STUDENT’S RESPONSES TO THE USE OF MR. WOLF GAME AT THE PRIMARY GRADE LEVEL IN SPEAK FIRST ENGLISH COURSE

A SARJANA PENDIDIKAN FINAL PAPER

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

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STUDENT’S RESPONSES TO THE USE
OF MR. WOLF GAME AT THE PRIMARY GRADE LEVEL
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A Sarjana Pendidikan Final Paper on

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Dean

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"But seek ye first the kingdom of God, and his righteousness; and all these things shall be added unto you."
Matthew 6:33 (KJV)

Dedicated to:

- My Almighty God Jesus Christ
- My beloved family (My dad, my mom and my brother)
- My best friends (PBI students 2008 class A)
STATEMENT OF WORK’S ORIGINALITY

I honestly declare that this final paper, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 5 February 2015
The Writer

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ABSTRACT

Adi, Budi, Arinto. (2015). Student's responses to the use of Mr. Wolf game at the primary grade level in Speak First English Course. Yogyakarta: Teachers Training and Education Faculty, Department of Language and Arts Education, English Language Education Study Program, Sanata Dharma University.

English is a foreign language that becomes the local content at the primary grade level. The young learners have to face this reality. All formal schools in Indonesia teach English as one of their compulsory subjects. The interests of English keep increasing. As the result, the number of informal schools such as English course also increases. Young learners’ character is unique; the way they learn is different from adult. That is why the English teachers have to implement an appropriate teaching technique. The technique that the writer suggests to implement is game (Mr. Wolf game). In order to present the use of Mr. Wolf game the writer conducted a study of the use of Mr. Wolf game to learn English at primary school grade level in Speak First English Course Klaten.

This study focuses on two problems to be solved. The first problem is how does the teacher implement Mr. Wolf game to teach English at primary grade students in Speak First English Course?. The second problem, what is the response of the students after having an English class with Mr. Wolf game?.

The study employs interview, observation sheet, field note, and questionnaire as the instruments in collecting the data of the study. The sources of the study are some books about response, young learners, and games. The other source comes from the journals which are related to the analysis.

Based on the data analysis of the first research problem it is revealed that the teacher applied the predetermined steps of implementing Mr. Wolf game based on Total Physical Response (TPR). The theory of classical conditioning was applied to find out the students of Speak First English Course’s response. Based on the data, the students of Speak First English Course’s responses were conditional response. In this study Mr. Wolf game was the neutral stimulus (NS). The teacher’s guidance during the game was unconditional stimulus (UCS) and the student’s response to the teacher’s instruction/command and the game was unconditional response (UCR). The teacher’s guidance produced students’ response to the Mr. Wolf game. The game associated with teacher’s command to create conditional response of the students (CR)

Keywords: Mr. Wolf game, response, young learners
**ABSTRAK**


Penelitian ini difokuskan pada dua masalah yang harus dipecahkan. Masalah pertama adalah bagaimana guru menerapkan permainan Mr. Wolf untuk mengajar Bahasa Inggris untuk siswa tingkat SD di Speak First English Course?. Masalah kedua, apakah respon para siswa ketika mengikuti kelas bahasa Inggris dengan Mr. Wolf?.

Penelitian ini menggunakan wawancara, lembar observasi, catatan lapangan, dan kuesioner sebagai instrumen pengumpulan data penelitian. Sumber dari penelitian ini adalah beberapa buku tentang respon, pembelajar muda dan permainan. Sumber lainnya berasal dari jurnal yang berhubungan dengan analisis.

Berdasarkan analisis data dari masalah penelitian pertama menunjukkan bahwa guru menerapkan langkah-langkah yang telah ditentukan dalam permainan Mr. Wolf berdasarkan Total Physical Response (TPR). Teori classical conditioning diterapkan untuk mengetahui respon siswa terhadap permainan Mr. Wolf. Berdasarkan data yang diperoleh,respon siswa Speak First English Course adalah respon terkondisi (conditioned response). Dalam penelitian ini permainan Mr. Wolf adalah stimulus netral (NS). Bimbingan guru selama permainan adalah stimulus tak berkondisi (UCS) dan respon siswa terhadap instruksi/perintah guru dan permainan adalah respon tak berkondisi (UCR). Perintah/instruksi guru menghasilkan respon terhadap Mr. Wolf game. Permainan Mr. Wolf berasosiasi dengan perintah guru sehingga menghasilkan respon terkondisi siswa (CR).

**Kata kunci:** Mr. Wolf game, respon, pembelajar muda
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CHAPTER I

INTRODUCTION

This study discusses the Student’s Response to The Use of Mr. Wolf Game to Learn English at Primary Grade Level in Speak First English Course Klaten. This chapter is divided into two parts namely, background and research method.

A. Background

English is a foreign language that becomes a second language in many countries including Indonesia. In Indonesia, government started to implement English to the students at the beginning level (primary school) in 1994 as the local content. All formal schools in Indonesia consider English as one of their compulsory subjects. Although Indonesian government had implemented curricula which limits the use of English in Primary School, the interest of English keep increasing. As a result, a number of informal schools such as English courses also increase; a lot of parents register their children to those English courses. Larsen and Long (1991) state that it would be easier for them to learn a language, since they are still young (p.155). They believe that the best stage of human to learn a new language is at the young age. It means that the earlier the young students are taught a new language the better they can understand it.

In order to help the young learners, the teachers have to implement an appropriate teaching technique in facilitating them, especially for the primary school students. The young learners need a good impression of the new language (English) before they actually get involve into it. The students will feel more
comfortable when they are doing teaching – learning process in an interactive, comfortable and friendly way. Sitting and listening to the teacher’s speech is a bit boring for them. Children in primary school age are active, energetic and playful, that is why one of the best ways to use their energy is by involving them to do an activity such as game. By doing the game, the students repeat, use and learn English unconsciously moreover; the students will not get bored easily.

In this study, the writer would like to discuss how the students response to the use of game as a teaching technique in learning English, in this case the game that is used by the teacher is Mr. Wolf game. Response is an answer or reaction (“Response”). In other words response is the result of a reaction that a human or an animal makes after receiving a stimulus. The writer comes up with a question, how does the teacher implement Mr. Wolf game to teach English to the primary grade level?

The reasons which lead the writer to conduct this study at Speak First English Course Klaten were first, this kind of study is interesting because the study towards children is challenging. Second, the location of the English course is not too far from the writer’s home. Third, the writer has already known some of the teachers in Speak First English Course. In addition, game is an exciting way to encourage the students to learn and it can increase students’ participation during teaching and learning process. According to Wright, Betteridge & Buckby (2006) using songs and games in learning process can increase interest toward language learning. It creates conductive atmosphere for the students to learn. Moreover, by using the games students are physically and mentally involved. Therefore, this
study would like to focus on students’ responses to the use of Mr. Wolf game to learn English at primary grade level in Speak First English Course, Klaten. The second question is what is the students’ response when they are having an English class with Mr. Wolf game?

Speak First is one of the best English courses in Klaten focusing on teaching English for young learners especially the speaking skill. The English Course offers some programs namely; English for Kindergarten and English for Kids (Primary Level). The teachers use some teaching techniques that will be used to achieve the objective of the study. The common teaching techniques used by teachers at Speak First (SF) are games. The teachers use various games to improve their students’ speaking skill. The type of the games given by the teacher depends on the topic and the students’ grade in order to make the students feel comfortable to do the teaching-learning activity.

At Speak First Course, the students are taught to develop their English. Various games are used to encourage the students to speak in English. When the writer did the observation in primary school grade class, the writer found out a situation. When the teacher explained the materials on the white board orally, the students seemed uninterested, but right after the teacher invited the students to play game the students suddenly became enthusiastic. At first, the writer thought that the class would become chaotic because there were fifteen students but it was not. The teacher successfully got the students’ attention through the game. Teaching children is not the same as teaching adults; it requires a good classroom management and patience for the teacher who teaches in primary grade class.
Naturally children like to play and do not want to listen to anyone’s order but when it comes to teaching-learning activity they should pay attention to what their teacher says. Because the higher the students’ attention the better learning achievement will be.

There are several games that the researcher has observed namely Zip Zap, Mr. Wolf and Freeze game. The game that catches researcher’s attention is Mr. Wolf game. Mr. Wolf is a modified game. The original version of this game is called “What’s the time Mr. Wolf” game. The objective of the game depends on the topic which the teacher is going to discuss. The main objective of the game is to make a Yes/No question. The game is applicable for all grades and some teaching topics as well. It is a flexible and interactive game; all students participate and get opportunity to communicate one another using English during the game. The teachers’ role in the game is to guide and to remind the students so that they do not make the same question during the activity.

It is normal for children to be active and playful, since playing is the children’s world. The children cannot stand on boring, tedious or monotonous learning activity for a long duration because they get bored very easily. Suyanto (2006) states that, in order to avoid the learners’ boredom; learning activity must vary and need to be changed every 10 – 15 minutes. Young learners have low concentration and attention level that is why involving the students to join in a game is one of the effective ways to prevent the students from boredom. Through games, teachers are able to convert the students’ energy, attention and enthusiasm into a good learning spirit. Moreover, the teacher can create a competition among
the students in class which can help them to learn more about English. Vernon (2011) suggests that as long as no one is forced to participate, competition can be positive and it encourages player’s discovery, examination and learning.

**B. Research Method**

The aim of this study is to seek the answers to the research questions stated in the previous part. This study requires some activities in order to get more information about how good Mr. Wolf game is to help the students to study English. The first activity was observation; the writer collects information about the students’ character, level/grade, age etc, and the implantation of the game in the classroom as well. The method that is used in this study was descriptive study. Ary, Jacobs, and Razavieh (1990) state that obtaining information concerning the current status of phenomena is the objective of the descriptive study (p. 381). The phenomenon that is investigated in this study was the response of the students towards the use of Mr. Wolf game.

This study was typically a qualitative study. Fraenkel and Wallen (1993) state that “qualitative study produces descriptive data from the actual words or actions of people” (p. 386). The data of this study is taken from the result of observation towards the students’ responses to Mr. Wolf game that is done in the classroom.

In order to find out the students’ response on the use of Mr. Wolf game the writer conducted observation, interview and distributed questionnaires. The first step of the study was data collecting in forms of observation sheet, interview and questionnaire. According to Seliger and Shohamy (1989) questionnaires are
printed forms for data collection, which include questions or statements to which
the subject is expected to respond, often anonymously. It is used mostly to collect
data on phenomena which are not easy to be observed. Ary, Jacobs, and Razavieh
(1990) add that, questionnaire is considered as a data gathering technique tool
which is efficient and practical (p174). According to Ary, Jacobs, and Razavieh,
there are two types of questionnaire, the first is structured or closed form and the
second is unstructured or open form. The writer used the first type (structured and
closed form) which was used to gather data from the students. The study took
place at Speak First, Dewi Sartika Street No. 31, Klaten. The subjects of the study
were students of Speak First English Course at London A class. Each class
consists of 15 students. The class began at 03.00 P.M. and ended 04.00 P.M in the
afternoon. The writer observed each student who joined in the class. When the
class finished, the writer was given 10 minutes to distribute the questionnaire to
do a survey of the students’ response when they were studying through game. At
the end of the class, the writer was given opportunity to do interview with the
teacher in Speak First to get more information about the students.

After all the data and information were collected, the writer used the
questionnaire in order to complete the data of how the students respond to the use
of Mr. Wolf game. The result of the study was presented in the study. Closed form
questionnaire will be obtained from the students to collect the data needed in this
study.

From the interview, the writer wrote clear information from the teacher
about the students and the teaching – learning activity. After that, the final step
was the writer used questionnaire collected from the students to complete the descriptive report on how the students respond to the use of Mr. Wolf game. The data collected from the closed form questionnaire were calculated in percentage to find out the students’ response. The writer divided the number of the students who chose the same answer by the total number of students after that multiplied the result by 100%.
CHAPTER II
DISCUSSION

This chapter consists of two parts namely the review of related literature and the finding of the study. The first part is review of related literature, it discusses the theories which are used in the study and the relevance as well to support the issue discussed in the study. The second part is the finding of the study, discusses the interpretation towards the finding that will be used to support the conclusion of the study.

A. Review of Related Literature

The writer presents several theories in order to conduct the study. There are three theories that will be discussed are theory of game, theory of young learners and theory of response. The subjects of this study are the primary school students of Speak First English Course. The teaching technique that is used in the course is game, that is why the combination of those three theories is needed in this study.

1. Games

Games are valuable teaching activity for language learning, especially for young learners. Children enjoy games and participate actively in the games. Games can encourage the young learners to study English and they are activities that are familiar to young learners as regard structure, rule, objective etc.
a. Definition of Game

Hadfield (1990) defines games as “an activity with rules, a goal and an element of fun” (as cited by Dessri, 2002). It is suitable way to get the students to learn the lesson by doing it. Davies (1965) explains that a language is learnt through using it in situation. Words and sentences on the students’ own will limit or even slower their improvement in learning the language. Davies (1965) adds that, the situations that bring a foreign language to life in the classroom are provided by gestures, handling or touching things, by action and incidents, by pictures, by dramatization, by interesting stories, and by contests and games. Those activities can be used by the teacher to chase away the monotony and boredom of the learners. It brings real-life situation for the learners in the classroom.

Wright, Betteridge, and Buckby (2006) suggest that, game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. It shows that a game is not just meaningless and monotonous activity that is done by learners in the classroom, since it is fun, engaging, and challenging activity to be implemented for learners. The challenge aspect of a game makes the learners feel enthusiastic to participate in the game. In order to engage them to the lesson, a game is the suitable choice.

Sugar and Whitcomb (2006) suggest that, all games are activities but not all activities are games. The main differences are games have structure, outcome and scoring in it. Structure means there is measurement and score in the activity
and outcome means there is specific result. It is clear that we cannot generalize all activity as a game although an activity also requires interaction between the players.

b. Games in Language Teaching

According to Wright, Betteridge, and Buckby (2006), games have several benefits especially for language learning. The first, learning language is not an instant process; it needs an effort and hard work in order to obtain it. Games will help the learners to sustain the interest about the lesson. The second, games help the teacher to conduct a context and help learners to experience the language rather than to study it. The third, games provide the key feature “drill” with the chance to sense the working of language as a real life communication. The forth, if it is accepted that games can provide intense and meaningful practice of language, then they must be regarded as central to a language teacher’s repertoire and not merely a way of passing the time.

Wright, Betteridge, and Buckby (2006) divided the games into four classification based on the opportunity given to the learners to practice the language. Those four types of games namely pair work, group work, class work, and individual work. In the pair work, the learners work in a group of two. It gives good opportunity for the learners to practice the language intensively. The next is group work; it requires more than two players. This game requires a good class management because if the game does not properly organize the class will be chaotic. The third is class work; it requires the participation of all students in the class. The last is individual work; the learners have to work individually to do the
game. It is less effective way to play the game because the game will not be fun if the learners do it individually.

According to (Sugar and Whitcomb, 2006, p. 5) there are ten reasons why games are suitable activity to be given to the young learners as a teaching technique. The first reason is games are fun. It increases the learners’ interest to learn. Moreover the games provide a joyful atmosphere in a class during the learning activity. Mr. Wolf game has this element of fun so it can help the the teache to withdraw the students attention during learning activities.

The second, games give learners valuable feedback. Learners can get an immediate feedback on their performance through the game. After the students play Mr. Wolf game, they will realize their mistakes or their right answers when they experience both win or lose.

The third, games give teachers feedback. It is one of the games’ strength; it gives both learners and teachers feedback by observing the learner’s performance during the game. The English teacher will know what action or strategy that should be given to the learners to optimize the learning activity.

The fourth, games are experiential. Games provide a great situation that converts a passive student into active and it turns an active student’s energy into useful element in learning process. The learners can share his or her ideas by experience it when they are playing Mr. Wolf game.

The fifth, games motivate learners. Games motivate learners to interpret or demonstrate their understanding about the topic given in a fun competition. Moreover, the teachers can connect the learners and the topic through the games.
That is what the students experience when they are learning English through Mr. Wolf game, they learn the topic in a form of a fun competition.

The sixth, games improve team work. Games are not individual activity, it is team play activity. The learners learn how to work as a team with their partner, share the same experience, and learn how to solve the problem together. This character can be seen during the game.

The seventh, games decrease the threat level in the learning environment. Games give a training field for the learners where making mistakes is just a part of the training. The most important thing is learners can learn from his/her mistakes and move on.

The eighth, games reveal real-world relevance. It helps the teachers to provide real-world information to the learners in a form of questions, topics, scenarios and role plays. Through Mr. Wolf game, the students learn how to use yes/no question as one of the real-world information.

The ninth, games accelerate the learning. Several elements in the games help the teachers to accelerate the learning process into shorter period of time. Games cover visual presentation, verbal interaction and physical action (visual, auditory and kinaesthetic). All those aspects help the learners to memorize the lesson that they have learnt.

The last, games give choice for the classroom. Games are flexible; the teacher can vary it according to our needs. We can vary the level of the learners involvement, the level of skill and knowledge, the level of play to suit an audience of any size, the type and level of activity, the level of classroom control, the
perspective (introduce topic, review of a topic, or both) and the mix of theoretical and practical information.

c. Mr. Wolf Game

Mr. Wolf is a modified game which is used by teacher in Speak First English course as a teaching technique. The original version of this game is “what’s the time, Mr. Wolf?” It is an interesting game which is lots of fun for younger children, and can be played in groups of three or more. The game starts with one player being selected as Mr. Wolf.” (“What’s The Time Mr. Wolf,” n.d.). The objective of this game is to teach young learner about simple question yes/no question (modified version).

The procedure of the original version of the game is simple. First, choose one of the students to be the wolf and ask him/her to stand with their back turned to the other students near one end of the classroom!. Next, ask the other students to line up against the opposing wall. Then, the students will call out "What's the time Mr. Wolf?". The wolf will turn to face the students and shouts out a time, e.g. 7 o'clock. After that, the students take seven steps toward the wolf. The students will always take the same amount of steps toward the wolf as the amount of hours in the wolf's time, e.g. 3 o'clock = 3 steps, 9 o'clock = 9 steps, etc. The wolf will then turn their back to the students again for them to shout, "What's the time Mr Wolf." (The wolf only looks at the group when he or she tells the time to the students). When the students get closer to the wolf and the students yell "What's the time Mr Wolf," the wolf will say, "Dinner time!". The wolf then runs
after the students who are running back to the wall. If the wolf catches or touches a student, he or she becomes the next wolf.

The procedure of Mr. Wolf (modified) more or less the same. First choose of students to be the Mr. Wolf and ask him/her to stand with their back turned to the other students near one end of the classroom. After that, ask the student to stand with their back turned to the other students near one end of the classroom. Next, ask the other students to line up against the opposing wall. Then, another student will try to ask The Wolf and call out e.g. “Mr. Wolf do you like mango?”. The wolf will turn to face the students (The wolf only looks at the group when a student asks The Wolf a question) and shout out a short answer, e.g. “No, I don’t”. After hearing the answer, the students have to move one step forward towards Mr. Wolf. The students will always take the same amount of steps toward the wolf every time Mr. Wolf says “No”. When the students get closer to the wolf the next time the students shout e.g. "Do you like cake?", the wolf will say, "No, it’s Dinner time!". The wolf then runs after the students who are running back to the wall. If the wolf catches a student, he/she becomes the next wolf. The students cannot make the same question as what they have made in the previous round (they have to vary their question). The students who become the wolf tend to tell lie to other students in order to lure them to get closer to him/her and then catch or touch one of them to be the next wolf.

d. Literature Review on Response

In the study, the writer tries to search students’ response to the use of Mr. Wolf game. Power stated that response as verbal or non – verbal act aimed to
answer implicit expectation in a question, command and a request from other
(Dunkin, 1987:413). Based on the definition, this study intends to investigate the
students’ response to the use of Mr. Wolf; the responses can be in a form of verbal
and non-verbal act of the learners.

Watson (1913) suggested that everything from speech to emotional
responses were simply patterns of stimulus and response process (as cited in
McLeod 2008). Based on the definition it can be seen that speech (verbal action)
or emotion are a stimulus - response activity. He believed that all individual
differences in behaviour were due to different experiences of learning. He
famously said:

Give me a dozen healthy infants, well-formed, and my own specified
world to bring them up in and I'll guarantee to take any one at random and
train him to become any type of specialist I might select - doctor, lawyer,
artist, merchant-chief and, yes, even beggar-man and thief, regardless of
his talents, penchants, tendencies, abilities, vocations and the race of his
ancestors (p. 104).

Pavlov (1972) explains that there are two types of responses, the first one
is unconditional response and the second one is conditional response.
Unconditional response is the reflex response evoked by stimulus without any
learning required. Conditional response is an automatic response established by
training to an ordinary neutral stimulus. Pavlov gives the example of these stimuli
by involving salivary responses in dogs. Pavlov used a bell as his neutral stimulus.
Whenever he gave food to his dogs, he also rang a bell. After a number of
repetitions of this procedure, he tried the bell on its own. As expected, the bell on
its own now caused an increase in salivation of the dogs.
In other words the dogs had learned an association between the bell and the food. A new behaviour had been learnt at the same time. Because this response was learned (or conditioned), it is called a conditioned response. The neutral stimulus has become a conditioned stimulus.

Pavlov found that for associations to be made, the two stimuli had to be presented closely together in time. He called this the law of temporal contiguity. If the time between the conditioned stimulus (bell) and unconditioned stimulus (food) is too good, then learning will not occur of the dog. (as cited in Huffman, in 1997, p. 166).

Watson and Rayner (1920), other behaviourists showed a classical conditioning in human based on Pavlov experiment. They used Little Albert as the subject of the study. He was a 9 months old infant who was tested on his reactions to various stimuli. In the study, he was shown a white rat, a rabbit, a monkey and various masks. Albert described as “on the whole stolid and unemotional” showed no fear of any of these stimuli. However what did startle him and cause him to be afraid was if a hammer was struck against a steel bar behind his head. The sudden loud noise would cause Albert to burst into tears.

When “Little Albert” was just over 11 months old the white rat was presented and seconds later the hammer was struck against the steel bar. This condition was done 7 times over the next 7 weeks and each time little Albert burst into tears. By now little Albert only had to see the white rat and he immediately showed every sign of fear. He would cry (whether or not the hammer was hit
against the steel bar) and he would attempt to crawl away from the white rat. It shows that repeated conditioned stimuli (the white rat and the noise caused by the steel bar) make Albert gets unconditioned response. In other words, Watson and Rayner (1920) had proven that classical conditioning theory that was developed by Pavlov works towards human.

In this study, the conditional response can be seen after the students are played Mr. Wolf game more than once and given the same conditional stimulus continuously in the classroom. Mr. Wolf game has been used for long period in Speak First English Course and it is one of the most famous games that the teachers implement in the class. The response of the students will show how well this teaching technique in helping young learners to learn English.

**e. Literature Review on Young Learner**

The subject of this study are primary school students who learn English at Speak First English Course in Klaten, they are categorized as young learner. Suyanto (2007) states that, young learners have several general characteristics; first they have egocentric and reciprocity attitude. Egocentric is connecting what they have learnt or done to their self and reciprocity is a transition process from egocentric to interaction with other attitude.

Second, they still have difficulties in differentiating between concrete and abstract things. They cannot separate between real world and imagination or fact and fiction well. Third, they are active and imaginative. They like to learn through games, songs or stories. Through those three techniques young learners will be more enthusiastic to learn English indirectly. Playing is part of children’s life; it
can be used to optimize a learning process through games. Fourth, they get bored easily. They have short level of concentration, approximately 10 – 15 minutes. In order to avoid boredom, the learning activity must be varied. Fifth, they are fun and happy. A learning activity which is provided with interesting and colourful pictures will make them happy. Sixth, learners at 8 – 10 years old have awareness and readiness to learn a language. Ninth, they like to do intrinsic conversation to interact and talk about what they think or what they have. The last but not least, they are active learners. They like to learn something or language by doing it (learning by doing).

Another method which is suitable to young learners is Total Physical Response (TPR); it is a language teaching method which is developed by James Asher, a professor of psychology at San Jose University, California. According to Asher, “Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.” (as cited in Richards and Rodgers, 2001, p. 73). It shows that learning through game is good since it combines both speech and action of the students. The teachers can also adjust and measure the students’ understanding by looking at the student’s response during teaching-learning activity. In addition, “the general objectives of TPR are to teach oral proficiency at the beginning level and the primary aim is to teach basic speaking skills.” (as cited in, Richards and Rodgers, 2001, p. 75).

Asher developed TPR relying on three learning hypotheses that facilitate foreign language learning. Those three hypotheses are the bio-program, brain
lateralization, and reduction of stress. The first hypothesis is bio-program, in this hypothesis Asher believed that first and foreign language learning is a parallel process. There are three essential processes that Asher mentioned: first, children develop listening competence before they develop ability to speak. Second, children’s ability in listening comprehension is learned because children are required to respond physically to spoken language in form of parental instruction. Third, when listening comprehension has been established by the children, speech develops naturally and effortlessly. According to Asher, brain and nervous system is biologically programmed both in a particular sequence and mode. The sequence is listening before speaking and the mode is dealing with language with the individual’s body. In other words, children have to listen to the language first before they are able to use the language (speak).

The second hypothesis is brain lateralization. In this hypothesis, Asher stated that TPR tends to right-brain learning. He argues that children acquire language through motor movement a right-hemisphere activity. A right-hemisphere activity precedes left-hemisphere activity to process the language for production. Right-hemisphere activity will encourage left-hemisphere to produce language when the right-hemisphere activity has occurred. Therefore, the right-hemisphere activity should expose in the process of the children’s language learning because children frequently learn language indirectly rather than directly. It means, the instruction/command plays the main role of this learning method.

The third hypothesis is reduction of stress. The main factor that determines successful language learning is the absence of stress. If students are free from
stressful condition, they are able to maximize their full energy to learn. (as cited in, Richards and Rodgers, 2001:75).

Phillips (2003) says that the way children learn a foreign language and the way to teach it, depends on their development stage. It does not make sense to ask a child to do a task that demands a sophisticated control of spatial orientation (for example, tracing a root on a map) if he or she has not developed this skill yet. On the other hand, beginners of 11 or 12 years of age will not respond well to an activity that they think as childish activity, or below their intellectual level, even if it is linguistically appropriate (for example, identifying an odd shape out of matching picture halves).

In order to avoid such misapprehension, English teachers have to remember children’s limitation. Jean Piaget (as cited in, Queen J. Allen, 2003) stated that children think differently than adults and proposed a stage theory of cognitive development. According to Piaget’s framework, teaching English to children can mean working with very different age groups with different characters, interests and needs. Brown (2001) added that successful teaching English to children requires specific skills and intuitions. It is better for the teachers to know the characteristics of their students.

Scott and Ytreberg (2001) said “there is a big difference between what children of five can do and what children of ten can do”. Some children develop their English earlier, some later. Some children develop gradually, others in leaps and bounds. Children of five are little children. Children of ten are relatively
mature children who have both an adult side and childish side. Seven to ten years old children are competence users of mother tongue. They can tell the difference between the facts and fictions. They love to play and learn best when they enjoy themselves, but they also take themselves seriously and like to think what they are doing is really work or not. They are enthusiastic and positive about learning. They rely on the spoken word as well as the physical world to convey and understand meaning. They are able to work with others and learn from others as well. Their own understanding comes through eyes, hands, and ears. They have very short attention and concentration duration.

Overall, children in primary school still like to play and learn through their hands, eyes, and ears. According to those characteristics most activities for the young learners should include movements and involve the senses. Through game the young learners can use their five senses to learn a new language.

Phillips (2003) states, that young learners are children from the first year of formal schooling (five or six year old) to twelve years old. That is why; young learners are unique and different from adult learners. They have special characteristics in their way of learning. They do not learn by thinking, but by doing things. Scott and Ytreber (2007) suggest that, giving words to young learners are not enough, because they need activities that include movements and involve senses as well. Brown (2001) adds that children need to have all five senses stimulated in teaching-learning activity. Young learners pay less attention than adult learners do. Therefore, the learning process of young learners requires a
convenient environment, attractive and fun methods in order to motivate them in learning language.

Moreover, Slattrey and Willis (2001) state that young learners are develop quickly as individuals, they learn in a variety of ways, they try to make sense of situation by making use non-verbal clues, they talk in their mother tongue about what they understand and do, they can imitate the sounds they hear, quite accurately and copy the way adult speak, and they really love to play and use their imagination. Asher (as cited in Brown, 2001) developed Total physical response underlying the principles of child language acquisition. He notes that children in learning their first language appear to do a lot of listening before they speak, and that their listening is accompanied by physical responses (reaching, grabbing, moving, looking, and etc.). That is why Total Physical Response is one of the best methods to teach English to young learners. It provides opportunity to the children to do physical activity in their lessons.

In other words, the way children learn depends on their development stage. As they have very short duration of attention and concentration, their activities should include movements and involve their senses. Children are interested to learn by doing or actively involved in the learning process which requires joyful activities and friendly environment. Mr. Wolf game is one of TPR activities. It applies TPR’s learning procedure. The first thing to do before engaging the students with the game is make the students ready by providing silent period before the students start speaking. The teacher roles in the game are demonstrate, decide and deliver the materials for the students. The media use in
the game is flashcard which has vocabularies that are going to be used in the
game. They students will give response to the teacher when he/she receives
command from the teacher.

2. Finding of the Study

In this part, the writer would discuss what the writer found and what the
writer did based on the collected data. There were some steps that should be done
by the writer. The writer used an observation sheet, an interview, questionnaire
and field note in order to answer research questions of this study.

1. The Teacher’s Implementation of Mr. Wolf Game

In order to get the answer of the first research question, the writer used
observation sheet, field note and interview.

Based on the observation that the researcher did in the classroom on
January 5, 2015, the researcher found some information related to the study.
There were 20 items used by the researcher to find out about how the teacher
implemented the game in the class, the steps of the game and the student’s
responses to it. Mr. Wolf game is a Total Physical Response (TPR) game. That is
why, the writer tried to find out whether the teacher follow the steps of teaching
Mr. Wolf game based on TPR method or not.

Based on the observation, the teacher followed the steps of teaching Mr.
Wolf game with Total Physical Response (TPR) method in it. The teacher
conducts the lesson plan before she started the class. The first thing the teacher
did when she entered the class was tried to create a good atmosphere by greeting
and talking to the students. She made sure that students were ready and in a good
mood to study. After that she reviewed the previous lesson before she continued to the next topic orally.

Next, the teacher explained about the topic that was going to discuss that day. The teacher began to explain and gave examples about how to make a yes/no question on the white board before doing the game. The teacher did not teach the students the structure of the question but the use of it. The teacher asked the students a yes/no question one by one with different vocabularies. Then the teacher asked the students whether they had any question or not. If there was no question, the teacher would asked the students to do some yes/no question exercises which the teacher wrote on the white board. After they finished doing the exercise, the teacher would check their answers.

The last step before implementing the game was an explanation about how to play Mr. Wolf game. In order to help the students to make a yes/no question, the teacher showed pictures with the name of each picture on it (for example pizza, chocolate, noodle, cheese etc). The students could use some of the vocabularies in the picture to ask the Wolf (for example Mr. Wolf, do you like cheese?). And then the teacher asked the students to stand up, move their chairs aside, and make a line. Later, the teacher asked one of the students to be the first Mr. Wolf (voluntary/chose by the teacher). Next, the teacher asked the Wolf to face opposite direction. The Wolf would only turn when he/she was asked by another student. The teacher participated in the game for the first round as an example. She guided and helped the students so that they focused on the activity. The students had to use yes/no question to The Wolf every time they asked, each
students asked The Wolf one by one. Based on the observation, the writer found a weakness of the game that was some students tend to make the same question each turn; in that case the teacher role was needed. The teacher had to remind or gave the students a code whenever they gave the same question to Mr. Wolf. The question – answer activity would continue until The Wolf said “yes” and they would start with different student as the next Wolf. Each student was given the same opportunity to speak and practice their English in the classroom during the game. It was good exercise for the student to improve their English.

For the next round, the teacher was not participating in the game. She observed and encouraged the students to speak during the game. The class was fun; all of students participated in the game enthusiastically. The last thing that the teacher did before dismissing the class was concluded the lesson that they discussed on that day with the students.

Based on the interview which was done after the class, the writer got some more additional information about the student’s characteristic and the problem that the teacher faced when she was teaching using Mr. Wolf game. The teacher said that most of the students in Speak First are active, playful, friendly, enthusiastic and energetic. Most of them like to play very much, even when they were in the classroom. The teacher also said that there were some students who were timid. It was one of the teacher difficulties in teaching English to young learners. The teacher had to find a way to motivate the timid students so that they can participate actively in teaching-learning activity. The other difficulty that the teacher faced during the teaching-learning activity was the students’ mood. The
students were not cooperative and tend to be a trouble maker in the game when they were not in a good mood. Some students did not pay attention to the teacher, busy with their self and even disturbed their friends during the game when they were in a bad mood. The class began at 3 o’clock in the afternoon, some of the students still felt tired because of the activity they did at school. That is why; a good classroom management of the teacher is needed to make sure that the students are ready to learn. It was a little bit difficult for the teacher when she had to implement the game in the class that had more than 10 students. The class would be crowded since the students are primary school who liked to play, active and energetic.

2. Students’ Responses to Mr. Wolf Game in the Class

This part presents about the students’ response to Mr. Wolf game. According to Pavlov (1972) there are two types of responses the first one is unconditional response (UC) and the second one is conditional response (CR). Those two responses used by the writer in order to find out what the students’s response is.

a. Unconditional Response

According to Pavlov (1972) Unconditional response (UC) is the reflex response evoked by stimulus without any learning process. In this study the unconditional response (UC) is the student’s enthusiasm when the teacher invites them to play the game since playing is young learners’ world. They like an
activity which requires them to play and move. The young learners do not need to
learn how to react or how to be as enthusiastic, active and playful as they are.

Suyanto (2007) suggest that, young learners are active and imaginative. They like to learn through games, songs or stories. Through those three techniques young learners will be more enthusiastic to learn English indirectly. Playing is part of children’s life; it can be used to maximize learning process through game.

The students in Speak First English Course are active, enthusiastic and friendly. The students tend to response the question given by the teacher using their gesture, although some of them still make mistakes when they respond to the question. The student’s response to every stimulus given by the teacher enthusiastically because being enthusiastic is one of the students’ characteristic. The respond that the students make is not achieved by learning process. The students have not learnt a new behaviour yet since the response the students have made is not learned (unconditional).

b. Conditional Response

Pavlov (1972) states conditional response (CR) is an automatic response established by training to an ordinary neutral stimulus. In the study the conditional response is the ability to make yes/no question. The students get the response after they did the game for several times. The students learn how to make the yes/no question through the Mr. Wolf game. The students gradually learn the pattern of the question. After several repetitions the students automatically make yes/no question when they say or hear “Mr. Wolf” word.
In this study Mr. Wolf game was the *neutral stimulus* (NS). The teacher’s guidance during the game was *unconditioned stimulus* (UCS) and the student’s response to the teacher’s instruction/command or the game was *unconditioned response* (UCR). The teacher guidance produced students’ response to the Mr. Wolf game. Then the game associated with teacher’s command to create conditional response (CS). After several repetitions of the game, the students are able to make yes/no question correctly. It means that the students have learnt a new behaviour because the response was learnt (conditioned).

c. **The Students’ Response Based on the Observation Sheet**

The observation sheet consists of 20 items. The items that were used by the writer were numbers 4, 6, 9, 12, 13, 14, 17, 18, 19 and 20. Items number 4 and 6 showed that the students were confidence enough to start the lesson and the students’ attention during the learning process. They respond the teacher’s question, explanation and command actively and enthusiastically. They paid attention on what the teacher did in the class. For example, when the teacher did some gesture, wrote down a picture and when the teacher pronouncing words.

Item numbers 9, 12 and 13 were about what the students felt during teaching-learning activity using Mr. Wolf game. Those items showed that the students enjoyed the learning activity. They express their ideas when the teacher asked them. When the teacher showed or draw a picture, the students tried to guess the picture by mentioning some vocabulary. The class was fun and none of the students felt bored during the teaching process.
The last were item numbers 14, 17, 18 and 19. These items were about the student’s confidence and self-esteem building during the teaching-learning process. By giving the students opportunity to do the game with their own creativity and idea, the student’s confidence and self-esteem have been built. This result was related to the students’ ability to express their thought and idea in the class. Asher (1982) suggested that involving the learners with an activity that includes the senses (ears and eyes) of the learners is good for those with bodily-kinaesthetic intelligence.

**d. The Student’s Response Based on the Class Note Taking**

Based on the class note taking that was done during the study, the researcher found the students response towards this teaching method. The students have known about the game and how to play it. On the observation day, the teacher presented pre – activity before she presented the main activity (Mr. Wolf game) in the class. The teacher explained how to make the yes/no question through a simple activity. The students did the pre-activity actively and enthusiastically. Then the teacher moved to the main activity, she explained how to form the yes/no question through the Mr. Wolf game. The teacher did the game with the students in the first round while demonstrating the game. The students paid attention to the teacher explanation. The students tried to do the game. They started to form the yes/no question by asking the student who became the wolf one by one. All the students got the same opportunity to practice making yes/no question during the class activity. After three rounds of Mr. Wolf game, the
students got used to it. They did the game without the teacher involvement. They became more confident in making the question through the game.

Before the teacher invited the students to play game, the class was so quiet and most of the students were not really interest on the lesson. After the teacher asked the students to play game, the class suddenly became lively and the students become enthusiastic. The students started to practice their yes/no question skill. They have known the rule, the objective and how to play the game. On the observation day, the teacher gave the students explanation about the topic that they were going to discuss on that day, before she implemented the game. After that the teacher invited the students to play Mr. Wolf game while she tried to deliver the material through the game. The teacher participated in the game on the first round and showed the students some vocabularies to help them to a good yes/no question. The students paid attention to the teacher when the teacher gave them example. Sometimes the teacher reminded the students when they made the same question and asked them to change it. After one trial and two rounds of the game, the students became familiar with yes/no question and the game. They teacher did not participated in the next round while observing the students during the game. The students were really into the game, they became more confident when they ask their friend using yes/no questions or vice versa.

The teacher let the students to practice and learn using English through the game without her participation. The thing that the students must do in the game was to change the vocabulary each turn. All of them participated actively in the game; even the students who were passive suddenly became more active during
the game. The proof of the students’ response could be seen when the student’s react to the teacher command (for example run, stand in line, move one step forward etc). The students did the teacher’s command obediently. Some of them tried to use different vocabularies that the teacher did not give on that day. The students’ self esteem were built during the learning process. At first, the writer thought that the class would be crowded but what happened in the class was the opposite. The friendly atmosphere, good classroom management, and good teaching method were the key to create a good teaching-learning activity.

The teacher made sure that the students changed the questions on the game with their own words by observing the students during the game. Another student’s responses can be seen when the students did the game, the students will automatically form a yes/no question after they heard the word “Mr. Wolf”. They made their own question through the game. They were so lively and active during the class activity.

e. The Students’ Response Based on the Interview

From the interview that was done after the class with the teacher, the researcher got more information about the students’ responses and the English class as well. The teacher sais that teaching using Mr. Wolf game is effective and fun. The teacher shared that Mr. Wolf game is one of the most favourite games that the students like to do in the English course. This game has been given to the students since the first time they joined the English course (1 – 3 graders).

The teacher said that the students became more confident to speak in English through this game although English is not their mother tongue. This
method made the students became more active in the class especially when they have to practice their speaking skill. The teacher added that when she implemented this method in a new class, the students responded to the game enthusiastically. The students understood how to use and how to form the yes/no question better. The teacher also said that the game has been used in Speak First English Course for a long time. The students had one hour class each meeting.

The game has made the learning materials became easier to deliver to the students. The students did not only learn about the yes/no question but also the pronunciation of the words they used during the game. The teacher added that, some students even tried to do Mr. Wolf game outside the class. Moreover, the students can do both the homework they got from school and the task from the English course related to the topic. It proved that the game is an effective method to teach English to the students.

f. The Student’s Response Based on the Questionnaire

In order to get information about the students’ responses to the use of Mr. Wolf game in learning English the writer used questionnaire, observation sheet and also field note. The researcher distributed questionnaire in class London A. The class consist of 5 male students and 10 female students. The total numbers of the students are 15 and the result of the questionnaire is calculated based on the data analysis technique that the writer has stated in the previous chapter. The results are presented in the table below.
Table 1.1. The Result of Questionnaires for London A Class of Speak First

**English Course Klaten**

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Did you enjoy the class?</td>
<td>100%</td>
</tr>
<tr>
<td>2.</td>
<td>Do you like learning English with Mr. Wolf game?</td>
<td>93%</td>
</tr>
<tr>
<td>3.</td>
<td>Do you practice Mr. Wolf game outside the class?</td>
<td>53%</td>
</tr>
<tr>
<td>4.</td>
<td>Do you repeat the game that taught by your teacher?</td>
<td>100%</td>
</tr>
<tr>
<td>5.</td>
<td>Does Mr. Wolf game help you to improve your speaking skill?</td>
<td>93%</td>
</tr>
<tr>
<td>6.</td>
<td>Does Mr. Wolf game help you to memorize the material longer?</td>
<td>80%</td>
</tr>
<tr>
<td>7.</td>
<td>After learning English through Mr. Wolf game, do you feel easier to make a yes/no question?</td>
<td>100%</td>
</tr>
<tr>
<td>8.</td>
<td>Does Mr. Wolf game help you to learn English better?</td>
<td>86%</td>
</tr>
<tr>
<td>9.</td>
<td>Does Mr. Wolf game encourage you to speak in English more?</td>
<td>100%</td>
</tr>
<tr>
<td>10.</td>
<td>Do you think that the class was boring?</td>
<td>7%</td>
</tr>
</tbody>
</table>
Based on the result of the questionnaire, 100% students in London A class of Speak First English Course thought that English is fun. They actively participate and enjoy the teaching-learning activity. Next, 93% of the students liked to be taught by using Mr. Wolf game while the 7% of the students chose the opposite. There are 53% of the students did Mr. Wolf game outside the class, it can be seen that the interest of the students towards game was good. 47% of the student did not think the same way as other students; they only did the game when they are inside the class. Then 100% of the students repeated what their teacher did during the game. The data showed that there are 93% of students who thought that Mr. Wolf game helped them to improve their speaking skill and 7% students did not think that the game helped them to improve their English.

Eighty percent (80%) of the students felt that Mr. Wolf game helped them to memorize the materials longer while the other 20% did not have the same opinion. Referring to the next result, 100% of the students had the same idea. They felt that the game help them to make yes/no question easier and better. The result presented that 86% of the students felt that Mr. Wolf helped them in learning English. Twenty four percent (24%) of the students thought that the game did not help them in learning English.

The last two questions were talking about how well Mr. Wolf game in encouraging the students to speak and the consistency of the students’ answer. The data showed that 100% of the students agreed that Mr. Wolf encourage them to speak English more. Then for the last question, 93% of the students were
consistent and said “No” and only 7% of the students who were inconsistency and said “Yes”. It meant that the class was not boring.
CHAPTER III
CONCLUSION

This chapter presents all findings of the study. The writer wants to find out the students’ response to the use of Mr. Wolf game at the primary level in *Speak First English Course Klaten*. There are two research problems in this study. The first problem is about how the teacher implements Mr. Wolf game in *Speak First English Course*. The second problem is about student’s responses to the use of this teaching method. To be able to solve the problem, the writer uses several kinds of instruments, namely observation sheet, questionnaire, field note and the last but not least interview.

The first problem concerning with how Mr. Wolf game at the primary school grade level of *Speak First English Course Klaten* is implemented. The writer found that the implementation of Mr. Wolf game in teaching English at primary grade level of *Speak First English Course Klaten* is corresponding to the predetermined of steps of teaching Mr. Wolf game based on Total Physical Response approach. The teacher distributed flashcards with vocabularies as the trigger to the main topic (yes/no question) at the beginning of the lesson. After that the teacher explain the rule and the objective of the game before she started the game. Next, the teacher gave the students example by doing the game with the students for two rounds. The last, the teacher let the students played, interacted and experienced the language through the game by themselves while observing the students from a distance. The teacher was able to implement the game
appropriately during teaching-learning process. Based on the result of the four research instruments, the writer concludes that the teacher is successfully implementing Mr. Wolf game. The students were doing the learning activity willingly, actively and enthusiastically during teaching-learning process.

The second problem is dealing with the students’ responses to the use of Mr. Wolf game in the class. Based on the result of research instruments, Pavlov (1972) and Watson and Rayner’s (1920) classical conditioning theory, the writer concludes that the response of *Speak First English Course Klaten* students is conditioned response. In this study, Mr. Wolf game is the *neutral stimulus* (NS). The teacher’s guidance and command during the game are the *unconditioned stimulus* (UCS) and the student’s response to the teacher’s instruction/command and the game is the *unconditioned response* (UCR). The teacher’s guidance produced students’ response to Mr. Wolf game. Then the game associates with command to create conditional response (CS). After several repetitions of the game, the students are able to make yes/no question correctly. It means that the students have learnt a new behaviour because the response was learnt (conditioned). The neutral stimulus (NS) becomes conditioned stimulus, when the teacher invites the students to play the game they would give fast response to it. The students will follow the teacher’s instruction/command and participated in the teaching-learning activity enthusiastically. In conclusions, learning English through Mr. Wolf game is fun and enjoyable for the young learners. This teaching method is recommended to implement at primary school level.
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APPENDICES
APPENDIX A

INTERVIEW CHECKLIST
Interview Checklists:

1. For Speak First English Course’s Teacher

- How is the character of students in London A class at Speak First English Course (in general)?
- How many times in week do the students have to come to study English?
- What do you think about learning English through Mr. Wolf game?
- What is the strength or benefit of this teaching method?
- What is the weakness of this teaching method?
- In your opinion, how are the students’ responses towards this method?
- How long have you been using this method?
- Is there any obstacle in implementing Mr. Wolf game?
- What is the objective of the game?
APPENDIX B

THE RESULT OF OBSERVATION

CHECKLIST
# THE RESULT OF OBSERVATION CHECKLIST

**Teacher:** -  
**Class:** London A  
**Date:** December 5, 2014

<table>
<thead>
<tr>
<th>No.</th>
<th>Characteristic</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The teacher starts the class with greeting and oral explanation.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The teacher reviews previous material.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The teacher gives the students opportunity to review the previous material and to build their confidence.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The students answer the teacher’s questions while opening their notes.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The teacher delivers the topic of that day (make and use yes/no question).</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The students pay attention to the teacher’s explanation.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The teacher delivers the topic through a simple game.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The teacher gives some flashcards and asks the students if they have any question.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The students play the game and practice to use yes/no with the teacher.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The teacher expands the use of game to teach grammar and vocabulary.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>The teacher encourages, motivates and gives the students opportunity to speak in English.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>The students are enthusiastic during teaching-learning activity.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Students participate actively during the lesson.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>The teacher lets the students to repeat the game by themselves.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>The teacher gives some questions related to the topic which is discussed.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>English is used in giving instruction and explanation in class.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Student’s self confidence is built during teaching-learning activity.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Students pay attention to the teacher explanation during the teaching-learning activity.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Students enjoy the class activity.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>The teacher and the students conclude the material/lesson which they have discussed on that day.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C
FIELD NOTES
FIELD NOTES
Date : December 10, 2014
Time : 15.00 - 16.00
Topic : “Do you like cake?” (Yes/no question)

- The teacher opened the class with a greeting.
- The students responded the teacher’s greeting and greet the teacher back.
- The teacher review about the previous lesson with the students.
- The students answered the teacher’s question about the previous lesson.
- The teacher started to explain the topic on that day, which was about yes/no question (for example do you like cake, do you like chocolate, etc).
- The students answered the teacher’s yes/no questions orally on by one.
- The students started to make their own yes/no question.
- They moved to the first activity that used game (about yes/no question). The teacher showed some pictures (chocolate, cheese, cake etc).
- The teacher did the game first before while encouraging the students repeated what she did (the class suddenly became lively).
- The teacher and the students did the game together.
- When the students ready, she began to explain and demonstrating the main activity called Mr. Wolf game.
- The students paid attention to the teacher’s explanation and then started to repeat the game by asking and answering one another with their own words.
- Next, the teacher and the students did the game together (the teacher became the Wolf in the first round). They did the game enthusiastically. They practice the yes/no question by doing it.
- After some repetitions, the students got used to the game and also the pattern of yes/no question (the teacher did not participate in the game).
- The students did the game without the teacher. All of the students became more confidence even the passive one, they made the yes/no question with their version. They understand how to use yes/no question.
- The students continued the game while the teacher was observing their performance. Sometimes, the teacher reminded the students so that they did not mention/make the same question.
- The teacher and the students conclude the lesson.
Observer’s comments:

– The teacher used English in delivering the lesson during the teaching-learning activity.
– The class was fun and lively.
– The teacher successfully implemented the game.
– The students enjoyed and actively participated in the learning activity.
– All students got the same opportunity to practice their English during the teaching-learning activity.
APPENDIX D

THE QUESTIONNAIRE FOR SPEAK FIRST ENGLISH COURSE’S STUDENTS
KUESIONER UNTUK SISWA SPEAK FIRST

I. Data Responden

Nama : 
Umur : 
Jenis Kelamin :

II. Pilih jawaban yang sesuai dengan pendapatmu dari pertanyaan -
pertanyaan berikut.

1. Apakah permainan Mr. Wolf membantumu dalam belajar bahasa Inggris?
   a. Ya 
   b. Tidak

2. Apakah belajar dengan permainan Mr. Wolf menangkai ?
   a. Ya 
   b. Tidak

3. Apakah permainan Mr. Wolf membantumu dalam membuat
   pertanyaan dalam Bahasa Inggris?
   a. Ya 
   b. Tidak

4. Apakah dengan permainan Mr. Wolf kamu bisa mengingat pengucapan
   kata dalam Bahasa Inggris?
   a. Ya 
   b. Tidak

5. Apakah dengan permainan Mr. Wolf kamu bisa belajar berbicara
   dalam Bahasa Inggris?
   a. Ya 
   b. Tidak

6. Apakah kamu ikut menirukan apa yang Ibu Guru lakukan dalam
   permainan Mr. Wolf?
   a. Ya 
   b. Tidak

7. Apakah kamu mengingat/melatih kemampuan Bahasa Inggrismu
   dengan permainan Mr. Wolf di luar kelas?
   a. Ya 
   b. Tidak

8. Apakah kelas kita tadi membosankan?
   a. Ya 
   b. Tidak

9. Apakah permainan Mr. Wolf memudahkanmu untuk belajar Bahasa
   Inggris?
   a. Ya 
   b. Tidak

10. Apakah permainan Mr. Wolf membantumu dalam mengingat
   pelajaran?
    a. Ya 
    b. Tidak

😊😊Thank You😊😊