

## USING “DRAW THE TEACHER” GAME IN TEACHING VOCABULARY FOR ELEMENTARY SCHOOL STUDENTS

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### Abstrak

Artikel ini ditulis untuk mendeskripsikan prosedur penggunaan permainan *Draw the Teacher* dalam mengajarkan kosakata pada siswa sekolah dasar. Penggunaan metoda terjemahan dan hafalan dalam mengajarkan kosakata selama ini dianggap kurang efektif. Akibatnya, siswa sekolah dasar cenderung untuk merasa bosan dan tidak memberikan perhatian penuh selama proses belajar mengajar. Dengan permainan ini diharapkan siswa dapat menyukai pelajaran bahasa Inggris terutama dalam pembelajaran kosakata. Selama permainan, siswa diminta untuk melakukan instruksi yang diberikan guru berupa menggambar bagian tubuh dari guru. Siswa akan belajar mengenai kosa kata yang berhubungan dengan nama bagian-bagian tubuh. Selain itu, menggambar merupakan kegiatan inti dari permainan ini. Selain menyenangkan, menggambar dapat meningkatkan perkembangan kognitif dan kemampuan memori siswa.

Key words: vocabulary, “draw the teacher” game

### A. Introduction

One of the basic components in learning English is vocabulary. As Kweldju in Cahyono (2008) said that vocabulary is believed as important element of English language teaching (ELT). Generally, vocabulary is defined as knowledge of the words and meaning. Hornby (1990) states that vocabulary is the total number of words in a language. Meanwhile, *the American Heritage Dictionary* in Pikulski and Templeton (2004) also defines vocabulary as “the sum of words used by, understood by, or at the command of particular person or group”.

Based on *KTSP 2006*, the teaching of vocabulary at elementary school is integrated with reading skill in which the students will learn about word, phrase or simple sentences. Having a low vocabulary will affect students’ reading comprehension. The students may get difficulty to understand a sentence because they have low vocabulary. As Biemiller in Hackman (2008) said that vocabulary is a strong indicator of reading success.

In teaching vocabulary, the teacher of elementary school students used to use translation method and asked students to memorize them. The teacher used to

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give some new vocabularies, translated the words into Indonesian, and asked the students to memorize them in 10 minutes or more. In fact, this method is not really effective during learning process. It has a weakness. When the students are demanded to memorize the vocabularies in the class, they can memorize well. However, when they are out of the class, they will also forget it faster. As the result, they tend find difficulties in doing exercises or homework.

Besides, this method also makes the students easily get bored in learning. Consequently, they do not pay attention to the lesson. As it is known, elementary school students love to play in learning; they cannot be serious in learning. They are the children who are in age group between 7 until 11 years old. According to Piaget in Choi (2009), based on children's cognitive development, the elementary school students are in the third stage. They are in the stage of concrete operations where experience plays role in all learning. In this stage, children start to think systematically, as long as they can manage concrete objects and hands-on activities.

In addition, Pribilova (2006) also gives some characteristics of elementary school students or young learners. They are: (a) they are happy when they can play, (b) they love to share their experiences, (c) they are able to talk about what they are doing, (d) they use imagination a lot, (e) they can think, argue, discuss and they are able to interact with both children and adults, (f) they are able to concentrate for certain time, (g) they want to learn and are happy when they are learning something, (h) they "teach" each other, and (i) they love to be praised for what they have done and learnt.

In teaching vocabulary for elementary school students or young learners, the teacher has to know the limitation of words that should be taught for students. Linse (2005) states that English teachers should facilitate young learners with useful words; words that occur in a high frequency. Additionally, Pribilova (2006) also states that there are some aspects should be considered by the teacher in teaching vocabulary for elementary school students or young learners. They are: a) the teacher should teach concrete words at lower level, and b) the teacher should decide and teach which words are familiar with the learners, words that are used in high frequency and how often the words are used.

Another important aspect in teaching vocabulary for elementary school students or young learners is that the leaning should be interesting and fun. The teacher should provide fun vocabulary activities that will give a positive effect in the classroom, such as using game. Through the game elementary school students can enjoy learning as they love to play. Games can be defined as fun activities that bring someone compete with someone else. They have a goal and certain rules. Deesri (2002) describes games as an activity with rules, a goal and an element of fun. In addition, Yolageldili (2011) explains some advantages of using games in learning. They are: (a) games motivate students to learn, (b) games decrease students' anxiety toward language learning, (c) games make students become active in learning process, and (d) games bring real-life situations in the classroom in which provide students an opportunity to use the language.

One of the appropriate games that can make the elementary school students enjoy in learning English is *Draw the Teacher Game*. *Draw the Teacher*

*Game* is a fun and attractive vocabulary game in which helps English students to learn vocabulary related to the names of body parts. ([iteslj.org – Draw the Teacher \(Game and activity\) for the ESL/EFL/9906.html](http://iteslj.org – Draw the Teacher (Game and activity) for the ESL/EFL/9906.html)). According to Chris (2012), this game can be applied for any English students’ level. Kent (2007) also said that “*Draw the Teacher Game* is a fun game especially for younger students”. In this game, the physical activity is principal. Students are asked to hear the teacher’s commands, and do the commands by drawing activity. As Scott and Ytreberg in Shin (2006) states that the physical world is dominant at all time of children while their own understanding comes through hands, eyes and ears. This activity will make the students become more active in class.

In addition, for most children drawing is an enjoyable activity. This activity not only can explore children’s imagination and creativity, but also proven to be as a good media for children to stimulate their minds. Flory (2009) also explains that by using art in elementary education will gives some benefits for students, such as allows students to express themselves, enhances and makes learning more fun and meaningful, enhances students’ cognitive development, stimulates their minds, and encourages their memory retention.

From the explanation above, it can be concluded that *Draw the Teacher Game* can be applied in teaching vocabulary for elementary school students because it can motivates students to be active in the class and facilitates students in mastering vocabulary.

## **B. Discussion**

*Draw the Teacher Game* is one of the games that can be applied in teaching vocabulary for elementary school students. This game is expected to make students acquire new words more easily and to make class more fun. There are some stages that are used in applying *Draw the Teacher Game* in the classroom.

### **1. The Preparation**

Preparation is first thing that should be done by the teacher before starting learning activity. It is useful to make teaching and learning process run well and reach the objective of teaching and learning process at the end of class. There are some preparations that should be done by the teacher in teaching vocabulary for elementary school students by using *Draw the Teacher Game*. They are:

#### **a. Material**

Material is an essential thing that should be prepared by the teacher before come to the class. The material should be appropriate for students and suitable with the curriculum. The example of learning material that can be used in applying *Draw the Teacher Game* in the classroom are teaching the name of human’s body parts, teaching about clothes, and teaching the name of animal’s body parts as a variation.

#### **b. Lesson Plan**

The teacher should prepare lesson plan in order to guide them during teaching and learning process. It really helps them to know what steps or procedures that they will take in the classroom. It is also useful for them to manage the time. Therefore, the effective learning will be achieved.

c. Media

Using media in teaching and learning process really help teachers. The media can be used to support teaching and learning process. However, the teacher should be careful in selecting the media that will be used. The media should be interesting and attract students' interest. In teaching vocabulary by using *Draw the Teacher Game* for elementary school students, the teacher can use media such as pictures, power point slide or flash cards.

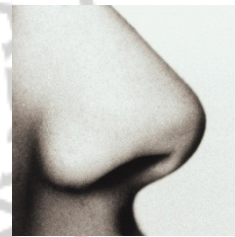
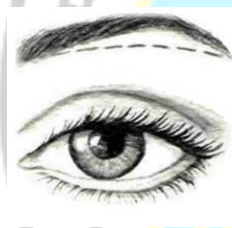
**2. The Implementation of "Draw the Teacher" Game**

Generally, the activities in teaching and learning process are divided into three phases. They are: pre-activity, whilst activity and post activity.

**a. Pre teaching activity**

The first stage in teaching and learning process is called pre teaching activity. In this stage, the teacher opens the class with greeting the students and checks the students' readiness of study. After that, the teacher checks attendant list and then builds knowledge of students in order to make they know what they are going to learn. The teacher shows the pictures related to body parts and asks the students to mention the name of those pictures. This activity is done before the teacher comes to the lesson.

For instance:



**b. Eye and Eyebrow**

Activity

Lip

Nose

ing and process is called teaching activity. In this stage, the teacher begins to teach the lesson. There are three phases in whilst teaching activity. They are:

**1) Exploration**

In this phase, the teacher starts to teach the lesson to the students in order to build students' comprehension. The teacher may use power point slide to explain the students about the name of human's body parts. On the other hand, the teacher may replace the using of power point slide to flash cards if the school does not have electricity. The media is useful to make students more familiar with the words. Furthermore, in order to make students understand more about the words in that context, the teacher can be as a model. Here, he or she says the names of body parts and then point to it. In addition, the teacher also explains to the students about types of hair, such as straight-hair or curly-hair and other parts of body, such as kinds of eyes or nose in order to make more details.

For example:



**Straight hair**



**Curly hair**

At this phase, the teacher starts to play the game in order to make learning more fun and keep students' attention. The game can be played during ten until twenty minutes. The activity can be described as follow:

- The teacher prepares and hangs the pictures of two blank bodies on the board.
- The teacher divides the students become two teams. In grouping the students, the teacher should consider the different level of the students. The combination of low and high-level of students will create an ideal group.
- The teacher asks both teams to stand up by giving simple instruction through easy word in order to make the students easier to do the instruction. For example, “*stand up please*”.
- The teacher explains the rules of the game. She or he explains what the students should do during the game played. During the game, the teacher plays several roles. First, the teacher is an instructor who gives some commands or instructions to the students. Second, the teacher is a leader who leads and controls the students during the game played. On the contrary, the students play role as players who will draw the teacher's body.
- The teacher starts to play the game by giving instruction to both teams to draw her or his body parts, such as eyes by yelling “*Draw the teacher's eyes*”. Then, two leading students from each team run up to the board, and draw the body part.
- After both teams draw the body part, the teacher may give them such an appreciation by giving applause or compliment such as “*nice*” or “*good job*”.
- Then, the teacher gives different instruction, for instance, “*Now draw my nose*” and asks the next two students to draw and so it goes. If the students do not know or are unsure which body part that should be drawn, the teacher may point to it.
- The game is ended after all students get their turn to do the teacher's instruction. The team with the craziest looking teacher and finishes do the teacher's instruction well wins the game. Then the teacher gives reward to the winner.

### 3) Confirmation

In this phase, the teacher asks the students to do exercise. The students do the exercise individually. The exercise is used to measure students' understanding about the words that they have learnt before through the game.

#### c. Post teaching activity

In this stage, the teacher recalls what the students get from the lesson through the game. The teacher may ask the students to mention the name of body parts that they have already learnt. The teacher also can give feedback to what the students get from the lesson. Then, he or she concludes the lesson by her/him or together with the students.

### 3. The Advantages of Using Draw the Teacher Game in Teaching Vocabulary for Elementary School Students

Using *Draw the Teacher Game* in teaching vocabulary for elementary school students gives many advantages for both the teacher and especially for the students. The advantages are: a) motivate students to learn because they learn through fun activity, b) make students learn and acquire new words more easily, c) make the class become more fun, and d) keep students' attention and make them become more active in the class.

### 4. The Limitations of Using Draw the Teacher Game in Teaching Vocabulary for Elementary School Students

There are some limitations of using *Draw the Teacher Game* in teaching vocabulary for elementary school students. First, the students are unwilling to do the teacher's instruction during the game. Second, the students are unwilling to work in group. In this game, the students are demanded to work in group. Third, the lack of teacher's role in leading the game will make class become noisy.

### C. Conclusions ad Suggestions

Based on the previous explanation, it can be concluded that *Draw the Teacher Game* can be used by the teacher as an alternative in teaching vocabulary for elementary school students. Through this game, the teacher can make learning become more fun and interesting. As it known, the elementary school students tend to easily get bored during learning. Applying *Draw the Teacher Game* in the classroom gives many advantages for both teacher and students. This game can motivate students to learn and keep students' attention during learning process. As the result they can learn and acquire new words more easily. This game is also useful to make the class become more fun. So, the students do not easily get bored and enjoy learning.

In applying *Draw the Teacher Game* to teach vocabulary for elementary school students, the teacher has to consider the time management. Besides, the teacher also can make variation in grouping students to play the game. Not only becomes two groups but the teacher can make it three, four, etc. Furthermore, the teacher may ask the students to draw animal's body parts as a variation.

Note: this article is written based on the writer's paper under the guidance of Mrs. Yuli Tiarina, M.Pd.

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