

TEACHING VOCABULARY THROUGH BODY BUILDING GAME

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Abstract. Teaching vocabulary to elementary school students needs the employment of acceptable approaches, since it is not just a matter of teaching knowledge, but also of employing appropriate methods or procedures. Body building game is one of the entertaining exercises that can be utilized to introduce new vocabulary to young learners. This is action research involving seventeen first grade students from the Islamic Elementary School in Temanggung, Central Java. Data was collected through observation, interviews, and speaking tests, of which the results were examined qualitatively and quantitatively. This study looked into two types of success indicators: process indicators and achievement indicators. The process achievement indicators were demonstrated through the improvement of: 1) the students' perception of English as a fun, interesting, and easy subject, 2) their interest and motivation in which they were enjoyable in learning and wanted to study English more and more, and 3) their active participation in class by not only asking and answering questions but also giving verbal and physical responses. On the other hand, the achievement indicator can be seen in the students' increased vocabulary mastery, as proved by both a significant improvement in both their speaking test scores and an increase in the mean score of the post-tests compared to the pre-test. In conclusion, Body Building Game has good impacts on young learners' vocabulary mastery.

Key words: teaching vocabulary, game, body building game

INTRODUCTION

Despite the fact that English is included as a local subject, it has the same status as others in terms of curriculum implementation. This is reflected in an online survey results from 51 Islamic Elementary School teachers in Temanggung regency. It was identified that English is taught in their schools as a local subject. It is taught the same as other subjects and students beginning at the first grade are required to study it during regular study hours. This subject is typically taught by homeroom teachers.

Relating to the teaching learning process, the teachers (100%) stated that teaching vocabulary became the primary focus which oriented to the final outcome namely the students' vocabulary mastery. It is believed that the main factor in improving one's communication abilities is vocabulary (ANIL, 2011). The topics include everyday vocabularies for young learners such as numbers, colors, animals, fruits, body parts, cars, and so on. Grammar Translation Method (GTM) was typically utilized, in which teachers teach new vocabulary by introducing the English translation of Indonesian words. The students are trained to know the English equivalent of words in their mother language and vice versa. Despite this, they realized that the requirement for an innovative method to teaching vocabulary to young learners is critical (Anwar, 2017). They stated that they were sometimes less confident and dissatisfied with the way they teach.

The majority of the first-grade teachers indicated that they needed sufficient guidance and training on how to introduce English as a foreign language to their students. They expected to be educated on how to teach English in a fun and engaging way that provides students with learning experiences throughout the teaching-learning process. They must be taught examples of how to implement English instruction in the classroom through fun activities. They considered that starting from the first grade is an important step to introduce new language, particularly vocabulary. In addition, it needs to be carried out in an engaging manner so that students would be motivated to study well in the future.

Children learn best through playing; therefore it is important to keep this in mind when teaching English. In teaching English to young learners, teachers should not only teach English, but also the basic rules they should know (Djalal, 2017). In addition, playfulness, lots of physical activity, and a wide range of activities should be incorporated into English teaching (Baimbetova, n.d.). Teaching vocabulary to young learners should use technique that enables to improve students' motivation and engagement (Anwar, 2017). In this study, a game was utilized to teach English vocabulary to young learners. Game is well-known as fantastic learning way for young learners, making learning entertaining and fascinating. It is entertaining, efficient, conceptual, and improves both social competences and collaborative skills (Ratminingsih et al., 2018). Students can also show who they are, get to know each other, and practice different skills and help them to speak descriptive text through a game (Rohdiana, 2017). Games are effective in helping students to improve their vocabulary building skills (Huyen, Nguyen & Nga, 2003). Furthermore, vocabulary game are incredibly useful and supportive activities for improving students' language abilities and proficiency (Wulanjani, 2016). Through the game, teachers can attain all of the educational outcomes when teaching vocabulary (Bakhsh, 2016).

Body building game is considered one of the games can be applied to teach vocabulary. The choice of this game was based on personal preference. It was matched to the topic that was being taught, namely body parts. It was a perfect game to introduce body parts after teaching the song "Heads and shoulders" (Collection, 2013). Here, the students were familiarized vocabulary about body parts through a game by utilizing a picture of featureless body and face. Their task is to complete the picture with the body parts that stated during the game.

RESEARCH METHOD

Design of the Study

This study is action research applying four steps including planning, acting, observing, and reflecting. It was completed over three weeks in three meetings. Its goal was to determine how Body Building Game could raise students' interest and motivation in studying English, how it could engage students' participation in the classroom, and how it could improve students' English vocabulary mastery. This study investigated two categories of success indicators namely process indicators and achievement indicators. Process achievement indicators included an increase in students' interest and motivation to study English, as well as their involvement in class, as evidenced by the results of interview and observation. The achievement indicator, on the other side, can be seen through the increase of students' vocabulary mastery shown through the improvement of the students' speaking test scores and the mean scores of the speaking post-tests compared to the pre-test.

Participants

The study included seventeen first-grade students from the Islamic Elementary School in Temanggung, Central Java. In addition, two classroom teachers assisted in data collection by acting as observers and interviewers. Before performing their tasks, those teachers were thoroughly trained. An English lecturer, on the other hand, served as the teacher when the body building game was used to teach vocabulary. This agreement was reached because the schools, particularly the teachers, expected to be given examples of how to teach English to children.

Research Instruments

The instruments of the study were self-developed based on literature review. They included interview guidance, observation sheet, students' worksheet, speaking tests, and speaking test scoring rubric. The interview guidance consists of three questions to be answered by the students relating to their perception on the English subject, their interest in learning English, and their motivation to study English. The following questions were addressed: 1) how do you feel about English? 2) do you enjoy learning English? and 3) do you want to learn more about English?. The observation sheet provides information regarding students' participation in the classroom process including their verbal response and their physical response. Furthermore, as indicated in the figure below, a student worksheet in the shape of a picture of a featureless body and face was employed in the teaching-learning activities:

GROUP: _____				
1.				
2.				
3.				
4.				
5.				

COMPLETE THE PICTURE USING BODY PARTS BELOW:

1. HAIR	2. EYES	3. EYEBROWS	4. EARS	5. NOSE
6. MOUTH	7. NECK	8. ARMS	9. FINGERS	10. LEGS

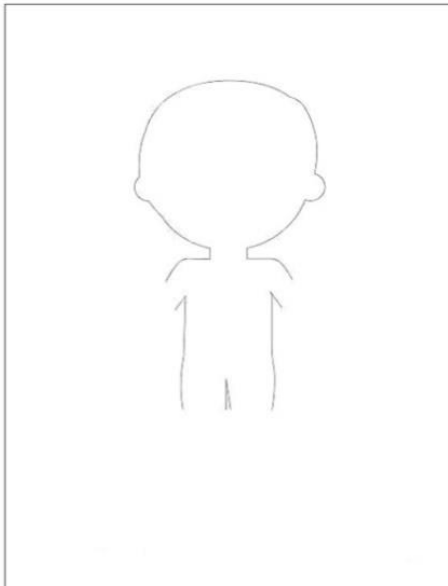


Figure 1. Students' Worksheet: Featureless Body and Face.

In addition, the speaking test question sheet with ten (10) numbers about the body part names was also used. The questions were phrased as "What is this?" and the teacher pointed the body part while asking the questions. The students were expected to accurately answer the questions and pronounce the word by mentioning the name of the body part requested by the teacher. The following speaking scoring rubric was used to assess students' vocabulary achievement:

Table 1
The Speaking Scoring Rubric

Speaking Components	1 (Score: 20)	2 (Score: 40)	3 (Score: 60)	4 (Score: 80)	5 (Score: 100)
Pronunciation	The answer cannot be understood due to pronunciation issue	The answer is difficult to be understood due to mispronunciation and it influences the word meaning	The pronunciation makes the listeners should fully focused and drives misunderstanding	The answer is easily understood in spite of using non-native accent	The answer is pronounced clearly, and is easily understood, and uses native accent
Vocabulary	Able to correctly answer at least 20% of questions relating to body parts	Able to correctly answer at least 40% of questions relating to body parts	Able to correctly answer at least 60% of questions relating to body parts	Able to correctly answer at least 80% of questions relating to body parts	Able to correctly answer all questions (100%) relating to body parts

Data Collecting Techniques

The research data were collected through interview, classroom observation, and speaking test. The interviews were conducted in two formats: spontaneously during the process and planned at the end of each meeting. The students answered to the interview, which was designed to investigate their perspective of the English lesson, as well as their interest and motivation in studying English. Classroom observation was used to determine the students' enthusiasm for joining the class as represented by their verbal and physical responses. Field notes were used to record the findings of the observations. Additionally, English speaking pre-test and post-test focusing on vocabulary and pronunciation were used to determine the difference in the students' vocabulary mastery before and after the use of the body building game. It was calculated using the students' scores and the mean scores.

Data Analysis

The qualitative data obtained from the interview (interview transcript) and from the observation (field notes) were analyzed qualitatively through data reduction; data display; and conclusion drawing and verification. Data reduction was accomplished by simplifying and summarizing the points relating to the students' perception on English, their interest and motivation in studying English, their engagement in the classroom through verbal and physical responses, resulting in a presentable data. Data display was done by providing organized and compressed ones resulted from data reduction. Conclusion drawing and verification were drawn by checking and determining the interpretation of the displayed data. Conversely, quantitative data gained from speaking tests (scores) were analyzed

quantitatively by finding the difference between the pre-test and the post-test scores as well as the mean scores. Pronunciation and vocabulary were the speaking components to be graded. Each component was scaled from one to five (1 – 5), with the number 5 receiving the greatest score comparable to 100 and the number 1 receiving the lowest one equivalent to 20. The numbers 2, 3, and 4 were assigned a grade of 40, 60, and 80, respectively. The vocabulary and pronunciation scores were averaged to determine the mean score for each student's speaking test score. Finally, the mean score of the class on the pre-test and the post-test was compared to determine the difference and whether or not there was any improvement.

RESULTS AND DISCUSSION

Three meetings were held to teach vocabulary using the Body Building Game. Each meeting included four steps: planning, acting, observing, and reflecting. Each meeting was planned before it was implemented. During the teaching-learning process, there was acting and observing. On the other hand, reflection was done at the end of each meeting.

Planning Stage

Coordination between school members and researchers was carried out during the planning stage. Furthermore, it was accomplished by preparing all necessary instruments such as lesson plan, observation sheet, interview guidance, students' worksheet, and dice or number card. The planning stages of the second and third meetings were conducted by not only delivering what were prepared in the first meeting planning stage, but also by taking into account the results of the prior meetings' reflection stages. They were followed by some changes leading to improvement over the prior meeting(s).

Acting Stage

During the acting stage, students were taught body part vocabularies using Body Building Game. The teaching-learning process began with a warm-up song "Heads and Shoulders," to which they were urged to sing along and move their bodies in accordance with the lyrics. They were exposed to and familiarized with body part vocabularies such as head, eyes, brows, ears, nose, mouth, neck, shoulders, arms, fingers, legs, and others. These words were introduced to the children by asking them, "What is this?" while pointing to a body part and telling them to touch the body part while the teacher uttered its name.

The methods of the core activities in teaching vocabulary through Body Building Game were carried out in the following steps: 1) dividing the class into groups, 2) distributing pictures of featureless faces and bodies to the groups, 3) asking students questions about body parts, such as "What is this?" while pointing to a body part or telling them to touch a specific body part, 4) giving the group that correctly answered the question the opportunity to roll a dice or take a number card, 5) asking the group to draw or complete the picture with the body part shown in the number from the dice/the number card, 6) repeating the instructions (3), (4), and (5) until one group completed the body parts on the picture. The group was then declared the game winner.

In the closing session, the teacher assessed the students' comprehension of the body part vocabularies by playing the "Simon Says Game." The teacher asked the students to

follow the instruction when it was started by “Simon Says”. They, on the other hand, did not need to do anything when the instruction was not started by “Simon Says”. The instructions related to body parts vocabularies, such as “Touch your eyes”, Touch your nose”, and etc.

Observing Stage

During the classroom, observation was carried out. The observers made notes on anything connected to the enthusiasm demonstrated through their engagement in class. In summary, the following table explains the findings of each meeting's observations:

Table 2
The Classroom Observation Results

Meeting 1	Meeting 2	Meeting 3
The entire class was deafeningly quiet. The students were usually reserved. When the teacher asked questions, no students volunteered to answer. They merely glanced at the teacher silently. Students produced few words in response to the teacher. They listened a lot. They were embarrassed to obey the teacher's orders, such as coming to the front. Teachers had to be very motivating them.	The students began to gain confidence. Some of them approached the teacher with questions even though only a few of them were relevant to the topic. Some of the students began to attempt to answer the teacher's questions. They started to make remarks or provide feedback on the classroom activities. They are eager to follow the teacher's instructions.	During the class, students posed further questions. Furthermore, their responses to the teacher's question improved. They felt more comfortable and confident approaching the teacher. They appeared eager to join the class, as evidenced by the number of students who raised their hands, eager to engage in the learning process. The majority of the students compete with one another in answering the teacher's questions. They were confident enough to express their viewpoint. They actively followed the teacher's instructions.

According to the data, there were constant improvements from meeting one to meeting three. Some characteristics can be identified, such as students' willingness to ask questions, to answer teacher's questions, to give verbal response, and to show physical response. They who were willing to ask questions ranged from none to a few and finished with more students who were confident enough to ask the teacher questions. The third meeting, answering questions, went from no one in the first meeting to more and more students addressing questions in the next two meetings. Another improvement was the willingness to respond voluntarily. The class, which was passive at the first meeting, became more active as a result of several remarks and opinions from the students. Another significant difference can be noted in the students' physical reactions when the teacher instructed them to perform something. From meeting 1 to meeting 3, their excitement for completing physical activities as taught by the teacher increased dramatically. According to the observations, the Body Building Game improved students' participation in terms of asking questions, responding questions, providing verbal responses through comments and opinions, and providing physical responses through their active participation in completing the game voluntarily.

Reflecting Stage

In this study, reflection was accomplished through an interview and a speaking post-test concentrating on vocabulary mastery and pronunciation. The interview findings can be demonstrated as follows:

Table 3
The Interview Results

Interview items	Before the Treatment		After the Treatment	
	Students' Response	Number of Students	Students' Response	Number of Students
What do you think about English?	Difficult	13 students	Fun	9 students
	No ability in English	4 students	Exciting	5 students
			Easy	3 students
Do you love learning English?	Yes	1 student	Yes	11 students
	Sometimes	2 students	No	6 students
	No	14 students		
Do you want to study more about English?	Yes	9 students	Yes	17
	(Silent)	8 students		

According to the data, positive changes occurred after the students had vocabulary learning experiences using Body Building Game. The three qualities mentioned by students, namely their perception on English, their interest in studying English, and their motivation to study English, improved with time. For the first item, the students claimed that prior to the treatment, they only had two responses: "English is difficult" and "they had no English ability." Furthermore, when expressed as a percentage, they were stated by 76% and 24% of the students, respectively. However, after the treatment, they changed into fun (as expressed by 53% of the students), exciting (29%), and easy (18%). They were similar to the finding of the prior study that game make vocabulary lesson more interesting (Huyen, Nguyen & Nga, 2003) Previously, three responses were given by students regarding their interest in learning English: "they love to study English" (5% of the students), "they occasionally study English" (12%), and "they do not like to study English" (83%). Following treatment, these conditions turned into more positive responses such as "they love studying English" (reported by 65% of the students) and "they do not like learning English" (35%). Concerning the students' motivation in studying English, all students (100%) wanted to study more, which was greatly improved from their reaction prior to the treatment, which stated that 53% of the students wanted to study more and 47% gave no comment but were just silent. These findings were in line with the previous study that game is able to improve the students' motivation and participation in learning English (Anwar, 2017).

In line with the data obtained from the interview, the results of the speaking tests demonstrated improvement in the students' scores. It is shown in the following table:

Table 3
The Students' Speaking Scores

Students	Pre-test Score	Post-test score	Improvement
1	20	70	50
2	20	80	60
3	40	70	30
4	40	70	30
5	20	80	60

6	20	70	50
7	40	50	10
8	60	70	10
9	60	60	0
10	40	70	30
11	20	80	60
12	60	70	10
13	60	70	10
14	40	50	10
15	40	50	10
16	60	70	10
17	20	70	50
Mean Score	39	68	29

The data reveals that 16 students (94%) improved their scores, whereas one student (6%) had the same score on the pre-test and post-test. Overall, the students' vocabulary mastery significantly improved shown through the increase of the mean score (29 points), rising from 39 points on the pre-test to 69 points on the post-test. These findings confirmed the results of the previous studies (Huyen, Nguyen & Nga, 2003; Wulanjani, 2016).

CONCLUSION

Teaching English to young learners should take into account not only the materials but also the means of delivery. The teaching-learning process should be fun and engaging, resulting in students' active engagement and achievement. It is possible to give it through games, one of which is Body Building Game. It was demonstrated that this game is successful in instilling in students a positive impression of English as a fun, interesting, and simple subject. This game also encourages students to learn English more and more. Furthermore, because they enjoyed the class process and were motivated to learn English, they became more active in the classroom process by asking questions, answering teacher's questions, delivering verbal responses, and actively participating in physical activities in the classroom. Their participation in class demonstrated that they were not hesitant to respond to the classroom activities. When they wished to ask a question, they joyfully raised their hands and answered the teacher's questions. They were also extremely motivated and actively participated in the game. The students' vocabulary achievement improved significantly as well. It was also demonstrated by an increase in the students' speaking test scores as well as an improvement in the mean score from the pre-test to the post-test. Overall, Body Building Game has a good impact on young learners' vocabulary mastery.

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