THE IMPLEMENTATION OF EDUCATIONAL GAMES IN TEACHING

VOCABULARY TO YOUNG LEARNER

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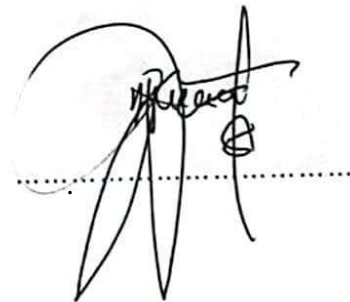
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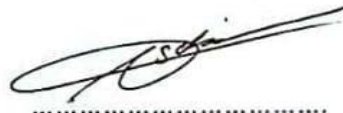
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Sorong ,28 April 2025

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v

MOTTO AND DEDICATION

MOTTO

"Don't be afraid of the magnitude of the difficulties because Allah has prepared ease for those who try."

DEDICATION

I proudly dedicate this thesis especially for:

Myself

My strongest father, Mr. Willem Safuf

My angel mother, Mrs. Petronela Sahbuku

All of my family that I love.

The last, my Almamater Unimuda Sorong

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I realize that this thesis is still far from perfect. Therefore, I openly welcome constructive criticism and suggestions for future improvements. Hopefully, this thesis can provide benefits to readers and contribute to the development of knowledge.

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ABSTRACT

Amelia Safuf/148820320023, 2025. The Implementation of Educational Games in Teaching Vocabulary to Young Learner. **In the academy year 2024/2025. Thesis, English Education Department, Faculty of Education Language, Society and Sport, University of Education Muhammadiyah Sorong. March 2025.**

The objective of this research is to know wheter the use of educational games influence the young learners vocabulary and wheter the use of educational games influence the students' activeness in the classroom. This research employed pre-experimental design. The population of this research is the students of SD Negeri 14 Kabupaten Sorong. The sample of this research is 5th grade consists of 8 students. In the collecting data, the researcher use vocabulary test which consists of 10 items consist 5 items multiple choice, 5 items matching, that focus on noun with the topics of foods and animals. In analysed the data researcher used SPSS statistics 20 program to calculation the data. The Null Hypothesis (H0) rejected and The Alternative Hypothesis (Ha) is accept. After analysed data the result of paired sample t-test. In addition to result of sig. (2-tailed) is 0,00, which that small than 0,05. It means the influence of education games on students significantly improves students' understanding of vocabulary and worksheet observation used Exel to calculation the data and see the student's activeness . The mean score is 81,87% wich is categorized as high activeness, which means that it can be concluded as a whole students have very good level of activeness in learned vocabulary by using educational games in the classroom.

Keyword : Educational Games, Vocabulary

LIST OF CONTENTS

BIBLIOGRAPHY

LIST OF TABLE

CHAPTER I

INTRODUCTION

1.1 Background

Vocabulary is the foundation of language and plays an important role in communication. In other words, vocabulary is crucial in language development and is the top priority in learning English. With vocabulary, people can express their ideas better and understand other basic abilities. Junior high school students will learn basic English and understand simple vocabulary or things around them. Therefore, we hope that students will be able to understand simple English used in daily situations after mastering vocabulary. (Sutresno, 2017).

According to Coleman and Michael West (Subyakto, 2012), vocabulary is one of the most important aspects of language teaching. Without vocabulary, students and teachers cannot listen, speak, read and write. There are some problems in vocabulary learning: insufficient vocabulary; students still have difficulty memorizing vocabulary; schools lack language laboratories; teachers do not often expand students' vocabulary; or students get bored with the teaching methods. This leaves students with the impression that English is difficult to understand and makes them feel bored. Therefore, it is vital to master these skills.

In indonesia nowadays, teaching English to children has become a phenomenon. English is one of the main subjects in most kindergartens and primary schools. Teaching English to children is obviously different from teaching adults. Children are very receptive to a new foreign language. The problem is that if the teacher uses traditional teaching techniques and methods, children will get bored

easily. The teacher's duty is to use interesting teaching methods to motivate students. Harmer (2008). Students aged 5 to 12 are called child English learners. (Jannah, 2019).

Pribilova (2006) believes that there are differences in the learning of primary school students, such as, they feel happy when playing, they like to share their experiences, they enjoy being noticed and having others listen to their conversations. They are capable of explaining what they are doing and often engage their imagination. They can think critically, reason, discuss, and interact with both peers and adults. They are able to focus for a certain amount of time, interpret situations, and make use of multiple senses in the process. Their language abilities often emerge naturally, without conscious effort. At times, they struggle to distinguish between reality and fiction. They have a strong desire to learn, feel joyful when they discover something new, and are eager to share their knowledge with others. They take pride in what they've learned, occasionally enjoy showing it off, and frequently "teach" one another. They appreciate recognition for their efforts and achievements, which plays a key role in keeping them motivated.

According to (Hao, 2019), there are several problems students face in learning English vocabulary. The first is that the students have difficulty memorizing English vocabulary because there are many types of vocabulary to study and remember. The second is that students become confused when they are presented with the same vocabulary that has different meanings. In addition, the teacher utilizes the same method or teaches without media during the teaching of vocabulary.mastery because they help students master their vocabulary lists.

Based on the results of an observational study conducted during a community service project in SD Negeri 14 Kampung Klawaton Distrik Moisegen, Kabupaten Sorong, the researchers found that fifth grade students had some difficulties in learning English. First, students struggled to retain vocabulary and frequently forgot words shortly after they had been introduced or learned. Second, since students had not taken English classes in school, they were not familiar with the English language.

Based on the above problems, the researchers applied educational games to vocabulary teaching. Fokides, E. (2018) defines educational games as interactive games where students can learn to solve problems, goals, rules, adapt, and interact. They are like a story. They can provide learners with fun, Enthusiastic engagement, structure, motivation, satisfaction, adrenaline, creativity, social interaction and emotion. The researchers defined educational games as "an activity in which students can play, learn, and interact with each other in a beneficial way." In this study, the researchers chose busy books as the medium for educational games.

Busy Books contain simple activities such as mazes, puzzles, drawings, etc. They are effective teaching aids that introduce basic vocabulary in an engaging way. It can be used to teach vocabulary related to colors, animals, numbers and shapes, making vocabulary learning more fun. (Mufliharsi, 2017). According to (Risnawati, 2017) explains that puzzles board are games that involve assembling pieces. visual pieces into one complete image. In the form of two or three disassembly games Puzzles can help improve hand-eye coordination and understanding of assembly concepts.

Based on the explanation above, the researcher more interest to conducted this research with tittle *"The Implementation of Educational Games in teaching vocabulary to* young *learners".*

1.2 Formulation of the Research

Based on the background of the above problems, this study is formulated as follows :

1. Does the use of educational games influence the young learners vocabulary?
2. Does the use of educational games influence the students' activness in the classroom ?

1.3 Objective of the Research

This research aimed :

1. To know whether or not the use of educational games influence in teaching vocabulary to young learners.
2. To know whether or not the use of educational games influence the students' activness in the classroom.

1.4 Hypotesis of Research

The hypothesis of the research as follows:

1. Null hypothesis (H0) :

1. The use of educational games doesn't influence the vocabulary of young learners.
2. The use of educational games doesn't influence the activness of young learners in the classroom.

2. Alternative hypothesis (Ha):

1. The use of educational games influence the vocabulary of young learners.

2. The use of educational games influence the activness of young learners in the classroom

1.5 Significant of the Research

The results of this study can bring the following contributions to students, teachers and other researchers:

a. Teacher

It is expected that the findings of this study will provide a reference for teachers in vocabulary teaching, especially for young learners (in this case, game teaching).

b. Students

The results of this study can help students improve their vocabulary and make it easier for them to remember vocabulary through educational games.

c. Other Researcher

The research results can be used as a reference for those who intend to conduct research on English teaching.

1.6 Operational Definition

To understand the topic of this research easily, the research uses three variables, as follows:

a. Vocabulary

Vocabulary refers to a collection of letters arranged into words that convey information and meaning within a language. It plays a crucial role in language learning, as the ability to construct sentences depends on having a sufficient vocabulary.

b. Educational games

Educational games are various types of games designed to offer players an educational or learning experience through engaging content or gameplay.

c. Young learners

Young learners are elementary school students typically between the ages of 6 and 12 years old.

CHAPTER II

LITERATURE REVIEW

2.1. Vocabulary

2.1.1 Definition of Vocabulary

Vocabulary is a list of words that have meanings that are used to communicate between one person to another. Vocabulary is one of the most important elements of learning foreign language. By understanding vocabulary well, students will be able to write a concept, read the information clearly, and know the meaning of the vocabulary they are listening to. They can also express their opinions, ideas, and desires well. This means vocabulary has an essential function in communication (Uspa, 2020).

Vocabulary becomes the most important aspect in learning English. Some specialists discovered the definitions of vocabulary. Thempleton (2019) asserts that vocabulary is the collection of words used by comprehended by, or under the control of, a specific individual or group. It was utilizing. The term expressive vocabulary is used to describe language utilized in speaking and writing describe the concepts. Understanding vocabulary when listening to a speech is referred to as and reading; listening and reading are referred to as having receptive vocabulary.

Jack and Richard (2018), they are said vocabulary is collection of words which are known by individual. Vocabulary is a center part of dialect capability and gives much of the premise to how when students listen, speak, read, and write. Vocabulary is a core of language to sustain the participant's interaction in communication. From the definitions above, the researcher can conclude that

vocabulary is combinations of a number of words that can help students understand the teaching and learning process in class. By memorize a lot of vocabulary the students can talk a lot with words. That means vocabulary is very important to build students' knowledge in class.

From the explanations above regarding the understanding of vocabulary, it can be implied that vocabulary is the most important factor because without vocabulary, communicating, understanding the meaning of the interlocutor's speech, and other things will be difficult. As a result, mastering vocabulary comes before mastering other skills.

2.1.2 Kind of Vocabulary

According to Harmer as cited in (Sholikhah, 2013), the kinds of vocabulary can be classified into seven groups. There are:

1. Noun

    Nouns are words that identify people, places, and things. Nouns can be found in any sentence, and most sentences contain multiple nouns.

2. Pronoun

    Pronouns refer to and replace nouns (the names of people, places, and things) that have previously been mentioned or that the speaker/writer assumes the listener/reader understands. "I want you to read this again," for example. I, you, and this are all pronouns. Pronouns are classified into eight categories based on their meaning and how they are used in a sentence.

3. Verb

Verbs are one of the primary components of every sentence. Here are a few spoken characteristics. First of all, without at least one verb, a sentence is not a sentence. The verbs then typically describe an activity. Then, verbs frequently appear in the middle of sentences.

4. Adjective

Adjectives are words that provide additional information about nouns and pronouns. A word that describes or modifies a noun or pronoun is called an adjective. A word that restricts modifies, or affects the meaning of another word is known as a modifier. An adjective so restricts, modifies, or changes the meaning of a noun or pronoun. Normally, adjectives come before nouns. In a sentence, adjectives provide additional information about the nouns by characterizing them. Normally, adjectives come before the nouns or pronouns they modify.

5. Adverb

The verb is yet another kind of descriptor or modifier. Adverbs restrict, modify, or otherwise alter the word modify. Adverbs are modifying words that clarify a sentence's meaning by changing verbs, adjectives, and another adverb.

6. Prepositions

Prepositions are joining words, sometimes called connectives, which are used to show a time, place, or ownership relation between two nouns/pronouns or a noun and a verb. Prepositions are small words that

indicate the relationship between nouns/pronouns or tell when, where, and how an action in a verb occurred.

7. Conjunction

Like prepositions, conjunctions are linking words or connectives. Words, phrases, and sentences are joined together by conjunctions. With the exception of the very end, conjunctions can be found wherever in a sentence. These are the many kinds of conjunctions: subordinate conjunctions, conjunction adverbs, correlative conjunctions, and coordinate conjunctions.

2.1.3 Problem in Vocabulary

According to Thonbury (2014), In learning vocabulary, students might get some difficulties. Some factors that often cause this problem are:

1. Pronounciation

Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners such as regular and lorry for Japanese speakers.

2. Spelling

Words that contain silent letters are particularly problematic, such as foreign, listen, climbing, honest, etc.

3. Length and complexity

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English,

and therefore the learner is likely to meet them more often, a factor favoring their „learn ability".

4. Grammar

Also problematic is the grammar associated with the word, especially if this differs from that of its first language equivalent.

5. Meaning

When two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point: You make breakfast and make an appointment, but you do the housework and do a questionnaire.

6. Range, connotation and idiomatic

Word that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range.

Learning vocabulary seems to be one of the easiest things about learning a language, but it' also one of the hardest things to do. It is because learning vocabulary does not only learn about the meaning of word. When learning vocabulary, students will also learn about other aspects of word such as usage,pronunciation, grammatical, and so on. So it often makes difficulties for the students to comprehend the vocabulary.

2.2 Educational Games

2.2.1 Definition of Educational Games

Educational games are a combination of education and games. Song and Zhang (2018) believed that games and learning are inseparable in nature. Since kindergarten, teachers have encouraged children to play with building blocks and

let them shape different shapes. When children go to primary school, they play hide and seek in PE class. Song and Zhang (2018) claimed that play games are an activity that can best reflect children's learning spirit. When children start to observe, imitate the actions of adults, and play role-playing games, it means they begin to learn. Children will train and develop their creativity and intelligence, positive attitude, cooperation spirit, exploration awareness, and imagination in the game (Song & Zhang, 2018).

Educational games are specially designed games. In recent years, the number and complexity of educational games have been increasing (Marchiori, 2012). The emergence of these educational games brings innovative learning forms and new educational materials for the field of education. The educational game has become the supplement of traditional teaching mode and is playing the potential power and advantage of games. The research shows that educational game provides an active learning environment for learners (Song & Zhang, 2018, which attracts learners to acquire knowledge through intrinsic motivation (Marchiori, 2012).

Arif & Sumawati (2016) also stated that educational games are digital games designed for educational enrichment to support the teaching and learning process using interactive multimedia technology. The educational game itself contains educational material designed in an interactive game that aims to increase intelligence. The elements in the educational game concept are based on the educational concept which combines several elements, namely: creativity, fun, adventure, motivation, play, skills, freedom, education, logic, hobbies,

independence and decisions. This concept will then be adapted to the user's age group and learning curriculum.

Based on this statement, it can be concluded that the definition of educational games in general is a digital game device packaged in an educational context or something educational, which aims to motivate students in the learning process.

2.2.2 Principles of Educational Games

Educational games must pay attention to several principles. Some of these principles according to Sandy & Hidayat (2019) are as follows:

1. Individualization

    Learning material (knowledge) is created according to the individual needs of the learner, while games raise the individual level of the player.

2. Active Feedback

    There is appropriate feedback quickly to improve learning and reduce students' ignorance of the material presented, while games provide feedback quickly and contextually.

3. Active Learning

    There is a tendency to actively involve students in creating new discoveries and constructive knowledge, while games provide an environment that encourages these new discoveries.

4. Motivation

Students are motivated by the rewards provided in gaming activities, whereas games engage users for hours to achieve goals.

5. Social

Knowledge is a process of social participation, while games can be played with other people (such as multiplayer games) or involve the same community of game lovers.

6. Scaffolding

Students' are gradually challenged with increasing levels of difficulty and can move forward to achieve game victory, while the game is built on a multi-level basis, the player cannot move to a higher level until he can complete the game at the existing level.

7. Transfer

Learners develop the ability to transfer knowledge from one person to another, whereas games allow players to transfer information from one context to another.

8. Assessment

Individuals have the opportunity to assess their own learning or compare it with others.

2.2.3 Characteristics of Educational Games

Learning media in the form of educational games that can be applied in learning as stated by Dermawan (2015) has the following characteristics:

1. It is a process of searching and finding answers by students themselves.

2. Consists of procedures and steps as well as game rules that must be followed during learning.

3. Material consists of parts that have a unity,

4. Aim to prove something and find the answer according to the steps of the game.

5. Shows interesting game processes and procedures.

6. Requires game process and critical thinking.

7. Requires form and variety of stimulus as well as strong reinforcement.

8. Demand evaluation in the form of honesty and accuracy.

2.2.4 Educational Games in Learning

Dermawan (2015) stated that the learning model using educational games was developed based on the principle of "fun learning". This is because later students will be faced with several instructions and game rules that students must follow, which of course is in the learning context. Learning is designed as if students are taking part in a game that is presented with the help of certain simulations that are needed so that students can apply all their learning experiences to solve the problems they face.

In the learning process. Dermawan (2015), educational games generally consist of a main menu, program instructions, game content and evaluation. Games education being developed also has several things that become its identity, namely:

a. Introduction

b. Presentation of information

c. Questions and responses in the form of a game

d. Response assessment

e. Providing feedback on responses

f. Correction

g. Teaching setting segment

h. Closing

Dermawan (2015) also stated that educational games in learning are designed to replace people (educators) whose delivery of educational information is provided through a series of online and offline virtual games that contain certain educational material. The forms of play used in educational games may vary. If the student's answer is correct or he successfully completes each stage of the game presented, then the program continues to the next educational game, if the student's answer is wrong, the program will repeat the previous educational game or jump to a certain section.

The stages of learning with the help of educational game media according to Dermawan (2015) are as follows:

a. Presentation of Information (presentation of information) which in this case is the delivery of teaching material

b. Playing Instructional Games (start learning games)

c. Judging of Responses

d. Providing Feedback About Responses

e. Remediation

f. Check Score

g. Exit (exit from the games)

2.2.5 Varios of Education games

In the world of games, there are various types or genres of games. Some of the most common game genres we encounter according to Ridoi (2018) are as follows:

1. Action Games

Usually include physical challenges, puzzles, racing, and some other conflict. It can also include simple economic matters, such as collecting objects.

2. Real Time Strategy (RTS)

Is a game that involves issues of strategy, tactics and logic.

3. Role Playing Games (RPG)

Most games of this type involve issues of tactics, logic, and exploration. And it also sometimes includes puzzles and economic issues as the game usually involves collecting loot and selling it for better weapons.

4. Real World Simulation

Includes sports games and vehicle problem simulations. This game mostly involves physical and tactical issues, exploration, economic and conceptual issues.

5. Busy book

Busy book is a game tool in the form of a book made from flannel which is designed to develop children's cognitive abilities

Mufliharis (2022) states that a Busy Book is a book made of cloth containing simple game activities that are creatively designed as teaching aids. The benefit of

Busy Book being given to young learners is that it can stimulate curiosity by entertaining, encouraging cognitive, motor, skills, mental and emotional abilities. (Lela Nurlaela, 2018) Busy Book is a book usually made from flannel which contains pictures which aim to increase children's creativity.

Busy books (Trisna, 2021) are learning media that can keep children busy with the activities in busy books and can be used as innovative and creative learning media by teachers to deal with existing technological developments. This media can also be further developed to create an inclusive attitude, because this media can be used by both normal students and students with special needs.

Busy book media is an interactive learning media made from brightly colored flannel fabric. Busy book media can be made according to the needs of the learning process that will be introduced to children, such as introducing children to counting. (Della Ulfa Amaris, Rakimahwati, 2018)

From the opinions above, it can be concluded that busy books are media made from flannel in the form of books that are made as attractive as possible, filled with color, containing various kinds of activities that will keep children busy with the activities in the book.

2.2.5.1 Advantages of Busy book

According to (Mufliharsi, 2017) learning using busy books has several advantages, namely:

1) It is easy for teachers to determine teaching materials, they just need to adjust the instructions according to the content in the busy book.

2) Teachers can easily evaluate students because the activities contained in the book can explore each student's abilities.

3) Students without being asked, carry out activities that are required to be done in the busy book.

4) Students will be curious and tend to do it themselves without help from the teacher.

5) The nature of the media is long-lasting because it is made from cloth so it does not get dirty, wrinkled or torn easily. Learning in class becomes fun and active.

6) Learning becomes fun because there are lots of colors, lots of activities, and it stimulates students' creativity to carry out existing activities better and more systematically.

The advantages of busy book learning media according to (Daryanto, 2013) are: it can be used for all subjects, can be made yourself, items can be arranged independently, can be prepared in advance, allows adjustments to student needs, can be used many times, and saves money. time and energy. In its use, busy book media can be varied with other media.

Meanwhile, according to (Indriana, 2017), the advantages are: making it easier and faster for students' understanding through the visualization process. This media can also be equipped with colors so that it attracts students' attention more, and the manufacturing process is relatively fast. In line with previous opinions,

The advantages of busy books are that they attract attention, can stimulate children to be active, are easy to use or play with, can be taken anywhere, and can be used repeatedly. (Trisna, 2018).

2.2.5.2 Puzzle Games

 Aimed at solving a specific problem. Almost all the challenges here involve logical problems which are usually limited by time.

According to Alfiatun (in Bahar & Risnawati, 2017) explains that puzzles are games that involve assembling pieces.visual pieces into one complete image. In the form of two or three demolition games, the puzzlesPuzzles can help improve hand-eye coordination and understanding of assembly concepts.

According to Wahyuni, Yolanita's article (in Rusdiana et al., 2020) explains that the term puzzle refers to a difficulty or puzzle. The first step is to understand differences and diversity as an inseparable part of the Indah & community (Farida, 2021). Message delivered through the medium of puzzles by combining individual pieces to produce images.

According to Hamalik (in Jatmika, 2015) explains that images are two-dimensional visual representations of emotional outpourings and thoughts. Therefore, puzzle media is classified as image media, which is a part from visual media, because it can only be processed visually. By asking children to uncover rput puzzle pieces together depending on the friend, puzzle media can be considered as a game tool educational that can stimulate children's talents.

2.2.5.3 Advantages of Puzzel Game

According to Ayu (in Bahar & Risnawati, 2017), the benefits of puzzle game media are: following:

1. Pictures are original because they help students to see things clearly;

2. Images can transcend time constraints; And

3. Pictures can attract students' attention and interest.

2.2.5.3 Disadvantages of Puzzel Game

According to Ayu (2014), the disadvantages of puzzle media include:

1. it takes longer,

2. requires students' creativity,

3. makes the class less orderly,

4. emphasizes the sense of sight

5. Complex images. reduce learning efficiency. When used in large groups, reduced visual effectiveness.

2.2.5.4 Benefits of Puzzle Game

According to (Bahar & Risnawati, 2017), playing puzzles with children has various benefits, including:

1. Increasing children's cognitive abilities and training their brain cells to improve their cognitive abilities and focus on solving puzzles. picture puzzle components, Have the hand-eye coordination necessary to match the puzzle pieces and build the whole picture.

2. Improve children's cognitive function. By playing puzzles, children will try to solve problems that involve arranging pictures. In addition, puzzles are colorful pictures with fun designs.

3. Human-shaped puzzles will improve children's ability to reason deductively. Children will use logic to identify the positions of the head, hands, and feet, among other body parts. The mouth is positioned close to the base.

4. By solving puzzles, children have a keen awareness of their environment. Developing creativity, critical thinking, and increasing creativity in children.

2.3 Young Learners

2.3.1 Definition of Young Learners

Young learners are primary students. In term of age, young learners are between the age of approximately five and twelve. In the education systems, young learners are children who are in primary or elementary school. According to Daniel Muijs and David Reynolds (2018) based on their book, young learners have the characteristics, which are: (a) they can differentiate objects based on theirs characteristics, (b) they can arrange logical combination where A is fewer thanB and B is fewer than C, etc (c) they can develop the way to think which is reasonable and systematic, but they still think based on the physical.

Young learners have a short attention to the lesson. Krashen (as cited in Gursoy, 2013) states that, "lateralization of the brain is complete before puberty, and it is not a barrier to accent-free second language learning by adults". In addition,

Halliwell (2009) states that young learners have a very good interpreting meaning without understanding the individual word, they have a great skill in using limited language creatively. Because, young learners take a great delight in talking. They frequently learn indirectly rather than directly and young learners have a great pleasure in creating fun whatever they do with their own imagination".

2.3.2 Characteristic of Young Learners

Wibowo (2019) explain tat Kindergarten and elementary school students are define as young learners. Children from the first years of formal schooling (5 or 6 years old) to eleven or twelve years of age is catagorized as young learners. He also mentions two groups of young learners, there are:

1. The five to seven years old (beginning stage)

The characteristic of beginning stage of young learners, there are: they can talk about what they are doing, they can tell about what they have done, they can plan activities, they can use logical reasoning, and they can understand direct human interaction.

2. The eight to ten years old

The characteristic of eight to ten years old, there are: they can understand abstract, they can understand symbol (beginning with words), and they can generalize and systematize. As stated by Talak-Kiryk (2016, cited in Pivec and Dziabenko, 2016) in) the learning process should be interesting and should be fun to learn. Also, he stated that activities that promote interacting, thinking, learning, and problem-solving are games.

2.3.3 Student Activity

2.3.3.1 Definition of Student Activity

The learning process really requires student activity, without student activity learning seems boring. Student activity is the most important element in learning, because activity will have a big influence on the success of the learning process. The higher the student's activity, the higher the success of the learning process. According to Sardiman (2021), activeness is activity that is both physical and mental, namely doing and thinking as a series that cannot be separated.

According to Nana Sudjana in Sinar (2018) views student activity activities in carrying out their learning tasks such as being involved in solve problems, ask teachers and other students when he does not understand the lesson he is facing and assess your own abilities and the results obtained.

According Budimansyah in Rahayu and Agustina (2019) activeness. Learning is a learning process that teachers are obliged to form .The atmosphere is such that students actively apply ask questions, express ideas, and search for information data that they need to solve the problem.

According to Dimyati and Mudjiono (2022), student activity can be encouraged by the role of the teacher. Teachers will try to provide opportunities for students to play an active role, both searching, processing and managing their learning gains

From several understandings of the experts above, it can be concluded Learning activeness is student activity that is physical and mental as well as

involving students' emotional abilities such as ask questions, put forward ideas, look for data.

2.3.3.2 students' Activity Groups

Ahmadi dalam Wahyuningsi (2020) expressed activeness learning into several, namely:

a. Listening, the teacher uses the lecture method in giving lessons and a student's task is to listen,

b. Looking, looking at an object with the aim of achieving change,

c. Touching, smelling and tasting, are included in learning activities with the goal is to get behavior to change,

d. Writing and taking notes, including learning, that is, if students are aware the use of note taking,

e. Reading, namely learning activities by paying attention to chapter titles, relevant main topics,

f. Making a summary, can help a lot people

g. Observing the tables,

h. Compiling papers, many students compose papers by tracing or copying so as to form a complete dish,

i. Remembering, which aims to provide an impression left in the brain,

j. Thinking, activity that obtains discoveries new meaning,

k. Exercise and practice, encouragement to achieve certain goals that can develop self-respect in students.

2.3.3.3 Indicators of Student Learning Activity

Sinar (2018) explains that indicators of active learning include:

1. Active learning that occurs by natural processes. It means process the experience here is that students are guided to do it themselves participate in learning, which begins with the courage to ask questions, courage to answer a friend's question, courage to try practice the material being studied.

2. Active learning which is formed in active learning transactions/events. Incident Learning is an activity that requires concentration maximum number of students who are studying.

3. Learning activity occurs through the process of overcoming problems so that a process occurs solution to problem. When carrying out the learning process especially in practical material, there are some students who are lacking understand what his colleague means.

From the conclusion above there are several indicators in learning activities, namely:

a. Active learning occurs in a natural process such as expressing opinions to teachers and other students when they don't understand the material studied.

b. Active learning takes the form of transactions such as concentration students during the learning process, write the material completely and neat.

c. Student learning activeness in solving problems.

d. Active learning is seen from students working together in groups

2.4 Previous Study

In conducting this research, the researcher found previous studies about Educational Games in teaching vocabulary. Here are previous studies that have a relation with this research :

The first, Miftahul Jannah (2016)."Using Educational Games In Improving Students' Vocabulary (A Classroom Action Research at Seventh Grade of Yayasan Miftahul Janah (YMJ) Junior High School Ciputat)". This research is conducted in order to improve students' vocabulary in the easiest way through using games at seventh grade of Yayasan Miftahul Janah (YMJ) Junior High School Ciputat, and it also help the English teacher at seventh grade of Yayasan Miftahul Janah (YMJ) Junior High School Ciputat to manage activities in classroom. The students' responses showed that they were interested in learning vocabulary through using games. Moreover, the students' achievements in pre-test and post-test showed a significant improvement. The students' average score in pre- test was 52, 81, the average score in post-test 1 was 64, 70, and the average score in post-test 2 was 75,71, while based on the class percentage result from the pre-test to the post-test 2 improved about 63.26%.

The second research is conducted by Zainab (2019),by the title "The Effectiveness of Using Educational Games in Teaching vocabulary and Grammar to Primary Stage Pupils", This research aimed to find out the effectiveness of using educational games in teaching vocabulary and grammar for 6th year primary school pupils. For this purpose, two intact groups were selected and assigned to an experimental group and a control one, twelve pupils in each group, The data

obtained were statistically analyzed. Findings indicated that the experimental group exceeded the control group in vocabulary and grammar posttest. Thus, the educational games proved to have a large effectiveness in teaching 6th year primary school pupils' vocabulary and grammar.

The third research is conducted by Suci Muqaddimatul Jannah with the title "Improving Students" Vocabulary Mastery through Game Activities: A Case Study at MTs. Babul Khaer Kabupaten Bulukumba" The findings of this research show that the result of the students" vocabulary achievement is significantly different between Pre-test and Posttest. The mean score of the post-test was 92,5 and the post-test was 79,5. The students" perceptions in learning vocabulary by using game are mostly positive. This is because they enjoy learning vocabulary using game which makes them able to easily remember the vocabulary that has been taught through this method.

The similarity between those researches and this research is all of them using educational games media in teaching vocabulary. The difference in this research intends to using busy book and as education games media in teaching vocabulary.

2.4 Conceptual Framework

The conceptual framework of this study is shown in the figure below :

Table 2.4 conceptual framework

```
┌─────────────────────────────────┐
│   Students lack of vocabulary   │
└─────────────────────────────────┘
              ⇓
┌─────────────────────────────────┐
│            Pre-test             │
└─────────────────────────────────┘
              ⇓
┌─────────────────────────────────┐
│ Teaching young learners vocabulary │
│    by using educational games   │
└─────────────────────────────────┘
              ⇓
┌─────────────────────────────────┐
│     Pre-experimental Class      │
└─────────────────────────────────┘
              ⇓
┌─────────────────────────────────┐
│            Busy book            │
└─────────────────────────────────┘
              ⇓
┌─────────────────────────────────┐
│           4 meetings            │
└─────────────────────────────────┘
              ⇓
┌─────────────────────────────────┐
│            Post-test            │
└─────────────────────────────────┘
              ⇓
┌─────────────────────────────────┐
│ The Influence of educational games on │
│  students' vocabulary and activness  │
└─────────────────────────────────┘
```
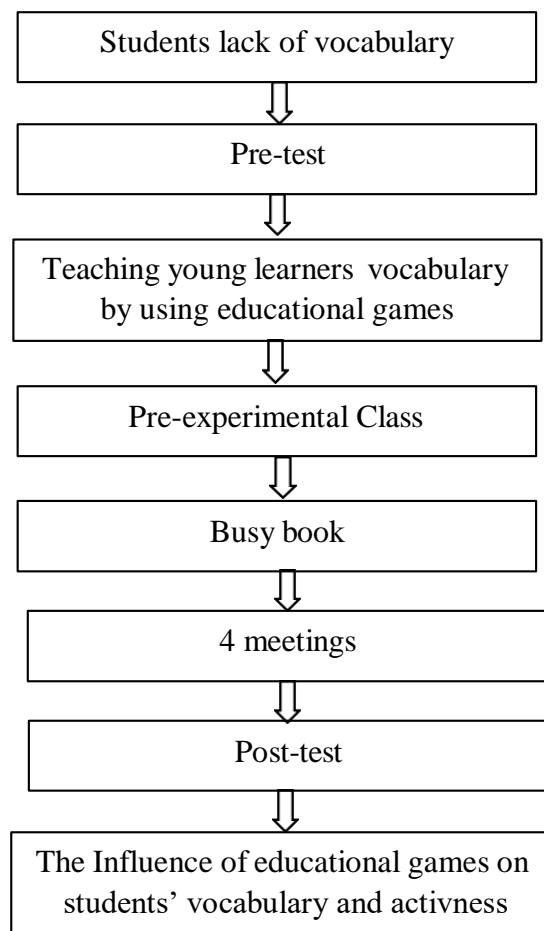
In the conceptual study above, this research focuse on the vocabulary of the fifth grade students of SD Negeri 14 kampung klawaton distrik moisegen,kabupaten sorong.. Because of the students lack of vocabulary , the researcher wanted to using busy book as media to teach vocabulary. There is one class in this research that pre-experimental will be given pretest and posttest. The students of the pre-experimental conduct the treatment by using busy book four meetings to determine whether educational games that was give influence or not. If this media was

41

influenced the students' vocabulary and activness in the classroom, it means that educational games was a good media for teachers and students in learning vocabulary.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

Research design is a method of collecting and analyzing data to achieve the research objectives. The design of this study is a pre-experimental design, using quantitative methods, and conducting a single-group pre-test and post-test. Pre-experimental design is a research technique used to analyze how the researcher's intervention will affect the experiment before the formal experiment begins. Based on Arikunto, Fitrianti (2019), the observation of pre-experimental design made twice, before and after the treatment. The test will be conducted before the treatment is known as pre-test and the test will be conducted after the teatment is known as post-test.

Table 3. 1 One Group Pretest and Posttest Design

Pretest	Treatment	Posttest
Y_1	X	Y_2

Explanation :

Y_1 = Pre-test (vocabulary test before treatment)

X   = Treatment (giving treatment Educational Game)

Y_2 = Post-test (final test after being given treatment)

3.2 Research Variables

In this research, there are two variables; independent variable and dependent variable. Both variables are identified as follows:

1. Independent variable

The independent variable in this research is Educational game that symbolized by (X)

2. Dependent variable

The dependent variable in this research is students' vocabulary that symbolized by (Y)

3.3 Setting of Research

3.3.1 Location of the Research

The research will be conducted at SD Negeri 14 kabupaten sorong . That located in Klawaton Village, Moisigen distric, Sorong Regency.

3.3.2 Time of the Research

The research will be conducted from 06 july to 10 august 2024

3.4 Population and Sample Research

3.4.1 Population

Population is the whole subject of the research which has certain quality and characteristics. According to Arikunto, cited in Fitrianti (2019) population is the entire subject of study. The population of this research is the fifth grade students of SD Negeri 14 Kabupaten Sorong which consist of 8 students. It only one class.

Table 3.2 Students Population

Class	Male	Female	Total
5th Grade	4	4	8

3.4.2 Sample

According to Tiro in Akhyar (2017), a sample is defined as a certain number of members drawn from a population. This study employs a purposive sampling technique. As stated by Cohen et al. in Akhyar (2017), purposive sampling involves selecting participants who are considered capable of meeting specific research objectives or criteria. The sample of this research is the fifth grade from SD Negeri 14 kabupaten sorong, which consist of students with 4 males and 4 females.

3.5 Research Instrument

According to Sugiyono (2020), research instruments are tools used to gather data, with the most commonly utilized instrument being a questionnaire. This set of questions is presented during observations and distributed to each respondent selected as part of the study sample. The researcher will be use vocabulary test which consists of 10 items consist 5 items multiple choice, 5 items matching, that focus on noun with the topics of foods and animals. This question for pre-test and post-test to assess the students' vocabulary and the researcher will be use observation to see the students' activness in the classroom.

3.6 Technique of Collecting Data

In this research, the data will be collect as follows:

3.6.1 Pre-test

The purpose of the pretest was to assess students' vocabulary before they entered the experimental class. The researcher will be use vocabulary test which consists of 10 items consist 5 items multiple choice, 5 items matching, in the pre-test. This test will be given in the first meeting

3.6.2 Post-test

The purpose of the post-test is to know the influence of educational games teaching vocabulary. The researcher will be use vocabulary test which consists of 10 items consist 5 items multiple choice, 5 items matching, in the post-test. This test will be given in the last meeting.

3.6.3 Observation

According to Sugiyono (2022), one of the data collection techniques to obtain the information needed to achieve research objectives is observation. The purpose of observation is to see the students' activness in the classroom before and after using educational games in teaching vocabulary. The researche will be use observation sheet provided.

3.7 Technique of Data Analysis

3.7.1 Scoring the students' vocabulary

In testing students' vocabulary the researcher will be use vocabulary test which consists of 10 items consist 5 items multiple choice, 5 items matching. Therefore, the correct answer has score 1 and the incorrect answer has score 0. The scoring will follow the table below:

Table 3. 3 Test Scoring Rubric

Test item	Scoring rule		Amount
	True	**False**	
Multiple choice	1	0	5
Matching	1	0	5

The scores of the students" simple past tense test were calculated by using the following formula:

$$s = \frac{r}{n} x\ 100$$

Notes:

S = scores of the test

r = the total of the right answer

n = the total items

Table 3. 4 Classification Scoring of Vocabulary Rubric

No	Classification	Range
1	Very Good	90 – 100
2	Good	70 – 89
3	Fair	50 – 69
4	Poor	30 – 49
5	Very poor	10 – 29

Source : according to Brown as cited in Mari (2023)

3.7.2 Mean

The mean score is average of the scores. Darmadi (2018) calculated the score base on the result of the pre-test and post-test.The mean score is calculated by the researcher using the following formula was used by the researcher to calculate the mean score :

$$M = \frac{\Sigma X}{N}$$

Notes:

M = Means of students" score

Σx = The sum of students" score

N = Total number of students

3.7.3 Normality Test

This normality test aims to assess whether the data from each variable follow a normal distribution. The Shapiro-Wilk method was used for this test. The decision-making process based on the Normality Test method includes:

1) If the significance value > 0.05, the data is considered to be normally distributed.

2) If the significance value < 0.05, the data is considered not to be normally distributed.

3.7.4. Paired Sample T-Test

The Paired Sample T-test is used for two sets of paired data. In this test, the same sample is used but with different treatments applied. Typically, the researcher aims to compare data before and after the treatment (post-test). Decision-making using the paired sample t-test method includes :

1) If the significance value < 0.05, the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted. This indicates that the educational game influences young learners' vocabulary.

2) If the significance value > 0.05, the null hypothesis (H0) is accepted, and the alternative hypothesis (Ha) is rejected. This indicates that the educational game does not influence young learners' vocabulary.

3.7.5 Analysis of Observation Results of Student Activeness

Observations of the activity of the research students will use observation sheets made by the researchers and then filled in by teacher. The researcher also made observations when acting as a teacher to determine students' activeness. Analysis of data from observations of student activity can be measured by calculating percentages which is done quantitatively. According to Arikunto (2022) regarding how to calculate the percentage of student activity, quantitative data in the form of measurement results can be processed with the expected number, and a percentage is obtained.

The following is the percentage of student activity calculated for each student for each indicator.

$$Persentase\ (P) = \frac{\sum skor\ Indikator}{\sum skor\ Maksimum} \times 100$$

The percentage score will be qualified using the criteria used by Budi (2020), namely as follows:

Table 3.5 Criteria for Students' Activeness

No	Classification	Score
1	Very Good	90 – 100
2	Good	70 – 89
3	Fair	50 – 69
4	Poor	0 – 49

Source : according to Budi (2020)

After obtaining each student activity criterion, the overall student activity criteria can be determined. The overall percentage can be found by counting the number of students who fall under each criterion. The following is the overall percentage calculation according to Budi (2020):

$$persentase = \frac{JPK}{JSP} \times 100\%$$

Note :

 JPK: Number of students involved according to criteria

JSP: The total number of students taking part in the lesson

CHAPTER 1V

FINDINGS AND DISCUSSION

4.1 Findings

4.1.1 The Description of Treatment

The researcher presented the research data from the influence of educational games on students' vocabulary and activness. The researcher used pre-experimental. The researcher chose class 5th grade as experimental class. The experimental consists of 8 students with 4 male and 4 female when the researcher is doing the present and posttest.

The activity began with a pretest given to the students to assess their initial understanding of vocabulary related to animals, fruits, and vegetables. This served as a baseline to measure progress after the intervention. The test consists of 10 items, consists 5 items multiple choice and 5 items matching. that focus on noun with the topics of foods and animals. After getting the pretest, the students of experimental will be given treatments. On the second day, students were introduced to educational games featuring pictures of animals, fruits, and vegetables. The aim was to engage and motivate students in learning new vocabulary through interactive and fun methods. The third day focused on teaching new vocabulary related to animals, fruits, and vegetables using a *busy book*. The busy book is an interactive learning tool that helps students recognize and remember vocabulary more easily. The teacher provided detailed explanations of the pictures in the busy book, describing the characteristics and names of the animals, fruits, and vegetables to strengthen students' visual understanding. Learning continued with further

51

explanation and practice of the new vocabulary related to the images in the busy book. Students were encouraged to recall, pronounce, and identify the words in a broader context. The activity concluded with a posttest to evaluate the students' influence in vocabulary mastery after participating in five days of interactive learning sessions.

4.1.2 The Students Score

4.1. The Description of Data

No	Classification	Range	Pretestg		Posttest	
			Frequency	Precentage	Frequency	Precentage
1	Very Good	90-100	0	0	3	38%
2	Good	70-89	0	0	4	50%
3	Fair	50-69	1	12%	1	12%
4	Poor	30-49	5	63%	0	0
5	Very Poor	10-29	2	25%	0	0
	Total		**8**	**100%**	**8**	**100%**

Table 4.1 showed that in pretest, there were 2 students or 25% of them got very poor score, 5 students or 63% of them got poor score, and 1 students or 12% of them got fair score. Contrast in posttest, there was only 1 student or 12% , 4

students or 50% got good score and 3 students or 38 % got very good score. By this analysis, There were no students who got good and very good in the pre-test, but in the post-test, there were students who get good and very good. Beside that, in the pre-test, there were 2 students who got very poor, but in the post-test, there was no student who got very poor. It means, there was an increase in students" post-test score compared to the pre-test score.

4.2 Mean Score and Standard Deviation

Table 4.2Mean Score and Standard Deviation

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	32.50	8	10.351	3.660
	Posttest	81.25	8	12.464	4.407

Table 4.2 showed that the students" mean score in pre-test was 32.50 with standard deviation 10.351. while in post-test, the students" mean score was 81.25 with standard deviation 12.464. It indicated that the mean score of the students in post-test was higher than pre-test.

4.1.4Normality Test

Table 4.3   Normality Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	.220	8	.200	.917	8	.408
Posttest	.210	8	.200[*]	.958	8	.792

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

53

Table 4.3 above used to know whether the data is normally distributed or not. In this research, the reseracher used Shapiro-Wilk Normality test because the sample was less than 50. In the pre-test, the significance value was 0.408. While in the post-test, the significance value was 0.792. It means both in pre-test and post-test, the data was normally ditributed because the significance value was higher than 0.05. Therefore, the data would be continued to analyze using parametric.

4.1.5 Paired Sample T-Test

Table 4.4 Paired Sample T-Test

Paired Samples Test

		Paired Differences					T	df	
		Mean	Std. Deviati on	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-48.750	16.421	5.806	-478	-35.022	-8.397	7	.000

The data analysis above used to know whether there is significant difference score between pre-test and post-test or not. From the data above, statistically, there is a different score if the P-Value is smaller than 0.05, and there is no significant difference score if the P-Value is higher than 0.05. We can see in the table above, there was a significant difference score between pre-test and post-test because the P-Value was 0.000 that smaller than 0.05. It means, the students" vocabulary score between pre-test and post-test was significantly different. In other word, the alternative hypothesis which said that the use of educational game

impact on students" vocabulary at fifth grade of SD Negeri 14 kabupaten sorong was accepted and the null hypothesis was rejected.

4.1.6 students' Activeness

The data that has been collected from the results of the worksheet observation form using the technique percentage description. The purpose of processing is so that the data obtained can provide meaning and explanation. To facilitate analyzing data the results of the study, so it can be pulled The conclusion from the study regarding student activeness while studie used educational game especially busy book.

4.5 The rate percentage of students' activeness

No	Classification	Range	Frequency	Precentage
1	Very Good	90 – 100	6	75%
2	Good	70 – 89	0	0
3	Fair	50 – 69	1	12,5 %
4	Poor	30 – 49	1	12,5%

Table 4.2.1 showed the rate percentage students' activness based worksheet observation using questionnaire, there were 6 students or 75 % of them got very good score, 1 students or 12,5 % of them got fair score and 1 students or 12,5 % got poor score. Based on the explanation that students scores were obtained after distributing the worksheet observation , students had a very good level of activeness with the teaching vocabulary using educational game.

4.6 Criteria of Students' Activeness

No	Students'	Score	Criteria
1	Piter	95	Very good
2	Sarul	90	Very good
3	Teri	90	Very good
4	Amanda	95	Very good
5	Amon	60	Fair
6	Muhammad	90	Very good
7	Yohana	95	Very good
8	Yero	40	Poor
Mean Score : 81,87			Very good

Overall, based on the result of the worksheet observation in the table above , the mean score of the worksheet observation obtained is 81,87% wich is categorized as high activeness, which means that it can be concluded as a whole students have very good level of activeness in learned vocabulary by using educational games in the classroom.

4.2 Discusion

This research offers a new contribution by focusing on a very small sample in a remote area, 8 students of 5th grade at SD Negeri 14 Kabupaten Sorong demonstrating that even in limited-resource environments, interactive learning media such as busy books can still produce significant educational outcomes. Unlike previous studies which focused on better-equipped schools, this study

highlights that busy books are adaptable and affordable tools for activeness basic English education in underdeveloped regions.

The high percentage of students' activeness during the learning process using busy book media aligns with the theory of Dimyati and Mudjiono (2022), which emphasizes that student activeness involves both physical and mental engagement, and plays a crucial role in the success of the learning process. According to their view, students are more likely to achieve optimal learning outcomes when they are actively involved in tasks such as asking questions, expressing opinions, and solving problems. The data in this study supports this theory, where 75% of students were categorized as "Very Good" in terms of activeness, and the overall classroom activeness reached 81,87 %, placing it in the " very Good" category. This suggests that the use of interactive media like busy books not only fosters engagement but also provides opportunities for students to be physically and mentally involved in their learning. However, the presence of one student in the "Poor" category indicates that while the method is effective for most, instructional strategies must remain inclusive and adaptable to ensure all learners are equally engaged.

These findings also align with the theory of Song & Zhang (2018), who stated that children learn effectively through games that incorporate elements of adventure, imagination, and social interaction. In this study, the busy book served as the primary medium to introduce and reinforce vocabulary related to animals and food. The interactive activities in the busy book, such as matching pictures with words, lifting flannel flaps, and assembling puzzles, enabled students to learn not only visually but also through kinesthetic and social involvement. This supports the multimodal learning theory proposed

by Kalmpourtzis (2018), which suggests that multisensory learning enhances memory and information retention in children.

From the perspective of elementary students' characteristics, this research also supports the opinion of Wibowo (2019), who emphasized that children aged 8–10 are typically attracted to concrete and visual activities. Therefore, the use of busy book media is highly appropriate, as it meets the learning needs of young learners who require tangible stimuli, bright colors, and motor-based activities. In this context, educational games serve not only as entertainment but also as effective learning tools that stimulate all aspects of child development—cognitive, affective, and psychomotor.

Compared to previous studies such as those by Zainab (2019) and Muqaddimatul Jannah, there is a similarity in that the use of educational games generally proves effective in influence vocabulary mastery. However, this study offers a new finding by utilizing the busy book as a medium that not only boosts academic scores but also positively activenesss classroom engagement. This engagement was seen in the students' willingness to answer questions, discuss with peers, and complete game tasks independently. These findings support Susiati & Kartikasari (2020), who stated that learning involving "active" elements such as educational games can foster self-confidence and a sense of learning responsibility in children.

Another novel finding of this study is the evidence that busy books can be used as inclusive media suitable for all students, including those with special needs. This aligns with Trisna (2021), who stated that busy books are flexible and can be adapted to children's individual needs. In practice, teachers can add sensory and tactile components to busy books, making them suitable for child-friendly and differentiated instruction. Therefore, this

study contributes theoretically by showing that busy books are not only cognitively effective but also relevant for pedagogical approaches oriented toward student diversity.

In terms of instructional design, this study shows that a learning structure combining lecture methods, group discussions, and educational games can create a holistic learning atmosphere. As described by Dermawan (2015), the success of educational games in learning is highly influenced by instructional design, which includes material presentation, game instructions, feedback, and evaluation. The teacher in this study applied these stages comprehensively, resulting in high student engagement and optimal learning outcomes. This highlights the crucial role of teachers in facilitating learning that is not only enjoyable but also systematic.

The connection to the principle of scaffolding is also very strong in this study. According to Sandy & Hidayat (2019), learning through educational games encourages students to learn progressively from simple to complex tasks. In this case, the busy book provided challenges appropriate to the students' developmental levels, motivating them to complete tasks with minimal assistance. This shows that learning media such as busy books can serve as effective scaffolding tools in elementary-level English instruction.

Overall, this study reinforces that the game-based learning approach is highly relevant in the Indonesian context, especially in elementary schools that still face facility limitations. With relatively low costs and high flexibility, busy books can be a practical solution to activeness the quality of English language instruction. Therefore, these findings offer both empirical and practical contributions to the development of contextual learning media based on educational games.

Based on the data, it can be concluded that the application of educational

games in vocabulary instruction provides tangible contributions to activeness

student learning outcomes. The increase in test scores from pretest to posttest proves that this method is effective in enhancing vocabulary mastery and student engagement. Thus, this strategy is highly recommended for continuous implementation in elementary education, particularly for materials that require strong conceptual understanding and active student participation.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on findings and discussion above, the researchers can draw the conclusion that the implementation of busy book media as a form of educational game has a significant activeness on activeness vocabulary mastery and learning activeness among 5th grade students at SD Negeri 14 Kabupaten Sorong. The results show a notable increase in test scores and student participation after the treatment was applied, indicating that learning becomes more effective when it involves interactive, visual, and kinesthetic elements suited to the characteristics of elementary school children. Furthermore, this study emphasizes that even in remote areas with limited resources, simple yet innovative media such as busy books can serve as effective tools to support inclusive, engaging, and meaningful English language learning. The findings of this study indicated that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted.

5.2 Suggastion

1. Teachers

Teachers are encouraged to integrate educational games into vocabulary learning to make the learning environment more engaging and enjoyable for students. Additionally, teachers should use visual and interactive media, such as pictures and physical activity-based games, that align with the characteristics and interests of children. Teachers should also

involve students actively in learning, such as through small group discussions or project-based activities. Evaluation of students' vocabulary mastery should be conducted regularly, not only through written tests but also through observations of their activities and participation in class. Moreover, teachers should develop creativity in preparing teaching materials to make English language learning more vibrant and meaningful for students.

2. **Students**

Students are encouraged to actively participate in learning activities with enthusiasm, especially when teachers use fun methods or media. Students should also feel confident in asking questions and actively engaging in all learning activities to better understand the material, particularly new vocabulary. In addition, students are advised to review the vocabulary learned at home, either through the games provided by the teacher, rereading the material, or telling parents about what they have learned. Practicing vocabulary in real-life contexts, such as naming objects or animals in English, will also help students better retain and apply the vocabulary.

3. **Other Research**

For future researchers, it is recommended to use a larger and more diverse sample to make the research results more representative and generalizable to a wider population. Researchers could also conduct comparative studies between different types of educational games to

determine which media is most effective in activeness vocabulary mastery. Additionally, researchers are encouraged to explore the long-term activeness of educational games on students' vocabulary retention. Integrating digital technology, such as learning apps or online educational games, could also be considered to align with technological advancements in vocabulary learning.

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Appendix 1 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SD Negeri 17 Klawoton Distrik Moisegen
Mata Pelajaran : Bahasa Inggris
Kelas V
Topik Pembelajaran : Kosakata Baru tentang Hewan, Buah-Buahan, dan
Sayuran
Alokasi Waktu : 2 x 35menit
Guru Pengajar : Amelia Safuf

Learning Objectives
- Students can recognize and understand new vocabulary about animals, fruits, and vegetables in English.
- Students can mention and write new vocabulary related to animals, fruits, and vegetables.
- Students can make simple sentences using new vocabulary about animals, fruits, and vegetables.
- Students can interact in Indonesian/English by introducing new vocabulary that has been learned.

Animal Vocabulary
Cat, dog, elephant, tiger, chicken, fish
English: Cat, dog, elephant, tiger, chicken, fish
Fruit Vocabulary
Apple, banana, mango, orange, watermelon, grape
English: Apple, banana, mango, orange, watermelon, grape
Vegetable Vocabulary
Carrot, cabbage, spinach, tomato, cucumber, onion
English: Carrot, cabbage, spinach, tomato, cucumber, onion

I.   Learning Methods

Lecture
The teacher explains the vocabulary of animals, fruits, and vegetables using pictures or
Group Discussion
Students are divided into small groups to discuss the animals, fruits, and vegetables they know.

Games

Students play the game "Guess the Word" using the new vocabulary that has been learned.

II.   Learning Steps

Introduction (10 minutes)

    a. The teacher greets the students and conducts apperception by asking about animals, fruits, and vegetables that they know.
Delivers the learning objectives and explains the material to be studied.
Shows pictures of animals, fruits, and vegetables and invites students to guess the names of these objects in Indonesian/English.

    b. Core Activities (60 minutes)

    c. Vocabulary Introduction (20 minutes)
The teacher shows pictures or flashcards about animals, fruits, and vegetables.
Says the names in Indonesian and English alternately.
Students are asked to repeat after the teacher to practice pronunciation.

    d. Writing Practice (20 minutes)
Students are asked to write the vocabulary they have just learned in their books.
Students also make simple sentences using the vocabulary. Example sentence:
"I like eating apples."

    e. Guess the Word" Game (20 minutes)
Students are divided into small groups.
The teacher gives clues about animals, fruits, or vegetables, and the group that can guess correctly gets points.
The group that gets the most points is the winner.

    f. Closing (10 minutes)
The teacher and students reflect on what has been learned.
Provide students with the opportunity to ask questions if there is anything they do not understand.
Give homework in the form of writing vocabulary for animals, fruits, and vegetables in Indonesian and English.

III.   Assessment

Formative Assessment
Through vocabulary and sentence writing exercises.
Through the "Guess the Word" game to measure students' understanding of vocabulary.
Summative Assessment

Homework: Write a list of vocabulary about animals, fruits, and vegetables along with sentences.

V. Learning Resources

English textbooks for grade 5
Bussy book pictures of animals, fruits, and vegetables
Learning media in the form of pictures of animals, fruits, and vegetables

VI. Closing

1. Conclusion
   This section is filled by the teacher after the implementation of learning to reflect on the successes and challenges faced in the learning process.
2. Reflection
   The researcher concludes today's learning and reminds students of the importance of using Simple animal vocabulary and changes-fruits and vegetables, vegetables for daily activities.

Appendix 2 Instrumen

RESEARCH INSTRUMENT (PRE-TEST)

Nama : Aamon M. sanadi

Kelas : 5

B=4
S=6

40

Pre-test

A. choose the correct answer !

1. Feby likes to eat......

   a. Watermelon   c. Banana

   b. Onion   d. Rambutan

2. This is an ......

   a. Banana   c. Pears

   b. Melon   d. Apple

3. A..... producers milk

   a. Fish   c. Monkey

   b. Cow   d. Snake

4. The.....is big

   a. Dog   c. Elephant

   b. Cat   d. Rabbit

5. This is a........

   a. Eggplan   c. Carrot

   b. Potato   d. Broccoli

B. Match the word with the correct picture!

Picture	Word
6.	a. Cucumber
7.	b. Sheep
8.	c. Tomato
9.	d. Duck
10.	e. Melon

Nama : Amanda Nibra

Kelas : V

B = 4
S = 6

(40)

Pre-test

A. choose the correct answer !

1. Feby likes to eat......

   a. Watermelon   ✗ Banana

   b. Onion   d. Rambutan

2. This is an ......

   a. Banana   c. Pears

   b. Melon   ✗ Apple

3. A..... producers milk

   a. Fish   c. Monkey

   ✗ Cow   d. Snake

4. The.....is big

   a. Dog   c. Elephant

   b. Cat   ✗ Rabbit

5. This is a........

   ✗ Eggplan   c. Carrot

   b. Potato   d. Broccoli

B. Match the word with the correct picture!

Picture	Word
6.	a. Cucumber
7.	b. Sheep
8.	c. Tomato
9.	d. Duck
10.	e. Melon

Nama : Muhamad U. Sahid   B=5
Kelas : V   S=5   (50)

Pre-test

A. choose the correct answer !

1. Feby likes to eat……
   a. Watermelon   c. Banana
   b. Onion   d. Rambutan

2. This is an ……
   a. Banana   c. Pears
   b. Melon   d. Apple

3. A…… producers milk
   a. Fish   c. Monkey
   b. Cow   d. Snake

4. The…..is big
   a. Dog   c. Elephant
   b. Cat   d. Rabbit

5. This is a……..
   a. Eggplan   c. Carrot
   b. Potato   d. Broccoli

75

B. Match the word with the correct picture!

Picture	Word
6.	a. Cucumber
7.	b. Sheep
8.	c. Tomato
9.	d. Duck
10.	e. Melon

Nama : piter M. Mugu

Kelas : V

B = 3
S = 7

(30)

Pre-test

A. choose the correct answer !

1. Feby likes to eat……

   Watermelon   ✗ Banana

   b. Onion   d. Rambutan

2. This is an ……

   a. Banana   c. Pears

   ✗ Melon   d. Apple

3. A….. producers milk

   ✗ Fish   c. Monkey

   b. Cow   d. Snake

4. The…..is big

   a. Dog   c. Elephant

   ✗ Cat   d. Rabbit

5. This is a……..

   a. Eggplan   ✗ Carrot

   b. Potato   d. Broccoli

B. Match the word with the correct picture!

Picture	Word
6.	a. Cucumber
7.	b. Sheep
8.	c. Tomato
9.	d. Duck
10.	e. Melon

78

/

B = 2
S = 8
(20)

Nama : ~~Ghibi~~ Sarul. wama
Kelas : V

Pre-test

A. choose the correct answer !

1. Feby likes to eat……
   a. Watermelon   c. Banana
   X Onion   d. Rambutan

2. This is an ……
   a. Banana   X Pears
   b. Melon   d. Apple

3. A…… producers milk
   a. Fish   c. Monkey
   X Cow   d. Snake

4. The…..is big
   a. Dog   c. Elephant
   b. Cat   X Rabbit

5. This is a……..
   a. Eggplan   X Carrot
   b. Potato   d. Broccoli

79

B. Match the word with the correct picture!

Picture	Word
6.	a. Cucumber
7.	b. Sheep
8.	c. Tomato
9.	d. Duck
10.	e. Melon

Nama : Teri. Y kalagil

Kelas : V

B = 3
S = 7

30

Pre-test

A. choose the correct answer !

1. Feby likes to eat……
   a. Watermelon   ✗ Banana
   b. Onion   d. Rambutan

2. This is an ……
   a. Banana   c. Pears
   b. Melon   ✗ Apple

3. A….. producers milk
   a. Fish   c. Monkey
   ✗ Cow   d. Snake

4. The…..is big
   a. Dog   c. Elephant
   b. Cat   ✗ Rabbit

5. This is a……..
   ✗ Eggplan   c. Carrot
   b. Potato   d. Broccoli

B. Match the word with the correct picture!

Picture	Word
6.	a. Cucumber
7.	b. Sheep
8.	c. Tomato
9.	d. Duck
10.	e. Melon

Nama : Yaro b. Kutumun
Kelas : V

B = 3
S = 7

(30)

Pre-test

A. choose the correct answer !

1. Feby likes to eat……
   ✗ Watermelon   c. Banana
   b. Onion   d. Rambutan

2. This is an ……
   a. Banana   c. Pears
   ✗ Melon   d. Apple

3. A….. producers milk
   ✗ Fish   c. Monkey
   b. Cow   d. Snake

4. The…..is big
   a. Dog   c. Elephant
   ✗ Cat   d. Rabbit

5. This is a……..
   ✗ Eggplan   c. Carrot
   b. Potato   d. Broccoli

83

B. Match the word with the correct picture!

Picture	Word
6.	a. Cucumber
7.	b. Sheep
8.	c. Tomato
9.	d. Duck
10.	e. Melon

Nama : YOHANA R. NIBRA
Kelas : V

B = 2
S = 8

20

Pre-test

A. choose the correct answer !

1. Feby likes to eat......
   a. Watermelon   X Banana
   b. Onion   d. Rambutan

2. This is an ......
   a. Banana   c. Pears
   b. Melon   X Apple

3. A....... producers milk
   a. Fish   X Monkey
   b. Cow   d. Snake

4. The.....is big
   a. Dog   c. Elephant
   b. Cat   X Rabbit

5. This is a........
   a. Eggplan   c. Carrot
   b. Potato   X Broccoli

85

B. Match the word with the correct picture!

Picture	Word
6.	a. Cucumber
7.	b. Sheep
8.	c. Tomato
9.	d. Duck
10.	e. Melon

Posttest

Nama : Amanda Nibra

Kelas : V

B=8

S=2

80

Post-Test

1. Name of this animal is.......
   a. Chicken   ✗ Bird
   b. Dog   d. Butterfly

2. My mother buys two kilograms of......
   ✗ Oranges   c. Eggplan
   b. Grapes   d. Pineapple

3. This ia a ....
   a. Horse   c. Pig
   ✗ Dog   d. Cat

4. I want to eat........
   a. Carrot   c. Pear
   ✗ Potato   d. Orange

5. Name of this fruit is.......
   a. Papaya   c. Rambutan
   b. Banana   ✗ Watermelon

B. Match the word with the correct picture!

Picture	Word
6.	a. Grapes
7.	b. Crab
8.	c. Lion
9.	d. Pear
10.	e. Broccoli

Nama : amon M. sahadi   B = 8 =

Kelas : V (lima)   S = 2   80

Post-Test

1. Name of this animal is.......

   a. Chicken   c. Bird

   b. Dog   d. Butterfly

2. My mother buys two kilograms of......

   a. Oranges   c. Eggplan

   b. Grapes   d. Pineapple

3. This ia a ....

   a. Horse   c. Pig

   b. Dog   d. Cat

4. I want to eat.........

   a. Carrot   c. Pear

   b. Potato   d. Orange

5. Name of this fruit is.......

   a. Papaya   c. Rambutan

   b. Banana   d. Watermelon

89

B. Match the word with the correct picture!

Picture	Word
6.	a. Grapes
7.	b. Crab
8.	c. Lion
9.	d. Pear
10.	e. Broccoli

Nama : Muhamad. u Cahid

Kelas : V

B=8
S=2

(80)

Post-Test

1. Name of this animal is.......

   a. Chicken   a. Bird

   b. Dog   d. Butterfly

2. My mother buys two kilograms of......

   a. Oranges   c. Eggplan

   b. Grapes   d. Pineapple

3. This ia a ....

   a. Horse   c. Pig

   b. Dog   d. Cat

4. I want to eat.........

   a. Carrot   c. Pear

   b. Potato   d. Orange

5. Name of this fruit is.......

   a. Papaya   c. Rambutan

   b. Banana   d. Watermelon

B. Match the word with the correct picture!

Picture	Word
6.	a. Grapes
7.	b. Crab
8.	c. Lion
9.	d. Pear
10.	e. Broccoli

Nama : Piter M. Mugu   B = 6
Kelas : V   S = 4   60

Post-Test

1. Name of this animal is.......

   a. Chicken   ✗ Bird

   b. Dog   d. Butterfly

2. My mother buys two kilograms of......

   ✗ Oranges   c. Eggplan

   b. Grapes   d. Pineapple

3. This ia a ....

   a. Horse   c. Pig

   ✗ Dog   d. Cat

4. I want to eat.........

   a. Carrot   c. Pear

   b. Potato   ✗ Orange

5. Name of this fruit is.......

   a. Papaya   c. Rambutan

   b. Banana   ✗ Watermelon

93

B. Match the word with the correct picture!

Picture	Word
6.	a. Grapes
7.	b. Crab
8.	c. Lion
9.	d. Pear
10.	e. Broccoli

Nama : Sarul. Warna

Kelas : V

$B = 7$
$S = 3$

70

Post-Test

1. Name of this animal is.......

   a. Chicken   c. Bird

   b. Dog   Butterfly

2. My mother buys two kilograms of......

   Oranges   c. Eggplan

   b. Grapes   d. Pineapple

3. This ia a ....

   a. Horse   c. Pig

   Dog   d. Cat

4. I want to eat.........

   a. Carrot   c. Pear

   Potato   d. Orange

5. Name of this fruit is.......

   a. Papaya   c. Rambutan

   b. Banana   Watermelon

95

B. Match the word with the correct picture!

Picture	Word
6.	a. Grapes
7.	b. Crab
8.	c. Lion
9.	d. Pear
10.	e. Broccoli

Nama : Teri T. Kalagil
Kelas : U

$B = 9$
$S = 1$

90

Post-Test

1. Name of this animal is.......

   a. Chicken   c. Bird

   b. Dog   X Butterfly

2. My mother buys two kilograms of......

   X Oranges   c. Eggplan

   b. Grapes   d. Pineapple

3. This ia a ....

   a. Horse   c. Pig

   X Dog   d. Cat

4. I want to eat.........

   a. Carrot   c. Pear

   X Potato   d. Orange

5. Name of this fruit is.......

   a. Papaya   c. Rambutan

   b. Banana   X Watermelon

97

B. Match the word with the correct picture!

Picture	Word
6.	a. Grapes
7.	b. Crab
8.	c. Lion
9.	d. Pear
10.	e. Broccoli

Nama : Yaro b. kutumun   B = 10

Kelas : V   S = 0

(100)

Post-Test

1. Name of this animal is........

   a. Chicken   ⓒ Bird

   b. Dog   d. Butterfly

2. My mother buys two kilograms of......

   ⓐ Oranges   c. Eggplan

   b. Grapes   d. Pineapple

3. This ia a ....

   a. Horse   c. Pig

   ⓑ Dog   d. Cat

4. I want to eat.........

   a. Carrot   c. Pear

   ⓑ Potato   d. Orange

5. Name of this fruit is.......

   a. Papaya   c. Rambutan

   b. Banana   ⓓ Watermelon

B. Match the word with the correct picture!

Picture	Word
6.	a. Grapes
7.	b. Crab
8.	c. Lion
9.	d. Pear
10.	e. Broccoli

Nama : YOHANA R. NIBRA
Kelas : V

B = 9
S = 1

90

Post-Test

1. Name of this animal is.......

   a. Chicken   c. Bird

   b. Dog   X Butterfly

2. My mother buys two kilograms of......

   X Oranges   c. Eggplan

   b. Grapes   d. Pineapple

3. This ia a ....

   a. Horse   c. Pig

   X Dog   d. Cat

4. I want to eat.........

   a. Carrot   c. Pear

   X Potato   d. Orange

5. Name of this fruit is.......

   a. Papaya   c. Rambutan

   b. Banana   X Watermelon

101

B. Match the word with the correct picture!

Picture	Word
6.	a. Grapes
7.	b. Crab
8.	c. Lion
9.	d. Pear
10.	e. Broccoli

Appendix 3 Student Score

Nama	Pretest	Posttest
Piter M. Mugu	30	60
Sarul Wama	20	70
Teri Y Kalagit	30	90
Amanda Nibra	40	80
Amon M. Sanadi	40	80
Mumammad U. Sahid	50	80
Yohana R. Nibra	20	90
Yero B. Katumun	30	100

Appendix 4 The Students activeness in the classroom

LEMBAR OBSERVASI KEAKTIFAN SISWA

No	Indikator	Skor	Kriteria penilaian
1	Memperhatikan penjelasan guru	④	Siswa memperhatikan penjelasan guru dan tidak berbicara dengan teman
		3	Siswa memperhatikan penjelasan guru tetapi berbicara dengan teman
		2	Siswa memperhatikan penjelasan guru setelah ditegur oleh guru
		1	Siswa tidak memperhatikan penjelasan guru dan bersikap acuh
2	Mengajukan pertanyaan	4	Bertanya >1x dengan aktif kepada guru tentang materi yang dipelajari
		③	Bertanya hanya 1 x kepada guru tentang materi yang dipelajari
		2	Kurang aktif dalam bertanya tentang materi yang dipelajari
		1	Tidak mengajukan pertanyaan atau melakukan aktivitas diluar kegiatan
3	Menjawab pertanyaan guru	4	Mampu memberikan >1x jawaban dengan tepat sesuai pertanyaan guru
		3	Mampu memberikan 1x jawaban dengan tepat sesuai pertanyaan guru
		②	Mampu menjawab pertanyaan namun belum tepat.
		1	Tidak menjawab pertanyaan guru
4	Menyelesaikan masalah	④	Siswa mampu menyelesaikan masalah / tugas dengan baik
		3	Siswa mampu menyelesaikan masalah namun masih meminta bantuan guru
		2	Siswa ada kemauan menyelesaikan masalah tetapi cepat menyerah
		1	Siswa tidak ada kemauan menyelesaikan masalah
5	Mencatat rangkuman materi pelajaran	④	Siswa mencatat rangkuman materi pelajaran dengan lengkap
		3	Siswa mencatat rangkuman materi pelajaran tetapi tidak lengkap
		2	Siswa hanya sedikit mencatat rangkuman materi pelajaran
		1	Siswa tidak mencatat rangkuman materi pelajaran sama sekali

104

Appendix 5 The Students activeness in Learning

LEMBAR OBSERVASI KEAKTIFAN BELAJAR SISWA

Sekolah : SD NEGERI 14 KAMPUNG KLAWOTONG DISTRIK MOI SEGEN

Kelas : 5 SD

Hari/Tanggal :

Pertemuan/siklus :

Petunjuk :

Berilah tanda centang (√) pada kolom skor sesuai pengamatan berdasarkan kriteria penilaian yang telah ditentukan.

No	Nama Siswa	Memperhatikan penjelasan guru				Mengajukan pertanyaan				Menjawab pertanyaan guru				Menyelesaikan masalah				Mencatat Materi			
		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
1	Piter M. Mugu		✓			✓				✓				✓				✓			
2	Sarul Wama		✓				✓			✓				✓				✓			
3	Teri Y. kalagilit		✓			✓					✓			✓				✓			
4	Amanda Nibra	✓					✓	·		✓				✓					✓		
5	Aman M. Sanadi		✓					✓			✓				✓					✓	
6	Muhamad U Sahid	✓						✓		✓				✓				✓			
7	Tohana R. Nibra	✓				·	✓			✓				✓				✓			
8	Yero B. Kulumun			✓						✓							✓		✓		

Appendix 6 Data Analysis

Average Precentage Change in Students Grade

Classification	Range	Pretest		Posttest	
		F	P	F	P
Very Good	90-100	0	0%	3	38%
Good	70-89	0	0%	4	50%
Fair	50-69	1	12%	1	12%
Poor	30-49	5	63%	0	0%
Very Poor	10-29	2	25%	0	0%
Total :		8	100%	8	100%

The Mean and Standard Deviation in Pretest and Posttes

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	32.50	8	10.351	3.660
	Posttest	81.25	8	12.464	4.407

Normality Test in Pretest and Posttest

Tests of Normality

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	.198	22	.025	.891	22	.019
Posttest	.136	22	.200[*]	.947	22	.276

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

106

Paired Sample T Test in Pretest and Posttest

Paired Samples Test

		Paired Differences					T	df	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest – Posttest	-48.750	16.421	5.806	-478	-35.022	-8.397	7	.000

The rate percentage of students' activeness

No	Classification	Range	Frequency	Precentage
1	Very Good	90 – 100	6	75%
2	Good	70 – 89	0	0
3	Fair	50 – 69	1	12,5 %
4	Poor	30 – 49	1	12,5%

Criteria of Students' Activeness

No	Students'	Score	Criteria
1	Piter	95	Very good
2	Sarul	90	Very good
3	Teri	90	Very good
4	Amanda	95	Very good
5	Amon	60	Fair
6	Muhammad	90	Very good
7	Yohana	95	Very good

107

8	Yero	40	Poor
Mean Score : 81,87			Very good

Appendix 7 Documentation