Teaching Vocabulary Using Game
"English Can Boost Your Day" at Elementary School

Abdan Hirzin Nashruddin[1], Suhartono[2]

[12]University of Nusantara PGRI Kediri, Indonesia.
[1]abdanhirzinnashruddin@gmail.com.
[2]suhartono.unp@gmail.com

ABSTRACT

Teaching vocabulary is an important stage in teaching English, especially at the elementary school level. By introducing vocabulary that is often encountered in everyday environments. One effective strategy is to use visual and interactive models, such as printing pictures of various work around. This study explains the implementation of printed paper that focuses on introducing various fields of work around, describing various fields of work around, being able to mention fields of work around from Indonesian to English or vice versa. With this explanation supporting the development of critical and creative thinking skills, this teaching method makes it easier for students to remember and apply the vocabulary they have learned in everyday life. This activity can be combined with interesting games in the classroom so that students do not feel bored during teaching and learning activities and strengthen students' vocabulary mastery of various fields of work around. Teachers can invite students to observe, pronounce, and spell the letters of the names of fields of work around students so that students participate more actively. This study uses a qualitative method, data collection in this study was carried out by observing phenomena, and data was taken from field notes and documentation. Data analysis using qualitative methods consisting of data reduction, data presentation, and drawing conclusions. Researcher have shown that printed paper with pictures can help students in mastering English vocabulary, especially on the theme of introducing various fields of work around them, and shows an increase in students' interest in learning and makes the classroom atmosphere more interactive. Students are more enthusiastic in recognizing new vocabulary and feel more comfortable in participating in learning activities. Teaching vocabulary in the classroom also provides a strong foundation for continuing language learning at a higher level, because students are already familiar with the classroom environment and can begin to build communication skills. Thus, teaching vocabulary using printed paper with various pictures as a learning medium in elementary school education helps facilitate interaction between teachers and students and clarify learning messages.

Keywords: Vocabulary, Kinds of Work, Game

1.0   INTRODUCTION

Learning English in primary school is very important as it serves as a window to the outside world. English is an international language that is widely used in technology, science and communication. By teaching students English early on, they will have good communication skills and will find it easier to get information from various sources. From an early age, it helps children learn about other cultures, improve their ability to tolerate and expand their knowledge, which will greatly benefit their progress personally and academically. In addition, learning English in primary school helps students improve their cognitive abilities. Students who have a good foundation in

English are better prepared for more difficult subjects in the future and are more confident in communicating. Therefore, learning English in primary school is not only important from an academic point of view, but also as a foundation for children to become open and ready to face challenges in the era of globalization. Learning English at an early age, especially in primary school, is essential to prepare children to face challenges in a globalized world and improve their communication skills. Children at this age are in the best phase of brain development, or the "golden age", where they are more apt to learn new things, such as foreign languages. Teaching children English early on can improve their cognitive and linguistic skills and help them adjust to an increasingly multilingual world. It is very important for educators to understand the characteristics of young students, especially children in the third grade of elementary school, so that the learning process can run well. Suyanto (2007) in Nadiah Ma'amun (2012) states that children at this age have egocentric tendencies, which means they prefer topics related to their daily lives and things they are familiar with. They learn in a fun way, such as through games, songs and stories, which makes their understanding of language context easier. Also, since their attention and concentration tend to be short, teaching methods need to be different and interesting so that students don't get bored.

The challenges teachers face in teaching methods often relate to the need to adapt teaching styles to the diverse characteristics and needs of students. In a class consisting of students with various backgrounds and abilities, teachers must be able to apply a variety of methods so that all students can engage and understand the material. The use of monotonous or uninteresting teaching methods can lead to boredom, so students lose interest in learning. Therefore, teachers need to continuously innovate with more interactive and interesting methods, such as project-based learning or the use of technology, so that students can more actively participate in the learning process.

The researcher participated in the Kampus Mengajar 7 program at one of the elementary schools in Kediri, namely SDN Blabak 2. The researcher found a problem when the researcher taught English subjects, especially on vocabulary acquisition for students. Some students found difficulty in enriching vocabulary even though the researcher had given explanations on how they could enrich vocabulary. Students who found it difficult to enrich their vocabulary just lacked the ability to memorize and how to prevent the loss of memorized vocabulary in their brains. Teaching elementary school students English vocabulary is often a challenge for teachers. Children at this age lack focus and often require an engaging approach to learning. To teach vocabulary, teachers need to be creative by using interactive methods such as games, songs or visual media. However, having enough props and supporting facilities is often an obstacle to creating a fun and rewarding learning environment. Teachers should also note that each student has different learning abilities. Some students may grasp new vocabulary faster, while others need more support and time to remember and use it. One other issue is that students may not use English often outside of class, which can hinder their vocabulary growth. Children rarely use the vocabulary they have learned in real life because their English is often not the language they speak every day. In order for students to get used to hearing and saying words in English, teachers should try to create an environment of simple communication in the classroom. In addition, teachers should pay attention to the proper pronunciation and understanding of words so that students not only memorize words, but also truly understand how to use the words in sentences.

Lack of motivation for students to learn is also a challenge for teachers to teach vocabulary. Many students do not show interest in learning, either because of the lack of relevance of the material to their daily lives, or because of the lack of encouragement from the surrounding environment. Teachers need to understand the factors that affect students' motivation, such as peer influence, family environment, or previous learning experiences. Building positive relationships with students, providing constructive feedback, and creating a supportive classroom atmosphere are important steps to increase their motivation. In addition, teachers should also be able to demonstrate

the relevance of the material taught to real life, so that students feel that learning is meaningful and useful.

For students in primary school, teaching vocabulary using picture-printed paper media has many advantages. To help children understand and remember new vocabulary, this media helps them visualize words concretely. Students become more motivated and enthusiastic during the learning process because interesting pictures attract them. Picture-based teaching can also help children's master words directly, which is especially beneficial for those who are still in the early language acquisition stage. With this media, students can participate more actively in activities such as identifying, writing, or mentioning vocabulary related to the pictures. This indirectly improves their communication skills.

2.0   LITERATURE REVIEW

Previous research by Endang Handayani (2024) titled "Students Mastery of English Vocabulary in Elementary School", language is the most important tool in interacting with others, it is expected that elementary school students have language skills. To support students' success in learning all subject areas at school, good vocabulary mastery is necessary for good language skills. Some factors that may cause students to not understand English vocabulary well include students' lack of knowledge, students' lack of encouragement and interest in reading, underutilization of learning tools to teach vocabulary, poor quality of assignments, and teachers using approaches or approaches that do not suit students.

Based on the explanation above, the researcher found similarities, namely that students had difficulty in mastering vocabulary. The difference in the form of previous research is that previous researchers focused on helping students to enrich their vocabulary, while this research is more specific and focuses on helping to master or enrich vocabulary, especially vocabulary about various fields of work.

3.0   METHODS

In this article, a qualitative research method is used to explain the use of games in teaching English in elementary schools. This strategy is one of the approaches to teaching vocabulary to third grade students in the Teaching Campus 7 program at SDN Blabak 2. An important step in this study is data collection. Data collection involves observation in the classroom where the research was conducted, in this planning the researcher acts as a teacher. Then the researcher gives a questionnaire related to students' opinions or experiences. The results of the analysis show that printed paper media is used that displays images of various fields of work around them. Students are involved in certain games, which encourage them to learn English. Despite experiencing some difficulties, students remain active in learning. The purpose of this article is to introduce and describe various fields of work around them and to mention the names of work from Indonesian to English, or vice versa.

4.0   FINDING AND DISCUSSION
4.1   Vocabulary

Vocabulary is a basic element in language acquisition. Several experts have given their definitions and views regarding vocabulary, vocabulary is a component of language and words used by a person in the communication. It is core component of language that should be mastered by the learners as a basis for getting well in speaking, listening, reading, and writing. Without having enough vocabulary, the students will have difficulty to know the meaning of what they listen and read as well as to express their aim in communication (Kusumaningrum and Cahyono, 2021:127). Vocabulary can be defined as "The words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman &

Dwyer, 2009, p. 385) in Alqahtani, Mofareh (2015). Vocabulary helps readers and listeners understand spoken and written forms. In addition, a lack of vocabulary will make it difficult for students to master the language. Vocabulary is a component of language proficiency and provides much of the basis for how well students speak, listen, read and write. Vocabulary is part of the language component and is a list of words that have been used by people to communicate.

Vocabulary is the main content of language. People use vocabulary to construct a sentence to express an idea. By having a lot of vocabulary, people can express more ideas. Vocabulary achievement is an important element in second language acquisition. Without grammar little things can be conveyed, without vocabularies, nothing can be conveyed. The mastery of vocabulary is essential to constructing sentences that contain some messages for social interaction.

4.2   Teaching Vocabulary

Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008). Teaching words is a crucial aspect of learning a language as languages are based on words (Thornbury, 2002 in Meliana. N, dkk 2002). It is almost impossible to learn a language without words: even communication between human beings is based on words. Both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language (Walters, 2004 in M. Alqahtani 2015).

In this case, teaching vocabulary needs to be done so that the learners or students can learn the use of appropriate vocabulary based on the context. Furthermore, Harmer (2007: 17) in Puspita, Nurul, and Sabiqoh, Nuraily (2017) states that teaching vocabulary is more than just presenting new words. In teaching English as a foreign language, one of the most discussed aspects is vocabulary teaching. Problems will arise for teachers during the learning process. They are confused about how to teach students with satisfactory results. Teachers should prepare and know which techniques their students will use. A good teacher should be ready with various latest techniques.

Teachers must be able to master the material so that students understand it and feel interested and happy about teaching and learning in the classroom. They should also be aware that teaching vocabulary is new and different from teaching their native language. They also must be aware that teaching English to young learners is different from teaching adults, so teachers must be familiar with the characteristics of their students.

4.3   The Implementation of Teaching Vocabulary Using Game at Elementary School
In Pre-teaching

Before the lesson begins, the teacher prepares teaching media, namely paper with pictures of various fields of work around the area that will be studied, then greets students to start teaching and learning activities. Invites the class leader to lead a prayer to create a conducive learning environment. The teacher motivates students about the benefits of enthusiasm for learning. The teacher provides suggestopedia to students so that students do not feel anxious and afraid when learning, and the teacher gives provocative questions that are in line with the material to be taught. Suggestopedia helps students reduce anxiety that often hinders the learning process, especially in language learning, by building a learning environment that is free from stress and tension so that students can absorb information more easily and effectively. The suggestopedia method is a language learning method developed by a Bulgarian physicist and psychotherapist, Georgi Lozanov. Stevick (in Richards and Rodgers, 1986, p. 142) in Riseu Paulina, et al. 2015 states that: Suggestopedia is a specific set of learning recommendations derived from suggestology, which Lozanov describes as a 'science…concerned with the systematic study of the nonrational and/or nonconscious influences' that human beings are constantly responding to.

While Teaching

1. Asking provocative questions

     The teacher asks provocative questions to students about the topic to be taught before starting the material. These provocative questions are like what is a job, mention various fields of work, etc. Provocative questions are designed to foster students' interest, foster curiosity, and open their minds about the subject to be learned. Provocative questions serve as interesting discussion starters and help students become actively involved in the learning process from the start. By using these questions, the teacher invites students to connect their prior knowledge or personal experiences with the new material, so that they can create a relevant and meaningful context. In addition, provocative questions encourage students to think critically and creatively, encouraging them to explore new ideas and broaden their perspectives on the world. This contributes to the formation of an interactive and engaging classroom atmosphere where students feel encouraged to participate and share their ideas openly.

2. Presenting material

     When presenting material related to various fields of work around, try to make students listen and understand what the teacher is saying. So that there is no gap for students not to understand about various fields of work. The purpose of presenting material to students is to help them understand, master, and apply the concepts learned in a clear, structured, and interesting way. Well-presented material allows students to get clear and easy-to-understand explanations, which helps them follow the learning flow and absorb information effectively. In addition, well-presented material aims to foster students' interest and desire to learn.

3. Applying the material

     The teacher then attaches paper with pictures of various fields of work on the board so that all students can see various pictures of the jobs they are studying. The teacher also writes the names of the jobs in Indonesian and English under the paper with markers. By applying the material in a structured and systematic manner, the teacher can ensure that the learning process runs effectively and in accordance with the needs of the students so that educational goals can be achieved optimally. By applying the material in a structured and systematic manner, the teacher can help students understand basic concepts, acquire new skills, and improve critical and creative thinking skills. Good application of the material also helps teachers adjust the method.

4. Students write the material

     The teacher invites students to write the material being studied, namely writing the names of various fields of work around them in Indonesian and English in each student's notebook. By writing the material, students are expected to be able to understand, remember, and process the information they have learned better. They not only receive information passively, but also actively participate in structuring the information according to what they understand. This process allows students to summarize, summarize, and reorganize the subject matter in their own words, which improves their understanding of the material.

5. Playing with illustrated paper media

     The rules in this game are that all students sing children's songs in English such as songs entitled "Baby Shark, Happy Birth Day, ABC Song" by shifting or giving objects such as markers to their deskmates and friends on the next bench, if the teacher says "Stop!", then the marker also stops in other words the marker must not be shifted to deskmates and friends on the next bench. Then one of the students who last held the marker must come forward with his marker to fill in and

translate one of the fields of work that has been pasted on the board by the teacher, then the student writes the name of the job into Indonesian and into English and then says it. This game continues until the paper with pictures of various jobs is filled with the name of the job in Indonesian and into English.

Closing Activities
1. Material reflection

The teacher invites students to reflect on the material that has been learned, with the aim of helping students reflect, evaluate, and understand more deeply about the material that has been learned. Material reflection is an important part of the learning process because it allows students to relate what they learn to the experience or knowledge they already have.

2. Self-evaluation

The benefits of self-evaluation for teachers are enormous in improving the quality of teaching and professional development. By conducting self-evaluation, teachers can objectively assess the strategies, methods, and approaches used in the classroom. This process allows teachers to identify strengths that must be maintained and weaknesses that need to be improved in terms of classroom management, interaction with students, and delivery of material. Self-evaluation also helps teachers understand how effective the strategies used are in achieving learning objectives. This allows teachers to create teaching strategies that are more appropriate and in accordance with student needs. In fact, nowadays self-reflection in the context of continuous professional development is used as a key concept in teacher education (Korthagen & Vasalos, 2005 in Bujang Rahman 2014)

5.0   CONCLUSION
Researcher have shown that printed paper with pictures can help students in mastering English vocabulary, especially on the theme of introducing various fields of work around them, and shows an increase in students' interest in learning and makes the classroom atmosphere more interactive. Students are more enthusiastic in recognizing new vocabulary and feel more comfortable in participating in learning activities. Teaching vocabulary in the classroom also provides a strong foundation for continuing language learning at a higher level, because students are already familiar with the classroom environment and can begin to build communication skills. Thus, teaching vocabulary using printed paper with various pictures as a learning medium in elementary school education helps facilitate interaction between teachers and students and clarify learning messages.

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