

Using a Hide and Seek Game to Teach Preposition for Grade 2 Students in SD Muhammadiyah Bodon

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ARTICLE INFO	ABSTRACT	
<p>Article history Received Revised Accepted</p>	<p>Prepositions are a type of prepositions that are used to describe the meaning of a word in a sentence. The aim of this study is to implement a hide and seek game to teach preposition to grade 2 students in SD Muhammadiyah Bodon. The qualitative research design employed in this study involved classroom observations and student interviews. A total of 20 Grade 2 students from class 2A participated in the study. Classroom observations revealed that the game provided a fun and engaging learning environment for students, which can lead to increased motivation and enthusiasm for learning preposition. Moreover, the game allowed students to practice using preposition in context, which is essential for developing their language skills. The results of the interviews revealed that students had a better comprehension and recall when compared to traditional teaching methods. This suggests that incorporating interactive and enjoyable activities into language lessons can enhance student learning and engagement. As such, educators are encouraged to explore innovative teaching approaches that incorporate interactive and fun activities like the game in their lesson plans.</p>	
<p>Keywords Hide and Seek Game Teaching Preposition Young Learners</p>		

1. Introduction

English for Young Learners refers to the process of teaching English to children who are not native speakers and learn it as an additional language in pre-primary or primary school education. This includes children whose first language is the national language of their country. As



the world becomes more interconnected, there are various challenges that arise, such as the movement of people, disparities between rural and urban areas, and attitudes towards minorities. Teaching English to young learners has gained significance in recent years as the early childhood stage is crucial for language acquisition, and providing quality language education during this stage can greatly impact a child's language skills and overall cognitive development (Islahuddin, 2023). As English proficiency becomes increasingly important in today's globalized world, starting English language instruction at an early age can help children develop strong language skills and foster cultural understanding (Suwastini et al., 2023).

One of the topics that is taught for young learners is preposition. Prepositions are crucial components of sentence structure that help to convey the relationships between words and provide essential information about position, location, direction, and time (Ramos et al., 2023). These small but powerful words play a significant role in understanding the meaning of a sentence and are essential for effective communication. However, teaching prepositions to young learners can be challenging due to their limited vocabulary and understanding of grammar concepts. Also, traditional teaching methods often fail to engage students effectively, leading to difficulties in comprehension and retention. Putri et al (2023) also stated that teaching young learners differs significantly from teaching youth or adults. Young students are more prone to carelessness and distraction. Using those considerations, the teacher must create an engaging environment in the learning and teaching process with young learners especially teaching prepositions. For instance, the teacher can provide game in their teaching and learning process with young learners.

Games provide both entertainment and challenge, making them highly motivating. They use meaningful language in real-world contexts. They also promote and enhance the early childhood social skills which are a child's ability to communicate, cooperate, share, and participate in problem solving in accordance with societal norms (Soniyyatul Ummah & Purnama, 2023). Game-based learning is highly recommended in the classroom (Hermanier & Mubaraq, 2017). Despite that, in an increasingly developing and technologically advanced era, online games are most appealing to young children and they do not have some familiarity with traditional games (Mianawati & Mariyana, 2023) such as hide and seek game, a classic game played by kids worldwide, has become a staple in Indonesian culture. This simple outdoor game requires no special equipment, just the surrounding environment. Played by two or more people, one person takes on the role of "seeker" while the others hide. The game involves basic steps: gathering friends, choosing the seeker, counting while closing eyes, and then searching for hidden friends. Not only is it fun, but hide and seek also has numerous benefits for children, including developing social skills, encouraging physical activity, improving counting skills, and promoting teamwork and creativity. The game also teaches children important skills like communication, rule-following, and cooperation (Gasong et al., 2024). This article will carry out the implementation of a hide and seek game to teach preposition for grade 2 students in SD Muhammadiyah Bodon.

2. Method

The qualitative research design employed in this study involved classroom observations and student interviews. The researcher took on the role of the teacher during English language lessons and facilitated a game of hide and seeks to provide students with a practical application of their understanding of prepositions. This game was specifically designed to help students apply their knowledge of prepositions in a real-life context. A total of 20 Grade 2 students from class 2A participated in the study.

3. Findings and Discussion

Results

During classroom observations and student interviews, it became apparent that the hide and seek game served as a successful and enjoyable teaching aid for learning prepositions. By integrating the game into language lessons, students were able to actively practice using prepositions in a fun and engaging way. Through the game, students were able to grasp the spatial relationships conveyed by different prepositions, such as "in," "on," and "under." The interviews revealed that students had a better comprehension and recall of prepositions when compared to traditional teaching methods. The students stated that they wanted to learn while playing games more and more. This suggests that incorporating interactive and enjoyable activities into language lessons can enhance student learning and engagement.

Discussion

In this study, the researcher as the teacher used a small red panda doll named Mayon as a supplementary tool to teach prepositions, specifically in, on, and under, through a hide and seek game. The game was called "Please help Mayon!" as Mayon had lost her tools and the students had to assist her in finding them. This game was done by:

1. Students formed groups of 3 to 4 people.
2. The teacher told all students to close their eyes.
3. While the students were blindfolded, the teacher put stationery scattered in the classroom.
4. Each group got a turn one by one to take a paper containing clues to the whereabouts of the hidden object (clues can be written in two languages, English and Indonesian, students must read aloud the clues given before looking for the hidden object).
5. Whoever got the object first, would be the winner (individual in that group, but they look for it together).
6. The game continued until all groups had a turn.
7. Each winner from the group looked for the missing item again.
8. The winner gave the found item to Mayon.

The teacher said thank you to the winner and say that Mayon was delightful because she was helped to find the lost item.

The results of this study highlight the positive impact of incorporating a hide and seek game in teaching prepositions to grade 2 students. As games continue to evolve, they are no longer just forms of entertainment but also serve as educational tools. In other words, gaming has transformed into a platform where individuals can learn while playing (Saputra et al., 2021). As stated by Patanduk et al (2023) Early English language teaching provides essential skills for young learners, including cognitive development, worldwide communication, academic performance, cultural understanding, and self-expression so the game provided an interactive and engaging learning environment, promoting active participation and deep understanding of prepositions. This approach not only makes learning prepositions more engaging and interactive but also helps students to understand their meaning in a practical and contextualized way. By hiding objects in different locations using prepositional phrases, students learn to associate these words with specific spatial relationships. Moreover, the game provides opportunities for students to practice using prepositions in sentences, as they must communicate their hiding locations using prepositional phrases. This practice helps students to develop fluency and confidence in using prepositions correctly. Also, by providing real-life examples, the game helped students relate the concept of prepositions to their daily experiences, making the learning process more meaningful and

memorable. This approach facilitated a more profound understanding and retention of prepositions compared to rote memorization and repetitive exercises.

4. Conclusion

Overall, the use of a hide and seek game for teaching prepositions to Grade 2 students is a highly effective and enjoyable method that enhances comprehension, retention, and overall language skills. The hide and seek game provides a fun and engaging learning experience for students, which can lead to increased motivation and enthusiasm for learning prepositions. This is important as young learners often have short attention spans and may become easily bored in traditional classroom settings. By making learning interactive and enjoyable, students are more likely to retain the information they have learned and apply it in real-life situations.

Moreover, the game allows students to practice using prepositions in context, which is essential for developing their language skills. By hiding objects in different locations and asking students to describe where they are, students are able to practice using prepositions such as "under," "behind," and "in front of." This helps them to understand the correct usage of these words and how they relate to spatial relationships.

In addition, the game encourages collaboration and teamwork among students, as they work together to find hidden objects. This promotes social skills and helps students to develop a sense of community in the classroom. It also provides opportunities for students to practice communicating effectively with their peers, which is an important language skill. As such, educators are encouraged to explore innovative teaching approaches that incorporate interactive and enjoyable activities like the hide and seek game in their lesson plans. By doing so, they can foster a love for learning in their students while improving their overall language skills.

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