
The Implementation of True and False Game in Studi Independen Program at English Village

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Abstract

True and false is the implementation of game that can be played in groups or individually which is students answer questions by answering True or False. This research aimed to determine the implementation of true and false game in English Village of Parit Baru and the effects of implementation true and false game in studi independen at English Village of Parit Baru. This research used a descriptive qualitative approach. The researcher used a interviews, questionnaire, observation and document as tools of data collection. The subject of this research was student at English Village of Parit Baru. The researcher used data reduction, data display and draw a conclusion to analyze the data. The results of this research showed that the implementation true and false game was successfully regarded. Although it has only been applied a few times and we don't know the result of students learning outcomes accurately but we know that students are have fun, enjoy learning and increase students' enthusiasm. This research has the potential to be further developed as classroom action research.

Keywords: Implementation, True and False Game, English Village of Parit Baru.

Abstrak

Benar dan salah merupakan penerapan permainan yang dapat dimainkan secara berkelompok atau individu yang mana siswa menjawab pertanyaan dengan menjawab Benar atau Salah. Penelitian ini bertujuan untuk mengetahui penerapan permainan benar dan salah di Kampung Inggris Parit Baru dan pengaruh penerapan permainan benar dan salah dalam pembelajaran mandiri di Kampung Inggris Parit Baru. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Peneliti menggunakan wawancara, kuesioner, observasi dan dokumen sebagai alat pengumpulan data. Subjek penelitian ini adalah siswa di Kampung Inggris Parit Baru. Peneliti menggunakan reduksi data, penyajian data dan penarikan kesimpulan untuk menganalisis data. Hasil penelitian ini menunjukkan bahwa penerapan permainan benar dan salah dinilai berhasil. Meskipun baru diterapkan beberapa kali dan belum diketahui hasil belajar siswa secara akurat, namun diketahui bahwa siswa merasa senang, menikmati pembelajaran dan meningkatkan antusiasme siswa. Penelitian ini berpotensi untuk dikembangkan lebih lanjut sebagai penelitian tindakan kelas.

Kata Kunci: Penerapan, Permainan Benar dan Salah, Kampung Inggris Parit Baru.

INTRODUCTION

English is a main language in the world because it has been regarded as an international language. "English is now the first language of more than 400 million people around the world and millions of people use English every day at work and in social life (Iriance, 2018). That is why people on this world must know and learn about English. Therefore, to mastery English skill we must mastery four skills namely listening, speaking, reading, writing but before that we must have strength basic vocabulary (Astuti et al., 2020). Vocabulary is the word or the number of words that a person needs to communicate with others, because it affects the way they interact with other people (Nurzaman et al., 2017). Learning English has become the focus of attention for educators in Indonesia, especially after the enactment of the 2013 Curriculum which places English proficiency as a competency that must be possessed by students. Therefore, the government, especially the Indonesian education office, issued a policy, namely a program called the MBKM curriculum (Freedom of Learning - Independent Campus). One of the program was Studi Independen at English Village of Parit Baru.

English Village program is formed which is a place to learn English outside the context of formal schools. During this activity the researcher is interested in the True and False Game that the tutor used in implementing studi independen at English Village which can be an interesting and fun alternative learning method for students. Because of that the researcher want to know how is the implementation of True and False game in English Village and what are the effects of Implementation True and False game in studi independen at English Village.

Some previous study have been conducted related to this research about the implementation true and false game. The Use of True and False Essay Games to Enhance Students' Writing Achievement and Classroom Interaction (Anhar, 2019). This study was aimed at investigating the students' writing performance and classroom interaction through the use of true and false essay game strategy. The research finding from implementation true and false game was y helped the students to build a positive relationship among them. The other findings about True and False Essay Games was proved to be significant to improve the students' writing skills and classroom interaction. If we conclude the result from this research was the True and False Essay Games was able to enhance students' writing skill and classroom interaction viewed from organization, content, grammar, vocabulary, and mechanics.

The next research talking about True and False Game is Teaching Speaking Through "The True or False Game" For Junior High School Students (Ramadani et al., 2013). This study aims to train students to be able to communicate in English fluently and correctly. This study applies true and false games on the topic of describing people to improve students' language skills at SMPN 3 Pariaman. The result from this research was the true and false game is an interesting game for students, encourages the students think in English, and the true and false game not only improve students speaking ability but also improve students writing and listening skill.

The other previous study was research about Application The "Chain True False" Strategy Social Studies Learning Motivate Student Learning for Class V Min 4 Jombang (Wahida & Siswanto, 2019). The results of this study showed that the strategy "Chain of True or False" to students of class V MIN 4 Jombang is able to make students motivated in learning because of the scent of competition in implementing of this strategy. For this reason, it is not wrong if the teacher tries to apply this strategy in classroom learning.

Another research was talking about Improving Students' Reading Comprehension by Using True-False Sort at Grade X Apk of Smk N 2 Kerinci (Silfia, 2016). Design of this research was CAR to explained whether the true-false sort could improve students reading comprehension. The result of this research was true-false can improve students' reading comprehension at grade X APK SMKN 2

Kerinci. This research also explained some factors influence the changes to improve students reading comprehension skill was reading materials, teachers' motivation, and teachers' technique.

However, some previous studies discussed the implementation of the MBKM curriculum in universities and do not examine the programs of the MBKM curriculum itself. Then the previous studies also used universities and students as the subject of research. In this research, researcher will focus on Implementation True and False Game in MBKM program, namely Studi Independen. The subjects used are students who directly implemented the true and false game in Studi Independen program in English Village not in education field. These points make this research different from previous studies.

The Independent Campus (MBKM) offers 8 forms of off-campus learning activities, namely: 1) Internship, 2) Independent Study, 3) Student Exchange, 4) Teaching Assistance in Education Units, 5) Research 6) Humanitarian Projects, 7) Entrepreneurial Activities, 8) Building Villages/Real Work Classes Thematic (Kemendikbud, 2020). Studi Independen/Project is an activity within the MBKM program that is intended for students to develop through activities outside of the curriculum. This work can be done in the form of a transdisciplinary group project. The purpose of this program is to bring students' ideas to life in the development of new products that can improve the success of students nationally and internationally. The equivalence of studi independen activities into courses is calculated based on the contribution and role of students as evidenced in activities under the coordination of the supervisor (Kemendikbud, 2020). Main focus in studi indpenden at English village was to tech students learning and mastery vocabulary and there are so many method to tech students on English village. The best method to tech students at Elementary School grade was learning and playing method and one of the was true and false game.

The true and false game is an interesting game to teach student because it can increase students motivation and stimulate students to express their idea freely (Ramadani et al., 2013). True and False Game is a game where players have to answer a series of statements by determining whether the statements are true or false. The True and False game is usually played in groups, such as in class or with family, but it can also be played online or through gaming applications. It is a fun and educational game that can help improve students' knowledge and critical thinking skills in distinguishing between facts and errors. Usually, in this game, each player is given time to think about their answers before all players take turns giving their answers for each given statement. Then, the correct answers will be revealed, and players who answer incorrectly must exit the game or lose points.

Procedure for playing True and False Game:

1. Students are formed in several groups consisting of 4 to 5 people in the group.

2. Each group is given a piece of paper written True and False which will be used later to represent their answers.
3. After that the teacher explains how to play the True and False Game, namely: every one question is finished each group member takes turns answering so that everyone feels a contribution to learning, how to answer the questions is to use paper that says True and False, in answering the questions it is possible to discuss in groups but may not discuss with friends from different groups, the group with the higher points will be the winner.
4. After the rules of the game are explained, the game begins.
5. The teacher reads a statement and after 10 seconds each group answers with true or false answers.
6. After all question have been done played the game was finished.

True and false games are played with questions given by the tutor to students with True or False answers. The procedure that will be carried out in this study is to form several groups of English village students and tutors ask questions and students answer questions by answering True or False and this is done by the person at the forefront of the group and carried out in turns with friends in the group until everyone feel the answer to the question. This game can motivate students to learn English in a fun, effective and interactive way. In this game, students will be given a statement about a certain topic, and they must determine whether the statement is true or false. Games true and false can be a very useful teaching technique for positive effects on students' interest, motivation and fun learning to learn English (Ramadani et al., 2013).

Learning using playing methods such as True and False games can make students' conditions change. Changes that occur can touch three aspects, namely cognitive, affective and psychomotor. In general, learning is an activity carried out by the teacher under certain conditions, so that the cognitive, affective and psychomotor students change in a better direction (Yusuf, 2017). Therefore, we need a learning method that is effective and suitable for learning, especially at the level of young learners in the English Village. Effective is a change that brings certain effects, meanings and benefits. Effective learning is characterized by its emphasis on empowering students actively (Yusuf, 2017). There are several aspects of effective learning, namely management of learning implementation, communicative process, students response, learning activities, learning outcomes.

METHOD

In this study researcher applies descriptive qualitative study. Descriptive qualitative research aims to explain phenomena or situations that exist in depth and detail (Creswell, 2013). This research aimed to determine the implementation of true and false game in English Village of Parit Baru and the effects of implementation true and false game in studi independen at English Village of Parit Baru. The actions consist of three steps: planning, data processing, and data reporting. The researcher used triangulation techniques which is consist of interview, observation, questionnaire, and document to make data more valid. Researcher use three methods adopted from Miles and Huberman to analyze data, namely data reduction, data display, and draw a conclusion.

The subject of this research are the students of English Village of Parit Baru, Kubu Raya, and West Kalimantan, Indonesia. In this research, the subject are 10 students from English Village of Parit Baru and 2 students of 7th semester who had been selected by the English Education Department to implement the True and False Gam in Studi Independen in teaching English Village of Parit Baru. The location of this research is at the Parit Baru Village Office which is the location of the English Village of Parit Baru, Kubu Raya, West Kalimantan, Indonesia.

FINDINGS AND DISCUSSION

The finding regarding the implementation of true and false game in English village of Parit Baru was successfully regarded. There are some aspects in implementing true and false game in English Village of Parit Baru. These aspects include, Management of Learning Implementation, Communicative Process, Student Response, Learning Activities, Learning Outcomes (Yusuf, 2017). Referring to the data analysis on implementing true and false game in studi independen at English Village of Parit Baru. The tutor have implemented true and false game and all the aspects of effective learning activity. Even though there was students who have no feel the impact of several aspects in the implementation true and false game. However, it does not affect and have an overall impact on the results of the implementation of true and false games for both some students and all students. But, that was can be a lesson and can be an evaluation to improve the true and false game method in English education circles such as in the English community, especially in the English Village of Parit Baru.

Implementing something like method and technique in teaching especially for students at elementary school grade was not something easy and needed certain and different method. Teaching and learning methods that are effective and in accordance with student learning methods can create a good and interesting teaching and learning process for students (Sahrawi *et al.*, 2018). The method that we will use to teach students must effective, fun, and happy learning for students to learn. This is supported by the opinion of Munir (2016: 15) state that: "A meaningful teaching comes from the

ability of the teacher to choose the best and appropriate teaching method to be used in the classroom. A teacher should inspire the students in his/her class by implementing the interesting teaching strategies in his/her class". But, of course everything will have constraints and deficiencies that occur in the field both big and small deficiencies. But, if we look at the benefits of this game based on the findings that I found the true or false game is an interesting game, fun and motivate the students to trick the other students into choosing the true and false sentence. This is in line with Ramadhani *et al* (2013) statement about the true and false game is a fun, interesting and motivating game for students to choose true and false statements so that the true and false game can encourage students to think in English. So it makes the students enjoy in learning English (Ramadani *et al.*, 2013).

The data from Findings on management of learning implementation showed that students like activity teaching and learning by using true and false game. They was enjoy learn and like the way tutor teach them. This in line with findings on communicative aspects showed that mostly students has fun learning experience although some students do not experience fun learning but the other data show that true and false game help them to increase their understanding better in learning English. Of course this is supported by the results of the respondents' answers which reinforce that it can happen not only purely from the role of the game, but there are other factors that add to and strengthen these results such as the way the tutor explains which is easy to understand, and not limited to just explaining material but the tutors also ask students about their understanding of the material they teach in the implementation of true and false games. The researcher has a good attitude to all students so that students do not feel isolated and can generate self-confidence and motivate students, class conditions, such as a clean class, student atmosphere in the class (Silfia, 2016). It means that a good management of learning implementation has some effect to classroom atmosphere, motivate students, make students feel good and have confidence to learn and ask question which is from that situation can make students have better situation in learning English because they enjoy learning and feel not isolated on classroom.

The next discussion is findings about students' response. This plays big role in knowing the implementation from students' side and their experience. The data from students' response showed us that true and false game was a good game, because it fun, happy and the students enjoy to play, but still has little difficulties in learning, it means still have difficult to certain students in receive material while learning using this game. "Many factors play an important role in the teaching and learning process in the classroom, including teaching materials, learning media, learning strategies, teachers and students as the ultimate goal of the learning process" (Hafis, 2016, p. 242). This not complete if we not see from learning activities side. Although there are some difficulties, this does

not have a major impact on the implementation of true and false games because data from the aspect of learning activities shows that learning activities using true and false games are still fun and besides, they like it is also effective for them to learn. Students also actively ask questions when they don't understand something. From this we can see that the true and false game can motivate and increase students' enthusiasm for learning. If students are motivated in learning, of course this will also affect the acquisition of student learning outcomes (Wahida & Siswanto, 2019).

The last discussion from aspect learning outcomes which became the main event of the discussion on implementation of True and False game in English Village of Parit Baru. Although there are students who have getting some impact from the implementation true and false game but majority students at English Village of Parit Baru have better learning outcomes and more important thing is the result from implementation true and false game has 86% success implemented at English Village of Parit Baru. Besides that there are also side factors why it is said to be successfully implemented. The results of data analysis from documents as supporting data show that this can happen because in the implementation of true and false games in the Studi independen program at English Village of Parit Baru can only be implemented because it is well planned and structured. This is in line with Ramadhani *et al* (2013) statement that teaching and learning activities can run well if the teacher has a good preparation or plan before starting the game in the classroom. This can be seen from the existence of lesson plans (RPP), video documentation and logbooks that explain what is happening which cannot be separated from the reflection and evaluation results of the tutors as well as the guidance, input and directions of the supervising lecturers for program Studi Independen activities in an effort to increase students learning outcomes.

The best effect obtained from the implementation of true and false game in Studi Independen at English Village of Parit Baru is that this method can be implemented for teaching methods in an English community environment, especially English Village of Parit Baru in the next independent study program. Even though there are still some shortcomings and limitations, there is still room for improvement and this can be developed by further researchers in the future, especially those who are interested in the same subject and this method of the true and false game. This is clarified by the data from the tutor's interview, although it has only been applied a few times and the concrete value of the results such as tests cannot be obtained perfectly because of the limited implementation time, it is certain that true and false games have an effect on increasing student enthusiasm in teaching and learning activities. According to Wahida & Siswanto (2019) the use of true and false game strategies can increase student activity, motivate students and optimize student learning outcomes. This was proven because before and after the implementation of true and false games, there was a difference

in the increase in students' enthusiasm for learning activities, because actually learning and playing are indeed interesting things for students at the elementary school level. Games make students' learning time more effective and the most important thing is that there is a process of interaction and communication between the teacher and students, so that students become more active during the learning process (Sahrawi *et al.*, 2018). In addition, the social effect of student interaction with each other and students with tutors also increases because the true and false game is a group game that invites students to discuss and answer questions. The next effect is that true and false games change students' views in learning English which they consider difficult. This is evidenced by the tutor's statement that even though it was only implemented a few times, the following week the students asked when they could learn and play the true and false game again and again because the true and false game began to be implemented at the end of the meeting which was the time limit for its implementation. Therefore, it is possible that this research can be further developed as classroom action research.

CONCLUSION

The results of this research showed that the implementation true and false game was successfully regarded. Although it has only been applied a few times and we don't know the result of students learning outcomes accurately but we know that students are have fun, enjoy learning and increase students' enthusiasm. The percentage of successful completion of true and false games reached 86% in the English village of Parit Baru. This was inferred from the interview data and supported by the results of the survey analysis, which showed that 86% of the true-false games were successfully implemented in studi independent program in the English Village of Parit Baru. In addition, true and false games will help improve their understanding in learning English if the implementation doing in long term. Another supporting factor is the good planning and design of the implementation of the right and wrong games in the studi independen at English Village of Parit Baru. This can be seen in the presence of lesson plans, video documentation and logbook, which are inseparable from the reflection and evaluation of the teacher and the guidance, input and guidance of the supervising lecturer to improve learning outcomes. This research has the potential to be further developed as classroom action research.

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