of learning and teaching activities in this technique. This means students' activity is based on the social interaction to others in the process of learning. Besides, this technique is based on the familiar things and information to the students. It means the students can learn the subject well because of the instruction and the information have been known by them in their first language. Further, the activity is based on the characteristics of the elementary school students, where the learners like to move actively and can not sit in a long period.

Teacher as a model and facilitator is the role of the teacher in this technique. Teacher as a model means teacher gives the good example how to say the sentences, do the instruction, and play the game in the correct way. Then, teacher as a facilitator means teacher facilitates the students to use the target language maximally by dividing the activities in some steps.

There were some students' roles in this technique as follows. Firstly, before learning, students sing "What is your name?" song together with the teacher. Secondly, the students listen to the teacher explanation about the instruction, Yes/No questions and personal information. Then, students do "listen and do" activities to learn about the instruction. Next, students work in pair to ask and answer using Yes/No question. Further, students find five of his/her friends to ask and answer about his/her friends' age, address, and hobby. Afterwards, students do *hompimpah* before playing the game. In this activity, one of the students says "Let's do *hompimpah!*" and the rest of the students follow the instruction. The last, students play *Lem-Lem Tak* game using all sentences that they have learnt before. In this game, students will use English except while singing *Lem-Lem Tak* song.

As the teacher's role in this teaching technique, before teaching teacher asks the students to sing "What is your name?" song to attach the students' interest in learning. Then, teacher tells the students that they will learn how to make and response the instruction, ask and answer Yes/No questions, and ask and answer about personal information using this teaching technique. The focus of the learning are listening and speaking skills.

In teaching about asking and responding the instruction, there are some steps that should be done by the teacher. First, teacher gives the example of the instruction and explains how to make it. Second, teacher uses *listen and do* activity to know students' understanding in responding the instruction. Third, students are asked to make one instruction. The last, teacher asks the students to find his/her friends to do base on his/her instruction.

Next, in teaching about asking and answering Yes/No questions, the first step that can be done by the teacher is teacher shows the example of Yes/No questions. Next, teacher explains to the students how to make and respond Yes/No questions. Then, teacher asks some students using Yes/No questions. Further, the students are asked to make a Yes/No question. The last, teacher asks the students to ask his/her friends using Yes/No question.



In teaching about asking and answering personal information, the teacher explains the example of the sentences related to the personal information first. Then, teacher asks some students about their personal information, such as name, address, age, and hobby. Next, teacher asks the students to make the question about personal information. Lastly, teacher asks the students to find five of his/her friends to ask about their personal information. After students have mastered the sentences used in playing modified *Lem-Lem Tak*, teacher asks the students to play modified *Lem-Lem Tak* using English.

The primary goals of the material in this teaching technique are students can practice content and facilitate communication between learners. Next, the form of the material is the text book and the pictures. The text book has many example and exercise that can be used by teachers and learners. Every teacher can use the material in teaching and learning, because the content of the text book is organized well. The material in this technique focuses on the communicative abilities for the students and less concerns to the grammatical form.

In this teaching technique, the vocabulary, the grammar, and the sequence of the instructions were suitable for being used in teaching English for elementary school level. The words can be learnt by the students easily and related to the topic. Further, the number of new vocabulary was suitable for the level of the students. Next, to match the way in presenting the vocabulary to the young learners, this teaching technique accommodated the way in presenting the vocabulary visually, for example through gesture, action, and picture.

Furthermore, for the grammatical aspects in the teaching technique, the structure or form of the sentences was well formed. Then, the sentences which were used in this technique were meaningful and could be understood by the users. Next, the use of the sentences in this teaching technique was suitable for the context, that is, for socializing among students. Besides, the instructions in using the technique were clearly stated and easy for users to understand.

This teaching technique was matched to the curriculum (KTSP). Then, this technique could motivate the students. It was because this technique could gain and maintain student's attention and relevant for the level of the students. Besides, this technique also could cover three kinds of student's learning styles, that is, visual learners, auditory learners, and kinesthetic learners. For encouraging engagement aspects, this technique was set in an appropriate context. Then, the scope for social interaction was included in this technique.

Another essential point from this technique is the teaching technique could build the friendship among students. Democracy value and leadership were also accommodated in this technique. Further, this technique also included the responsibility, togetherness, and obedience of the students while playing the game. Besides, this technique trained the students' thinking ability, taught the students to act honestly and fairly, and through this technique students were taught to be familiar to their local culture or local value as their environment.

Next, there were some strengths of this technique, they were: 1) this technique provides the students to use target language maximally; 2) kinds of learning style of the students are accommodated; 3) students involve actively in teaching and learning process; 4) the characteristics of young learners are

accommodated; and 5) traditional game, as a local culture is introduced in this technique. So, the negative opinion that stated English for elementary school students can decrease students' nationalism can be argued through this teaching technique.

## **CONCLUSION AND SUGGESTIONS**

### **Conclusion**

A listening-speaking technique for elementary level was produced through this study. The teaching technique was based on *Lem-Lem Tak* game. The teaching technique was produced based on the need analysis of the learners, the teacher, the school, and the curriculum of SDN 17 Singkawang Tengah. The data were shown that this school needed a teaching technique to teach English as a local content subject. This teaching technique contained the teaching objectives, the syllabus, the type of learning and teaching activities, the learner roles, the teacher's roles, and the roles of instructional material which were arranged in designing phase. The procedure of the technique was written in developing phase which contained pre-activity, main activity, and post activity. This teaching technique was also tried out to the small group in implementing phase before experimenting to the large group. There were some points that were changed during trying out phase. This teaching technique was effective to be used in teaching English in elementary school level. It was because this technique could improve the students' activeness during their learning of English. This technique also could make students achieve the lesson easily. Besides, this teaching technique was also recommended by the experts to be used for teaching English. It was because this teaching technique had fulfilled the criteria either from the subject matter aspects, the educational aspects, and the Singkawang culture aspects.

### **Suggestions**

There are a number of limitations in this study. This study was only done in one school. Therefore the effectiveness of this teaching technique for the other elementary schools must be proven. Besides, there was only a traditional game used in this study. Further research is recommended to be done in the other schools to find the effectiveness of this teaching technique. The primary English language teachers are also recommended to integrate other traditional games into English language learning in order to maintain Indonesian cultural heritage. Primary English language teachers should teach English in a different way to secondary schools. This aims to avoid the students' boredom during their learning. Then, the government should support the implementation of English in elementary school level; it is because there is no evidence supporting the statements that English in elementary school can decrease students' nationalism.

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