Improving English Vocabulary through Picture Games at the Elementary School

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Article History	Abstract
	The study's objective was to enhance English vocabulary acquisition in elementary school students by utilizing visual games. The study aimed to assess the influence of utilizing graphic games on enhancing comprehension and memory of English vocabulary among elementary school students. Data is gathered via vocabulary assessments conducted before and during the integration of the visual game, as well as through observations of student reactions during educational tasks. Data analysis employs both descriptive and inferential statistical methodologies. The research findings are anticipated to enhance the development of efficacious pedagogical approaches for enhancing English vocabulary acquisition in elementary school.

Introduction

English is an international language that many people often use to interact with or communicate with other people in various parts of the world (Rao, 2019). One of the foreign languages most widely used to interact with others is English (Lestari & Wahyudin, 2020). English is the language that has the most speakers, also known as Lingua Franca (Kirkpatrick & Schaller-Schwaner, 2022). Acquiring proficiency in the English language is an exceedingly crucial endeavor. Given the current state of our modern society and the intense level of competition, it is widely assumed that individuals possess not only a high level of education but also specialized abilities, sometimes referred to as "skills." Fluency in English is considered a crucial talent in today's world. In order to effectively communicate on a global scale, it is essential to actively acquire proficiency in English, encompassing both oral and writing skills.

According to Ki Hajar Dewantara Education, education is a guide in the life of children's growth (Bustomi et al., 2022), meaning that education guides all the natural strengths that exist in children (Frank et al., 2021) so that they, as humans and as members of society, can achieve the highest safety and happiness. Education is an activity in the form of learning,

knowledge, and skills that occurs in the school room in order to develop oneself and can produce changes in attitudes so that they become better. We have undergone various educations in the school environment, starting from early childhood education programs (PAUD), elementary school, middle school, high school, and undergraduate education. To increase student effectiveness, game-based learning media are used here. Children can absorb language through play and other activities they find enjoyable (Sahlberg & Doyle, 2019). So from the explanations above, we can use media that is interesting to children in the form of games, videos, pictures, and others that can make students not quickly feel bored when learning because when the teacher provides media that can make students interested, then the students will be more active in studying it. The definition of media in the teaching and learning process tends to be interpreted as graphic (Burbules et al., 2020), photographic, or electronic tools to capture, process, and reconstruct visual or verbal information (Haris Budiman et al., 2016). Media are people, materials, or events that create conditions that enable students to acquire knowledge, skills, or attitudes (Aslan et al., 2020). The various media types in learning can be visual, audio, and audio-visual (Sarwinda et al., 2020). Here, we can use media that can interest students in learning, whether in the form of game-based learning media or others.

Game-based learning media is an educational approach that uses games to facilitate learning and enhance students' engagement (Adipat et al., 2021). Its purpose is to cultivate students' interest in learning, preventing them from experiencing boredom during both in-class and out-of-class learning activities (Dewaele & Li, 2021). In the realm of language acquisition, especially among children, the integration of visual aids and interactive discussions stands as a pivotal strategy. The researcher's approach in utilizing picture activities is rooted in the pedagogical understanding that visual stimuli can significantly bolster the learning process. By engaging children in this manner, the researcher taps into their innate curiosity and propensity for visual learning, which can be particularly effective when traditional methods fail to spark interest.

The act of guessing the picture serves a dual purpose: it not only reinforces the new vocabulary but also gauges the children's comprehension in a dynamic and engaging way. This method transforms the learning environment from a passive reception of information to an active discovery process. As the children articulate their thoughts and hypotheses about the images, they are not just learning new words; they are also developing critical thinking and deductive reasoning skills.

Furthermore, the discussions that follow the picture-guessing activity provide a

platform for collaborative learning. Through these exchanges, children can learn from each other, share different perspectives, and build upon their collective knowledge. The researcher's role in facilitating these discussions is crucial. By identifying those who grasp the material and those who do not, the researcher can tailor subsequent instruction to meet the varied needs of the learners.

This tailored guidance is essential for fostering a diligent study ethic among the children. When learners understand that their individual challenges are recognized and addressed, their motivation to engage with the material increases. The researcher's insight into each child's understanding allows for a more personalized learning experience, which is often more effective than a one-size-fits-all approach.

In essence, the researcher's employment of picture activities and discussions exemplifies a thoughtful, student-centered approach to education. It acknowledges the diverse learning styles and interests of the children, and it adapts to these variables to enhance their educational experience. Such strategies not only improve vocabulary but also instill a love for learning and a confidence in language use that extends beyond the classroom.

Skill, indeed, is a multifaceted concept that encompasses the ability to utilize various cognitive faculties such as logic, creativity, and critical thinking to enhance, adapt, or innovate, thereby adding value to pre-existing knowledge. In the context of MI students from grades 2 to 5 at Tarbiyatul Mubtadiin, it's evident that there is a gap in their communicative competencies, particularly in speaking and listening. This gap can be attributed to a lack of emphasis on active listening during learning sessions, which is crucial for language acquisition and comprehension. As a result, their ability to listen attentively and process information is not as developed as it could be.

Furthermore, their speaking skills are not reaching their potential, hindered by a deficiency in reading and dedicated study time. Reading extensively is a cornerstone of language learning, as it exposes learners to a wide range of vocabulary, sentence structures, and contexts, which are essential for developing fluency and expressive abilities. The challenges faced by these students in articulating their thoughts can be seen both within the classroom environment and in their interactions outside of it. They struggle with ideation and often find themselves at a loss when trying to construct grammatically correct sentences, which is a fundamental aspect of effective communication.

The misuse of tenses, such as employing the present tense to recount past events, further indicates a disconnect in their understanding of language mechanics. This could stem from a variety of factors, including insufficient exposure to the language in diverse contexts, limited

opportunities for practice and application, and perhaps a need for more robust curriculum design that integrates speaking and listening activities more seamlessly into the daily learning experience.

To address these issues, a multi-pronged approach is necessary. This could include increasing the amount of time dedicated to listening activities, encouraging reading both in and out of the classroom, and providing ample opportunities for students to engage in speaking exercises. Additionally, integrating language games and technology-based learning tools could make the learning process more interactive and enjoyable, thereby increasing student engagement and motivation.

Teachers and educators play a pivotal role in this process. They must be equipped with the right strategies and resources to foster an environment where language skills can flourish. Regular feedback, positive reinforcement, and a focus on incremental progress can help build confidence in students, which is vital for language development. Moreover, involving parents and the community in the learning process can create a supportive ecosystem that reinforces the language skills being taught at school.

In conclusion, while the current situation presents challenges, it also offers an opportunity for educators to innovate and implement effective teaching methodologies that can significantly improve the speaking and listening skills of MI students at Tarbiyatul Mubtadiin. With a concerted effort from all stakeholders, these students can overcome their language barriers and achieve proficiency that will serve them well in their academic journey and beyond.Consequently, their lack of motivation diminishes their engagement in the instructional and learning processes. Additionally, they need more self-assurance to practice English in front of the class. Because they did not practice with their peers, this occurred. Students' ability to engage in extensive communication during the speaking class is one indicator of the class's success, as demonstrated.

The learning media consists of a bicycle, a blackboard, and detailed explanations and writings on the blackboard (Hafiz & Anisa, 2022). Since projectors and laptops are not available at school, the information is written on the blackboard in front of the students, and provided careful explanations to ensure they comprehend the lesson (Rido, 2020). Instructional media are essential for educators to cultivate tremendous student enthusiasm for learning (Agung et al., 2020). One of the methods or instruments utilized in the teaching and learning process is learning media. This is carried out in order to foster learning patterns that contribute to the efficacy of the teaching and learning process, thereby ensuring that instructional and learning endeavors accomplish the intended objectives. An extensive

variety of learning media is available for use. Particularly in the current era, technology has become integral to numerous spheres, including education. The purpose of educational media is to pique students' interest in the presented material.

Five previous relevant types of research examine teaching vocabulary through picture games. The first research was arranged (Silalahi, 2019) entitled "Improving Student's Interest in Learning English by Using Games." Second, I was employed by (Octaberlina Anggarini, 2020) entitled "Teaching Vocabulary through Picture Cards in Islamic Elementary School: A Case Study in Nida Suska School, Thailand." The third was conducted by (Shabaneh, 2019), entitled "The Effect of Games on Vocabulary Retention". Fourth, (Andreani & Ying, 2019) entitled "PowPow Interactive Game in Supporting English Vocabulary Learning for Elementary Students." Fifth, (Jassim & Dzakiria, 2019) entitled "A Literature Review on the Impact of Games on Learning English Vocabulary to Children."

The significance of vocabulary acquisition in language learning cannot be overstated, as it is a fundamental element that facilitates communication and comprehension. Research has shown that interactive methods, such as the use of picture games, can be highly effective in enhancing students' vocabulary skills. These games not only engage students in a fun and dynamic way but also reinforce memory retention through visual associations. Studies have demonstrated that when students are actively involved in their learning process, particularly through the use of multimedia and authentic materials, their ability to recall and use new vocabulary improves significantly. Furthermore, incorporating picture media in vocabulary instruction can lead to increased student motivation and participation, as it adds a layer of context that can make learning more meaningful. The use of games involving pictures has been found to make progress in students' vocabulary mastery, aiding both in word recognition and in the ability to use new terms effectively in both spoken and written forms. Additionally, tools like Visual Thesaurus and Wordle can offer innovative ways for students to explore and understand the relationships between words, further enriching their vocabulary knowledge. By adopting such interactive and multimedia approaches, educators can create a more engaging and effective learning environment that fosters better vocabulary acquisition and usage among students.

Research Method

Research methods are routine procedures used to accomplish a task systematically to facilitate the execution of an endeavor to attain the designated objectives (Ahamad et al., 2022). This study is an example of classroom action research. Researchers and classroom

instructors collaborate in the development of a course of action. This elucidates that data comprises all information (data) about every aspect of the research objective.

The research at MI Tarbiyatul Mubtadiin, an elementary school nestled in a remote village, presents a unique opportunity to delve into the educational dynamics of a small classroom setting. With a focus on the third grade, which comprises 25 students, the study aims to explore the intricacies of language acquisition, specifically the speaking and singing abilities in English. The objective is to rekindle the students' enthusiasm for learning English, ensuring that the classroom environment is conducive to active participation rather than passive self-engagement.

The methodology employed in this research is multifaceted, examining various aspects of the learning experience. It includes monitoring the students' attitudes throughout the instructional process, which is crucial in understanding their engagement and receptiveness to new concepts. Additionally, the research emphasizes the importance of directing students to concentrate on their coursework during self-directed learning activities. This approach fosters a sense of responsibility and independence, essential skills in the learning journey.

Furthermore, the study involves supervising students to enhance their concentration levels, a vital component in maintaining a focused and effective learning environment. By placing greater emphasis on guidance, the research seeks to ensure that students approach their quest for knowledge with confidence, without the fear of embarrassment or failure. This nurturing approach is expected to yield positive outcomes in the students' language proficiency and overall academic performance.

In conclusion, the research conducted at MI Tarbiyatul Mubtadiin is not merely an academic exercise; it is a transformative endeavor that has the potential to significantly impact the educational experience of these young learners. By addressing the key aspects of speaking ability and student singing in English, alongside fostering a supportive classroom atmosphere, the study aims to lay a solid foundation for lifelong learning and a deep-seated love for the English language.

The scholastic environment at MI Tarbiyatul Mubtadiin, particularly in third grade, remains unfavorable due to students' inadequate understanding of English education. Students who comprehend the material will remain silent and attend the lesson if they can. Conversely, those who need help with learning, mainly English, will not listen and prefer to speak independently. We can conclude that students' learning is contingent on how the instructor explains and selects an effective method so that they can comprehend the material without becoming fatigued while in class. An English-learning game-based learning

approach that utilizes guessing images as media. In this method, I will display images about English vocabulary and then ask students to identify the images I have displayed and the names of the images while employing the English language.

This study makes use of both qualitative and quantitative descriptive data. Qualitative data pertains to information regarding the quality of the subject under investigation (Mays & Pope, 2020). Its quantity consists of non-numerical units of quality, such as "special," "good," "bad," "high," "low," and "medium," among others. Quantitative data consists primarily of numerical values (Ahmad et al., 2019). The provided data signifies a numerical assessment of the investigated object expressed in specific units, such as length, breadth, weight, volume, etc. The increase in children's English vocabulary in this investigation constitutes the quantitative data. Techniques of Data Collection This information was collected regarding the English vocabulary of young children. The collection of data for this investigation was conducted by:

1. **Observation**

Observation is a data collection technique by observing every ongoing event and recording it with an observation tool about things to be observed or researched (Pandey & Pandey, 2021). Researchers collected data through observation to get a direct description of student learning activities in class. Observations included observations about learning English, student activity, and mastery of children's English vocabulary after learning with a picture game and discussion approach.

2. **Interviews and Discussions**

Interviews and discussions may be perceived as a data collection method through spoken language, which may be conducted in person or via specific media platforms (De Villiers et al., 2022). Discussions and interviews were conducted after and on the findings from classroom observations and document analysis. Following the initial observations of learning activities, interviews and discussions were conducted to gather information on various topics about implementing English vocabulary learning for young children. The identified problem has been derived from the observational interviews and document evaluations that have been conducted.

Researchers undertook data analysis after the conclusion of the teaching and learning process. The objectives of this data analysis were to evaluate the benefits and drawbacks of the teaching and learning process in schools, the coherence of the use of learning devices or

media, and a variety of issues pertaining to the teaching and learning process. Furthermore, through this observation or research, it is anticipated that any preexisting issues in the teaching and learning process can be revised to identify solutions for each such issue. Furthermore, this evaluation aims to enhance the execution of learning or teaching and learning processes, i.e., to rectify any shortcomings in the outcomes. By utilizing this observation to assess the instruction and learning process the following day, it is possible to ensure that it improves even further than the day before.

Finding and Discussion

The chapter in question appears to be a critical component of a larger academic work, likely a thesis or a detailed research report. It serves as a bridge between the data collection phase and the presentation of findings, ensuring that readers have a clear understanding of the context and parameters of the study. The inclusion of a subject profile, although not obligatory, is a strategic choice that adds depth to the subsequent analysis. It provides a snapshot of the current state of English language perception among the subjects, which, in this case, are the third-grade pupils of MI Tarbiyatul Mubtadiin.

The struggle to speak English highlighted for these pupils underscores the importance of this research. It suggests that there may be underlying factors, such as educational methods, cultural influences, or resource availability, that are impacting language acquisition. The detailed exposition of research outcomes will not only shed light on the efficacy of current teaching practices but also potentially guide future pedagogical strategies.

By analyzing the data gathered, the research aims to draw conclusions that can inform educators and policymakers. It is expected that the findings will provide actionable insights into how English language education can be improved, particularly for those at the foundational levels of learning. The anticipation surrounding the research findings is justified, given the pivotal role language plays in educational development and the broader implications for social and economic opportunities.

In essence, the chapter sets the stage for a comprehensive discussion on the challenges and potential solutions for English language learning in the context of MI Tarbiyatul Mubtadiin. It promises to contribute valuable perspectives to the ongoing discourse on language education, especially in regions where English is not the primary language of communication but is an important tool for global engagement.

The investigation you're describing is a fascinating example of action research, a methodology that allows educators to study instructional strategies in the context of their

own classrooms. Collaborative Strategic Speaking (CSS) is particularly interesting as it focuses on the active engagement of students in the learning process. By reiterating the instructor's words, students are not only practicing their pronunciation but also reinforcing their auditory memory and comprehension skills. The use of visual aids, such as images, further supports the learning process by providing contextual clues that can help with the interpretation of language. This multimodal approach, which combines auditory and visual stimuli, caters to different learning styles and can be particularly effective in enhancing language acquisition.

The distinction between spoken and written language comprehension is crucial, as these are two distinct skill sets. Spoken language often relies on intonation, rhythm, and stress, whereas written language requires an understanding of grammar, syntax, and vocabulary. By addressing both, CSS helps students develop a more holistic understanding of English.

The presentation of research findings is a critical step in action research, as it allows for the dissemination of knowledge and the sharing of effective practices. Observations and documentation form the empirical basis of the study, providing concrete evidence to support the effectiveness of CSS. As you expound upon these findings, it would be beneficial to include quantitative data, such as pre- and post-intervention test scores, as well as qualitative data, like student feedback, to paint a comprehensive picture of the impact of CSS on students' speaking comprehension.

In conclusion, your study contributes valuable insights into the field of language education and showcases the potential of CSS to enhance speaking comprehension. It also underscores the importance of employing diverse teaching strategies that address the multifaceted nature of language learning. As you move forward with your analysis, consider how this research could inform future teaching practices and contribute to the broader educational discourse. Your work stands as a testament to the dynamic and reflective nature of teaching, where research and practice go hand in hand to improve student outcomes.

The integration of visual aids and interactive activities, such as image games, into the educational process can significantly enhance the learning experience. By engaging students in estimating measurements from drawn lines or circles, the instructor actively involves them in the learning process, fostering a more dynamic and participatory classroom environment. This method encourages students to think critically and articulate their reasoning, thereby improving their analytical and communication skills.

The use of image games as a learning medium serves multiple educational purposes. It

not only makes the learning process more enjoyable but also aids in the retention of information and concepts. When students are tasked with arranging images or forming words, they are exercising their cognitive abilities in a manner that is both challenging and entertaining. This type of gamification in education can lead to increased motivation and engagement among students, which is essential for effective learning.

Moreover, the personal involvement of the researcher in conducting interventions for the control group ensures a consistent application of the standard teaching procedures. This hands-on approach allows for immediate feedback and adjustments, ensuring that the educational strategies employed are tailored to the students' needs and learning styles. The collection of data at each meeting is crucial for monitoring progress and identifying areas where students may require additional support or resources.

The concluding assignment and review segment of each session play a pivotal role in reinforcing the material covered and evaluating student comprehension. These assessments provide valuable insights into the effectiveness of the image game media as an educational tool. By observing the learning outcomes, the researcher can draw conclusions about the impact of these methods on students' speaking proficiencies.

In summary, the strategic use of image games in the classroom setting has the potential to transform the educational experience. It promotes active participation, enhances memory retention, and supports the development of verbal skills. The careful implementation and evaluation of this approach by the researcher contribute to a comprehensive understanding of its benefits and effectiveness in fostering student development. Through such innovative teaching methods, educators can create a more engaging and fruitful learning environment for their students.

Student's Name	Student's Response			Reasons
	Brilliant	Very Good	Good	
Nasrul		✓		Excellent conversational proficiency in comprehending English
Its	✓			You may evaluate its conduciveness to this child's learning because it is exceptionally excellent.

Music	✓			Students must adhere to the instructor's subject orders; doing so constitutes compliance with his directives.
Azam		✓		Excellent conversational proficiency in comprehending English
Habibi	✓			Children may evaluate it according to how conducive it is to this child's learning, as it is exceptionally excellent.
Ila			✓	The child is not conducive to learning and, therefore, cannot read well.
Aldi		✓		Good in terms of conversation for reading English
Nisa'	✓			Children may evaluate its conduciveness to this child's learning because it is exceptionally excellent.
Rotib			✓	The child is not conducive to learning and, therefore, cannot read well.
Amel		✓		Children must adhere to the subjects specified by the instructor, which constitutes compliance with his directives.
Syaiful				Children may evaluate it based on how conducive it is to their child's learning because it is exceptionally effective.
Ma'we			✓	Children are not conducive to learning and, therefore, cannot read well.
Sholeha	✓			Excellent conversational proficiency in comprehending English

Anis	✓			Excellent for reading English conversational proficiency because the child is exceptionally receptive to learning.
Ilham		✓		Children must adhere to the subjects specified by the technician, which constitutes compliance with his directives.

Conclusion

The integration of English into daily activities is a multifaceted approach that extends beyond reading to encompass speaking, a skill that is vital in the global context. The dynamic nature of curriculum development, especially in English language education, necessitates continuous adaptation and innovation in teaching methodologies. The role of English in the educational process is pivotal; it serves as a bridge to global communication, enhances cognitive abilities, and opens doors to cultural exchanges. Addressing the challenges in English language acquisition is crucial, and the implementation of media in education plays a significant role in this endeavour.

Visual media, in particular, has emerged as a powerful tool in language learning. It aids instructors by providing a context-rich environment where students can engage with the language in a more interactive and meaningful way. The creation of media by students themselves can be particularly empowering, as it encourages active participation and ownership of their learning process. This hands-on approach not only addresses the problems associated with learning English but also significantly improves speaking abilities.

When students are involved in the creation of visual media, they are more likely to develop the confidence to communicate in English. This experiential learning process fosters a deeper understanding and retention of the language. Post-implementation reviews of image media are essential to assess its effectiveness in enhancing students' speaking skills. The distinction between using and not using media in language instruction is clear; media incorporation enriches the learning experience and increases student engagement.

Research findings underscore the positive impact of media on language proficiency. Students who engage with visual media can pronounce common English words with greater confidence, covering a range of vocabulary from family members to occupations, and from

animals to colours. However, there remains a need for further assistance in pronunciation and writing accuracy. This indicates that while visual media can significantly aid in language acquisition, it should be complemented with other teaching aids and techniques to address all aspects of language learning.

In conclusion, the application of English in education is not just a linguistic requirement but a pedagogical strategy that, when supported by visual media, can transform the learning landscape. It is a step towards not only language proficiency but also towards nurturing confident individuals ready to navigate the global stage. The ongoing research and development in this field will continue to shape the future of English language education, making it more accessible, engaging, and effective for learners worldwide.

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