

# BOOSTING THE ENGLISH VOCABULARIES THROUGH “CUBLAK- CUBLAK SUWENG” FOR YOUNG LEARNERS IN HYBRID CLASSROOM

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## Abstract

The digital era brings young learners play technology based online games more than the traditional games. Whereas, they contain many individual and passive elements. The purposes of this research were to know the implementation of “Cublak-cublak Suweng” as modified traditional game in increasing the English vocabularies of young learners in hybrid classroom. The second, to know the students’ perception in playing Cublak-cublak Suweng in their classroom. The research used descriptive qualitative method with purposive sampling. Thirty elementary school students participated in the research. The research used tests, interviews, observation, and documentations for data collection techniques. The result showed that “Cublak-cublak Suweng” as modified traditional game gave a positive impacts on learning and boosting students’ vocabularies of English. It was seen from 72% of students having a ‘very good and excellent’ level. In the score range of 80-90. Second, the perception of students stated that “Cublak-cublak Suweng” is effective learning strategy in English vocabularies classroom. So, “Cublak-cublak Suweng” is effective to use in boosting the English vocabularies of young learners in hybrid classroom.

**Keywords:** Cublak-Cublak Suweng; Hybrid Classroom; Vocabularies

## INTRODUCTION

Young learners are the children from the age of 3 until 12 years old. They act differences in emotional, psychological, physical, conceptual, social, and cognitive aspects. (Kirkgoz, 2018:17). In learning process, young learners should be taught differently form older learners. (Kersten & Rohde, 2013). They have as yet not acquired some of the strategies that older learners are able to develop. But young learners need more physical activities which can affect their development.

One of the solutions to overcome it is playing the traditional games as the young learners do in previous era. Unfortunately, the presence of traditional games is becoming less and less (Chou, 2014), whereas they are cultural heritage of Indonesia. In this digital era, it is almost impossible to find young learners playing traditional games as they prefer to play online games. The traditional games have changed to online games. This is clearly unavoidable because online games present a variety of attractions that make them prefer to play rather than study (Nisrinafatin, 2020). It makes young learners addicted and has individual and passive attitudes. The more often a child plays online games, the higher the child’s aggressiveness. They will have low social awareness. Those are a problem which should be covered to save young learners addicted in online games.

There are previous studies related to the research. The first research was conducted by Sulistyningtyas R.E., & Fauziyah, P.Y. (2019) entitled the implementation of traditional games for early childhood education. The results showed that students’ performance is directly

influenced by students' intrinsic and extrinsic motivational factors, as well as students' perceived experiences. Furthermore, incorporating traditional games into elementary school classroom was equally acceptable to all students because their personality traits did not directly influence their experience and learning outcomes. From this research, it can be concluded that the students in elementary school as young learners still have interest in playing the traditional games.

The second research was conducted by Sofeny, et.al (2022) entitled *Boosting the English vocabularies of young learners through Tik-Tok Application in the digital era*. In this research, the researchers want to boost the students' vocabularies mastery by using one of social media, Tik-Tok Application. The findings show that the Tik-Tok Application is capable and effective in boosting the students' vocabularies mastery. The students are more interesting in using media social in their learning process than only listening their teacher explanation in front of the class. From this research, it can be concluded that young learners in the digital era seem more interested in using something based digital.

The third research was conducted by Azizah, et al (2022) entitled "*Pengembangan Permainan Cublak-cublak Suweng sebagai media pembelajaran untuk membangun Karakter anak*". The researchers want to measure the validity, practicality and effectiveness of learning media for developing the Cublak-cublak Suweng to build children's character. It uses Research and Development research. The results showed that the media is very practical to use for character learning.

Based on three previous researches, there are some similarities and differences between the previous researches and the current research. The similarities are firstly, all the researches focus on doing the research of young learners. Secondly, they use a media in boosting the learning outcomes. Then, there are also some differences between the previous researches and the current research. The first research uses the original traditional game in the classroom, without any modification. The second research uses a digital media in the classroom for young learners. The third research uses traditional game for building the students' character. Whether this current research, the researchers use the modified traditional game namely Cublak-cublak Suweng which implemented in Hybrid classroom to increase the English vocabularies. So, here the modified game has been formed as the English classroom, but still seem like playing the original game.

Basically, young learners still have interest in playing the traditional games, but they also seem more interested in using something based digital. Consequently, young learners like playing online games more than studying. So, in this research, the researchers are interested in conducting the research to analyze the English vocabularies of young learners through the implementation of Cublak-Cublak Suweng. Furthermore, it was to know the students' perceptions of Cublak-Cublak Suweng as modified traditional game as a media to improve the English vocabularies of young learners. In line with the purposes of the research, the title of the research is *BOOSTING THE ENGLISH VOCABULARIES THROUGH "CUBLAK-CUBLAK SUWENG FEF" FOR YOUNG LEARNERS IN HYBRID CLASSROOM*. So, the findings of the research can give important benefit to English teachers in elementary school. They can use this modified traditional game to increase the students' English vocabularies. Indirectly, digital students will know again the kinds of traditional games which is becoming extinct.

## **METHOD**

The researchers used descriptive qualitative. Qualitative research is appropriate for this research. Therefore, a qualitative descriptive study was designed to achieve the objectives of the research. Qualitative research provides a comprehensive description of a particular

phenomenon, especially when not much is known about it (Kim et al., 2017). Data collection was performed as a test and non-test. The test was conducted as a Multiple Choices test about vocabularies based on the Theme in Teaching Modules of Independent Curriculum at fourth grade to 21 students). The Theme chosen was “Can Make Fried Egg in the Kitchen”.

The non-test technique used observation, interview and documentation. Observation was used to observe Vocabulary Mastery, the atmosphere in the classroom and students’ mastery of English vocabularies. Documentation was used to record the photos of learning process, data essay test results and interview transcripts. Interview was used to find out how the students’ perception on the implementation of “Cublak-Cublak Suweng FEF” to improve the English vocabularies mastery of young learners.

Data analysis techniques were performed by processing the results of multiple choice test and interview using descriptive qualitative method. The steps are data collection, data coding, data comparison, design interpretation, and reporting of results.

## RESULTS AND DISCUSSION

### Results

Prior to data collection, the researchers conducted FGDs with students and their teachers to provide information regarding the planned research activities. The researchers describes the use of a traditional games called “Cublak-Cublak Suweng” in boosting the students’ English vocabulary. The researchers explained the methodology of the activities. Additionally, a discussion was held to find out the essential elements that are usually present in students’ English vocabularies. The students were interested and expressed their opinions the teacher’s teaching methods. Test and interview data were then collected. The results of the data displayed in the analysis.

The multiple choices test for online classroom was given before the researchers conducting the second steps, interview. There were 20 multiple choices test given to fourth graders of SDN 1 Menongo. The vocabularies test is based on the theme chosen. The students are asked to choose the best answer of 4 choices in the test. The result of multiple choices test is shown in Table 1.

**Table 1.** Result of Multiple Choices Test (Pre)

No.	Name	Score	Category
1	Student 1	70	Quite Good
2	Student 2	70	Quite Good
3	Student 3	70	Quite Good
4	Student 4	70	Quite Good
5	Student 5	71	Quite Good
6	Student 6	72	Quite Good
7	Student 7	75	Good
8	Student 8	75	Good
9	Student 9	75	Good
10	Student 10	75	Good
11	Student 11	75	Good
12	Student 12	75	Good
13	Student 13	75	Good
14	Student 14	75	Good
15	Student 15	75	Good

16	Student 16	75	Good
17	Student 17	75	Good
18	Student 18	75	Good
19	Student 19	75	Good
20	Student 20	75	Good
21	Student 21	75	Good

From Table 1, it can be seen that there were six students still get score in Quite good category. But more students get score in good category. So, it means that there are no students in more than good category yet.

After doing test, the researchers did interview to some students related to the result test. Based on the result of interview, some students said that they will soon memorize all new vocabularies in the class, but also soon forget them. They can not have a long memorization of material in the class. They also mention two factors related to it. The first is because of the techniques which the teacher use in the classroom. They are only asked to memorize the vocabularies without any modification or using some media. The second factor is the students use more their time to play online media after going home from school. So, they only have a few times to study.

Based on the interview, various opinions regarding the implementation of Cublak-cublak Suweng in the classroom were obtained. The name of this game has been recorded in the Javanese Baoesastra (Dictionary) which was published in 1939. The dictionary by W.J.S. Poerwadarminto, on page 641 column 2, stated that cublak-cublak suweng is a child's play name. So at least, this game has been known for more than 70 years today. This game can be played by boys and girls or a mixture. In ancient times, this game used a tool called Suweng (uwer from a horn), so the name became cublak cublak suweng. However, if there is no suweng, it can be replaced with a similar object such as a pebble or other object. The personnel are Mr. Empong and the warriors. The following are the lyrics of the song that accompanies this game:

"Cublak-cublak suweng  
Suwenge ting gelenter  
Mambu ketundung gudhel  
Pak Empong lerak-lerak  
Sopo ngguyu ndelekakhe  
Sir-sir pong dele kopong  
Sir-sir pong dele kopong"

#### *The Implementation of "Cublak-cublak Suweng" for Offline Classroom*

First, the teacher and the students together determine who is Mr. Empong in a gambreng way, then Mr. Empong sleeps on his stomach. The warriors put their hands-on Mr. Empong with open position. One Two or three of the warriors carry a roll of paper on which are written the types of vocabulary being taught. While singing cublak-cublak suweng, the warriors pass their rolls of paper into the hands of the other warriors. During the lyrics "Sopo ngguyu ndelikake" the passing of the roll of paper is stopped and the singing continues until the last lyrics. After the song ends, Mr Empong guesses the name of one of the warriors who is carrying a roll of paper, if it is wrong then it is zonk, and the game is repeated from the beginning. If Mr. Empong managed to guess the name of the warrior who was carrying the roll of paper, so next Mr. Empong must be able to answer "the English meaning or the Indonesian Meaning" from the

collection of vocabularies mentioned. If Mr. Empong failed to answer, so the game started again from the beginning. And so on.

*The Implementation of “Cublak-cublak Suweng” for Online Classroom*

First, the teacher provided a break our room in the zoom class. Then, the teacher and the class determined who will be Mr. Empong randomly or using a chosen technique. Mr. Empong entered the breakout room while the warriors divided the tasks of those who brought the roll of paper (Door Prize) and those who did not (Zonk). Once finished, Mr Empong returned to the main room and starts playing. In zoom together sing the song Cublak-cublak Suweng until the end. After the song ends, Mr Empong guest the name of one of the warriors who is carrying a roll of paper, if wrong then zonk, and the warrior can show the paper with the zonk picture or use the reactions in zoom. Then, the game is repeated again from the beginning. If Mr. Empong managed to guess the name of the warrior who was carrying the roll of paper, so next Mr. Empong must be able to answer "the English meaning or the Indonesian Meaning" from the collection of vocabularies mentioned. If Mr. Empong failed to answer, so the game started again from the beginning. And so on.

After implementation of Cublak-cublak Suweng as the traditional games, the researchers did test and interview again. Previously, these 21 students, most of them do not know about Cublak – Cublak Suweng. 70% of students know Cublak-cublak Suweng only by the name. They do not know how it is played exactly. While 20% of students do not hear about the game name anymore. And 10% of students have known about the game but they have not played it yet.

The result after implementation of Cublak-cublak Suweng FEF in shown in Table 2.

**Table 2. Result of Multiple Choices Test (Post)**

No.	Name	Score	Category
1	Student 1	80	Very good
2	Student 2	90	Excellent
3	Student 3	90	Excellent
4	Student 4	90	Excellent
5	Student 5	85	Very good
6	Student 6	80	Very good
7	Student 7	80	Very good
8	Student 8	80	Very good
9	Student 9	80	Very good
10	Student 10	80	Very good
11	Student 11	80	Very good
12	Student 12	85	Very good
13	Student 13	90	Excellent
14	Student 14	90	Excellent
15	Student 15	90	Excellent
16	Student 16	80	Very good
17	Student 17	80	Very good
18	Student 18	80	Very good
19	Student 19	90	Excellent
20	Student 20	90	Excellent
21	Student 21	85	Very good



Based on the data from Table 2, the students got score higher than before on vocabularies test after the implementation of Cublak-cublak Suweng. There were no students get score in quite good anymore. From 21 students, there were 8 students got score in Excellent and the rest in very good category.

After that, the researcher did interview again to gain the next data, that is about the students' perception in playing the Cublak-cublak Suweng in their classroom. According to interview, the most common problem found in learning vocabularies is there is no daily activities that train them to memorize English vocabularies in a fun form without any pressure. They use their free time to play online games. They are most interested in playing those online games together their friends. But surprisingly, after being taught by Cublak-cublak Suweng, they feel more challenged. Besides the easy instructions in playing the game, they can physically play with their friends while guessing the English vocabularies without any pressure from the teacher. They are not in purpose learn about English vocabularies while playing. So, they still want to play it more and more although the research activity finished.

## Discussion

Most of young learners in the digital Era miss out the traditional games. It happens because of many factors. The most influence factors are there is no introduction or socialization about implementation of traditional games in young learners, especially in education field.

Although most of young learners are interested in playing online game or social media like Tiktok application (Sofeny, 2022), but as an educator we should modify our technique, media in learning and teaching process. Especially by promoting the traditional games which increasingly missed out by them.

Based on the research result, some students said that they will soon memorize all new vocabularies in the class, but also soon forget them. They cannot have a long memorization of material in the class. They also mention two factors related to it. The first is because of the techniques which the teacher use in the classroom. They are only asked to memorize the vocabularies without any modification or using some media. The second factor is the students use more their time to play online media after going home from school. So, they only have a few times to study. Surprisingly, the students got score higher than before on vocabularies test after the implementation of Cublak-cublak Suweng. There were no students get score in quite good anymore. From 21 students, there were 8 students got score in Excellent and the rest in very good category.

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By this research, hopefully many educators in elementary school would implement one of many traditional games, Cublak-cublak suweng in their English class by following the instruction modified as in this research. So, the educators can modify the teaching and learning process of English class with a fun activity that is reimplement the traditional games which has many benefits. Traditional game is appropriate for a fundamental motor skill development of young learners. It can also play an important role in the emotional aspects of physical education (Lavega, et.al., 2014).

## CONCLUSION

Several things became clear from the results from conducted tests and interviews during the research. At the first, the result showed that “Cublak-cublak Suweng” as modified traditional game had a positive impacts on learning and boosting the students’ vocabularies of English. It was seen from 72% of students having a “very good and excellent” level. In the score range of 80-90. Then, the perception of students stated that “Cublak-cublak Suweng” is effective learning strategy in English vocabularies classroom. So, “Cublak-cublak Suweng” as a modified traditional game is effective to use in boosting the English vocabularies of young learners in hybrid classroom.

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