



THE TECHNIQUE OF TEACHING VOCABULARY USING PICTURE POCKET GAME TO ENRICH ELEMENTARY-AGE STUDENTS' VOCABULARY

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ABSTRACT

The main objective of this research is to investigate the technique of teaching vocabulary in English learning using picture pocket game to enrich elementary-age students' vocabulary in the classroom. This research was taken at 3 elementary schools, namely SDN Cibatok 03, SDS Al-Husna Leuwiliang and SDIT Bumi Putera Pamijahan. The method of this research is qualitative descriptive method that using purposive sampling. The instruments of this research used observation, field note, interview and documentation in collecting data. The result of this research shows that picture pocket game was a proper technique of teaching English vocabulary to enrich elementary-age students. Furthermore, the picture pocket game can encourage students' interest and motivate in learning English, also make a pleasant atmosphere in the classroom. The English vocabulary materials selection given by a teacher through a picture pocket game were adapted to the students' ability and selected according to indicators of students' language daily use.

Keywords: Teaching Technique, Picture Pocket Game, Vocabulary, Elementary-age students



Introduction

In learning a language, learners need vocabulary in as a basic thing to learn a language. Vocabulary is a component in forming a clause, phrase and sentence. These vocabularies are really needed for students, especially students of Elementary school-age to learn English, not just a theory in the classroom. Since theory is not enough to learn a language, especially in learning English.

Vocabulary plays an important and very basic role for communication. Vocabulary is the foundation to build languages, which plays a fundamental role in communication (Hatch, 1995). According to experts, vocabulary or vocabulary lessons are material that discusses words. Words are different from other linguistic units such as phrases. Words can stand alone and still have meaning. In general, elementary-age students' English vocabulary learning is different. The minimum limit for carrying out English daily conversation is at least 2,000 words.

Elementary school students learn basic English. They learn simple words or things around, aiming to enable students to understand simple English used in daily contexts. However, it is difficult to master other abilities without understanding the vocabulary, because vocabulary is the basic ability that students must achieve to obtain other abilities such as reading, writing, listening, and speaking.

Elementary school-age students are young learners, which require a special approach, as they also has special properties and step-by-step learning process. They need to be taught step by step as the young learner students still does not know how to express the idea well. So using kind of flashcards like picture pocket game is a right way to teach and improve English vocabulary for young learner students.

The writer chooses picture pocket game because it can help students improve their understanding of English words and increase their motivation in learning English, especially vocabulary based on the writer experience in teaching English course. This game is very attractive between teacher and students, also can make the atmosphere of learning English more fun in the classroom. Playing picture pocket game to increase English vocabulary is one of fun ways for young learner students especially elementary school-age. In using this game students also hone 4 skills in English.

The previous study written by Arisandi Setiyawan, 2015. "Improving Students' Vocabulary Mastery by Using Flash Card at Fourth Grade Students in SDN Lawangan Daya 2 Pamekasan". The researcher is conducted to find an effective and appropriate strategy to improve students' vocabulary mastery by using flashcard. The research result showed that there was an improvement of the students' vocabulary mastery when the researcher use flashcard compared to the preliminary research (Setiyawan, 2015).

Therefore, the research questions the writers would like to address in this article are:

1. How does the English teacher apply technique of teaching vocabulary using picture pocket game to enrich elementary-age students' vocabulary?
2. How does the material selection of vocabulary that used on technique of teaching vocabulary using picture pocket game to enrich elementary-age students' vocabulary?

Research Methods

In this study, the writer used purposive sampling. Purposive sampling is a sampling technique with certain considerations. The participants on this research are three elementary schools, SDN Cibatok 3, SDS Al-Husna Leuwiliang and SDIT Bumi Putera Pamijahan. Those schools were selected within certain criteria because the writer chose the elementary schools that still apply English subject in school. Since we know that in the newest curriculum, English subject are not compulsory subject and there are some elementary schools are no longer teach English subject, especially public elementary schools (Sekolah Dasar Negeri).

According to Arikunto, research instruments are tools or facilities used by researchers in collecting data so that their work is easier and the results are better, more accurate, complete, and systematic so that they are easier to process. Observation, field note, interview and documentation would be used as instrument in collecting data. This was done so that this research is more reliable in accordance with the conditions in the class where the research is located.

Data Collection Technique

1. Observations

Observation is the tool to collect data which is done by observing and noting down systematically the phenomenon that is inquired (Narbuko, 2010). It means that observation use in systematic way to understand and interpret actions, interaction or the meaning of event.

2. Field Note

Field note is written observations made during or shortly after participant observations in the field, and they are important for comprehending phenomena observed in the field. Field notes are commonly associated with scratch notes, diaries, and journals.

3. Interview

Interview is done to obtaining information directly to explain a certain thing or situation and condition from someone. According to Sugiyono (2016) interviews are used as a data collection technique to find problems that must be investigated and also if researchers want to know things from respondents more deeply (Sugiyono, 2016). In this study, this interview would conducted with an English subject teacher face to face who had carried out the process of learning English in the classroom using a picture pocket game as a technique of teaching vocabulary.

4. Documentation

Documentation is a method used to obtain data and information in the form of books, archives, documents, written numbers and pictures in the form of reports and information that can support research (Sugiyono, 2018). The results of research from observations or interviews will be more reliable or have high credibility if they are supported by files owned by the school or teacher concerned such as class attendance, lesson plans or syllabus used at the school.

Data Analysis Technique

The data analysis technique is using the Miles and Huberman model. According to Miles and Huberman in Sugiyono's book data analysis in qualitative research, carried out at the time of data collection takes place, and after completion of data collection in a certain period. The data analysis in this research has 3 stages, namely (1) data reduction; (2) data display; and (3) conclusion. Those can be explained as follows:

1. Data Reduction

Patilima (2004) in Hardani's book (2020:164) data reduction is defined as the process of selecting, centralizing attention to simplification, abstraction, and transformation data that emerges from field notes. Data reduction takes place continuously for data collection is in progress. Data reduction is part of the analysis that sharpen, classify, direct, throw away unnecessary, and organize the data in such a way in such a way that conclusions can finally be drawn and verified (Hardani, 2020). The writer will obtained data from observations and field notes in the classroom, also interviews with the teacher and documentations. The writer in this case would summarize and focusing on the main important things from those data.

2. Data Display

The data display referred to by Miles and Huberman, an organized collection of information that provides the possibility drawing conclusions and taking action. The data display is directed so that the reduced data is

organized, arranged in a relationship pattern, so that it is easier to understand and plan further research work. In qualitative research, data display can be done in the form of brief descriptions, charts, relationship between categories, flowcards and the like. By displaying the data, it would make it easier to understand what is happening, plan further work based on what has been understood. In this research, the writer would display data using an easy and narrative texts, this is the most commonly used display in qualitative research.

3. Conclusion

The next step of the data analysis technique of Miles and Huberman is the stage of drawing conclusions based on the findings and verifying the data. The initial conclusions put forward are still tentative, and will change if there is no strong evidence that support at the next stage of data collection. But if the conclusions put forward at the initial stage are supported, by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward is a credible conclusion.

Results and Discussion

1. The Implementation of Picture Pocket Game

In the process of implementing the picture pocket game in the classroom, the writer found out that the teacher gave materials before playing picture pocket game especially those related to English vocabulary that will be used. Meanwhile the teacher from SDN Cibatok 03 reviews the last material before teaching the new material. Since the last material in the last meeting was relate with the new English vocabulary material in picture pocket game. The teacher wrote the material on the whiteboard and asked the students to copy it on their notebook like no other.

After the teacher gave and explained the vocabulary material, the students were given a worksheet to make sure their ability in understanding the vocabulary. In the worksheet the teacher focused on vocabulary that had been taught in the last meeting and new vocabulary material. On the other hand, the teacher from SDS Al-Husna Leuwiliang and SDIT Bumi Putera gave the students new vocabulary material without review the vocabulary material in the last meeting.

The picture pocket game had been given after the teacher explained the English material. Then, before playing picture pocket game the teacher explained how to play picture pocket game to the students in front of the class while showed the picture pocket game. All the teachers had their own way to play picture pocket game, even though they chose randomly the students to play with picture pocket game. SDN Cibatok 03's teacher just chose 6 students matched the number of words in the picture pocket game, since only several vocabularies was given in the picture pocket game so not every students could play it. The kind of vocabulary was about the functions of parts of the body in which those vocabularies belong to the classification of verbs.

Unlike SDN Cibatok 03, the teacher from SDS Al-Husna Leuwiliang gave 18 vocabularies in picture pocket games, at least a lot of students can take turns playing picture pocket game. The vocabulary is about family and the profession that is kind of noun vocabulary. Also SDIT Bumi Putera's teacher gave 12 vocabularies to play in picture pocket game, thus the students can have a chance to play the picture pocket game. The vocabulary is kind of noun vocabulary because the teacher gave material about kind of animal. Those teacher in implementing picture pocket game more had interactions with the students. Also they had new insight to make students in the classroom more active and exciting in learning English vocabulary.

When the picture pocket game was played, either the students of SDN Cibatok 03, SDS Al-Husna Leuwiliang or SDIT Bumi Putera Pamijaan looked very enthusiastic and eager to play the game. Not a few students who want to get a chance to play picture pocket game, since this game had a visual of the vocabularies that is picture flashcard. This statement was supported by Jeremy Harmer (Harmer, 2001). He stated that ne of general characteristics of children, especially the students of elementary-age about their understanding comes not just from the explanation, but also from what they see hear and crucially have a chance to touch and interact with. In picture pocket game the students could see the visual that is picture flashcards of the vocabulary which they read and heard on the board of picture pocket game. Thus, the teachers had to being extra to manage the classroom during play picture pocket game.

Picture flashcard in picture pocket game helped the students to memorizing about the English vocabulary that has been taught. At least they can remember and know English vocabulary of things when they see visualization of the vocabulary in real life. This statement supported by the result of the research by Arisandi Setiyawan (Setiyawan, 2015), stated that flashcard is an appropriate strategy for the elementary age-students. It can be applied to solve the students' problem that has lack of vocabulary mastery. The flashcard had to be in interesting, big enough to see, and colorful designed. Hence the picture pocket game in form of vocabulary board and picture flashcard can increase and enrich students' vocabulary in learning new English vocabulary. On the other hand, this game could make pleasant atmosphere in the classroom and also encourage the students' interest and motivation in learning English vocabulary for students. This statement supported by Like Raskova Octaberlina's research that picture flashcard can encourage students' motivation in understanding the text or words (Yuliantari, 2021). Also the research from Yuliantari stated that some strengths of teaching vocabulary using flashcard those are can motivating students to learn, avoiding boredom, building students' interest to learn and helping students' remember vocabulary (Octaberlina, 2020).

2. The Material Selection of Vocabulary in Picture Pocket Game

Based on the results of the interview, the writer found out what the material selection of English vocabulary that were applied by teachers in learning English vocabulary using picture pocket game in each school. At SDN Cibatok 03, the

writer found that the teacher didn't adjust the teaching of English vocabulary in picture pocket game with the syllabus since the English subject there is just extracurricular and didn't have any syllabus. Therefore, the teacher chose the simple vocabulary that relate with students daily conversation. The vocabulary selection also had to do with English vocabulary materials that were previously taught. Learning English vocabulary was made as simple as possible with the vocabulary the students would use in daily.

In SDS Al-Husna Leuwiliang and SDIT Bumi Putera, English was taught as local subject. Thus, the teachers used syllabus as a reference for learning English and determining the English vocabulary to be studied. The material selection of vocabulary taught is also basics English vocabulary and based on environmental indicators, which are also used in daily life. As is known, elementary-age students are given basic vocabulary that is easy to pronounce and remember. This statement was supported by Jeremy Harmer about general characteristic of children those are children learn indirectly than directly and they generally display an enthusiasm for learning and curiosity about the world around them.

The sources of teaching materials in choosing English vocabulary in picture pocket game are varied, but the teachers from SDN Cibatok 03, SDS Al-Husna Leuwiliang and SDIT Bumi Putera tend to lean more towards textbooks that have been provided by the school. The reason why they chose the source as references because the English vocabulary that would be taught are already available in the textbook and no longer need the teacher to search again. Textbooks provided by school itself are teaching materials that have been proven clear based on students ability and have credibility as textbooks. In addition, in the textbook, there was also a vocabulary summary that is easy to understand.

The internet as a source of support only in finding sources of English vocabulary that would be taught to students. The teacher of SDS Al-Husna Leuwiliang and SDIT Bumi Putera Pamijahan do not have a special source on the internet or at least the most frequently visited website as a reference to get English vocabulary to be taught to students. While the teacher from SDN Cibatok 03 told that there is a website the most frequently visited to search English vocabulary material, namely kursusmudahbahasainggris.com. On that website, the teacher can get vocabulary material easily according to the grade level of students. There are many kinds of English material choices and English vocabulary list is also available, which makes it easier for the teacher to get vocabulary that would be taught to the students. Furthermore, there are the example sentences of the vocabulary, the exercises for the students and a song for ice breaking.

In choosing English vocabulary material by using picture pocket game, the teacher absolutely has a targeted skill that should be achieved by current students. Those teachers focused on speaking skill that is speaking vocabulary which all the words people can use in speech. Speaking skills focused because they want students to be able to apply it in their daily. While the teacher of SDN Cibatok 03, also focused on writing skills or writing vocabulary which means all the words

used by people to express their ideas in written form. It is intended that students at least know the writing of English vocabulary that is taught correctly.

Conclusion

After conducting research and analyzing the technique of teaching vocabulary using picture pocket game to enrich elementary-age students' vocabulary at 3 schools, it can be concluded that each teachers had their own way in implementing the technique of teaching vocabulary using picture pocket game, thus that game can be effectively played in the classroom. From the picture pocket game, the teacher can get students' attention in learning English vocabulary. Also this game could increase students' interest and motivation in learning English vocabulary since not a few elementary-age students had lost their interest and motivation in learning English.

The teachers in technique of teaching vocabulary using picture pocket game also pays attention to the choice of vocabulary material selection to be taught to students. The material selection of vocabulary is obtained based on the indicators and references they use in learning English at school. The English vocabulary is also adjusted to the students' abilities because the students here are elementary-age students. The teachers also focused on the skill of vocabulary material being taught, especially speaking skills or speaking vocabulary, because those teachers had an achievement target for their students in learning English vocabulary.

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