



Improving Young Learners' Vocabulary Skills by Using Busy Book Media with Guessing Games Strategy

Natasya Malindo Putri Ching¹

¹Universitas Muhammadiyah Jember
natasyamalindo77@gmail.com

Abstract

The learning media is everything related to facilities and infrastructure (tools/objects) are used to support or to facilitate the delivery of subjects in the learning process to achieve the goals of learning itself. Teachers can use learning media to convey lesson information to students and can stimulate students' attention, feelings, thoughts, and willingness to learn in order to encourage an effective learning process. Busy book is one of the learning media in teaching in English. "Busy book" is a book made of flannel which contains interesting pictures. This book is very safe for students so that it can be used freely, and has a soft flannel texture and the fabric doesn't get wet easily so this book can last a for a long time. The purpose of this research is to find out the effectiveness of using busy book media using the guessing game strategy to improve the vocabulary mastery of grade 3 students at SDN 1 Wringinpitu in the 2022/2023 academic year. This research is Action Research carried out in teaching and learning activities in class, so this research includes Classroom Action Research. The result is the guessing game technique can improve students' vocabulary skills. The results of this action research in the second cycle also prove the action hypothesis that the use of busybooks with guessing games can improve the English vocabulary skills of grade 3 students at SDN 1 Wringinpitu in the 2022/2023 academic year.

Keywords: Busy book, learning media, vocabulary

INTRODUCTION

Young students are elementary school-level students. Young students are classified as students at the age of 5-12 years. Young students are generally from elementary school. According to Mahayanti & Suantari, (2017), elementary school students are young learners who are governed. Teachers are encouraged to continue to improve ways to keep learning in class interesting because young learners have moody characteristics in learning, and another characteristic that is most dominant is getting bored easily (Pitriana and Jufri, 2013). Young learners are moody learners.

Busy book contains daily activities. In addition, to keeping children busy with positive activities, as well as introducing independent learning from an early age, in busy books, children will find fun, unique games that will sharpen their cognitive abilities. Meanwhile, according to Lorena & Sadiku, (2015) the busy book is the development of an educational book in which the Busy book is made of flannel with different and attractive colors and is not harmful to children, with a size of 25x25 cm. Projects for developing children's skills such as buttoning, some concepts are also taught such as counting, knowing sizes, shapes and colors, classifying shapes and colors (Humaida & Abidin, 2021).

Based on some of the expert opinions above, it can be concluded that the notion of a Busy Book is a book made of flannel with interesting pictures that have colorful pictures whose purpose is to improve children's cognitive and motor skills. In learning language, generally the learner must have a way to achieve effectiveness in understanding the material in learning. There are several sources of English material for young students such as the internet, television, books and so on. Most students currently use books as a source of information which can then provide insight to students about various things such as linguistics. One of the things that is important in learning a language is vocabulary, with the use of busy books, teachers can provide teaching materials in a fun way, such as matching pictures with writing. The pictures contained in the book have a lot of vocabulary. In using the busybook the teacher teaches his students to understand and memorize the nouns in the busybook. After understanding and memorizing vocabulary students can arrange words in a sentence. In this case young learners are expected to be more enthusiastic about learning language lessons.

In elementary schools, teachers teach vocabulary gradually and factually. The teacher teaches vocabulary that is close to the students' environment to make them able to remember the vocabulary well. In the process of teaching and learning, learning media is certainly very much needed in accelerating the achievement of learning objectives in schools Indra et al., (2019) said that teachers are encouraged to use media so that the learning process can be fun and meaningful. According to Adam et al., (2015) that the media learning is everything both physical and technical in the learning process that can help teachers to make it easier to convey subject matter to students in order to facilitate learning whose goals are formulated.

The learning media is everything related to facilities and infrastructure (tools/objects) are used to support or to facilitate the delivery of subjects in the learning process to achieve the goals of learning itself (Lina et al., 2020) Teachers can use learning media to convey lesson information to students and can stimulate students' attention, feelings, thoughts, and willingness to learn in order to encourage an effective learning process. Busy book is one of the learning media in teaching in English. "Busy book" is a book made of flannel which contains interesting pictures. This book is very safe for students so that it can be used freely, and has a soft flannel texture and the fabric doesn't get wet easily so this book can last a for a long time. According to Wulansari (2016), busy books have 2- dimensional media that prioritize the diversity of colors in the material. This is very good because students in elementary schools have relatively low attention when the teacher only uses ordinary textbooks as a learning resource. This is supported by Fita Asri Untari et al (2018) which states that two-dimensional books increase motivation in student learning. This book is more interesting than a course book because it has a variety of pictures and the pictures look real. The picture must match the theme so that students are interested in the activity. Teachers can also make this media more interesting by adding pictures and other words to make it easier for students to memorize vocabulary.

Guessing games is one type of game that is considered fun to be played by students and this game competes individually or in groups to identify something that is shown. It wasn't clear, so they had to guess. Meanwhile, the rules of the guessing games are very simple, played by one person or in groups, and other people have to find out the answer. By implementing this Guessing game, students are more interested in learning vocabulary in learning. Teaching vocabulary using strategies is very necessary. Teachers need to be creative in finding interesting and fun strategies for teaching vocabulary, so that students can improve their ability to learn vocabulary and refute the notion that English is difficult. Students will be happy and happy, and easy to understand learning through good strategies used by the teacher, this is very interesting for students with the questions given, and makes students more creative to think, the use of this strategy can help improve student learning abilities, with the active thinking of students.

This study aims to improve students' ability to learn vocabulary by using busybook media and using guessing game strategies in English lessons. It is important to know students' perspectives and correlations in improving the quality of learning so that teachers must pay attention to what can make students interested and more active in understanding the material that has been given. The purpose of this research is to find out the effectiveness of using busy book media using the guessing game strategy to improve the vocabulary mastery of grade 3 students at SDN 1 Wringinpitu in the 2022/2023 academic year.

METHOD

This research is Action Research carried out in teaching and learning activities in class, so this research includes Classroom Action Research. The implementation takes the form of collaboration between observers and researchers as actors of action. Classroom action research emphasizes activities by testing an idea into a real situation in the classroom. In this study, the researcher used the classroom action research procedure using design model in which there is a cycle, namely: planning, action, observation, and reflection. This study aims to develop students in participating in teaching and learning activities to increase animal vocabulary using busy book media with a guessing game strategy. To achieve that planning, execution. Observation, and reflection should be carried out.

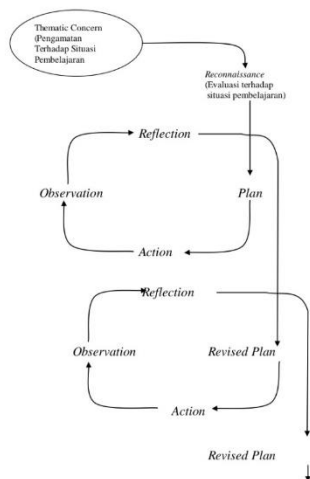


Figure 1. Classroom Action Research Adapted from kemmis. S. and mc taggart.r. (1998, p. 4)

The subjects used in this study were 3 grade students with total 16 students at SDN 1 Wringinpitu Banyuwangi for the 2022/2023 academic year. The data collection before treatment were obtained from test scores about animals, while data were obtained after treatment was through student tests and observation about students' activeness to see whether students feel comfortable with the new strategy conveyed by the researcher, and whether students can properly grasp what the researcher conveys, and also whether they can capture learning more quickly if done with the new strategy or not. The researcher took 3rd grade students at SDN 1 Wringinpitu Banyuwangi in academic year 2022/2023. Participants who will be studied amounted to 16 students.

1. Learning achievement test

Learning achievement test will be held to gauge the knowledge of students after learning process finished. Through this test then known differences in progress or additional knowledge of students. At the end of each cycle a test is held to measure student achievement, (Nurdini & Marlina, n.d.).

a. Students' Score

$$S = \frac{R}{N} \times 100$$

Equation 3.1 Student's score

Information:

- S : The value to be searched for
- R : The score obtained by each student
- N : Sum of all scores/maximum scores

b. To calculate the class average value in each cycle using the following formula:

$$\bar{X} = \frac{\sum xi}{N}$$

Equation 3.2 Average Value

Information:

- \bar{X} : Average value (mean)
- $\sum xi$: Sum of all values
- N : The number of students

Student achievement data is calculated based on overall class completeness with $KKM \geq 75$ using the formula (Purwanto, 2010):

$$NP = \frac{RM}{SM} \times 100\%$$

Equation 3.3 Student Achievement

Information:

- NP : The percent value that being searched
- RM : Number of students who scored ≥ 75
- SM : Total number of students

Table 1. Learning Mastery Criteria

Completeness of student learning (%)	Criteria
80 – 100	Very Good
66 – 79	Good
56 – 65	Enough
40 – 55	Unsatisfactory
≤ 40	Very Unsatisfactory

Source: Arikunto (2009, p.35)

2. Observation

This thesis is using checklist observation referring to appendix 3. Checklist observation is an informal method where behavioral indicators from a subject has been determined and put into table 3.1. The data obtained from the results of the teacher's activity observation sheets in the learning process were analyzed using the formula (Trianto, 2011, p. 243):

$$AP = \frac{\sum P}{\sum p} \times 100\%$$

Equation 3.4 Observation formula

Information:

- AP : The percent value sought
- $\sum P$: The number of students doing the activity
- $\sum p$: Total number of students (16)

Table 2. Students' Activity Criteria

Activity (%)	Criteria
76 – 100	Very Good
51 – 75	Good
26 – 50	Enough
≤ 25	Not Enough

Source: Trianto (2011 : 243)

RESULTS AND DISCUSSION

Before treatment is carry out, first researcher collaborate with grade 3 students at SDN 1 Wringinpitu English teacher to request a score result record regarding the same material that will be given in treatment. Following acquired data can be seen on appendix 11 This will then be the standard source to gauge accomplishment quantity after using busy book media with guessing games strategy treatment. Based on the result on appendix 11 known that:

Table 3. Before Treatment Result Calculation

3rd Grade Student
SDN 1 Wringinpitu Banyuwangi
Before Treatment Score Result

Total Score	1.020	Points
Average Score	63,75	Points
Success Rate	12,50	%

Scoring 12,5% in success rate can be consider very low, or looking at table 3.1 the result is categorized as very unsatisfactory. This is become the main motive on this research to improve young learners' vocabulary skills.

Cycle 1

First cycle held on Friday, June 16th 2023 and Saturday, June 17th 2023 from 08.00 to 09.30. Just as explained on chapter 3, every meeting must go through planning, implementation, observation and also reflection.

a. First Cycle Observation Results

After implementing the plan, at the same time researcher also done an observation by the observation form. As shown on appendix 12 observation sheet form result on the first meeting at June 16th 2023 then percentage value determine as equation 3.4 stated, the result is:

Table 4. First Meeting Observation Calculation On Cycle 1

First Meeting		
Friday, June 16 th 2023		
Asking Questions	Answer The Questions	Doing Tasks
$AP = \frac{\sum P}{\Sigma p} \times 100\%$	$AP = \frac{\sum P}{\Sigma p} \times 100\%$	$AP = \frac{\sum P}{\Sigma p} \times 100\%$
$AP = \frac{7}{16} \times 100\%$	$AP = \frac{4}{16} \times 100\%$	$AP = \frac{8}{16} \times 100\%$
AP = 43,75%	AP = 25%	AP = 50%
Enough	Not Enough	Enough

By implementing equation 3.4 and also interpreting table 3.2 resulting that the criteria highest percentage happen in doing tasks which got 50% or considered enough, continue with asking questions in 43,75% or considered not enough, and lastly answer the question in 25% or considered enough.

Meanwhile on the second meeting, researcher also evaluate students based on observational form criteria that has the same content as previous observation that can be look up at appendix 12 The result is:

Table 5. Second Meeting Observation Calculation On Cycle 1

Second Meeting		
Saturday, June 17 th 2023		
Asking Questions	Answer The Questions	Doing Tasks
$AP = \frac{\sum P}{\Sigma p} \times 100\%$	$AP = \frac{\sum P}{\Sigma p} \times 100\%$	$AP = \frac{\sum P}{\Sigma p} \times 100\%$
$AP = \frac{8}{16} \times 100\%$	$AP = \frac{9}{16} \times 100\%$	$AP = \frac{10}{16} \times 100\%$
AP = 50%	AP = 56,25%	AP = 62,5%
Enough	Good	Good

Table 4.2 also implementing equation 3.4 and interpreting table 3.3 Show that there is a percentage rise on the second meeting scoring in doing tasks got 62,5% or considered good, continue with answer the question in 56,25% or considered good, and ended with asking questions in 50% or considered enough.

b. First Cycle Test Result

Test conducted on the second meeting to measure how is students' knowledge and understanding about learning material. In calculating student's score, researcher use equation 3.1 that available on appendix 14.

Next applying equation 3.2 on students' average score, equation 3.3 on student achievement percentage referring to 75 points minimum score completeness. And ended by interpreting table 3.2 got this table as a result:

Table 6. First Cycle Test Result Calculation

3rd Grade Student

SDN 1 Wringinpitu Banyuwangi

First Cycle Score Result

Total Score	1,110	Points
Average Score	69.38	Points
Success Rate	62.50	%

The result is that with 1.110 points of total score among 16 students, the average score is 69,38 points and percentage of achievement in 62,5%. By that percentage, based on table 3.2 the result categorized as enough.

c. Reflecting First Cycle

After reviewing the observational and test result reports, researcher however think that there is still a room for improvement. And considering that, cycle two is needed in order to achieve a higher goal.

In this second cycle, researcher use a new approach. With freshly different busy book but still correlating with animals and plants subject. This new book contained more vocabulary to learn and also come in more colorful presentation to attract more of the students' interest.

Cycle 2

Continuing the first cycle, second cycle held on Monday, June 19th 2023 to Tuesday, June 20th 2023 which also occur from 08.00 to 09.30 in the morning. Second cycle also apply the chapter 3 discussion on planning, implementation, observation and also reflection.

a. Second Cycle Observation Result

The first meeting on this cycle that happened on Monday, June 19th 2023 was observed closely by the researcher. This can be seen on appendix 13.

Table 6. First Meeting Observation Calculation On Cycle 2

First Meeting		
Monday, June 19 th 2023		
Asking Questions	Answer The Questions	Doing Tasks
$AP = \frac{\sum P}{\sum p} \times 100\%$	$AP = \frac{\sum P}{\sum p} \times 100\%$	$AP = \frac{\sum P}{\sum p} \times 100\%$
$AP = \frac{12}{16} \times 100\%$	$AP = \frac{11}{16} \times 100\%$	$AP = \frac{13}{16} \times 100\%$
AP = 75%	AP = 68,75%	AP = 81,25%
Good	Good	Very Good

Above are the calculation's result of first meeting observation concerning equation 3.4 and potraying table 3.3 where asking questions gain 75% equal very good, answer the questions gain 68,75% equal good and doing tasks gain 81,25% equal very good.

Later, the second meeting on second cycle conducted on Tuesday, June 20th 2023. Observation supervise closely by researcher producing as appendix 13 show. Then put to equation 3.4 and potraying table 3.3 become this table below:

Table 7. Second Meeting Observation Calculation On Cycle 2

Second Meeting		
Tuesday, June 20 th 2023		
Asking Questions	Answer The Questions	Doing Tasks
$AP = \frac{\sum P}{\Sigma p} \times 100\%$	$AP = \frac{\sum P}{\Sigma p} \times 100\%$	$AP = \frac{\sum P}{\Sigma p} \times 100\%$
$AP = \frac{14}{16} \times 100\%$	$AP = \frac{16}{16} \times 100\%$	$AP = \frac{16}{16} \times 100\%$
AP = 87,5%	AP = 100%	AP = 100%
Very Good	Very Good	Very Good

The result show significance gain result where asking questions achieved 87,5% categorized as very good, answer the questions achieved 100% categorized as very good, and also categorizing as very good at doing tasks with 100% score.

b. Second Cycle Test Result

The test held on the second meeting on Tuesday, June 20th 2023. This will also be a benchmark on differential between before and after treatment.

Table 8. Second Cycle Test Result Calculation

3rd Grade Student
SDN 1 Wringinpitu Banyuwangi
Second Cycle Score Result

Total Score	1.270	Points
Average Score	79,38	Points
Success Rate	100	%

To be able to calculate students' score as in appendix 15, researcher refer to equation 3.1, the result then totaled become 1.270 points. Then average score using equation 3.2 have 79,38 points. Meanwhile success rate got 100% by implementing equation 3.3 that categorized in table 3.2 as very good.

c. Reflecting Second Cycle

Following the assessment on the observational and test result reports, researcher however think that this second cycle has fulfill this research purpose. With all of the significance rise in all of the aspect that being evaluate, researcher concluded that there is no need for additional cycle.

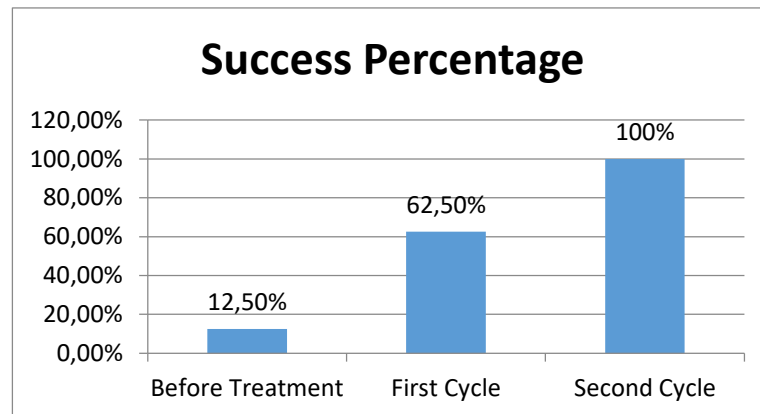


Figure 2. Success Precentage

One of the objectives of this research is to improve students' vocabulary skills by using busybook media and guessing games techniques. After doing the actions in cycle one and cycle two, it was proven that the guessing game technique was able to improve students' vocabulary skills.

According to Mufliharsi (2017) busybooks can make students interested in learning vocabulary about colors, fruit, animals, numbers, and shapes and teachers also have effective classes, busybooks can be a good teaching tool. The findings show that the busy book is a good medium for improving and building students' vocabulary skills. Because students not only see but they also remember it in their minds and build it in their writing skills. In addition, (Lina et al., 2020) findings found that by using Guessing games, students can be more active, and enjoy learning with the techniques of this game, they can learn more effectively. In this activity, students are more active in the teaching and learning process because they have to guess. This has proven effective in the application of guessing games in busybook media to increase the vocabulary of grade 3 students. Guessing games really make students active during learning, enjoy and also more concentration during the teaching and learning process.

Based on the discussion above, it can be concluded that the guessing game technique can improve students' vocabulary skills. The results of this action research in the second cycle also prove the action hypothesis that the use of busybooks with guessing games can improve the English vocabulary skills of grade 3 students at SDN 1 Wringinpitu in the 2022/2023 academic year.

CONCLUSION

Based on the results of the data above, after being applied to cycles one and cycle two, it can be reported that the guessing game technique can improve students' English vocabulary skills in class 3B SDN 1 Wringinpitu by guiding them in a deeper understanding of animal and plant topics.

REFERENCE

- Adam, S., Msi, M., & Taufik Syastra, M. (2015). PEMANFAATAN MEDIA PEMBELAJARAN BERBASIS TEKNOLOGI INFORMASI BAGI SISWA KELAS X SMA ANANDA BATAM. In *78 CBIS Journal* (Vol. 3, Issue 2).
- Fita Asri Untari, M., Arief Budiman, M., & Kusumaningrum, D. (2018). *Pengembangan Media Quiet Book untuk Pembelajaran Tematik Keluargaku Sekolah Dasar Kelas I*. <https://doi.org/10.28926/briliant>
- Humaida, R. T., & Abidin, M. Z. (2021). Penggunaan Media Busy Book Terhadap Kognitif Pengenalan Kemampuan Berhitung pada Anak Usia Dini. *ThufuLA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal*, 9(1), 135. <https://doi.org/10.21043/thufula.v9i1.10293>
- Indra, A., Annashih, N., & Subroto, W. T. (n.d.). *Quiet Book Media Development to Improve Ecosystem Material Learning Results in Class V Elementary School* ARTICLE IN FO ABSTRACT. www.ijere.com
- Lina, Y. I., Yuliana, R., & Alamsyah, T. P. (2020). DEVELOPMENT OF BUSY BOOK MEDIA BASED ON THE GLOBAL METHOD OF LEARNING TO BEGIN WITH READING. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 9(4), 527. <https://doi.org/10.33578/jpkip.v9i4.7969>

- Lorena, C., & Sadiku, M. (2015). The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour. *European Journal of Language and Literature Studies*, 1(1).
- Mahayanti, N. W. S., & Suantari, N. L. P. M. (2017). DEVELOPING BIG BOOK AS A MEDIA FOR TEACHING ENGLISH AT SIXTH GRADE STUDENTS OF ELEMENTARY SCHOOL AT SD LAB UNDIKSHA SINGARAJA. *Journal of Education Research and Evaluation*, 1(3), 128. <https://doi.org/10.23887/jere.v1i3.9511>
- Mufliharsi, R. (n.d.). *Pemanfaatan Busy book Pada Kosakata Anak Usia Dini di PAUD SWADAYA PKK Language Education View project journal ijar View project*. <https://www.researchgate.net/publication/322631652>
- Nurdini, H., & Marlina, L. (n.d.). Journal of English Language Teaching VOCABULARY JOURNAL AS A LEARNING TOOL FOR STUDENTS IN LEARNING VOCABULARY THROUGH READING AT JUNIOR HIGH SCHOOL. *Journal of English Language Teaching*, 6(1). <http://ejournal.unp.ac.id/index.php/jelt>
- Wulansari, R. (2016). *Pengembangan Media 3 Dimensi Bina Diri untuk Siswa Tunagrahita 74 JURNAL ORTOPEDAGOGIA* (Vol. 2).