



TEACHING VOCABULARY BY USING 'AT THE ZOO' GAME TO FIFTH GRADE STUDENTS

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Abstract

Kosakata merupakan elemen penting dalam menguasai bahasa. Jika seseorang memiliki banyak kosakata, maka akan mempermudah mereka untuk berkomunikasi menggunakan bahasa Inggris. Kosa kata harus di ajarkan kepada anak sejak pendidikan dasar. Siswa sekolah dasar biasa di sebut “young learners” mereka memiliki karakter yang berbeda dengan dewasa. Cara berpikir yang konkrit, aktif, rasa ingin tahu yang tinggi, dan sangat suka bermain. Oleh karena itu di butuhkan teknik pengajaran yang tepat melalui permainan dengan menerapkan permainan ini sebagai aktifitas yang dilakukan dalam kelas, maka pengajaran kosakata akan menjadi menyenangkan dan tidak membosankan bagi siswa. Salah satunya At the zoo game. Makalah ini bertujuan untuk menjelaskan bagaimana penerapan At the zoo game dalam pengajaran kosakata bahasa Inggris pada anak serta memaparkan beberapa alasan mengapa guru harus menerapkan permainan ini sebagai aktivitas yang bisa dilakukan dalam kelas.

Key words: kosakata, pelajar muda, at the zoo, permainan

A. INTRODUCTION

Vocabulary is one of crucial elements in language learning. It is important for learners to possess many vocabularies so that learners can succeed in learning English. As Syafei and Agus says (2016), vocabulary is one of English language components that is very important for the learners in school, especially young learners. In line with Syafei and Agus, Richard and Renandya in Rahmadhani (2015) defines that vocabulary is one of the most obvious components of language and one of the first thing applied linguistic turned their attention to. Its means that vocabulary is the first component that young learners should acquire before learning English.

In learning English, knowing vocabulary is a start to learn a new language. Mastering vocabulary is one of the most important thing to begin and make someone understand the language. According to Coady and Huckin (1997) vocabulary is central to language and of critical importance to the typical language learner. As a central, it influences someone’s ability in using language to communicate. Vocabulary consist of several part of speech such as noun, verb, adjective, and adverb. From those part of speech, noun verb and

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adjective are the first kind of vocabulary that need to be learned by young learners.

According to Cameron (2001), early level of schoolings is an appropriate time to maintain useful vocabulary in foreign language learning. It can be said that vocabulary should be taught to the students, especially since they still be young learners, because this is the best time for them to learn it. This will help them to learn the language in the future to develop other skills.

According to Syafei in Elfani (2017), young learners are students who are studying at Elementary school aging 7-12 and they are studying English as foreign language for about one up to four years. Carolread (2011) also argues that young learners is a term used to refer to children from their first year of formal schooling (usually between 5-7 years old) to when they are 11-12 years old, or to when they move on from primary to secondary school. Therefore, it can be conclude that young learners are children from the first year of formal schooling aging 7-12 years old or to when they move on from primary to secondary school.

Harmer in Zikriyati and Syafei (2018) states that the difference age has different needs, competencies and cognitive skills, it can be said that the way used in teaching vocabulary to young learners should be fit to the ages, the needs, and competencies which are different from teenagers and adult. So, teacher must pay attention in choosing the appropriate that will be applied in teaching learning process, especially in teaching vocabulary to young learners.

In the case of Indonesian young learners in elementary school, students learn vocabulary under two aims: the first is knowing the world around them, by learning English vocabulary young learner say the things around them or things from their environment. And the second is a first step to learn a new language, in teaching vocabulary young learner learn vocabulary to develop other skills such as: listening, reading, speaking, and writing. So, in teaching vocabulary to young learner, one thing that should be considered is cognitive development.

Based on cognitive development theory by Piaget in Syafei (2018), learners at the age 7-11 are categorized into concrete operational stage. The concrete operational stage is the third in Piaget's theory of cognitive development. This stage lasts around seven to eleven years of age. And is characterized by the rationale thinking. The learners only can understand the meaning of concrete objects, such as animals, fruits, plants and so on.

Moreover, Erikson in Syafei (2018) explains that elementary school students are in the stage of Industry vs Inferiority where they are able to play in team according rules, take responsibility and tend to be full of enthusiasm. Erikson adds teacher have a special responsibility for children's environment of industry. Teacher should mildly but firmly coerce children into adventure of finding out that one can learn to accomplish things which one would never have thought of by one self. So, the students can learn through playing in group by giving some rules, they can take the responsibility from the group work and tend to be enthusiasm if they interact with others.

In addition, children learn language quickly and naturally. Children start learning language or things from their environment. They can learn better from what they have already observed and what they learn around them. They also like to imitate something interesting. For example, when the adults communicate with others, the children can repeat and find out the meaning of what adult say. So, it shows how children learn a language naturally from their environment and show the children's development in learning the language.

There are several ways that can be used by teacher in teaching vocabulary such as; picture, realia, song, mime, action, gesture, game and etc. each activity is suitable to overcome the problem in teaching vocabulary. The best way to teach young learners is teaching by playing game.

Game is an activity or something that make people having fun and happy. Byrne in Darfilal (2015) argues that a game is a form of play governed by rules. In line with Bryne, El Shami in Darfilal (2015) defines a game as a competitive activity played according to rules within a giving context, where player meet a challenge to achieve and objective and win. There is a rule and something that is to achieve in a game. The players should be enjoyable and having fun.

Based on the explanations above the writer choose At the Zoo game in teaching vocabulary to young learners especially elementary school students (fifth grade). At the Zoo game is one of teaching English activities for young learners released by British Council. The game introduces animal vocabularies that live in the zoo and their characteristics to the students in the young age. In this case, the writer prefers this game to help the learners in acquiring some animal vocabularies and their characteristics for the students in elementary school.

B. DISCUSSION

In this chapter, the writer will discuss about the use of At the Zoo game in teaching vocabulary to Young Learners, especially for fifth grade students. The discussions consist of four matters. First, vocabulary to young learners (fifth grade students). Second, At the Zoo game including the components of game and the rules of game. Third, implementation of At the Zoo game in teaching vocabulary to Fifth grade students. And the last is the reasons of implementing At the Zoo game in teaching vocabulary to fifth grade students.

1. Vocabulary to Young Learners (Fifth Grade Students)

Advance students, who are range from eleven to twelve of age, are usually in grade five and six of elementary school. As an advanced students, they learn another part of vocabulary instead of nouns and verbs that have already learned in the previous level called Adjective (Adj). So, in this level students will learn about Noun, Verb, and Adjective (N + V+ Adj).

The first part of vocabulary that have been learned by the students is noun. In advance level, students learn nouns that should be broader than in previous levels such as the occupation (doctor, nurse, dentist), things on

earth (moon, sun, star), the public place (school, police station, market), the name of vehicle (car, train, bicycle), and daily routines (shopping, cooking, studying). Next part of vocabulary is verb. In advance level, students can be given more complicated examples of verbs that can be practiced both inside and outside of the classroom. For example, jump, run, pull, push, catch, walk, laugh, cry, study, and so on.

The advanced students learn the new part of vocabulary instead of noun and verb known as adjective. Adjective is word that used to explain or to modify noun by describing, identifying, or quantifying something. According to Harmer (1998), adjective is a word that gives more information about a noun. Cowan (2008) added that adjective describe the properties of an entity that a noun represents. In this case, not all adjective that can be taught to the students even they are in advance level. So, teacher should be careful to choose the appropriate adjective that will be taught to the students in this level. It can be several simple adjectives that can be seen or felt by the students. For example, teacher can give them the description of adjective use in describing people such as the word beautiful, handsome, short, tall; describing emotions such as happy, sad, angry, surprise; and so on.

In case of using At the Zoo game, vocabulary they are going to learn are about animal. Because the five grade students are the advance students, they will learn the advance noun of animal such as; (a) Mammals are member of the group of vertebrate animals in which the young are nourished with milk from special mammary glands of the mother. For example: Rabbit, tiger, zebra, horse, lion, monkey, and etc. (b) amphibian is a class of subphylum Vertebrata comprising forms (as the frogs, toads, newts, and salamanders (c) reptile, A class of air-breathing oviparous vertebrates, usually covered with scales or bony plates. For example komodo, turtle, snake etc. and (d) aves is a class of vertebrates which comprises the birds..

2. At The Zoo Game

At the Zoo game is one of best ways to teach young learners around the age of 5 until 11 years old. It means that At the Zoo game can be implemented in elementary school in four - five grade. This game is appropriate to be applied in that ages where learners can unconsciously learn the new things but still have time to play and have fun. In term of the previous reason, it can be noticed that learners like to be involved in classroom activity in form of game.

1. The components of game

To be successful in using this game to teach vocabulary to five grade students , these are several components that should be prepared by teachers:

a. Whiteboard

The whiteboard is used to cling the picture that is printed by the teacher or the picture that is prepared by the teacher before. The whiteboard is also used to be

place for writing the description and characteristic of the animal that has been answered before by the student.

b. Marker

The marker is used to write the name, the description, and the characteristic of the animal in the whiteboard.

c. Dice

There will be one dice use in this game. The dice consists of six numbers which is started by number one, two, three, four, five, and six. The numbers are symbolized by using full stop. The dice will be made from duplex paper/ paper board and painted with acrylic painting color. Finally, the dice will be put in a cup before get rolled by the students.

d. Picture of animal

The important component that must be prepared by the teacher in teaching the vocabulary to fifth grade student is the picture of animal. In this game the teacher prepare six or more picture of animal. The picture of animal must be in the big size so all of the students in the class can see the picture clearly. The picture of the animal can be drawn or be printed. The size of each card is 28 cm x 20 cm. Besides that, the picture of animal must be the animal that the student generally known in the category of mammals, amphibian, reptile, and aves.

For example:



(Note: the complete picture cards of animal can be seen on appendix 1)

2. Rules of the game

Before using At the Zoo game for teaching vocabulary to fifth grade students, the teacher must explain the rule of game to the

student. The student must know the rule of game to make the game work well. So, there are some rule in playing At the Zoo game to fifth grade student as follows:

1. The student are divided in several groups depending on the amount of the students in the class.

For example: if in the class there are 30 students so, the group will be 6 groups. Each group consist 5 students. The writer divided into 6 group as many as the sides of the dice and the pictures that are sticked on the whiteboard.

2. Each group is given some chance to roll the dice. The group will get the number of the dice. The student have to describe the picture based on the number of the dice.
3. Student has the opportunity to write his/her answer on the whiteboard
4. The teacher sticks 6 pictures on the whiteboard. Based on the animal classification.

For example: mammals, the teacher sticks the picture of tiger, lion, deer, zebra, and giraffe on the whiteboard.

5. The teacher give the number for each picture from 1-6. For example, number 1 is lion, number 2 is tiger, etc.

6. In this game, the writer try to modify the first player based on the dice roll by the teacher.

For example: the teacher roll the dice and get the number. The dice stop at number 2. So, the first player is group 2.

3. Implementation of *At the Zoo* game in teaching vocabulary to Fifth grade students

In implementing of *At the Zoo* game in the classroom as a part of students' vocabulary practice, the teacher must get all the components of game is ready. Before starting the game, teacher should explain the game to the students. The rules of game, this is also to make sure all the students know about the game that is going to be played in the class. And the components of game such as whiteboard, marker, dice and picture of animal also can be shown to the students to catch their interest. The teacher also needs divide the students into several groups.

After are group are formed, students sit with their group member. The position of the seat must be arranged to letter U position so all students can pay attention and able to roll the dice and demonstrate the instruction in the center of the class.

Teacher can start the game by introducing students to topic of word that is going to be used. The vocabulary must be noun, adjective and verb. For example Lion, the teacher describe about Lion. It is a lion, it is big, and it is golden. It likes

sleeping and eating. To introduce the topic the teacher can simply ask, “Okay students, can you see the picture? What is it? (Lion).

After the teacher give the example, teacher must to make sure that the students understand about what they are going to do during the game by demonstrating an example to avoid confusion from student.

Next, the teacher first roll the dice to get the first player. For instance, the number appears on the dice is 1, and the teacher says "group 1", therefore the group is revealed as the first player who will start the game. After knowing that the group 1 ll be the first player, the teacher will give the dice to that group. One of the members is given a chance to roll the dice, if the number that appears after rolling the dice is 1, the group will answer the first picture on the whiteboard, then the teacher point out the picture on the whiteboard. For example, the first picture is a lion, so the group should answer lion. After the group gives their answers, one of the members writes "lion" under that picture. If the answer is correct, the teacher will give a "star" beside the picture as an award, but the award can be everything depends on the teacher. If the answer is wrong, the teacher gives a chance for another group to roll the dice.

The game then is continued to the next group (second group). The dice that before is in the group 1's hand is given to the second group. Then one of the members roll the dice. If the numbers appears from the dice is same with previous group, then the group or one of the members in the group have to say something about the animal (For example, ‘it is big’). Next, one of the members write it on the whiteboard. If the answer is correct, the teacher will give a star as what the teacher do fo the previous group. Yet, If the number is different, the group has to name a different animal.

Then, the game is continues until all the animals are named and have been described. The number of sentences write for each animal depends on the level of the children. As the descriptions of the animal build up, the teacher can ask the children to read out or remember all the descriptions given so far before adding another sentence.

Finally, Once all the texts are on the board. Erase key vocabulary to create a gap fill. Ask for volunteer to read out the texts and fill in the gaps. And teacher asks students whether they have problem when learning vocabulary through playing by using At the Zoo game.

4. The reasons of implementing At the Zoo game in teaching vocabulary to fifth grade students

From the explanation above, we can see that At the Zoo game can be used to help five grade students in practicing their vocabulary collection that already taught or explained by teachers. they will not feel bored unlike the conventional practices that often causing learners into a boring situation. The principal of learning by playing should be applied, so the learners will enjoy the learning process unconsciously. By implementing At the Zoo game, teachers are expected to create a fun and interesting learning process in the class.

Reflecting to the theory stated by Stathakis (2013), At the Zoo game is an appropriate game which enables learners to learn through the process of playing the game. In other words, learners can learn unconsciously. Beside, game provides a context for engaging practice. At the Zoo game is created to help learners in practicing the vocabulary they have learned in a fun and challenging way.

Other reason is that through games, young learners can learn a variety of important skills. For example, when they are playing At the Zoo game, their memory will be sharpening and their motivation can be increased. While playing games, young learners develop a variety of connections with the content and can form a positive memory. The last reason is that games grab learners' attention. In playing At the Zoo game, learners will be focusing on what teachers say and will pay attention carefully.

C. CONCLUSION AND SUGGESTION

1. Conclusion

At the Zoo game can be implemented as an interesting activity in teaching vocabulary to fifth grade students. This game can be solution to minimize student's boredom in learning vocabulary because it contains some activities. Students roll the dice, students guess and describe the picture in the whiteboard, and the students write a sentence based on clue that is given by the teacher. Furthermore, all the components that use in the game such as whiteboard, the dice, and the picture animal are user friendly and safe for children. Through At the Zoo game, students will learn vocabulary by playing. By using this game, students can learn vocabulary easily and enjoyable.

2. Suggestion

To be successful in implementing At the Zoo game in teaching vocabulary to fifth grade students, the writer suggests the following points. First, teachers have to make sure that students have at a group of vocabulary collections before using the game in the class. Second, the size

of the components use in this game should be large and fit to the amount of the students. This will influence students' interest to play the game. And the last, the teacher should be able to manage the time as well as possible, so the purpose of implementing the game in teaching vocabulary to young learners can be reached.

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