FUN LEARNING DURING RAMADHAN BY USING ONCE UPON A TIME CARD IN TEACHING NARRATIVE

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Abstract
The purpose of this research is to teach English through a fun and dynamic activity during Ramadhan by using Once Upon a Time card. This learning activity was a part of an effort to increase students' motivation to speak English in the classroom. This study was investigated through descriptive qualitative research where the researcher using participant observation as instrument. Field note was used to see their engagement in using English in the classroom. The aftereffects of this action demonstrated an expansion in excitement of the students to learn English and increment fearlessness and English talking abilities with regards to adequate vocabulary in regards to the material of telling story in sequence by using Once Upon a Time card. The results of this study are then prescribed as contribution to give Indonesian students one more involvement in speaking English.

Keywords: *Fun English; Once Upon a Time Card; Engagement; Speaking English*

INTRODUCTION

Speaking as a way to share ideas and thoughts has been one of the most challenging skill to be mastered. Even for English majored students, speaking is still one of the most difficult skill to be mastered (Apriani & Sari : 2020). As non-native speaker, Indonesian students found some problems in learning how to talk in English well. Some of the factors that become the reasons why Indonesian students choose Speaking as the hardest skill to master are lack of vocabulary in English, difficulty in memorizing, poor pronunciation, different form of English with Indonesian, afraid to make mistakes, fear of being laughed at by friends, and lack of Grammatical knowledge (Megawati: 2016).

All of the problems above can be solved if the students involved in learning process. Talking frequently can improve students' speaking skill. As what Nababan et al (2021) found on their research, student involvement can also be seen as one of the keys to overcoming problems such as low achievement, boredom and isolation, and high dropout rates. Therefore, it can be concluded that students' engagement is about students use their time, energy, thought and effort some extent, their feelings inside learning process.

There are numerous ways of working on improving engagement in talking abilities, for example, by utilizing video clip, board games, role play, etc. In this time, the writer used a media that can be utilized to further develop students' inspiration in communicating in English. Once Upon a Time Card is a card game conducted by Atlas Games; a company which publishes role-playing based games. This card has been published currently in third edition at 2012. This is a story telling card game that encourages creativity and collaborative play. The main goal of this media is not to win but to have fun telling story together with members of team.

According to level of difficulty, this media card is suitable for intermediate to advance class like senior high school or even college students. This is because the students need improvisation to make a story by combining words based on clue provided on the card. Therefore, the writer used this Once Upon a Time Card as learning media in teaching narrative at Prayoga Pharmacy Academy to improve students engagement in speaking English. The clues provided on cards generated ideas on their mind to practice speaking personally and by team. It could also make the students more enjoy to engage in creating story in front of their friends. After all, the writer hoped this article give beneficial input for readers to know another media that can be used in improving speaking English ability.

ONCE UPON A TIME CARD AS LEARNING MEDIA

Media have an important role in teaching and learning process. It is used as device for transferring materials from teachers to students. Therefore, teacher should be able to select carefully the appropriate media based on materials and students' need. There are various kinds of media that can be used in teaching and learning process. As it was stated by Ritakumari (2019), there are at least three

kinds of educational media that can be applied in instructional purpose. They are print media, non-print media, and electronic media. Based on researcher preliminary observation, it was seemed that students prefer printed media since it is seen in real so that the students can be more focused to the process.

Once Upon a Time Card is one kind of printed media in form of game. This game involves players who create a story based on fairy tales clue on the card. This game can be played solo or in team. In this study, the writer used team player to make the students more confident to speak English with friends. If a team consist of 4 students, then each player will get 3 to 4 cards. One player is a narrator who begin telling story using clue to guide the plot of the story. The first player must use the card that has "Once upon a time" phrase. The next player on the same team may continue the story if he has a car which says word or phrase mention by the narrator. However, the other team can stop the plot by using interrupt card and become new storyteller. At the end, they player who uses all the story cards and guide the plot to end, wins the game by using *Happy Ever After* card. The objective of this game is actually to make an enjoyable environment for the students to create and fantasize the story they want based on the card they get.

Once Upon a Time Card contains almost 114 cards with 51 ending cards and 1 rule sheet (Atlas Games:2022). The teacher can use 30 cards for one time play. Each card is clearly marked with name of its group dan icon represented. Each card illustrates people, places, and things that should appear in the story. There are at least 8 elements that must be used in creating the story; they are *characters*, *items*, *places*, *aspects, events, illustration, interrup*t, and *happy ever after*.
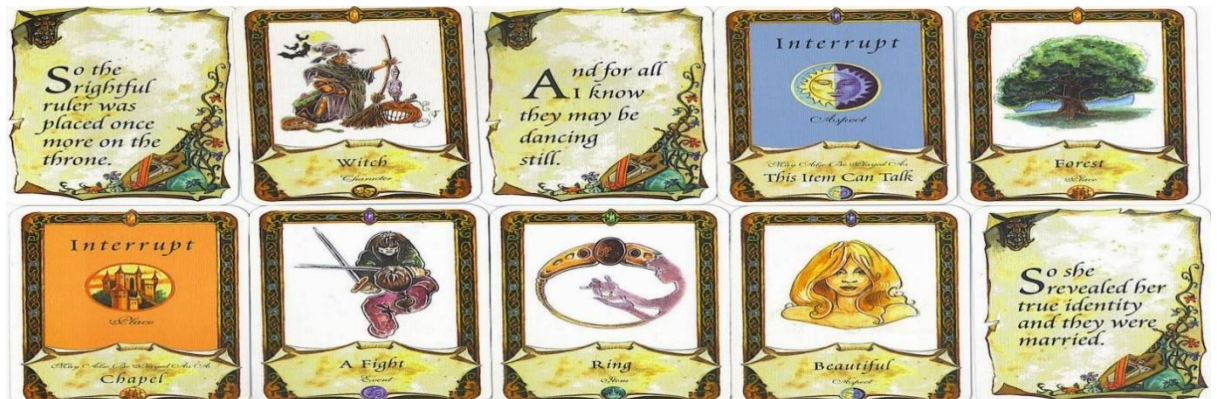
Figure 1. Once Upon A Time Card Sample

Character cards consist of people and creatures in the story like queen, king, animal, etc. The people and creature should be told in the story as antagonist or protagonist depends on the player need. Furthermore, items card has information about feature in the story like sword, spell, ring and so on. This element can become one of the objects that can be used to fight by character cards. It is also used to make conflict of the story. The next element is places. This card locates the place where the characters will visit like palace, forest, etc. The place can be information about a story that explains took place. Moreover, aspects card is used to describe characters, places, and objects in the story like happy, disguised, angry, and so on. Aspects card describe the feelings and atmosphere of the characters and places. Meanwhile, the events card tells about things that happen to characters like escape, caught, etc. This card also shares the case experienced by the characters.

The next three cards are special cards. *Illustration* card is the first card that should be used by the narrator. The player gets this card is the one who must begin telling story as starting game. This card does not only consist of picture but also an opening sentence. For example, the first player who gets picture of "tree" means that he starts to create a story about tree. Another special card is *interrupt* card. Each interrupt card contains a story clue. A player can use this card in a special way to block the story teller when he tell the story. After that, the player may begin the story by using the rest of the cards they have. However, the story should be correlated with the story have been made by the first story teller. The last special

card is *Happy Ever After* card. Each of this type of card contains a possible ending for the fairy tale being made. Each group receives only one of this card. Therefore, each group has a chance to end the story. This card can only be used if the story teller has used all the cards that the group have. Every story teller that reach phase and read this card win the game..

METHODS

Related to the problems and purpose of this research, the design of this research was descriptive study through qualitative method. This research has purpose to describe existed condition in field in this case in AKFAR Prayoga during Ramadhan month. Gay (2000:279) stated that this type of research is focused on collection and analysis of numerical data such as observation, interviews, and more discursive sources of information. Therefore, the writer involved fully in the context of research and interacted with participants, in this case second semester students of AKFAR Prayoga. The researcher observed 30 students participated in this research. Field note was used in order to collect the data and confirm about how were their interests and involvement in speaking activity toward the use of Once Upon a Time Card as learning media to teach narrative are. Then, specific criteria included in the instrument were adopted from the characteristics of students' engagement based on Frederick J et al in Nababan et al (2021). They are behavioural, cognitive, and emotional engagement.

Table 1 Indicators of Students' Engagement in Learning Process

NO	INDICATORS	DETAILS
1	Behavioral engagement	Consistency of effort
		Participation
		Attendance
		homework
2	Cognitive engagement	Investing in learning

		Processing depth
		Use of metacognitive
		Strategies
3	Emotional engagement	Interest
		Boredom
		Anxiety

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FINDING AND DISCUSSION

Based on the purpose of this research, this study was conducted to find out whether there is improvement in students' engagement in speaking activity in the classroom after applying Once Upon A Time Card in teaching narrative. This media was applied to second semester students of AKFAR Prayoga academic year 2021/2022. It was conducted in 3 meetings during Ramadhan month or specifically April 2022. Each meeting was in 70 minutes that consisted of four phases; planning, acting, observing and reflecting. The reflecting phase was as the base to go to the next meeting. The researcher took field notes during the observing phase and completed it during reflecting. The reflecting was conducted at outside of the classroom.

After the researcher divides the students into groups according to the number of the class, the students sit in circle while the researcher handing them the cards. The students have 10 minutes time to prepare the story and strategy to win the game. Before beginning the game, all players must decide who will be the first story teller whether it is the oldest, the youngest, or other option. The player chosen begins to tell the story using the cards he has. Each card should be mentioned in separate sentences and no reason to mention things just to make-up play the cards. If the story teller cannot end his card or talk in 10 seconds, then he can say pass and take one more card. The game moves to another group on left side.

The story teller may be interrupted by any player who has interrupt card whose group matches the card been played. For example, the card "interrupt; any

object" can be played when the story teller plays an "object" card. When the story teller has been interrupted, his turn ends and he must picks an extra card on the pile. Everything that the nee story teller says must follow on sensibly and consistently from the story that the previous story teller has told. When the one of the groups has played all their cards, then the player can play Happy Ever After card to end the story. Provided this brings the story to a sensible and satisfying conclusion, then the game are over. The player who played this card won the game and get reward. The story teller may not introduce any new element into the story after playing his Happy Ever After card, although he may add a sentence or two to link his ending statement.

As the researcher was conducting the teaching-learning process by using Once Upon A Time Card, the researcher also completed field note based on the indicator proposed by Frederick et al and other activities that were required to this study. Before using the card, the researcher taught about narrative text and the generic structure. This knowledge was given because the students had not got this material before. The researcher then introduced Once Upon A Time Card and its features to the students. Actually using card was not new things to the students because they had already used another kind of card in the previous semester. However, this card was completely different with Once Upon A Time Card in terms of use and features.

Throughout the first meeting, the researcher found some crucial weakness of students in uttering the words required about the story being told. Only 40% of students tried to find the appropriate word to be used and correct pronunciation on their online dictionary. Even, almost 50% of students were hesitated in participating in activity because they did not understand the rule of the game. They were also not comfortable in the groups being picked by the researcher. They seemed confuse but did not want to ask their fellow friends or even researcher as lecturer to have clearer understanding. However, they were still sit in the class and pay attention to their friends who were actively involved in the activity. Not only emotional and cognitive engagement that do not occur, but also behavioural engagement. The researcher

also found out students' lack interest and show boredom during the activity. It can be concluded that these three engagements were not occurred well in the first meeting as the first attempt in using Once Upon A Time Card as learning media. In order to solve the problems in the previous meeting, the researcher then gave the students homework to study about the story of Cinderella or other fantasy story to prepare for the next meeting.

In the second meeting, the researcher explained more about the card and rule of the games. The lecturer also showed a simulation video in using Once Upon A Time Card. This video was taken from Board Game Network Youtube channel. In this second meeting, the researcher gave more advances and helped to the students to understand the game and plot of the story. It was found out that more students are getting involved in their group discussion before using card. The students were more enjoy since they can choose their own members. About 80% of the students were also actively participated because they already knew the story being played was about Cinderella. Other behavioural engagement also occurred that 50% of the students tried to explore more creative words to explain their story before getting interrupt by another group. However, when the group get interrupted, their concentration decreased as well as their anxiety. The members of two groups being interrupted became nervous and less confident. It was seen that the students actually tried hard to win the game. This actually influenced other groups to compete. Moreover, cognitive engagement also improved that was seen from the 80% of students use various strategy in winning the game in group. It was showed that about 4 to 6 groups existed were sharing jobs to their members, like make the story line, look for vocabulary, and presenter. It means that they used metacognitive strategy in participating in the activity. As well as the behavioural and cognitive engagement, the emotional engagement was also improved that almost all the students about 90% showed interest in this activity. Only 3 students seemed less interested during this activity because of their health condition. The researcher also gave homework for students to read or watch movie about Snow White to get more understanding on the last meeting using Once Upon A Time Card.

In the last meeting, the researcher still tried to improve more engagement, especially in cognitive side. The researcher started the meeting by showing some series picture about Snow White. Even though the story made after playing game would completely different with the original, still the researcher asked the students to guess the plot to check their understanding about the story. It was also as a warming up before the game played. Since the students had already familiar with the game, it was not hard for the researcher to conduct the meeting. There were 2 groups that did not want to split and stay with the members on the last meeting. The researcher tried to improve students' speaking part by giving a challenge. For those who can speak English in 30 seconds without getting interrupt, then he will get a reward. The reward was in form of snacks and stationary. The students got more motivated to use their metacognitive to use English and win the game because the group that win the game also got extra reward. This stimulus was succeeded because all the students are highly participated in the activity. The students also showed improvement in team work by giving opinion and communicating each other. In fact, about 70% of students got self-reward means that they can speak English in more than 30 seconds without being interrupted. As the result of more improvement in behavioural and cognitive engagement, there was also big change in their interest in joining activity. There was only one student seemed anxious because she still had less confident in using English. The researcher then explained that the most important thing in mastering speaking is confident and not care about lack of pronunciation in the beginning. As soon as someone is confident enough in using English, then other elements of speaking will be mastered. This is in line with Yoga (2019) who stated that confident is the first indicator of speaking successful in public. At the end of the class, the researcher showed happiness and excitement in students' face after finishing the game.

Based on the observation and field notes, it can be concluded that in the first meeting, almost half of the students did not get involved in learning process in speaking by using Once Upon A Time Card. It was because of most of them were still confused and did not understand the rule of the game. In the second day, there

was improvement since the students had already understood the rule and familiar with the story being told. The students showed most improvement on behavioural engagement which almost 90% students showed enthusiasm joining the activity and speak English. On the last meeting, the researcher still tried to improve the students' ability in using more advance and creative words in front of the class. It was clearly shown that all three engagements were improved on the last day.

After the researcher did the research and proved improvement of students' engagement in speaking activity, the researcher also found some factors that influence this finding. First is the material being played. Because all of the students were pharmacist students, the materials about narrative text and fairy tale were not really familiar to their background knowledge. Therefore, the researcher tried to give them homework to get them know more about the story before the meeting. The second is practice. From the observation, the students showed improvement in their pronunciation, comprehension, and vocabulary used after giving enough time and chance to speak. The last factor influenced is reward. It was clearly shown that by having reward, the students' interest and participation were boosted.

CONCLUSION

Based on the findings throughout the observation and field not, it can be concluded that after using this media in three meetings during Ramadhan, the designing of this Once Upon A Time Card has been fulfilled what are hoped by the researcher. This card also meets the indicators of students' engagement proposed by Franklin J. This card was proved to be suitable to be used even for non-English majored students to improve their participation in speaking English in the classroom. It is concluded that Once Upon A Time Card in teaching and learning process has let the students talk a lot with high motivation to do the speaking task and present their own story in front of the class. This card has let the students have more opportunities to build up their speaking moment spontaneously. The researcher hopes this card can be considered as an alternative in improving students' engagement in speaking. This card is suitable for advance learners because it is

more challenging for students in stringing words to correct pronunciation, enrich vocabulary, and improve understanding in narrative.

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