Developing 10 Interesting Games as Alternatives to the Monotonous Useof Flashcards forVocabulary Learning and Assessments

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Abstract: Vocabulary learning is the very first instructional processin learning a language. Vocabulary teaching has becomethe issues of English teaching in Indonesia for years and it raises the opportunities of research in this field. This study belongs to*Research & Development* study which aims at (1) Describing the media used by teachers in vocabulary learning, (2) Implementing the activities during the implementation of the media, and (3) Developing the games which can support the use of the media in vocabulary learning. The subjects in this study were teachers and 100 students of Elementary Schools in Buleleng Sub-district. This study used *mixed methods* approach where all the data were collected through the implementation of observations, interview, and administering questionnaires. The data was analyzed quantitatively and qualitatively. The results show that (1) the main media used by most teachers was flashcards, (2) the previous activity conducted in the classroom was monotonous, and (3) 10 interesting games were developed as the alternatives to support the use of flashcards in English learning. Based on the aforementioned results, it can be concluded that the media used by teachers was flashcards in which the implementation was monotonous. Therefore, 10 interesting games were developed.

Keywords: language learning games, vocabulary flashcards, TEYL assessments

INTRODUCTION

The advent of ASEAN Economic Community (AEC) has made countries in south Asia become boundless where people can travel easily from one to another country. This brings some changes where one of them is the shift of the language used as communication. Then, from many languages, English has become an international language which is used by people from 10 ASEAN member states to communicate.

Considering this fact, Indonesia as one of the states has prepared well by putting English into their education prior to facing global era and AEC. English is put into Indonesian education as a compulsory subject matter or an extra subject matter. Even more, English has been introduced into Indonesian primary education. As stated by Kamal (2006), English was introduced legally in Indonesia as an extra subject matter in Indonesian primary education's curriculum since 1994. Even, English is introduced in some kindergarten schools.

As other languages, English consists of vocabulary as the basic component of language. Vocabulary is a collection of words in the language which is known, learnt, and used by the speakers (Linse, 2006). Furthermore, vocabulary is the basic component of the language which makes the language becomes so useful for the communications. In line with this statement, Hatch & Brown (1995) in Komachali & Khodareza (2012) state that a person's vocabulary is the set of words they are familiar with in a language.

Based on the aforementioned statements, vocabulary mastery has become the focus of every primary education instructions in Indonesia then. This leads to some studies about vocabulary learning (See, Nation, 1974, 2003, 2006; (Schmitt, 2000); (Blintz, 2011)). Those studies still become the sources of further studies conducted by other researchers in Indonesia. It means that vocabulary learning has become one of the interested topics in research.

Talking about vocabulary teaching, as learning other language that the mother tongue, it will be better learned at early ages. Shin (2006)states that teaching English vocabulary is better to do from the very first level of the learner, that is in the young learner level. It means that what have done by Indonesia is as what has been expected. Further, what is meant by young learner as stated by Slattery & J (2002) is those who are 7–12 years old. Moreover, language learners at these ages later on will not feel difficult to extent their learning to the other language skills such as, reading skill, listening skill, writing skill and speaking skill because they know the basis thing of the language, that is vocabulary.

Vocabulary consists of verbal and written forms. According to Rodgers (1969) and Ellis & Beaton (1993) in Nation (2006), vocabulary learning involves written and verbal

forms where these two forms should be taught to the students. This is supported by Harmer (2007) where in some languages sounds and spelling are interrelated. But, in English some letters in a word could be pronounced differently in other words. Therefore, English vocabulary learning should involve these two forms.

Looking into English vocabulary learning in Indonesian primary education, some teachers have put these forms into vocabulary learning. Students do some activities in written and/or in verbal forms. Through involving these two forms into some activities, students are expected to enhance their English vocabulary mastery which the forms are actually different from Indonesian language (especially in verbal forms). These forms are commonly implemented through the implementation of media such as *realia* and flashcards since those media are the common media for Indonesian teachers.

Somehow, having decades of English teaching practices in Indonesia does not make English teachers know how to teach and assess students' vocabulary mastery. Most of them have very limited strategies, media to support teaching, and assessment to vocabulary learning. Mostly Indonesian teachers used textbook or students' worksheet as the source of almost all activities in the classroom. This is the same as reported by Kusuma I. P. I. (2016) where some schools in Indonesia mostly focused on the use of textbook and students' worksheets in English teaching in primary education where students were asked to answer all questions in the textbook or worksheets. Even more, Sutiah (2011) and Zulfah, Rasyid, Rahman, & Rahman (2015) reported that teachers mainly used traditional teaching and management in English class.

The use of textbook as the source of activities, the traditional teaching praxis, lack of media, lack of strategies, and traditional classroom management are commonly found in Indonesian classroom. It seems that English teachers in Indonesia did not know best how to teach English for primary students. Probably it is because they graduated from primary teacher education departments which are mainly not English education department which know best how to teach English. Possibly, they did not get any teaching English for young learner (TEYL) classes. Therefore they failed in enhancing students' vocabulary learning. Further, they fail in English teaching.

Besides, students' mastery of English vocabulary in some primary schools in Indonesia is considered low (See (Sutiah, 2011); (Kasman, Kaseng, Hanafie, & Daeng, 2014); and (Zulfah et al., 2015). They reported that students failed in some vocabulary tests. Specifically, (Zulfah et al., 2015) reported that 50% of elementary students where they

conducted the study failed in vocabulary pre-test. It proves that primary students' vocabulary mastery in Indonesia is in low level of mastery.

Meanwhile, assessment toward vocabulary learning in Indonesia is mostly assessed using traditional assessment such as multiple choice items, matching items, true-false items, and cloze test items. It seems that Indonesian teachers mostly focus on scores (quantitative data). Somehow, According to O'Malley & Pierce (1996), assessment is anything used to find information toward students. It means that assessment is not only about quantitative data, but also about qualitative one.

Therefore based on the aforementioned facts about the lack of strategies, excessive use of textbook as the main resources, traditional assessment in vocabulary learning, it needs a study to develop some innovative strategies to implement vocabulary learning for primary education students. Even, conducting this study is very urgent since having decades of teaching English, the students' vocabulary mastery is still in the same levelfrom time to time. Besides, this can be a breakthrough of traditional English teaching which is still being implemented in some of Indonesian primary schools. Thus, this article presents some innovative games as strategies which were developed not only as strategies in vocabulary learning, but also as assessment activities for students.

Games were developed since the students at primary education (those who are young learners) spend their time mostly to play. As stated by Paul (2003) children spend their time mostly to play, therefore this should be taken for granted for teachers to involve games in learning. Moreover, he states that games play a central role in a child-centered lesson and make it possible for children to fully immerse themselves in learning. The games developed are applicable with the implementation of flashcards and *realia* since those media are easily found in every primary schools in Indonesia.

Thus, based on the aforementioned rationale this study aimed at (1) investigating the media used by teachers in vocabulary learning, (2) investigating the games used by teachers in vocabulary learning, and (3) developing games to support the use of the media in vocabulary learning as well as assessing students vocabulary mastery. This study was conducted in 5 elementary schools in Indonesia, specifically in Buleleng as one district in Indonesia by involving 5 English teachers and 100 elementary schools students.

METHODOLOGY

This study is a study about developing games to support the use of the media in vocabulary learning as well as assessing student vocabulary mastery. This study belongs to R&D study which used *mixed-methods* approach since some techniques of qualitative and quantitative were used in this study. In developing the games, a development model proposed by Hanaffin and Peck (1988) was used which involve Need Assessment, Design, Develop/Implement, and Evaluation and Revision. The figure of this development model can be seen as follows.
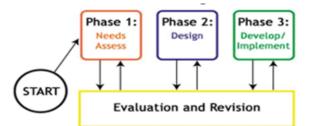

Figure 1 Hannafin and Peck Development Model (1988)

The subjects of the study were 5 English teachers and 100 students in elementary schools in Buleleng sub-district, Bali-Indonesia while the objects were the media & games used by teachers and the developed games to facilitate the use of media in vocabulary learning. The data was collected through the implementation of observations, administering questionnaires, Interview, and expert judgment& users tests. Then, the data was analyzed quantitatively and qualitatively.

FINDINGS

In developing the games to support the use of media conducted by teachers in vocabulary learning, data about the use of media implemented by teachers was very important to identify. Therefore, through conducted interview it was found that the media used by elementary schools' teachers in vocabulary learning was mostly printed pictures or flashcards. Sometimes, those media were provided by the schools. Mostly, teachers developed the pictures or flashcards by themselves since not all pictures or flashcards provided were appropriate with the material being taught. Further, the activities conducted by the teachers in using the media were very limited. The very common activity implemented was questions and answers by showing the pictures or flashcards and students had to respond quickly by saying the words. The summary of the interview can be seen as follows;

No.	Statements	Elementary Schools				
		SDN 1 Baktiseraga	SDN 1 Banjar Bali	SDN 2 Banyuasri	SDN 2 Pemaron	SDN 3 KampungBaru
1	The availability of teaching media at school	The school only provides pictures	The school provides any cards and printed pictures	The school did not provide any teaching media for English subject	The school provides any pictures and CD as the teaching media	The school provides any pictures only.
2	Printed/non-printed media presented in printed form	Yes, teacher has pictures in printed form	Yes, the teacher has printed form of media	-	Yes, the teacher has any pictures as the printed media	Yes, the teacher has printed pictures
3	The conditions of the media	The pictures are old enough but the teacher still uses it. If there is a new media to change the old one, it will be great.	The pictures are good enough to be used.	-	The condition of the media is still good because the school get it from 2 years ago from the BOS	The pictures are old enough but the teacher still can use it
4	The availability of flashcards at schools	The teacher has some flashcards at school, she made it by herself.	The school will provide it if the teacher ask it to the schools	-	The school provides flashcards at school.	The school got a contribution in form of simple flashcards
5	The frequency of using flashcards	Teacher is often uses the flashcards only to introduce the topic of the material	Teacher is often uses the flashcards when it is needed	-	Teacher is often use flashcards when he teach vocabulary	Teacher sometimes uses the flashcards to introduce the material, but not so often because the students easily feel bored
6	The activities conducted using flashcards	The teacher only shows the flashcards in front of the class.	The teacher usually shows the flashcards and asks some questions to the students.	-	The teacher usually shows the pictures to the students and doing a simple game such as saying the pictures in a fast way	The teacher usually shows the pictures to the students and also using ticks a card game.

Table 1. Results of Interview about the Use of Media in Vocabulary Learning

The data above was supported by other data from questionnaires about the frequency of activities conducted in using the pictures or flashcards in vocabulary learning. The results show that most teachers rarely used various activities in implementing pictures/flashcards in vocabulary learning.

No	Teachers Name/Schools	Statements		
		Using media frequently in teaching	Using games to implement pictures/flashcards in teaching	Using various activities to implement pictures/flashcards
1	Respondent 1 (SDN 1 Baktiseraga)	Sm	Sm	Sm
2	Respondent 2 (SDN 1 Banjar Bali)	O	Sm	Sm
3	Respondent 3 (SDN 2 Banyuasri)	O	Sm	Sm
4	Respondent 4 (SDN 2 Pemaron)	O	S	O
5	Respondent 5 (SDN 3 KampungBaru)	S	Sm	Sm

Table 2. Teachers' Testimonies of Frequency of Using Media and Activities

Note:

       VO   : Very Often

       O   : Often

       S   : Sometimes

       Sm   : Seldom

       N   : Never

Besides the data from the teachers, it was also collected from the students from 5 schools about the frequency of activities conducted in using the pictures or flashcards in vocabulary learning. The results show that most students stated that their teachers rarely used media such as pictures or flashcards in vocabulary learning. Further, they also stated that teachers rarely implemented games or other activities to implement the media in vocabulary learning. The results of the questionnaires can be seen as follows.

No	Respondents' Schools	Statements		
		Using media frequently in teaching (%)	Using games to implement pictures/flashcards in teaching (%)	Using various activities to implement pictures/flashcards (%)
1	Respondent of SDN 1 Baktiseraga	17	10	9
2	Respondentsof SDN 1 Banjar Bali	25	9	9
3	Respondentsof SDN 2 Banyuasri	34	7	7
4	Respondentsof SDN 2 Pemaron	25	35	35
5	Respondentsof SDN 3 KampungBaru	34	7	7

Table 3. Students' Testimonies of Frequency of The use of Media and Activities Conducted by Teachers

Then, the games were developed which could be used to support the media used by teachers. Since the media used by teachers were mostly pictures and flashcards, therefore the games developed should be applicable with the implementation of those media mentioned previously. The descriptions of those games can be seen as follow.

1. **Guess and Draw**

   This game stimulates students' memory by connecting the vocabulary with the visual forms of them. Students are given opportunity to see 5-10 pictures or flashcards without showing the written form of those vocabulary. Then, students are given 2-3 written form and they must guess by drawing the picture of the vocabulary shown. The vocabulary mastery can be seen from the appropriateness between the drawn pictures and the written forms shown to them.

2. **My Shopping Bag**

   This game stimulates students' memory in a very short time by correlating the pictures with the written form. Teachers should write incomplete sentence and ask the students to add the sentence by mentioning words and spell them based on the vocabulary given. For example "I went to a supermarket. I bought an apple, …., ….". Students are given a picture and they must say the word and spell them. If their answer I right, teachers write the name of the vocabulary next to "an apple,". Teachers may show 5-10 pictures and drill the students one by one or let the students come with the answer without drilling. The vocabulary mastery can be seen from the appropriateness between the pictures and the name of them.

3. **Let's Move**

   This game stimulates the students to be able to make questions from the vocabulary given and let the others answer the questions. Teachers put a table in front of the class in which some vocabulary are on it. Then, teachers choose one student based on the lottery to stand behind the table which has been placed in front of the class. This students should give question such as "What is this?" and choose one of their friends to answer the questions. If the students cannot answer it, then this student should exchange place with the student who give the question. But, if they can, this student should continue asking questions based on the pictures or flashcards on the table until the students find the one who cannot answer the question. The vocabulary mastery can be seen from the students' answers.

4. **Do You Know?**

This game stimulates the students' curiosity by asking some questions and guessing the vocabulary given. Teachers divide the students into two groups A and B. They must stand on the same line. Then, teachers show a picture or flashcard above the A student's head without involving the letter or the name of the vocabulary. The A student asks the characteristics of the vocabulary by giving some statements or questions. B student only answer "Yes" or "No". The questions/statements can be limited to 5-7 before they guess the name of the vocabulary. If the A student can answer, they will get 100 points while B students will get 50 points because they have given the right clues. If the students cannot answer it, they will not get point while B student will still get 50 points if they are able to give right clues. The vocabulary mastery can be seen from the questions, statements, and answers.

5. **The Sentences**

This game stimulate student to comprehend the vocabulary and should be able to develop them into good sentences. Teachers teach the students by showing some pictures and mentioning the names of them as well as putting those vocabulary into sentences such as "This is an apple", "My mom buys an apple", "The apple is red", etc. Then, teachers divide the students into some groups consist of 3-5 students. They are given 3-5 new pictures and they must be able to write sentences based on the pictures given. The first group which finishes the task with correct sentences will be the winner. The vocabulary mastery can be seen from the sentences they write.

6. **Finding Around**

This game stimulates students' comprehension on a vocabulary by comprehending the characteristics and features of the vocabulary given. Teachers divide the students into some groups consist of 3-5 students. Each group is given a piece of different paper containing 5-7 descriptions of things which later, the students should find the names of the vocabulary in the paper by matching the descriptions with the pictures or flashcards (which consist the written forms) hung on the wall around the classroom. The first group which finishes the task with correct answers will be the winner. The vocabulary mastery can be seen from the answers.

7. **Whispered Words**

This game stimulates the students to master the vocabulary with interesting ways. Teachers divide the students into some groups and they must stand in lines facing the

whiteboard while some pictures are placed on the table near the whiteboard. Teachers should stand behind all groups and ask the last students to turn around to see the picture shown by the teachers. These students should whisper the words to the students in front of them until this information is reached to the last students. These students should immediately find the pictureson the table. The student who gets the right picture will get 50 points for his/her group. The vocabulary mastery can be seen from the answers

8. **Ridiculous Sentences**

   This game stimulates the students to comprehend the characteristics and features of the vocabulary. Teachers divide the students into some groups consist of 3-5 students. Then, teachers show some pictures to the students where each picture should be shown for 1 minute while asking the students to think about the characteristics of the vocabulary shown in the pictures. Later, teachers distribute a worksheet containing some vocabulary (3-5 vocabulary) in which each vocabulary consists of 5 statements. One of the statements is not the characteristic or the feature of the vocabulary shown. Students must be able to state true or false on the statements. The false statements should be delivered by their reasons why they do not agree on those statements. The vocabulary mastery can be seen from their answers.

9. **Snowball Battle**

   This game stimulates students to be able to compose questions by using vocabulary and answer the questions composed by their friends. Teachers distribute blank papers to the students. Students must write a question based on one of the pictures or flashcards shown by the teachers. If they have finished writing the questions, teachers ask the students to form the paper into a ball paper. Then, students should throw the ball to one of their friends. The hit friends should open the ball and answer the question correctly. The students' vocabulary mastery can be seen from the questions and the answers.

10. **Asking Letters and Bingo**

    This game stimulates the students to predict the written forms or spelling of the vocabulary. Teachers distribute a paper to every student containing 2 boxes where each box contains 25 columns. The columns consist of number 1-5 horizontally and A-E vertically. Then, teachers ask the students to fill the columns with the 3 words. These words can be written horizontally, vertically, sideways, etc. as long the words fit the columns. If they have written the words, every student should choose the

opponent to play with. Then students only ask questions like 1A, 2A, 5B, etc. If there is a letter in the number of the column mentioned by the students, the opponents should say the letter. This should be continued until the students find the three words and say "Bingo". The first student saying "Bingo" will be the winner. The vocabulary mastery can be seen from the prediction of column and when they say "Bingo".

DISCUSSION

Mastering a language should be preceded by mastering the vocabulary of that language since vocabulary is the words contained in a language. Relying on this assumption, vocabulary learning has become the very first activity in acquiring the target language, especially foreign language. That is why in Indonesia vocabulary learning has become the very first activity in acquiring foreign language.

Vocabulary learning involves written and verbal forms which should be taught to the students. In introducing the vocabulary, especially for those of foreign language, the existence of media is really needed. Media is the very flexible teaching aids which can be used for any learning including vocabulary one. Besides, media can help the language learners know and understand the vocabulary easily since media help to give visual forms to them. As stated by Cross (1991) vocabulary learning can be conducted through media and it will be helpful for both teachers and students.

Talking about the media used in English subject matter in elementary schools, pictures or flashcards are the very common media used by teachers or the media that Indonesian teachers must have to support English subject matter. It is supported by the data that most teachers in this study mainly used pictures or flashcards in vocabulary learning. Many studies have been conducted to the effectiveness of using flashcards to support vocabulary learning. As studied by (Nugroho, Nurkamto, & Sulistyowati, 2012), flashcards can improve the Indonesian students' vocabulary mastery in English subject matter. Therefore, this media becomes the very common media used by teachers in English vocabulary learning.

Furthermore, the use of pictures and flashcards is good for vocabulary learning since English is foreign language in Indonesia and the students need visual form to help them learning or acquiring the English vocabulary and their meanings. As supported by Nugroho et al. (2012) vocabulary learning, especially in vocabulary meanings, using pictures is one of the three common strategies to implement. It is usually conducted through showing the pictures or flashcards to introduce new vocabulary, the forms, and the meanings.

Somehow, using pictures or flashcards without any variations on the activities will create boredom to the students. At the beginning, students will feel happy on its implementation rather than doing the worksheets in vocabulary learning. But, the more the same strategy is used, the more bored the students will be since they have predicted what should be done. The data shows that no variations on the strategy used by teachers in vocabulary learning. This data is also supported by the students' responses that their teachers rarely used various activities in using the flashcards. Therefore, how boring the class will be in vocabulary learning. Even more, based on the preliminary observations it was found that students' activities more mostly doing the students' worksheets. Of course the class will be full of tensions, stresses, and boring. These are no good for English learning since English learning should be fun and enjoyable.

Therefore these teachers need interesting strategies which can be used as strategies in vocabulary teaching and assessments, especially to maximize the use of flashcards which all English teachers already have. Games can be the strategies as well as the solutions to these problems which can bring happiness to English learning in every Indonesian classroom. Therefore, 10 interesting games were developed to support the use of flashcards to facilitate vocabulary learning and assessments.

The games developed in this study were the one which is considered as the appropriate strategies to support the use of flashcards in English vocabulary learning since games can be about many forms of vocabulary learning. Teachers may implement games which facilitate verbal forms, written forms, and both verbal and written forms at the same time. Through games, students unconsciously acquire vocabulary of the target language as well as feeling happy, fun, and enjoyable at the same time. Besides, games can involve competitions and cooperation as stated by SL (1995) in Gruss (2016) that games can be divided into two such as competitive and cooperative games. Although there are some competitions in games, the main point of implementing this is to bring joyful into learning.

Many studies on the use of games in vocabulary learning have been conducted by researchers all over the world(See (Nation & Meara, 2002); (Alemi, 2010); (Taheri, 2014); (Gruss, 2016); and many more). All these studies show that games are effective to improve the young learners' vocabulary mastery of the target language. Furthermore, games also bring some joyful, happiness, excitement, and fun into English learning where it should have been.

Besides bringing joyful, happiness, excitement, and fun into English learning into Indonesian classroom, the developed games can also raise the opportunities for teachers to assess students' vocabulary mastery. Assessment toward vocabulary learning is really

important to be conducted to know the progress of the students in learning, to give feedback to the students and teachers, and to evaluate the teaching programs implemented by teachers as well as explained by Johnson & T. Johnson R. (2002), assessment is conducted for some purposes such as diagnostic, formative, and summative purposes.

Although the games developed in this study only facilitate teachers to get qualitative data as a part of formative assessment, the assessment can be modified to get quantitative data. This will support the implementation of evaluation since Indonesian education is well known by its quantitative evaluation on subject matters. Teachers may develop scoring rubric or follow up activities for the sake of giving score on students' mastery through the implementation of the games which this data can be used in supporting the evaluation process.

Overall, games developed in this study will be the solution of Indonesian assessment activities. Assessment is no longer about paper & pencil test, but it can be assessed through the implementation of games. Besides, English learning in Indonesian classroom is full of tension and stress since the main activities of the students are mostly answering the questions in the worksheets or textbook. In addition, students are also given some task and homework to finish at home. These activities truly bring disadvantages to English learning which should have been fun and enjoyable. Therefore, these games could be the breakthrough of assessing students' vocabulary mastery which is fun and enjoyable. Even more, English will no longer be the most frightened subject matter for the students.

CONCLUSION

Based on the aforementioned results and discussions, it can be concluded that the most media used by teachers in English vocabulary learning is pictures or flashcards. Themonotonous activity in implementing the flashcards can bring boredom to learning. Therefore, 10 interesting games were developed to support the use of flashcards in vocabulary learning in English subject matter in elementary schools. This will bring some happiness, joyful, and excitement back to English learning. Besides, these games are the breakthrough towards traditional praxis of assessment in Indonesian classroom where students are mostly asked to do the worksheets and the textbook. These games can be the joyful assessment to assess students' English vocabulary mastery.

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