IMPROVING ENGLISH VOCABULARY THROUGH PLAYING GAME OF HEAVEN HELL FOR CHILDREN

Fitrah Yuliawati[1], Satik[2]

Universitas Islam Madura
[1] fitrahyuliawati@gmail.com, [2] istikmlullailiyah@gmail.com

Abstract

The aim of this study is to help the student easier to remember or memorize the new vocabulary through heaven hell game in study English. Basically, heaven hell is a pleasure method and it is easy to implement by the teacher to increase student's memory in memorizing new vocabulary and also it is effective to use in teaching learning process. This study using qualitative research by designing, implementing, and evaluating actions collaborative and participatory that aim to improve the quality process in the classroom through an action (treatment). Knowing English vocabulary is very important for children. The students' skill in English vocabulary by using heaven hell game method had improved. It could be showed from the result of pre-test and post-test. By the student's mean score of post-test in cycle II is higher than mean score of post-test in cycle I (81,25) > (75,93). The researcher could say that heaven hell is recommended method in teaching English for children. This learning method improved the students' skill in English vocabulary.

Keywords: Vocabulary, Heaven Hell, Method, Kindergarten

INTRODUCTION

English is the most important international language since it is progressively becoming the primary means of communication in most countries. Vocabulary is an essential part of learning a language and should be taught to young learners right away as a foundation for later use. Vocabulary according to the expert" defined vocabulary as all the words that a person knows or uses when they are talking about particular subject in particular language"(Utami, 2015). Competent in English is not only a wonderful notion, but also a need in this globalization period. According to a study, students who are bilingual can improve their problem-solving skills and multitasking abilities. Learning English at an early age is a great way to prepare yourself for a successful future. "people who speak more than one language have a higher concentration of grey matter in who speak more than one language have a higher concentration of grey matter in their brains, which is believed to be linked to greater intelligence"(Georgia, 2016). English has dominated as a communication tool all across the world throughout the Fourth Industrial Revolution (4.0). A young learner's memory is good during their period, which is a golden era when a young learner may quickly learn anything, particularly in kindergarten (Mazhabi, 2019). A young learners imitate a language start from all skill in English such as speaking, pronounce, writing, vocabulary and grammatical. A young learners face some difficulties in learning English subject such as unknown English vocabulary, how to pronounce the vocabulary, what the meaning of each words is, and how to understand about the topic. So, the researcher decided to focus on doing this research to improve English vocabulary at kindergarten of Al Baiti Tohiriyah Pasongsongan Sumenep.

METHOD

In this research, the researcher use a qualitative research that is classroom action research (CAR) to look at how teachers and students interact in the classroom. Action research can be defined as designing, implementing, and evaluating actions that aim to improve the quality of the classroom through an action (treatment) specified in a cycle. This is state by (Meesuk et al., 2020) that "The studies have been found that the classroom action research is an effective solution as a bridge between theory and practice in teacher development in contexts".

This is the first semester of kindergarten in academic year 2021/2022, especially on the B group that consist of 16 students, 5 of them are male and 11 are female. The teacher of the class is Wahyu Nurul HasanahS Pd who has already taught English since 2017.The researcher used the (CAR) principle to collect the data. The research consist of two cycles with each cycle consist of four elements 1, planning, 2, acting, 3, observing and 4, reflecting. The CAR presented by Kemmis and Mac Taggart was implemented by the researcher (1998).

The data of this study consist of observation, test and field note and interview. The researcher describe the implementation of playing game method in teaching learning process at kindergarten students from Al Baiti Tohiriyah Pasongsongan Sumenep. The data were analyzed from the field note result, and from the interview. A study is called successful if 75% of students achieve the score equal or greater 75 as the minimum mastery criterion (KKM). The criteria of success are emphasized on the process and the product of teaching learning activities, rather than the student's performance in the classroom.

Teaching English vocabulary for kindergarten by using game can improve students' ability to understand and memorize English vocabulary easily. The students were guided to follow some steps so that the students will know what they will do in this game. It will be described as follow:

    a. The teacher explains the English vocabulary material about fruits as well as the competencies that must be attained.
    b. Questions and answers elicit information about the material presented by the teacher in order to assess student comprehension.
    c. Reiterating the teacher's vocabulary
    d. Ask students to recognize one of their favorite fruit names as their nickname. For example, Anna's favorite fruit is apples. So, the other students will call her "Apple." and so on for all students.

The researcher identify the activities of playing heaven hell game clearly to make the students and the others teachers understand well.

    a. The teacher asks students to sit on the floor in a big circle.
    b. Students have to be ready with their respective favorite fruit nicknames.
    c. The teacher explains or drills the word "heaven hell " to the students.
    d. Students have to clap their thighs twice before saying "Heaven Hell."
    e. Then, when the student says the word heaven, the student has to pluck his right finger and replace it with the name of his favorite fruit.
    f. When a student says "hell," the student must pluck his left finger and replace it with the name of his friend's favorite fruit.
    g. After that, all the students clapped their thighs again simultaneously, and for the student whose name was mentioned, his favorite fruit had to do the same thing as the previous points E and F.
    h. The game will continue as described
    i. Unresponsive students will be subject to fun and simple sanctions such as powdering them and so on.

The criteria of score can be divide as follow:

Standardized score	Standardized value
90< MS ≤ 100	Excellent
80 < MS ≤ 90	Very Good
71< MS ≤ 80	Good
55< MS ≤ 70	Enough
30 < MS ≤ 55	Poor
0 < MS ≤ 30	Very poor

RESULTS AND DISCUSSION

Results

The use of chronological order really helps students to be more active and makes it easier for students to understand the game and can remember English vocabulary taught by the researchers in collaboration with teachers. The students' abilities are better than before the strategy of using the game method in memorizing English vocabulary. Before the strategy of using the game method is applied, the students face some difficulties in learning English subject such as unknown English vocabulary, how to pronounce the vocabulary, what the meaning of each word is, and how to understand about the topic. It happens because it is as the first time for them having experiences in learning English, than the students feel that English subject one of the difficult subject to be learned. Based on the chronology of events, students know what they have to do in the game. Students began to be enthusiastic about learning and remembering English vocabulary carefully to avoid mistakes when playing the game as described in the chronology above. Based on the game-playing method, each student shows a lot of progress. Every student can understand how to play the game well. The Heaven-Hell Game can provide an opportunity for each student to be able to remember English vocabulary.

Table 1. Students' English vocabulary score in pre-test

No	Name	Score pre-test	Pass	Fail
1	SM	60		Np
2	SR	75	p	
3	AZ	75	p	
4	ZL	65		Np
5	DFZ	55		Np
6	MM	50		Np
7	IA	70		Np
8	DH	80	P	
9	IZ	80	P	
10	FJ	80	P	
11	AA	55		Np
12	AN	55		Np
13	RM	45		Np
14	AG	40		Np
15	ASF	65		Np
16	L	70		Np
	Score	1.020		

Students' P KKM	5 Students	
Students' NP KM	11 Students	

$$\text{Mean} = \frac{1.020}{16} = 63{,}75$$

$$\text{percentage} = \frac{5}{16} \text{ x } 100 \text{ \%}$$

$$= 31{,}25 \text{ \%}$$

Table 2. Students' English vocabulary score in cycle I

No	Name	Cycle I	Pass	Fail
1	SM	75	P	
2	SR	80	P	
3	AZ	80	P	
4	ZL	75	P	
5	DFZ	80	P	
6	MM	70		Np
7	IA	75	P	
8	DH	80	P	
9	IZ	80	P	
10	FJ	85	P	
11	AA	80	P	
12	AN	70		Np
13	RM	65		Np
14	AG	65		Np
15	ASF	70		Np
16	L	85	P	
	Score	1,215		
	Students' P KKM	11 Students		
	Students' NP KM	5 Students		

$$\text{Mean} = \frac{1.215}{16} = 75{,}93$$

$$\text{percentage} = \frac{11}{16} \text{ x } 100 \text{ \%}$$

$$= 63{,}75 \text{ \%}$$

Table 3. Students' English vocabulary score in cycle II

No	Name	Cycle I	Pass	Fail
1	SM	85	P	
2	SR	90	P	
3	AZ	80	P	
4	ZL	85	P	
5	DFZ	90	P	
6	MM	70		Np
7	IA	85	P	
8	DH	80	P	
9	IZ	90	P	
10	FJ	90	P	
11	AA	80	P	
12	AN	70		Np
13	RM	75	P	
14	AG	70		Np
15	ASF	75	P	
16	L	85	P	
	Score	1,300		
	Students' P KKM	13 Students		
	Students' NP KM	3 Students		

$$\text{Mean} = \frac{1.300}{16} = 81{,}25$$

$$\text{percentage} = \frac{13}{16} \times 100\ \%$$

$$= 81{,}25\ \%$$

Discussion

Referring to the findings, the researcher considers that the use of the playing games method in learning English vocabulary has made students a lot of progress. The data from the field notes and the interview were analyzed. Based on the interview, the researcher will describe the implementation of the playing game method in the teaching learning process at Al Baiti Tohiriyah Pasongsongan Sumenep kindergarten students, and the increase in student progress can be seen from the score student achievement. The students achieve higher scores from each cycle of actions. At the first meeting, after the first cycle of action was carried out, it was found that from Cycle I, there were 11 students who achieved the target score. This means that only 63.75% of the 16 students achieved the target score of 75 set in the success criteria. So, it can be concluded that the criteria for success have not been achieved. In cycle II, the increase reached the target score as stated in the success criteria. The increase increased because there were 13 students who scored 75 to 90. That means that 81.25% of the 16 students have achieved the target score of 75. The increase in students' ability to memorize English vocabulary can be seen in the table below. Thus, it was decided that the student had reached the criteria for success. Children's games can help them to reach their full potential, both physically and mentally, as well as intellectually and spiritually. Children use play to express themselves, not only in their

fantasies but also in their active daily lives. Games are instruments for children to learn about their world, from what they don't know to what they do know, and from what they can't believe they can do to what they can. Learning through play is most suited for young children, strictly speaking. If parents want their children to grow up to be mentally healthy, they must start early.(Sujiono, 2013) One of the most important aspects of learning a foreign language is developing a vocabulary. Vocabulary instruction is used to help students improve their ability to use vocabulary items freely in meaningful conversation. Young learners will find it easier to understand the language if they master the vocabulary. A student must have a good command of the vocabulary in order to obtain four competencies, and they must also work on improving their vocabulary mastery. Tono reveals why it is important to have suitable vocabulary because mastering vocabulary can help us understand the importance of what we say, create, listen to, and read, avoid misinterpretation, speak and write without difficulty and fluently (Narhan et al., 2021). From the data above, it can be conclude that the students' mean score in cycle II was 81,25, the percentage of the class was 81,25, it shown that cycle II increases from the cycle I. So, the improving students ability in English vocabulary by the implementing of heaven hell game is succesful. By the obverving the students learning process of English vocabulary from preliminary study, improving of studying English vocabulary using heaven hell game on the first and second cycle, ther were some significances development in the enthusiastic of learning and memorizing the English vocabulary.

CONCLUSION

Based on the results of the research that aims to improve students' English vocabulary skills using the heaven and hell game method, the researchers make conclusions related to the questions stated in chapter I. The researchers draw several conclusions as follows:
Heaven hell game is a method that used by the researcher to improve the students' English vocabulary. The student playing this game while enjoying the learning process. This game use to evaluate the students' understanding and memorizing the english vocabulary.This research is conducted at kindergarten of Al – Baiti Tohiriyah Pasongsongan Sumenep that consist of 16 student in a class. The researcher conducted this research by two cycles. Each cyles consist of four steps exactly planning, acting, observing and reflecting. The researcher collaborate with the english teacher in conducting this reaearch.The students' skill in English vocabulary by using heaven hell game method had improved. It could be showed from the discussion the result of pre-test and post-test in cycle I and cycle II. The researcher could say that the learning strategy could be improved the students' skill in English vocabulary.it is prove with the students improvement if the test because the mean of post-test in cycle I is higher than mean of pre-test (75,93) > (63,75) the mean of post-test II in cycle II is higher than mean of post-test in cycle I (81,25) > (75,93).

ACKNOWLEDGMENTS

REFERENCES

Adnyani, N. W. S., & Dewi, A. A. I. B. F. (2020). Teaching English Vocabulary using Song.

Yavana Bhasha : Journal of English Language Education, *1*(1), 88. https://doi.org/10.25078/yb.v1i1.1381

Andriani, D., & Sriwahyuningsih, V. (2019). An Analysis of Students' Mastery of Vocabulary. *ELT-Lectura*, *6*(2). https://doi.org/10.31849/elt-lectura.v6i2.3195

Barba-Martín, R. A., Bores-García, D., Hortigüela-Alcalá, D., & González-Calvo, G. (2020). The application of the teaching games for understanding in physical education. Systematic review of the last six years. In *International Journal of Environmental Research and Public Health* (Vol. 17, Issue 9). https://doi.org/10.3390/ijerph17093330

B. et al. (2016). *Chapter II. Review of Related Literature and Studies*. *70*(1986), 1. http://thesisbook.readthedocs.io/en/latest/Chapter II.html

Budden, J. (2015). Using flash cards with young learners. *Using Flash Cards with Young Learners*. https://www.teachingenglish.org.uk/article/using-flash-cards-young-learners

Georgia, S. (2016). Scientifically Proven Ways Learning Languages Makes You A Better Studentitle. *Student.Com*. https://www.student.com/articles/learning-language-better-student

Insa, R. (2019). Why is kindergarten called kindergarten? *Michigan State University Extension*. https://www.canr.msu.edu/news/why-is-kindergarten-called-kindergarten

Little, A. W., Shojo, M., Sonnadara, U., & Aturupane, H. (2019). Teaching English as a second language in Sri Lankan primary schools: opportunity and pedagogy. *Language, Culture and Curriculum*, *32*(2). https://doi.org/10.1080/07908318.2018.1532437

Mazhabi, Z. (2019). Pengajaran Bahasa Inggris Untuk Anak Usia Dini Beberapa Hal Yang Harus Diperhatikan. *Thufuli : Jurnal Ilmiah Pendidikan Islam Anak Usia Dini*, *1*(2), 50. https://doi.org/10.33474/thufuli.v1i2.4940

Meesuk, P., Sramoon, B., & Wongrugsa, A. (2020). Classroom Action Research-based Instruction: The Sustainable Teacher Professional Development Strategy. *Journal of Teacher Education for Sustainability*, *22*(1). https://doi.org/10.2478/jtes-2020-0008

Mirķe, E., Cakula, S., & Tzivian, L. (2019). Measuring teachers-as-learners' digital skills and readiness to study online for successful e-learning experience. In *Journal of Teacher Education for Sustainability* (Vol. 21, Issue 2). https://doi.org/10.2478/jtes-2019-0013

Mohammed, R. (2019). Characteristics of young learners. *My English Pages Reflections on New Teaching Horizons!* https://www.myenglishpages.com/blog/seven-characteristics-of-young-learners/

Montgomery, J. K. (2007). Types of Vocabulary. *The Bridge of Vocabulary: Evidence Based Activities for Academic Success*, 136. https://www.srsdeaf.org/Downloads/Bridge_of_Vocabulary.pdf

Narhan, R., Sipahutar, S. S., Paramita, R., & Saragih, E. (2021). An Analysis Vocabulary of English Textbook for First Grade of Senior High School. *Jurnal Pajar (Pendidikan Dan Pengajaran)*, *5*(2). https://doi.org/10.33578/pjr.v5i2.8235

Octaviana Dwi Warry. (2017). teaching english to young learner. *Teaching English to Young Learner*, *2*, 128.

Ratnawati, N., & Idris. (2020). Improving student capabilities through research-based learning innovation on E-learning system. *International Journal of Emerging Technologies in Learning*, *15*(4). https://doi.org/10.3991/ijet.v15i04.11820

Silverman, R. D., Artzi, L., McNeish, D. M., Hartranft, A. M., Martin-Beltran, M., & Peercy, M. (2019). The relationship between media type and vocabulary learning in a cross age peer-learning program for linguistically diverse elementary school students. *Contemporary Educational Psychology*, *56*. https://doi.org/10.1016/j.cedpsych.2018.12.004

Soro, S. H. (2019). English Vocabulary in the Mind of Student. *International Journal of Nusantara Islam*, *7*(2), 150–159. https://doi.org/10.15575/ijni.v7i2.5802

Utami, N. A. (2015). *The Effectiveness of hot seat game for teaching vocabulary*. 7–27.

Wahyuningsih, S. (2019). Kreasi Lagu Anak (Nursery Rhymes) Sebagai Media Untuk Mengenalkan Bahasa Inggris. *Thufula*, *7*(2), 189–206.

Wibawa, A. C. P., Mumtaziah, H. Q., Sholaihah, L. A., &Hikmawan, R. (2021). Game-Based Learning (Gbl) Sebagai Inovasi Dan Solusi Percepatan Adaptasi Belajar Pada Masa New. *Integrated*, *3*(1), 17–22.

Wulandari, N. L. P. T., Ratminingsih, N. M., & Ramendra, D. P. (2020). Strategies Implemented in Teaching English for Young Learners in Primary School. *Journal of Education Research and Evaluation*, *4*(3), 227. https://doi.org/10.23887/jere.v4i3.26228

Yinger, R. J. (1987). Learning the Language of Practice. *Curriculum Inquiry*, *17*(3), 293–318. https://doi.org/10.1080/03626784.1987.11075294

Zirawaga, V. S., Olusanya, A. I., & Maduki, T. (2017). Gaming in Education: Using Games as a Support Tool to Teach History. *Journal of Education and Practice*, *8*(15), 55–64. https://files.eric.ed.gov/fulltext/EJ1143830.pdf