

APPLYING COMPETITIVE GAMES IN TEACHING ADVERB OF MANNER

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Abstract

Knowing basic knowledge of a target language, such as the formation of part of speech is important for English language learners. As part of speech, adverbs of manner need to be taught to language learners in the purpose of being able to use them appropriately and correctly. In fact, teaching adverb of manner on how to form it and how to use it is closely related to teaching grammar which is assumed effortful and rigorous for some people. Hence, creative and interesting activities should be employed in the teaching learning process. This paper tries to discuss the use of competitive games as a fun and interesting strategy as well as media in teaching adverb of manner. The competitive games used are Coin Flick Game and How Do I Do It? Game.

Key words: adverb of manner, competitive games

Introduction

Morphology, as the part of grammatical knowledge of a language should be introduced to the language learners, as also faced by English second language learners. They do not need to know the term of morphology and its components, but they have to know the basic knowledge in learning English as a second language such as the formation of part of speech. It is supported by Oz (2014) who said that the English language learners should establish a sound of knowledge base in understanding the structure of words and word formation processes. Therefore, adverbs of manner, as one of the parts of speech have to be taught to language learners for the purpose of using them appropriately and correctly. The students will understand how those adverbs of manner enter a language and how they are formed, which is important for avoiding unclearness and confusion in using the language both written and spoken.

The implementation of morphological theories in English language teaching, in this case adverb of manner, is not such a big problem if it is carefully prepared. Basically, it will be closely related to teaching grammar which many people argue that it is always effortful and rigorous. Moreover, Oz (2014) mentions that many challenges have to be faced by the learners of English today. They must not only learn to communicate but also understand and study the content presented in English. Hence, the English teachers should be able to find the best ways to help their learners especially in understanding adverb of manner.

One of the best ways to learn a language is to fall in love with it, where studying the language becomes fun. It is supported by Harmer (2004) who explains that teachers should be able to select appropriate material and use media to create fun activities so that students are motivated and be able to study the subject successfully. Therefore, creativity

and innovation in developing the materials to be interesting activities are really necessary. The teacher can also take one or two skills to be elaborated with the strategies to be used.

When people come up with the words “fun and interesting”, they may say that playing games will take those points. Using games in English language teaching has been applied since many years ago and is believed to increase the students’ motivation and involvement in learning. Talak-Kiryk (2010) says that games are fun activities that promote interaction, thinking, learning, and problem-solving strategies. It is agreed that using games in language classroom bring many advantages. Chen (2005) has concluded nine points of the benefits of using games in language learning. They are: (1) learner centered, (2) promoting communicative competence, (3) creating meaningful context for language use, (4) increasing learning motivation, (5) reducing learning anxiety, (6) integrating language skills, (7) encouraging creative and spontaneous use of language, (8) constructing a cooperative learning environment, and (9) fostering participatory students’ attitudes.

Considering the benefits of using games in language classrooms, adverb of manner as part of grammatical knowledge can be taught using games as well. Competitive games are chosen to be applicable for teaching adverb of manner since the learners will be involved in fun activities to compete each other while learning the grammar. As the name indicates, these games provide competition between teams, or sometimes of individuals against other individuals (Klaureur, 1998). The possible competitive games used to teach adverb of manner are *Coin Flick Game* and *How Do I Do It? Game*. Here, the main focus is to gain learners’ understanding in the formation of adverb of manner and how to use it correctly. At the same time, using competitive games in learning adverb of manner can also improve the learners’ speaking ability.

THEORETICAL BASIS

Teaching Adverb of Manner

In English Language Teaching (ELT), adverbs of manner as part of speech must not be ignored. Teaching adverb of manner in a simple way and inductively leading the learners to its formation is important to come to the learners’ understanding. Moreover, having the learners use bodily motions in the learning activities is a great way for them to remember what adverbs of manner do. The learners will easily understand the material if they practice or use the language in fun activities such as games. The teacher begins by leading the students to the important things of the adverb of manner such as how to form it.

Giegerich (2011) mentions that adverb-forming *-ly*, unlike its adjective-forming counterpart, is an inflectional suffix, that therefore adverbs containing *-ly* are inflected adjectives and that, consequently, adverbs not containing *-ly* are uninflected adjectives. It is understood that, simply to say, most adverbs of manner are formed by adding *-ly* to the corresponding adjectives as the morphology theory explains. However, a teacher of English as a foreign language does not really need to give a deeper explanation about morphology theories, especially for beginner level learners. Instead, giving basic knowledge of how to form and how to use adverb of manner is more beneficial for the learners.

As mentioned previously, in teaching adverb of manner using competitive games, the teacher may start by explaining some important things about these adverbs. Adverbs of manner mainly modify verbs and tell us the way in which something happens. They form the largest group of adverbs. We make most of them simply by adding *-ly* to their corresponding adjective. For example:

bad > *badly*; quiet > *quietly*; recent > *recently*; sudden > *suddenly*

However, there are sometimes changes in spelling such as easy > *easily* and happy > *happily*. A few adverbs of manner have the same form as the adjectives such as *hard*, *late*, and *fast*. For example:

They all worked *hard*.

She usually arrives *late*.

I hate driving *fast*.

If an adjective ends in *-ly* we use the phrase *in a way* to express manner. Take for instance the adjectives *silly* and *friendly*. See the use of those adjectives into adverb of manner in the sentences below:

He behaved *in a silly way*.

She spoke *in a friendly way*.

Note: hardly and *lately* have different meanings:

He could *hardly* walk = It was *difficult* for him to walk.

I haven't seen John *lately* = I haven't seen John *recently*.

For exercises emphasizing the difference between adjectives and adverbs, the teacher can use the following dialogues:

- That's good. Now, who likes to sing? Yes, Daniel has a *happy* song for us. Sing it *happily*, not *sadly*.
- After Daniel has sung, ask the boys who would like to sing. Yes Peter, can you sing a *sad* song for us, and sing it *sadly*.

Then, the teacher points out to the students how they added the suffix "ly" to the adjective happy and to the adjective "sad." Finally, give students some adverbs of manner to act out. Some good examples include *slowly*, *angrily*, *politely*, *carefully*, etc. For this activity, the teacher can modify it through a game. Here, *How Do I Do It? Game* can be an alternative way to practice acting out the adverb of manner. By doing this, they will be actively involved in the activities so that the materials will be easier understood.

Competitive Games

According to Hadfield (1996: 4) a game is an activity with rules, a goal and an element of fun. He also said that there are two kinds of games: competitive games and cooperative games. A competitive game is a game in which the players or teams race to be the first to reach the goal, while cooperative games are games in which players or teams work together towards a common goal.

Additionally, Byrne (1997:100) states that games especially traditional language games are effective because the learners are so involved in playing game that they do not realize that they are practicing language items or functions. Secondly, games are also kinds

of activities that encourage learners to speak. In monolingual classes, shyness and lack of willingness to speak English in front of peers is a very common problem.

In line with Byrne, Agoestyowati (2007) states that the use of games in the language classroom will not only create dynamic atmosphere, but also encourage learners and help the brain to learn more effectively. Why is it so? Games offer students a fun and relaxing learning atmosphere. When students join in games, anxiety is reduced and speech fluency is generated, so communicative competence is achieved. Game is an excellent way of motivating learners to speak. Games introduces competition into language-building activities. In other words games create a meaningful context for language use. The competitive atmosphere also makes learners concentrate and think intensively during the learning process.

In this paper, the competitive games used are *Coin Flick Game* and *How Do I Do It? Game*. Those two games are included as competitive games since the players or the teams compete each other to win the game. The students start by playing *Coin Flick Game* first. This is a board game containing some adverbs of manner. In this game, the students practice making sentences using adverb of manner individually. They can play this game in pairs or in groups of three or four. Since this is an individual competition game, the students will compete individual against other individuals to win the game by making as many possible sentences from the adverb of manners.

How Do I do It? Game is a guessing game in which the students work in their team to guess the activity and adverb of manner used. In the previous game, they have learned how to produce sentences using adverb of manner individually, while in this game they work in a group or team to guess the adverb of manner acted out by other team. Therefore, the learning, thinking and problem-solving strategies are promoted in this game. The students will not compete individually but as teams competition.

TEACHING PROCEDURES

There are three stages in this teaching procedures: pre-teaching, whilst teaching, and post-teaching. In the pre-teaching activity, the teacher provides some pictures of adjectives as the starting point to lead the language learners to the formation of adverb of manner. Moreover, using pictures is believed to be useful in gaining learners' attention and motivation. While in the whilst-teaching activity, the teacher proposes two competitive games to be used for teaching adverb of manner; they are *Coin Flick Game* and *How Do I Do It? Game*.

As mentioned previously, *Coin Flick Game* is a board game consists of some adverbs of manner. The main purpose of this activity is to encourage students to be able to produce sentences using adverbs of manner found in the board game. They play this game in pairs or in groups of three or four. This first competitive game encourages the students to compete individually with other players. The students who get the most points or correct sentences will win the game.

The second game, *How Do I Do It Game?* is a big team game. In this game two big teams will compete to achieve the most points to be the winner. Since this is a guessing game, their job is to guess the adverbs of manner acted out by other team member. The details can be seen in the following whilst-teaching activity.

In the last stage of this teaching learning process which is post-teaching, the learners make a summary or conclusion about adverb of manner they have learned; how to form it and how to use it appropriately. The teacher leads the students to come up with the conclusion about the materials they have learned. Then, the teacher and learners do a reflection about the whole activities they have done. The reflection may include their feeling towards the series of activities including the use of games. The teacher should encourage them to speak and express what they feel during the learning process. This reflection will be beneficial for the betterment of next teaching learning process. The details steps of strategy to teach adverb of manner using interactive games are presented below.

Pre-Teaching

1. Showing some pictures related to adjectives (*sad, happy, etc*)
2. Asking the students to mention the adjectives based on the pictures given.
3. Asking the students to mention some other adjectives they know.

Whilst-Teaching

1. Giving some sentences using adjectives and adverb of manner. (e.g. She is happy. She sings happily)
2. Asking the students to analyse and conclude how to form an adverb of manner from adjective (adjective+ -ly)
3. Providing exercises about adverb of manner.
4. Playing “Coin Flick Game” in groups of three.

❖ Coin Flick Game

- ✓ Introducing “Coin Flick Game” to the students and giving the rules how to play it.

How to Play?:

Students take turns placing the coin on the “Put Coin Here” circle and flicking. They should try and get the coin in a square.

If they do, they must make a sentence using the adverb that is in the square landed on.

If they are correct, they sign their name in the square.

Rules:

If the coin is flicked outside of the board game, the player loses a turn.

If the coin is half in one square and half in another the player loses a turn.

If a player flicks their coin in a square which has already been signed they missed the turn.

Mission:

The aim of the game is to be the player with the most signed squares.

5. Monitoring and helping the students if they find difficulties in making a sentence using adverb of manner.

ADVERBS OF MANNER

COIN FLICK GAME

carefully	Easily	happily	bravely	brightly
sadly		kindly	loudly	cleverly
secretly	Greedily	angrily	rudely	
slowly	Silently	quickly	clearly	excitedly
patiently	Politely		impolitely	proudly
dramatically	Quietly	badly	seriously	impatiently



Figure 1. Coin Flick Game Board (Adapted from Simpleels.com, 2011)

6. Discussing with the students about the game they have played, including the problems they have faced.
7. Playing *How do I do it? Game* in two big teams.

❖ ***How do I do it? Game***

✓ Introducing “*How do I do it? Game*” to the students and giving the rules how to play it.

How to Play?:

The class is divided into two teams (A and B).

One student from Team A comes to the front of the class and picks up an activity card and an adverb of manner card.

The student then performs the activity in the manner shown on the adverb card. Team A then has one minute to guess the activity and adverb and make a grammatically correct sentence.

If they manage to do this, the team is awarded one point. If Team A cannot guess the correct sentence in time, Team B can answer.

Then, it is Team B’s turn to play and so on.

Mission:

The team with the highest score at the end of the game wins.

Post-Teaching

1. Making a summary or conclusion about adverb of manner, how to form it and how to use it appropriately.
2. Doing reflection with the students about the whole activities they have done.

REFLECTION

In the activities illustrated above, language learners have inductively concluded the formation of adverb of manner. After knowing the basic knowledge about how to form the adverb of manner, the learners practice how to use it. Using competitive games in teaching adverb of manner can attract students’ attention and motivation to learn effectively. However, the teacher can modify the game according to the level of learners’ proficiency. The modification can be made in the choice of words of adverbs of manner used in both competitive games. Moreover, the teacher can also adjust the number of players of each game according to the number of students in his/ her class.

CONCLUSION

Morphology theories in English Language Teaching is really possible to be implemented in a language classroom with some creative efforts. Since it is related to teaching simple grammar, many people may argue that teaching grammar is always hard and bored. Teacher can break the argument of that because it is actually can be fun and interesting as well. Therefore, creativity in choosing and developing the materials is really needed. Moreover, teacher can take one or two skills to be elaborated with. In this paper, using competitive games especially *Coin Flick Game* and *How Do I Do It? Game* is believed to be powerful in raising students’ attention and motivation to learn as well as practicing how to use adverb of manner correctly.

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