

Integrating Traditional Games into EFL Speaking Class: A case of English for Young Learners

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Abstract

Speaking is an inevitable skill that EFL young learners have to master. However, their anxiety and teacher's strategies in the class remain the big issues which cause the low engagement in the speaking activities. This study examined if integrating traditional games into English class can lower the anxiety and increase their motivation to learn the skill by real interaction and collaboration provided in the games. The study observed a class of the fifth grade in Bandung, Indonesia learning speaking by implementing traditional games. The descriptive study equipped with the observation checklist, transcription of the recorder and questionnaires were used to look into the students' experiences and responses. The study revealed that integrating traditional games in English classes could boost young learners' motivation in learning the skill and bring about better confidence in speaking in English. Moreover, the integration could build a joyful and safe learning atmosphere, thus lowering anxiety for the students.

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INTRODUCTION

Young learners who study at primary schools need to develop their English-speaking skills. They are known as the golden age and effortless learners in language acquisition (Brown, 2007; Hamilton, 2014). Brown (2007) and Hamilton (2014) also stated that they are fast learners which give widespread success in acquiring the language when they can fully engage in the learning language activity. However, in the Indonesian context, the teacher's strategy is not in accordance with the young learner's character to optimize their strength. They tend to teach them grammar and vocabulary (Suharno, 2017). As a result, they are less engaged because of anxiety and less interesting activities (Dewi, et al., 2016). This issue also happens in

other EFL students such as Turkey, Malaysia in which they feel anxious to speak English and they tend to use their mother tongue language (Subaşı, 2010; Fung & Min, 2016; Güneş & Sargöz, 2021). Not only in EFL context, but feeling anxious to speak English also happens in ESL context (Cheng, 2018). Moreover, in the Indonesian Curriculum 2013, English is not taken as a compulsory subject in primary schools. It is decentralized to the local government and handed over to schools' needs and readiness. Also, the restricted duration in a meeting and unprofessional teacher gives students less opportunities to practice English (Damayanti, 2008; Derakhshan, Tahery, & Mirarab, 2015; Tunku Mohtar, et al., 2015; Rusiana & Nurainingsih, 2016; Suharno, 2017). In other words, they are lack of practice in enhancing their speaking skills (Güneş, & Sarigöz, 2021), Whereas they have to have much more exposure to communication (River, 1981).

Presenting educational games in the classroom activity is the appropriate strategy that fits their character to enhance their engagement and encourage them to speak (Zu, 2012; Korkmaz, 2013; Hamari et al., 2016; Dewi, et al., 2016; Pratiwi & Mukminan. 2018; Jassim & Zakiriya, 2019; Aziz, A. 2020; Sarı, et al., 2020; Yu, Gao & Wang, 2020; Roohani, & Vincheh, 2021). This approach provides a fun and relaxed environment (Zhang, 2018). Likewise, the games can motivate them to learn English (Butler, Someya, & Fukuhara, 2014; Andreani & Ying, 2019). However, we have to pay more attention that the games potentially hinder the learning since the games may have varying educational impacts based on the proficiency levels intended (Butler, Someya, & Fukuhara, 2014). The study conducted by Dewi et al. (2016) implemented communicative games into young learners that had a positive effect on their speaking skills because of fun activities which enhance their engagement. Yet, they do not explain what and how games are implemented.

Nowadays, the games are mostly created in digital or even needed internet access since the digital era. Some studies utilized digital games to teach English which surely enhance their motivation and engagement in learning English (Turgut, & İrgin, 2009; Liu, & Chu, 2010; Lucht, Domagk & Mohring, 2010; Pratiwi & Mukminan. 2018). The study conducted by Lucht, Domagk & Mohring (2010) and Andreani & Ying (2019) that used electronic devices revealed the positive effect to the students' retention in vocabulary as well as motivation to learn English. Another study conducted by Turgut & İrgin (2009) investigating young learners' language learning through computer games found that it can foster language skills especially

vocabulary skills. This strategy is appropriate for those who have the facilities such as cellphones and other electronic devices. But it becomes a problem for the students who have restricted devices or the restrictions on its use. In addition to that, schools cannot facilitate all the students to have those devices. This problem does not only happen in the rural area, but also happens in the big cities.

Hence, integrating local Traditional games into English Speaking class can become the authentic media and the alternative ways to present educational games to the students. The games can gain children's communication abilities through real social interactions occurred during gameplay (Gelisli, & Yazici, 2015; Kurt & Yavuz, 2018; Yutapratama & Syamsi, 2019; Suherman et al., 2019 in Arga et al., 2020; Ali, Samad, 2020; Nur, Ma'mun, & Fitri, 2020; Suhono & Sari, 2017). They also give the positive effect to the students' character values such as religious character, nationalism, independence, cooperation, and integrity (Saputra et al., 2017). In addition, the physical activity and real communication provided in the games fit with their character (Suhartatik, 2018; Syahria, 2020) and bring them into purposeful experiences (Iwata, Yamabe, & Polojarvi, 2010; Kirkoz, 2018). In fact, the interaction with one another through group work can give them more opportunity to communicate and collaborate in learning activities (Bairley, 2005 in Sekarini & Safei, 2016).

The study conducted by Trajkovic et al. shows traditional games into school subjects can enhance the students' motivation to engage in the learning activity, which causes the learning outcomes enhancement. This study conducted several traditional games (Trajkovic et al., 2018). However, the games were not implemented in English. Another study on traditional games by Sekarini & Safei (2016), Novitawati et al., (2022), Authar, et al., (2021) and Suhono and Sari, (2017) implementing the games as the media in learning English stated that the games could improve the students' vocabulary, enhance the students' engagement and reduce their anxiety about speaking English in the classroom. However, they focused only on retrieving students' vocabulary. Another researcher conducted by Syahria (2020) stated that traditional games such as *Engklek* (Hopscotch) can enhance the student's speaking skills by presenting fun activities with providing some questions (Syahria, 2020). However, their study needs further explanation on how this traditional game can enhance the students' speaking activity. Therefore, this study investigates how

integrating traditional games into EFL young learners' speaking class fosters their speaking skills and also analyzes the students' responses in playing the games.

METHOD

This study applied descriptive research which aims to answer the research question of how traditional games are integrated into an EFL young learners' speaking class. This method allows the researcher to describe the existing phenomena as precisely as possible (Atmowardoyo, 2018). The observation focused on the two aspects: The first is students speaking accuracy as measured by their use of correct grammar, pronunciation, and vocabulary when responding to the questions, and The second is the students' fluency, as measured by pauses in their responses to the questions in which they usually express it with "eemmh" before responding, and the students' hesitations in responding the questions by doing some revisions in producing the vocabularies or sentences (Harmer, 2007). Besides that, the students' responses in implementing the game were analyzed.

Twenty-six of 5th-grade students in the Bandung, West Java school area were involved in this research. They were purposively selected as they have learned teamwork in which they can work together in the group to play this game. Besides, they have been learning English since they were in grade 1. Likewise, they have the lesson which is targeted in this study. In addition, based on the classroom teacher suggestions, they were active students.

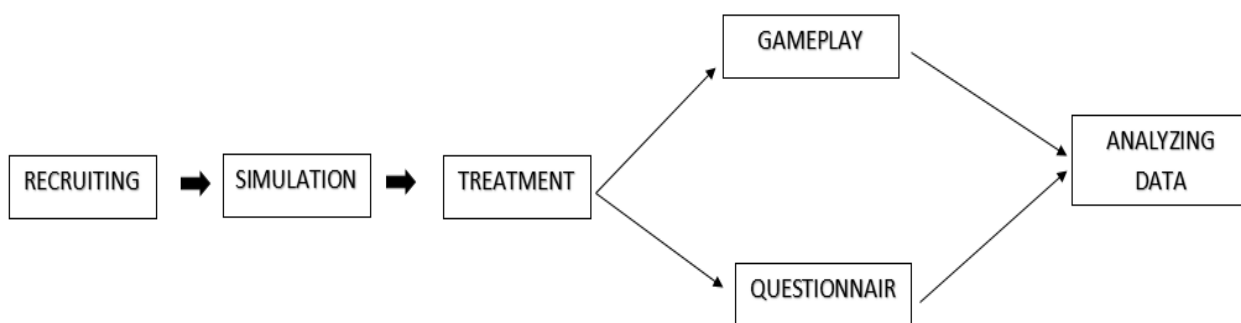
Classroom observation, equipped with a classroom observation checklist and video recorder were applied to get data on answering the research questions. Besides, a questionnaire was distributed to confirm the classroom observation data and obtain their opinion about implementing this game into English speaking class.

Data Analysis

In analyzing the data, the classroom observation data was analyzed based on speaking criteria adapted from Harmer and Thornbury speaking criteria; accuracy in vocabulary, grammar, and pronunciation and fluency in producing sentences without pauses and hesitation (Harmer, 2007; Thornbury, 2007). Then, the audio-visual data acquired from the classroom observation recorder was transcribed in written form, reducing the unimportant information that does not relate to the research. The transcription data obtained from the classroom observation was analyzed and coded in the Coding Verbal Data technique to

identify emerging themes and arrive at the key categories (Siddiqui et al., 2021). In addition, the data from the questionnaire was also analyzed to see the students' responses in implementing the game in speaking class.

All The data obtained from the classroom observation and questionnaire were analyzed in a qualitative coding technique adapted from Cresswell's data analysis procedure (2014). The first, the data was prepared and organized into the classroom observation data and questionnaires data. The second, the data was explored and coded based on the speaking criteria and the effect of the gameplay. Then, the data was analyzed and interpreted as the data findings which were obtained from the coded data and the theoretical framework about speaking, game-based learning. And the last, the interpreted findings were presented in the result and discussion section. The research flow can be seen in the



(Figure 1. The research flowchart)

Figure 1. The research flow of implementing integrating traditional games into EFL speaking class

The Game Design

Engklek, as one of the local traditional games, was selected to integrate into the speaking class since this game is a simple game with simple equipment needed; a board and a coin as “a shooter”. Besides that, the students are familiar with this game.

In this case, the game was designed with eight squares. Each square has different pictures as the media for interacting in speaking class. The picture of the board can be seen in figure 2.



(Figure 2. The Engklek Board)

The game's target is to reach all eight squares by creating the sentence as the responses of the teacher's questions in order to have the opportunity to obtain the land, aka the squares. By obtaining the land, other players cannot land that square. If they land on that square, the player fails and the other player has the turn to play.

The rules of the games are commonly the same as how to play *Engklek*. Some modifications are required in order to be engaged with the speaking activity such as the pictures on the board and the rules. The rules are:

1. The game is designed as a group game. However, all the group members have their turn to play.
2. The players can land and stand on two legs when they take the shooter.
3. The players must create the sentence based on the pictures on the board where the shooter is before they move to the rest of the squares to complete the first mission.
4. The players must answer the teacher's questions correctly based on the pictures as the requirement to achieve the land.

This study was conducted in three meetings. The first meeting was for a simulation in which the students had an explanation and did the simulation of how the game is played in the English class. The second and third meetings were conducted to play a game. The students were equipped with the verb words list that had to be matched with the pictures. They also had the expression list used during gameplay. The expressions are as follows:

No	Expressions
1	Let's play
2	It's your turn
3	Be careful

- 4 We did it
 - 5 You can make it
 - 6 Let's discuss
 - 7 Don't give up
 - 8 I think it's good/bad because ...
-

RESULT

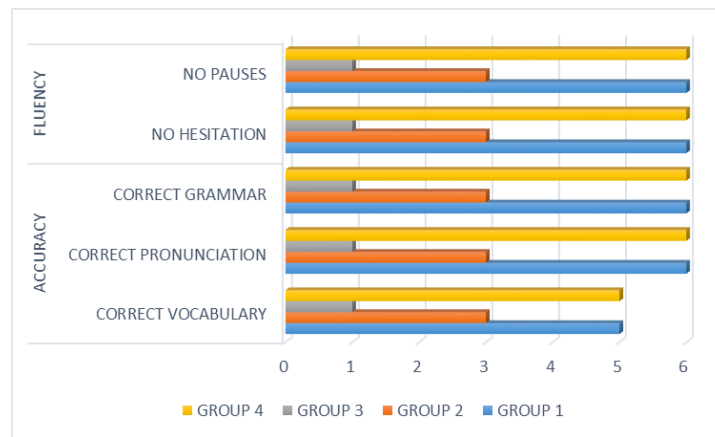
The 1st Meeting gameplay

The students were divided into four groups of six members each. This meeting's board has distinct images than the one used in the simulation. As the pre-activity, the teacher and students reviewed the game's rules and emphasized the importance of using the expressions on the list. The students were provided with a vocabulary list and engaged in a discussion to determine the appropriate word for each image displayed on the board. The group's representative drew under the direction of the teacher to determine the playing order. These sequence activities were carried out in both English and Indonesian. The teachers regained the students' attention by asking questions about how to play the game when they became too loud. This intervention was adequate to ensure that they understood the game rules.

The students were questioned to describe the actions depicted in the pictures. They were generally able to respond to the questions using the proper vocabulary, grammar, and pronunciations. The teachers selected the loud and quiet students. Although the majority of them were able to respond, they appeared startled to be given the questions. They were asked various questions regarding the pictures of where the "shooter" was. The questions were as follows.

- What is/are the boy(s)/girl(s)/he/she/they doing?
- Can you tell me what someone/she/he/they is/are doing?
- What can you see in the pictures?

During the game, groups 1 and 4 reached square 6, while groups 2 and 3 reached squares 3 and 1 respectively, due to group members failing before reaching the "shooter". As a result, only a few students demonstrated their ability to speak when responding to the questions based on the image on the board. The speaking performance is depicted in the diagram below.



(Figure 3. The Speaking Performance 1 during playing the game)

The figure above indicates that the majority of students answered the questions accurately and fluently. Five students in group 1 were able to respond to the questions with the proper vocabulary, grammar, and pronunciation without hesitations or pauses. In addition, student 1 stated that the girl was sharing a snack. the response is revealed below:

Teacher : What can you see in the picture?

Student 1 : The girl is sharing a snack.

She used the word "sharing" to describe what the girl in the picture was doing, and "snack" to describe what was in the girls' hands. However, the student 6 in this group was unable to correctly respond based on the vocabulary depicted in the picture. the response is expressed as follow:

Teacher : What is the boy doing in the picture?

Student 6 : He is studying.

He ought to have responded "he is cheating" or "he is cheating on his friend." However, he pronounced the sentences correctly and used correct grammar.

Due to two failures, only three students in group 2 were given the chance to respond to the questions. Consequently, they only succeeded in placing three images on three squares. Nonetheless, each of the three players answered the questions accurately and fluently. In addition, one player responded differently to the question by stating they were eating snacks.

Teacher : What are the girls doing in the picture?

Student 1 : They are eating snacks.

He correctly used the pronoun "They" to characterize what two girls were doing in the pictures with correct pronunciation without pauses and hesitations.

Group 3 reached only one square. This team had failed three times to hurl the shooter or maintain balance while trying to take the shooter. Three players failed to play the games prior to having the chance to answer the questions. Only one

participant could answer the questions and describe the actions depicted in the pictures. She provided an accurate and fluent response. In addition, she could provide a more elaborate response which is stated in the dialogue below.

Teacher: What are the girls doing in the picture?

Student 1: she is sharing the snack with her little sister.

She used the pronoun "She" instead of "they" to describe the tall girl. He also used the correct adjective pronoun "her" to describe the tall girl's possession. Moreover, she used the word "little sister" to describe another girl in the picture who is shorter.

In contrast, all members of group 4 were able to respond to the queries based on the images on the six squares with the correct vocabulary, grammar, and pronunciation, also without pauses or hesitations. One player could even correctly use the plural noun "phones" and pronoun "they" to describe the children for the image in square 4. The response is depicted in the following dialogue:

Teacher: Can you tell me what the children are doing in the pictures?

Student 4: They are playing phones.

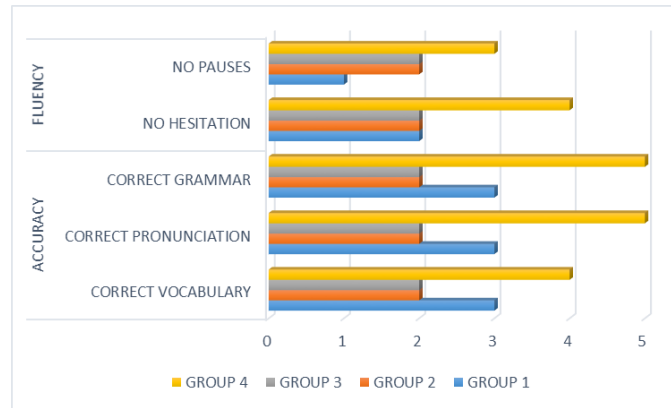
Since English time had ended, the game was postponed until the next meeting so that the groups could have the chance to win the land. While playing the game, we observed that maintaining their balance while answering questions appeared challenging. This obstacle caused some of them to lose the game. This classroom observation result can be seen in appendix of classroom observation 1

The 2nd meeting gameplay.

This meeting was a continuation of the previous game's outcome. Due to the difficulty of playing the game and answering questions while keeping their balance, the second game rule was changed from standing on the square with one leg to standing on the square with two legs while taking the shooter to answer the question. This modification affected their game achievement to acquire the land and their sentence construction in responding to the more difficult questions. Taking the shooter to the square to answer picture-based questions was relatively simple.

In this game session, group 1 and group 4 had the opportunity to reach all eight pictures on squares and acquire the land. The land of square 3 was acquired by group 1. Meanwhile, group 4 acquired the land of square 8. The land was acquired by tossing the shooter while turning away from the board and posing more challenging questions. The questions were also based on the pictures, such as "do you think playing games on phone is a good activity? why?" and "is he a boy or a

man? why?". Besides that, they continued playing by returning from square 1. Group 1 reached square 1, while group 4 reached square 2. Group 2 reached square 5, while group 3 reached square 3 through distinct speaking performances. The speaking performance is depicted in the diagram below.



(Figure 4. The Speaking Performance 2 during playing the game)

The figure above indicates their speaking performance. Group 1 was able to complete the eight squares. Two players completed all game steps, including throwing the shooter to squares seven and eight, hopping with one leg, capturing the shooter, and answering the question with the correct vocabulary, pronunciation, and grammar, with the exception of a single pause when answering square eight. One player responded to the picture in square 7 with the phrase "he is mocking." In addition, the other player in group 1 could provide a more detailed response for the picture in square 8. The response is provided in the following dialogue.

Teacher : What is the boy doing in the picture?
 Student 8: He is playing a game until midnight.

She was able to tell the adverb of time and generate the word "midnight" by identifying the boy's black circle eyes, the moon, and the stars in the picture. Also, in having a land session, He provided the reasons in response to the query of whether or not the individual depicted is a boy or a man. This insight is expressed in the following dialogue.

Teacher: Look at that picture! Do you think he is a boy or a man?
 Student 3: He is a boy.
 teacher: why?
 Students: his face looks older.

The dialogue above shows that she could identify either a boy or a man with the reason by using comparative adjectives "older". She even could use the correct verbs "looks" for the subject of the third single person pronoun "He".

Group 2 reached square 4 and 5. Two students did the steps well and answered the questions correctly and fluently. They even could use other words to give detailed information about the pictures. The response is presented in the dialogue below.

Teacher: Can you tell me what the boy is doing in the picture?

Student 4: He is playing handphone together.

She used the word "together" to describe that the person in the picture did not play it alone. However, she did not mention whom he was playing it with? Meanwhile, student 5 could identify the gender of the person in the pictures. She answered "The boy is watching TV". She could identify the person as a boy to give specific information about a person doing something in the picture.

Group 3 only reached until square 3. two students could answer the question fluently with the correct word, pronunciation, and grammar. One player could even give the category of who was doing it in the picture of square 2. The response is displayed in the following dialogue.

Teacher : What can you see in the picture?

Student 2: a child is sleeping".

However, student 3 answered somewhat incorrectly of the picture in square 3

Teacher : What can you see in the picture?

Student 3: The boy is crying.

He identified someone in the picture as "the boy" despite the fact that his face does not resemble a boy. Nevertheless, he correctly pronounced and used correct grammar for each word in the sentence without pauses and hesitations.

Group 4 was able to obtain all eight scores and had the chance to get a land. This group could complete squares 7 and 8, thereby obtaining land square 8. Additionally, this group could reach square 2 during the second game cycle. Two players could answer the questions fluently with the correct words, pronunciations, and grammar. Student 1 could answer square 7 by responding "*he is mocking*" and student 2 could answer square 8 by responding, "*He is playing a game.*" In the session of owning land, student 3 could answer the questions and give the reason, although the reasons looked incorrect. These inferences are drawn in the following dialogue:

Teacher : Do you think playing a game on the phone is good?

Student 3: It's good.

Teacher : why?

Student 3: It is a reflection.

Teacher : reflection or refreshment?

Student 3: oh ya. refreshment.

From the dialogue above, she could answer the teacher's questions. However, in the reason section she seemed to answer incorrectly by saying reflection Yet the teacher confirmed either "reflection" or "refreshment", then she said refreshment. This incorrect answer happened because She intended to say refreshment, but instead she responded with reflection. It was a slip of the tongue, so let them keep the land and play the game In the second cycle reaching two squares.

Student 3 from this group could also answer the questions correctly and fluently as it is presented in the responses below.

Teacher : Can you see what the girl is doing?
 Student 3: She is sharing the biscuits

He even used the word "Biscuits" to answer the question depicted in the picture by saying She is sharing biscuits. He used that word since the picture can stimulate him to use it. However, student 4 answered incorrectly at the first time. He said that He was sleeping at night because the person in the picture was sleeping in the morning through the picture of a sun. Yet she pronounced the sentence correctly with the correct grammar. Teacher confirmed him either night or morning, then he chose "morning". These inferences are depicted in the following dialogue:

Teacher : What is the boy doing in the picture?
 Student 4: He is sleeping at night.
 Teacher: Do you think he is sleeping at night or in the morning?
 Student 4: Oh ya, in the morning.

This classroom observation list result can be seen in appendix of classroom observation 2

Another finding has shown that most students engaged in this activity. It occurred due to the element of fun, rules, and the goals that the game has; as stated by Hadfield (1984) that the game contains rules, goals, and the element of fun. Through the questionnaire, the student's responses to this game were analyzed to strengthen the data collected from classroom observation. The result of the questionnaire is as follows:

	Strongly Agree	Agree	Disagree	Strongly Disagree
Playing the Traditional Game "Engklek" in English Lessons is fun	18	8	0	0
the use of the traditional game "Engklek " makes the class come alive	18	8	0	0

the use of traditional game "Engklek" makes you interested in taking English classes	15	8	3	0
the use of the traditional game "Engklek" makes you motivated to compete and become a winner	16	10	0	0
the use of the traditional game "Engklek" makes you interested in learning the lesson	10	14	2	0
This traditional game "Engklek" makes you motivated to discuss with the group	14	12	0	0
the pictures in the traditional game "Engklek" are easy to understand	11	14	1	0
This traditional game "Engklek" is important to implement in English lessons	7	13	6	0

Based on the questionnaire result above, it shows that 65.2 % strongly agreed, and 30.8% agreed that integrating this game into English class provides a fun way to learn English. They even felt disappointed when the game was stopped since the time was over. In fact, they asked the teacher when they could play it again.

Student: *Miss kapan main engklek lagi, rame soalnya / Ms, when can we play Engklek again? It's so fun.*

Based on the empirical finding, the game encouraged the students to participate in this English activity. Some students explained that they were encouraged to engage due to learning together with their group, having fun while learning, and being motivated to be the winner. Since that circumstance, the class became lively or even sometimes noisy when one of the group representatives could successfully make the challenge. It could be seen from their responses that 69.2% strongly agree and 30.8% agree that this game could make the class more alive. One of the reasons was because the game was challenging for them. Also, they could interact with the others either with the group members or other group members, and most students responded that this game could motivate them to discuss with the group. 53.9% of students were very motivated, while 46.2% agreed that this game could motivate them in the discussion.

Although most students were interested in this activity, a few were less interested. Three students, over 26 (11.5%), disagree that this game made them interested in learning English in the class since they thought they could not speak English. But eventually, they were motivated to take part in the activity. On the

contrary, 15 students (57.7%) were very interested, and 8 (30.8%) were interested in learning English in the classroom.

Based on the findings above, integrating the traditional games into speaking class encourages students to engage with speaking activities through the rules, goals, and the element of fun in the game. However, they mostly used their mother tongue instead of the target language. They used only a few expressions in the list, such as "it is your turn" and "I think."

DISCUSSION

During the classroom observation, students are able to answer the teacher's questions based on the displayed picture although with some incorrect pronunciations, vocabularies, grammar, hesitation, and slips of the tongue. They could also answer the teacher's questions based on the picture for several reasons.

First, they are motivated to participate in the activity because the game is enjoyable and encourages them to speak up, despite having made errors in certain elements (Hamari et al., 2016). It is evident from the classroom observation and student responses during the activity. The majority of students in each group responded correctly and fluently to the teacher's question based on the displayed pictures in terms of vocabulary, grammar, and pronunciation, with no pauses or hesitations. In addition, the survey data revealed that most of the students firmly agreed that this game made English learning enjoyable. Besides encouraging them to engage in English speaking activities, this game lowers their anxiety since it allows them to collaborate with the other students. This finding is in accordance with the study conducted by Sekarini & Safei (2016) and also the study conducted by Gozcu & Caganaga (2016) that the game presents fun activities, reduces the student's anxiety which encourages them to be involved in the learning activity and also preventing them from memorization.

Second, the physical activities in this game, such as hopping and grabbing the shooter, give a positive effect in their engagement because it helps them with their retention, concentration and communication ability. This game fits with the young learners' characteristics stated by Harmer (2007) that they need to have physical activities to stimulate their five senses in learning activities. Although they occasionally used the incorrect word, they were able to revise it when they were reminded of the correct one. In addition, the excessive use of multiple movements

throughout the learning process may increase cognitive workload, surpass memory retention, and even inhibit learning. (Lucht, et al., 2010). Furthermore, the pictures provided in the game facilitates the students, especially the visual students, to speak up since They learn from concrete concepts of what they see, hear and touch (Harmer, 2007).

Another reason is the group working scenario and presenting the real interaction bursts them in collaboration and communication ability to respond to the teacher's questions (Nunan, 2018, Arga et al., 2020). This game scenario aligned with some research that the games can facilitate the students to enjoy learning English through the game elements, group work activity, and physical exercises (Sugianto in Rusiana & Nurainingsih, 2016; Brewster et al., 2002 in Kirkoz, 2018). They enhance their knowledge through active interaction and physical movement due to their high energy level (Brewster et al., 2002 in Kirkoz, 2018). Therefore Bailey (2005) states that providing something interesting to talk about and to do is required to get young learners involved in the activity. Besides that, giving them a wide opportunity to interact with another either by group work or pair work is needed in completing the task using the target language (Bairley, 2005 in Sekarini & Safei, 2016).

These findings also are in line with the research conducted by Trajkovic et al. (2018) that implementing traditional games into school subjects can motivate students to involve in the learning activity, which enhances the learning outcomes through the element of fun, the physical movement, real social interaction in learning. This scenario provides them with a lot of opportunities to practice. It can be seen how they could answer the questions fluently and correctly with correct words, pronunciation, and grammar. Some of them even can use specific words which can give detailed information, such as little sister, sharing snacks, midnight, and use the correct adjective pronouns such as his and her. They can use the vocabularies they have already learned in the previous lessons. The findings are also parallel with the research conducted by Rusiana and Nuraeningsih (2016) that the game provides the students with speaking practices since they have to ask and answer questions related to the topic learnt. Hence, the element of fun, real interaction, and collaboration in group work games encourage them to speak English. In addition to that, the interesting pictures help them to stimulate their senses in using the vocabularies that they have learned before.

In another case, the finding of the difficulty in maintaining one leg as the rule of the game while telling the pictures breaks their concentration in responding to the teacher's questions. It made them lose the game, respond to the question incorrectly and hesitatingly. Thus, some difficulties which arose in this meeting became a consideration to change the rule into standing on two legs in the next meeting. This rule affected their creativity in creating the sentence as the response to their teacher's questions. It can be seen by responding to other questions behind the picture. The student can categorize whether a boy or a man by giving the accepted reasons. Also, some students can comment on the student's answer that he was *sleeping at night* by saying it was untrue due to the sun picture. Besides, a teacher's confirmation of a student's answer helps them to revise the incorrect vocabulary. It reminded them of the correct vocabularies that they have learned to create the correct sentences. Therefore, it is considered that presenting fun activities from the local traditional games with the appropriate challenge, teacher's involvement and confirmation are required to motivate the students to speak English.

CONCLUSION

In conclusion, this study investigated how to integrate a traditional game into EFL young learners' speaking class. The findings showed that this game can encourage them to speak English in terms of fluency and accuracy in vocabulary, pronunciation, and grammar. It could be discovered how they could respond to the questions with the correct pronunciation, using the correct grammatical form of continuous tense without fear. Some students could give detailed information by using the correct pronoun and adjective they learned before. This result could happen due to the element of fun, the rule, and the goal that motivates them to engage in the activity and be the winner.

In addition, the student's responses to the questionnaire showed that they agreed to implement this game in English speaking class since they had fun learning English. They could learn English while playing the game together with their friends. It can motivate them to participate in the activity, reduce their anxiety, and use their best English to speak.

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