



The Implementation Of Teaching Vocabulary Using Board-Game To The Third-Grade Students At Sdn Sambirejo 1

Miftah Dwi Putri Maulidiyah¹, Agung Wicaksono²

¹ Universitas Nusantara PGRI Kediri, Kediri,
miftahdwiputrimaulidiyah@gmail.com

² Universitas Nusantara PGRI Kediri,
Kediri, agungwicaksono@unpkediri.ac.id

ABSTRACT

This study described a game-based learning tool, board-game: Spin Mini Zoo, in vocabulary acquisition to the third grade students at SDN Sambirejo 1. Teaching vocabulary to young students is challenging, especially due to their limited attention span. This study utilized qualitative research methods, using data collection techniques such as field notes and document analysis to describe how to implement board-game Spin Mini Zoo in teaching vocabulary. Field notes played an important role in capturing the dynamics of classroom interaction during the implementation of the game. The findings showed that incorporating Spin Mini Zoo game into vocabulary teaching significantly encourages students' enthusiasm and active participation in learning activities. The students expressed excitement and showed improved retention of vocabulary related to zoo animals through the game. This article discusses the methodology of implementing the game, detailing how it was integrated into existing lesson plans and adapted to meet the diverse needs of students. By fostering a fun learning environment, Spin Mini Zoo can not only be used in vocabulary acquisition but also encourage collaboration and social interaction among students. This research contributes to the growing body of evidence supporting game-based learning as an effective pedagogical strategy in elementary education. Ultimately, this study underscores the importance of innovative teaching methods in promoting language development and creating engaging learning experiences for students.

KEYWORDS: vocabulary, game-based learning, Spin Mini Zoo, young learners

1.0 INTRODUCTION

Vocabulary acquisition is one of the fundamental aspects of learning a language. For young learners, traditional methods such as rote memorization may not be effective. In elementary education, students require interactive and engaging methods to help them grasp new vocabulary easily. Game-based learning has been shown to improve student motivation and retention of language skills. One such innovative approach is the use of the game board "Spin Mini Zoo" in teaching vocabulary.

"Spin Mini Zoo" is a game designed to teach English vocabulary through interactive gameplay. This article explores the implementation of this game to third-grade students at SDN Sambirejo 1 as part

of the *Kampus Mengajar* program. The study aims to describe the implementation and how to teaching vocabulary using board-game Spin Mini Zoo to third-grade students.

When the author did *Kampus Mengajar 6* in one of elementary school in Kediri. The author found problems when she taught English material specifically on vocabulary. The students got difficulties in memorize although author had given explanation about how to spell they still lack on idea so they did not speaking anything. Some of them tried to speak but they just stuck on continued their speaking. They wrote the vocabularies and translate it in *Bahasa*. In other hand, teacher just used one method to teaching speaking for them. It had made them did not expand their vocabularies on it. The teacher did not use other methods which match to the student who has those problems above.

The integration of game-based learning into vocabulary instruction has gained significant attention in educational settings, particularly for young learners. The article is about The Implementation Of Teaching Vocabulary Using Board-Game To The Third-Grade Students at SDN Sambirejo 1 explores this innovative approach, focusing on how interactive games in vocabulary acquisition to third-grade students.

In this context, the Spin Mini Zoo game serves as a dynamic tool that not only engages students but also facilitates the learning of essential vocabulary related to zoo animals. By incorporating elements of play, such as spinning a wheel to determine which animal to discuss or act out, students are likely to experience increased motivation and retention of new words. This method aligns with contemporary pedagogical theories that advocate for active learning environments where students learn through participation and collaboration.

Furthermore, the article examines the specific strategies employed during the implementation of the Spin Mini Zoo game, detailing how these activities cater to diverse learning styles and promote critical thinking skills. Through this lens, the article aims to provide educators with practical insights into effectively integrating game-based learning into their vocabulary teaching practices, ultimately fostering a more engaging and effective classroom experience for young learners.

2.0 LITERATURE REVIEW

2.1 Vocabulary

Vocabulary is a fundamental component of language, encompassing the set of words that individuals know and use for effective communication. It plays a crucial role in various aspects of language learning, including reading comprehension, writing, and verbal expression. Vocabulary can be categorized into two primary types: active vocabulary, which consists of words that a person regularly uses in speaking and writing, and passive vocabulary, which includes words that are recognized and understood but not frequently utilized in communication.



The importance of vocabulary extends beyond mere word recognition; it is essential for conveying thoughts, emotions, and information. A robust vocabulary enhances an individual's ability to articulate ideas clearly and engage meaningfully in conversations. Linguists emphasize that without a sufficient vocabulary, effective communication is nearly impossible. As noted by Wilkins in Thornbury (2004), "Without grammar very little can be conveyed; without vocabulary nothing can be conveyed."

Moreover, vocabulary acquisition is a dynamic process influenced by various factors, including direct instruction, exposure to language through reading, and contextual learning experiences (Wilingham et al., 2009). It evolves over time as individuals encounter new words and meanings in different contexts. The development of vocabulary is not only vital for academic success but also for cognitive development, as it reflects an individual's ability to process language and engage with complex ideas.

Base on that, vocabulary is an element of language that facilitates communication and comprehension. Mastery of vocabulary will help overall language proficiency and plays a key role in both personal and academic achievement.

2.2 Teaching Vocabulary

Teaching vocabulary effectively is essential for enhancing language skills in learners, particularly in primary education where foundational language development occurs. The concept of teaching vocabulary encompasses various strategies and techniques designed to facilitate the acquisition and retention of new words, ensuring that students can use them in both written and spoken contexts.

Key Techniques for Teaching Vocabulary:

1. **Multiple Exposures:** Research suggests that students need multiple exposures to a word in different contexts to fully understand and remember it. This can involve using the word in various sentences, discussions, and activities.
2. **Contextual Learning:** Providing context helps students deduce the meanings of words. Techniques such as storytelling or using visuals can enhance understanding by linking new vocabulary to familiar concepts.
3. **Interactive Methods:** Incorporating games and interactive activities, such as charades or Pictionary, makes vocabulary learning engaging and memorable. Gamification encourages collaboration and healthy competition among students, further reinforcing their learning.
4. **Graphic Organizers:** Tools like the Frayer model enable students to explore words systematically by defining them, providing examples, and identifying non-examples. This structured approach supports deeper comprehension.
5. **Word Walls and Notebooks:** Creating a word wall or maintaining vocabulary notebooks encourages ongoing engagement with new words. Students can add synonyms, antonyms, and

illustrations, which aids retention through visual reinforcement.

6. Use of Technology: Digital tools and applications can enhance vocabulary instruction by providing interactive exercises that cater to diverse learning styles, making the learning process more dynamic and accessible.

Effective vocabulary teaching involves a blend of repeated exposure, contextual learning, interactive methods, structured activities, and the integration of technology. These strategies not only promote vocabulary acquisition but also foster a love for language among young learners. By the kind of teaching technique.

2.3 Teaching Media

Teaching vocabulary effectively is a critical aspect of language education, particularly for young learners. The concept revolves around employing various methods and techniques to facilitate vocabulary acquisition in a way that is engaging and memorable. According to Harmer (2007), effective teaching methods are grounded in clear theoretical frameworks that guide the roles and behaviors of both teachers and learners, as well as the linguistic objectives and materials used in the classroom.

2.3.1 Game-Based Learning as a Teaching Technique

One innovative technique for teaching vocabulary is through game-based learning, specifically using game boards. Game boards offer a dynamic platform for interactive learning, allowing students to engage with new vocabulary in a playful context. This approach not only captures students' attention but also promotes active participation, which is essential for retention and understanding.

Theories surrounding game-board use in vocabulary instruction emphasize several key benefits:

1. Engagement: Games create an enjoyable learning environment that motivates students to participate actively. The excitement generated by gameplay can lead to increased interest in the subject matter.
2. Contextual Learning: Game boards often incorporate real-life scenarios or thematic content, providing context for vocabulary usage. This contextualization helps students grasp the meanings and applications of words more effectively.
3. Peer Interaction: Many board games require teamwork and communication, fostering social skills while reinforcing vocabulary through collaborative efforts.
4. Repetition and Retrieval: Games naturally incorporate repetition, which is vital for memory retention. Activities that require students to retrieve words during gameplay enhance their ability to recall vocabulary in different contexts.



Incorporating game boards into vocabulary instruction aligns with contemporary educational theories that prioritize active learning and student engagement. By utilizing such techniques, teachers can create an effective learning environment that supports vocabulary development among young learners.

2.3.2 Spin Mini Zoo

Spin Mini Zoo is an innovative educational tool developed by the author during teaching at SDN Sambirejo 1, aimed at teaching vocabulary acquisition to third-grade students. This game-based learning resource is designed to make the process of learning vocabulary engaging and interactive, particularly focusing on words related to zoo animals.

The Spin Mini Zoo operates on a simple yet effective game board format, where students spin a wheel to determine which animal they will learn about. Each segment of the wheel corresponds to different zoo animals, encouraging students to actively participate in discussions about the animal's name, characteristics, and sounds. This method not only aids in vocabulary retention but also fosters a deeper understanding of the context in which these words are used.

Key features of Spin Mini Zoo include:

- **Interactive Learning:** The game encourages students to engage with one another as they take turns spinning the wheel and discussing the animals. This interaction promotes social skills and collaborative learning.
- **Visual and Kinesthetic Engagement:** By incorporating visuals of animals and allowing students to mimic animal sounds or movements, the game caters to various learning styles, making vocabulary learning more dynamic.
- **Repetition and Reinforcement:** As students spin the wheel multiple times during gameplay, they repeatedly encounter the same vocabulary, reinforcing their memory through repetition in a fun context.
- **Motivation and Excitement:** The playful nature of Spin Mini Zoo keeps students motivated and excited about learning new words, transforming what could be a mundane task into an enjoyable experience.

2.3.3 The Steps of Teaching Vocabulary Using Spin Mini Zoo

To effectively teach vocabulary using the Spin Mini Zoo game, a structured approach can be employed that engages third-grade students at SDN Sambirejo 1. The following steps outline the process of using this interactive tool to enhance vocabulary acquisition:

Steps for Teaching Vocabulary with Spin Mini Zoo

- 1. Preparation of Materials:**

- Create a game board featuring various zoo animals, each represented with visuals and corresponding vocabulary words.
- Prepare sticks or cards with letters that students can use to form words related to the animals they encounter during the game.

2. Introduction to Vocabulary:

- Begin the lesson by introducing the target vocabulary related to ten zoo animals. Use visuals or flashcards to illustrate each word.
- Engage students in a discussion about their prior knowledge of these animals and their characteristics.

3. Demonstration of the Game:

- Explain the rules of Spin Mini Zoo. Students will take turns spinning a wheel to land on different animals. Once an animal is selected, they will say its name and describe it briefly.
- Show students how to use the sticks or cards to spell out the names of the animals they land on.

4. Gameplay:

- Divide students into small groups and allow them to take turns spinning the wheel. Each time a student lands on an animal, they must:
 - *Say* the name of the animal.
 - *Describe* one characteristic or fact about it (e.g., "The lion roars").
 - *Spell* the name of the animal using the sticks provided.

5. Reinforcement Activities:

- After gameplay, conduct a follow-up activity where students can draw their favorite animal from the game and write a sentence using its name.
- Encourage peer sharing where students present their drawings and sentences to the class.

6. Review and Assessment:

- Conclude the lesson with a review of all vocabulary words learned during the game. Use a word wall or flashcards for visual reinforcement.
- Assess student understanding through informal methods such as asking questions about each animal or having them match pictures with their names.

7. Reflection:



- Encourage students to reflect on what they learned about each animal and how they can use these new words in everyday conversations.

By following these steps, teachers can effectively implement Spin Mini Zoo as a fun and interactive method for teaching vocabulary, making learning memorable and engaging for young learners.

3.0 METHODOLOGY

Research design, according to Ary et al., (2010), is the researcher's strategy for understanding a group or phenomenon in its context. Currently, a descriptive method is one that examines the current state of a person, an object, a group of conditions, a way of thinking, or even a class of phenomena. This research employed a qualitative methodology to described Spin Mini Zoo game as a tool for teaching vocabulary to third-grade students at SDN Sambirejo 1. The primary data collection methods utilized were observations and field notes. Qualitative observations were conducted in the natural classroom setting where the Spin Mini Zoo game was implemented. The researcher acted as a participant observer, immersing themselves in the learning environment to capture authentic interactions and behaviors among students during vocabulary lessons. This approach allowed for a comprehensive understanding of how students engaged with the game, their enthusiasm levels, and their ability to recall vocabulary. The field notes were analyzed using thematic analysis to identify recurring patterns and themes related to student engagement and vocabulary retention. This inductive approach allowed for insights to emerge organically from the data rather than imposing preconceived notions.

4.0 FINDINGS AND DISCUSSION

The implementation of the Spin Mini Zoo game as a vocabulary teaching tool at SDN Sambirejo 1 yielded significant insights in vocabulary acquisition among third-grade students. This qualitative research utilized observations and field notes to gather data on student engagement, retention, and overall learning outcomes during the vocabulary lessons.

4.1 Findings

The findings indicate that the Spin Mini Zoo game significantly encourages student engagement during vocabulary lessons. Observations revealed that students were highly motivated and actively participated in the game, eagerly taking turns to spin the wheel and discuss the animals they landed on. Many students expressed excitement about learning new words related to zoo animals, demonstrating a positive attitude towards vocabulary acquisition.

Field notes highlighted that students not only remembered the names of the animals but also retained additional information about their characteristics. For example, when asked to describe a lion, several students confidently shared facts such as "Lions are big cats that roar" or "They live in groups called prides." This indicates that the game effectively facilitated deeper learning beyond mere word recognition.

Many students reported that they enjoyed using the game as a learning tool and felt that it helped them remember new vocabulary better than traditional methods. One student noted, "I like spinning the wheel because it makes learning fun!" This sentiment was echoed by others, emphasizing the game's role in making vocabulary lessons enjoyable.

4.2 Discussion

The results of this study align with previous research on game-based learning, which suggests that interactive activities can enhance student motivation and engagement. The effectiveness of games in teaching vocabulary has been demonstrated through studies such as the use of scramble games, which improved vocabulary retention among third-grade students (Aribowo, 2008). The use of spinning wheel media in vocabulary classrooms has been shown to increase learner engagement and enthusiasm (Laila et al., 2023). In this research Spin Mini Zoo not only provided a playful context for learning but also encouraged collaboration among peers as they discussed and acted out the animals. This collaborative aspect is crucial for language development, as it allows students to practice using new vocabulary in social interactions.

Furthermore, the use of visual aids and kinesthetic activities—such as mimicking animal sounds—catered to different learning styles, reinforcing vocabulary retention through multiple modalities (Gardner, 1983). The findings suggest that incorporating such diverse strategies can significantly improve language acquisition in young learners.

However, it is essential to acknowledge some limitations of this study. The sample size was relatively small, consisting of only one class at SDN Sambirejo 1. Future research could expand this approach to include multiple classes or schools to validate these findings further. Additionally, while the game proved effective in teaching vocabulary related to zoo animals, its applicability to other subjects or vocabulary sets remains an area for exploration.

the implementation of Spin Mini Zoo as a teaching tool demonstrated promising results in encourage vocabulary acquisition to third-grade students. By fostering an engaging and interactive learning environment, this approach not only improved word retention but also made learning enjoyable for young learners. Further studies could explore its broader applicability across different contexts and subjects to enrich vocabulary instruction methodologies in elementary education.

5.0 CONCLUSION

The implementation of the Spin Mini Zoo game in vocabulary lessons to third-grade students at SDN Sambirejo 1 helps vocabulary acquisition and engagement. By incorporating game-based learning, students were more motivated to participate in class activities and demonstrated better in learning vocabulary. The classroom atmosphere tends to be lively and engaging. This game creates an interactive environment where students feel excited and motivated to participate. The competitive element of the board game encourages active learning, as students eagerly await their turns and focus on recalling or learning new vocabulary related to animals and zoos. This method is not only make students enjoyable in learning but also benefical in helping young learners acquire new vocabulary in a meaningful way. For the future implementations of Spin Mini Zoo could include additional vocabulary topics, as well as an expansion of the game to include higher-level grammar structures. It is also recommended to integrate similar game-based methods into the other



language skills, such as listening and speaking, to create a more holistic learning environment.

REFERENCES

- Aribowo, P. N. (2008). *The effectiveness of teaching vocabulary by using games to the third grade students of SD Negeri 03 Karangmojo*, Karanganyar.
- Laila, M. N., Rojabi, A. R., & Machfudi, M. I. (2023). *Engaging Secondary School Learners in a Vocabulary Course through a Spinning Wheel Game*. Pioneer: Journal of Language and Literature, 15(2), 304-321.
- Thornbury, S. (2002). *How to Teach Vocabulary*. Harlow, Essex: Pearson Education Limited
- Willingham D., Price, D. (2009). *Theory to Practice: Vocabulary Instruction in Community College Developmental Education Reading Classes: What the Research Tells Us*. Journal of College Reading and Learning, 40 (1).
- Gardner, H. (2013a). *Multiple Intelligences*. Jakarta: Daras Books
- Harmer, J. (2007). *How to Teach English*. Edinburgh: Pearson Education Limited.
- Ary, D. Jacobs L.C., Sorencen, C. (2010). *Introduction to Research in Education 8th Edition*. Wadsworth, Cengage Learning.