



INNOVATIVE: Journal Of Social Science Research

Volume 4 Nomor 4 Tahun 2024 Page 948-956

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

## Improving Vocabulary Mastery of the Fifth-Grade Students of Elementary School by Using Gesture Game

Zahratul Fikni<sup>1✉</sup>, Hamzani Wathoni<sup>2</sup>, Munawarah<sup>3</sup>

Hamzanwadi University

Email: [zahratulfiknii@gmail.com](mailto:zahratulfiknii@gmail.com)<sup>1✉</sup>

### Abstrak

Saat ini, permainan menjadi alat pengajaran paling populer untuk mempelajari kosakata bagi pelajar muda karena menyenangkan. Oleh karena itu, penelitian ini bertujuan untuk mengetahui efektivitas penggunaan permainan isyarat dalam meningkatkan penguasaan kosakata di kelas lima MI NWDI Serijata. Pre-test dan post-test satu kelompok digunakan dalam desain pra-eksperimental untuk penelitian ini. Partisipannya adalah 25 siswa kelas V MI NWDI Serijata sebagai sampel. Data dikumpulkan dengan menggunakan pilihan ganda dan dianalisis menggunakan SPSS versi 22 for Windows. Temuan penelitian ini menunjukkan bahwa nilai rata-rata pre-test siswa adalah 40,64, sedangkan nilai rata-rata post-test siswa adalah 72,64. Hal ini menunjukkan bahwa nilai rata-rata siswa meningkat sebelum dan sesudah perlakuan. Selanjutnya, Signifikansi Asimptotik (2-tailed) sebesar 0,00. Hal ini menunjukkan bahwa hipotesis diterima karena nilai Asymp—signifikansi (2-tailed) < 0,05. Hasilnya, penggunaan permainan isyarat untuk mengajarkan kosakata kepada siswa kelas lima di MI NWDI Serijata efektif dalam penguasaan kosakata siswa. Mempertimbangkan proses dan hasil penelitian ini, peneliti merekomendasikan agar guru bahasa Inggris menerapkan strategi ini saat mengajar kosakata.

Kata Kunci: *Gesture Game, Pembelajaran Muda, Pengajaran Kosakata EFL*

## Abstract

These days, games become the most popular teaching tools for learning vocabulary for young learners as a result it is enjoyable. Therefore, this study aimed to know to find out about the effectiveness of using the gesture game in improving vocabulary mastery in fifth grade MI NWDI Serijata. One group pre-test and post-test was employed in the pre-experimental design for this study. The participants included 25 fifth-grade students of MI NWDI Serijata as a sample. The data was collected using multiple choice and analysed using SPSS version 22 for Windows. The findings of this study indicated that students' pre-test mean score was 40.64, while their post-test mean score was 72.64. It demonstrated that students' mean scores improved both before and after treatment. Furthermore, Asymptotic Significance (2-tailed) was 0.00. It indicated that the hypothesis was accepted because of the value of Asymp—significance (2-tailed) < 0.05. As a result, employing gesture games to teach vocabulary to fifth-grade students at MI NWDI Serijata was effective in students' vocabulary mastery. Considering the process and results of this study, the researcher recommends that English teachers employ this strategy while teaching vocabulary.

Keywords: *Gesture Game, Young Learners, Teaching EFL Vocabulary*

## INTRODUCTION

Since English became a universal language, a lot of people have used it to further their own goals. According to Rao (2019) English is used in many aspects of daily life, including knowledge, health, technology, employment, and so on. Therefore, it demonstrates how closely related English is to modern human life. To communicate effectively, a person who speaks a foreign language—such as English—must first be familiar with the vocabulary. According to Wahyudin et al.,( 2021) learning vocabulary is the most crucial aspect of learning English. Krashen and Trellel in Sari & Aminatun, (2021) add that the foundation of communication is vocabulary. It is clear that vocabulary has an important role in communication. For young learners, especially in primary school, learning vocabulary is crucial since it can start as soon as possible. According to Jones in Deni & Fahriany, (2020) given that primary school students are in the "golden age" of learning everything naturally, so it is crucial for them to be educated in English. Furthermore, at this time, students can quickly learn and memorize material.

Learning vocabulary and language go hand in hand. Tarigan in Yudha & Mandasari, (2021) says that vocabulary mastery is an essential component of languages competence. Lack vocabulary mastery will have an impact on a person's ability to write and speak in English. In addition, it will make communication difficult. Consequently, this will significantly affect how well people learn English. As a result, teachers need to employ the appropriate strategy to increase students' vocabulary while also sparking their attention. Interesting

methods are needed to improve vocabulary mastery, especially for young learners. Teaching language to young students is not the same as teaching in teenagers or adults. According to Bhandari, (2020) teachers should help students develop their English vocabulary by teaching them useful terms and helping them understand the meaning of these terms. To help kids feel that they are enjoying the teaching and learning process, teachers must present material in engaging ways. One of them is doing it in the right method. Teachers can employ a variety of techniques, including games, storytelling, singing, and drilling, to help students develop vocabulary (Malokhat 2022).

These days, games become the most popular teaching tools for learning vocabulary for young learners as a result it is enjoyable. According to Yu et al., (2021) playing games can enhance the engagement and interactivity of learning. Games can also be used as a tool to boost interest and motivation for learning English (Dehghanzadeh et al. 2021). However, based on the benefits of using games in learning English, it is required that using this approach can optimize the improvement of vocabulary learning in young learners. On the other hand, teachers should also choose the most suitable games to achieve the learning objectives.

Gesture games are one type of game that is useful for teaching vocabulary to young learners. A gesture is a type of body language used to communicate nonverbally (Bedir and Daskan 2023). Gestures can be used to teach language to young learners. Gesture learning is another engaging and enjoyable way to raise vocabulary mastery among students. Therefore, it will be simpler for them to comprehend the meaning of the provided word. By using gestures, teachers may help students connect everyday words to specific actions, which would speed up their learning and boost their confidence. These are some examples of gesture games that can be used to teach vocabulary: Charades, Guess the gesture, Gesture storytelling, Simon says, and so on (Ordóñez 2021).

Furthermore, there have been some previous researchers that use gesture in teaching learning process to increase student's vocabulary mastery. The first is an article by Simpuruh (2021) entitled *The Use of Gesture In Improving Students' Vocabulary Mastery in Selected Indonesian Junior High School*. The result showed that there was a significant increase in student achievement when gesture learning was used. The second is an article by Rica Umrina Lubis and Nadia Anggita Putri, (2022) entitled *The Use of Gesture to Overcome Misunderstanding in Teaching English*. The result showed that there are advantages and disadvantages to using gestures in the teaching and learning process. The advantage is that educators can adjust their actions to suit the needs of their students and foster a relaxed environment. On the other hand, a classroom that is too stiff or animated during instruction

will not foster a welcoming environment. Based on the previous research above, researchers use the gesture method in teaching English, which focuses on vocabulary. However, in order to stimulate student's interest in learning, researchers include the gesture into a game.

According to the description above, the use of gesture games affects English language learning. So, the researcher aims to find out about the effectiveness of using the gesture game in improving vocabulary mastery in fifth grade MI NWDI Serijata.

## RESEARCH METHOD

This study employed a quantitative method. According to Mohajan, (2020) quantitative research is the process of gathering and evaluating numerical data in order to characterize, forecast, or control relevant factors. This kind of study supports hypothesis testing, results generalization to larger populations, and the assessment of causal correlations between variables. Pre-experimental design used in this study. Pre-experimental research design is a kind of quantitative research design that does not use a similar control group and is defined by assessing a single variable both before and after treatment or intervention (Vanessa and Setiawati 2021). Pre-experimental designs use a single group that is divided into treatment, post-test, and pre-test groups. The researcher conducted the study at MI NWDI Serijata in the academic year 2023-2024. The population of this study involved class V MI NWDI Serijata students in the academic year 2023-2024 which consists of 25 students. The researchers took class V which consists of 25 students as the research sample. Researchers choose class V as a sample using cluster random sampling.

## RESULT AND DISCUSSION

### Research Result

#### 1. Descriptive Statistics

To analyze the data for the present research, the researcher employed descriptive statistics. To collect the data, the present researcher used an instrument consisting of 25 items. The researcher determined the highest and lowest scores among the 25 items. Based on the data analysis results, it was determined that, with a mean score of 40.64 and a standard deviation of 16.153, the highest pre-test score was 80 and the lowest score was 16 out of 25 students. According to the results of the post-test, the mean score was 72.64 with a standard deviation of 22.677, and the highest score was 100, while the lowest score was 28.

Based on the pre- and post-test results, it was possible to determine that students' post-test mean score and standard deviation were higher than their pre-test mean score. It

indicates that there was a difference in the student's vocabulary mastery before and after the gesture game treatment. It showed in table 3 below.

Table 1. Descriptive Statistics on pre-test and post-test

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	25	16	80	40.64	16.153
PostTest	25	28	100	72.64	22.677
Valid N (listwise)	25				

Source: Primary data (pre-test post-test) was processed in June 2024 by SPSS

## 2. Required Statistics for Testing Hypothesis

### a. Normality Testing

Shapiro-Wilk analysis used to analyze the data for normality. Additionally, normality testing used to determine whether the data is distributed normally or not. According to the normal distribution of the data, if the pre-test and post-test values for significance were higher than the significance value ( $p = 0.05$ ). On the other hand, the data distribution was not normal if the pre-test and post-test significance level values were less than the significance ( $p$ ) 0.05 values. The pre-test result was 0.625, and the post-test result was 0.032. It demonstrated that the distribution of the data was not normal. It showed in table 4 below.

Table 2. Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
PreTest	.138	25	.200*	.951	25	.265
PostTest	.151	25	.145	.911	25	.032

a. Lilliefors Significance Correction

Source: Primary data (pre-test post-test) was processed in June 2024 by SPSS

### b. Homogeneity Testing

The data were analyzed using One-Way ANOVA for homogeneity testing. To determine whether the data were homogeneous or not, a homogeneity test was carried out. The data were homogeneous if the level significance values were more than  $p = 0.05$ . On the other hand, the data was not homogeneous if the level significant values were not higher than  $p=0.05$ . According to the results, the Levene's statistic was 4.121 and the significance level value was 0.048. The significance level value wasn't higher than 0.05. This indicates that there was non-homogeneity in the data. It showed in table 5 below.

Table 3. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
pretest posttest	Based on Mean	4.121	1	48	.048
	Based on Median	3.578	1	48	.065
	Based on Median and with adjusted df	3.578	1	47.263	.065
	Based on trimmed mean	4.094	1	48	.049

Source: Primary data (pre-test post-test) was processed in June 2024 by SPSS

### 3. Hypothesis Testing

Hypothesis testing was conducted to determine whether the hypothesis was accepted or rejected. The present researcher employed the Wilcoxon Signed Ranks Test to determine whether or not the "Gesture Game" effectively improved students' vocabulary mastery at MI NWDI Serijata. There are several factors to be considered when interpreting the ranks in the Wilcoxon Signed Ranks Test: negative rank, positive rank, and ties. Negative rank is a decrease from pre-test to post-test. Positive rank is an increase from pre-test to post-test. Meanwhile, ties is the similarity of pre-test and post-test values.

Table 4. Ranks of Wilcoxon Signed Ranks Test

		N	Mean Rank	Sum of Ranks
Post Test - Pre Test	Negative Ranks	0 <sup>a</sup>	.00	.00
	Positive Ranks	24 <sup>b</sup>	12.50	300.00
	Ties	1 <sup>c</sup>		
	Total	25		
a. Post Test < Pre Test				
b. Post Test > Pre Test				
c. Post Test = Pre Test				

Source: Primary data (pre-test post-test) was processed in June 2024 by SPSS

According to the Wilcoxon Signed Ranks Test, to find out whether the hypothesis is accepted or rejected, it can be seen at the Asymp. Significance (2-tailed). If the value of Asymp. Significance (2-tailed) < 0.05, which means that the hypothesis is accepted. On the other hand, if the value of Asymp. Significance (2-tailed) > 0.05, which means that the hypothesis is rejected.

Table 5. Test Statistics of Wilcoxon Signed Ranks Test

	Post Test - Pre Test
Z	-4.289 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Source: Primary data (pre-test post-test)

was processed in June 2024 by SPSS

## Discussion

The present researcher found that the post-test mean score and standard deviation were higher than the pre-test results after gathering and analyzing the data. The results showed that employing the Gesture Game during the learning process was effective in improving the vocabulary mastery of the fifth-grade students in MI NWDI Serijata. The study's findings also demonstrated that there was a significant difference between the students' scores before and after the treatment. It can be said, at least provisionally, that the present researcher's treatment of the MI NWDI Serijata fifth-grade students was successful.

Based on the normality test, the significance level of the pre-test value was higher than ( $p=0.05$ ). Meanwhile, the significance level of the post-test value was less than ( $p=0.05$ ). This means that the data was not normally distributed. Based on the results of the homogeneity test, the significant level value was less than the level ( $p$ ) = 0.05, which means that the data was not homogeneous. Because the data was not normal and homogeneous, the researcher employed a non-parametric test, the Wilcoxon Signed Ranks Test, to determine whether the hypothesis was accepted or rejected. Based on the findings of the hypothesis analysis, the researcher found a positive rank, comprising 24 students with a mean rank value of 12.50 and a sum of ranks of 300. However, the Asymp Significance (2-tailed) was less than 0.05. It means that the hypothesis was accepted. So, it can be concluded that the "Gesture Game" was helpful in the teaching and learning process to boost students' vocabulary comprehension based on observations collected by the researcher during treatment in the fifth-grade students at MI NWDI Serijata.

Based on the data above, students were more engaged in the vocabulary learning process when they used the Gesture Game than when they were taught vocabulary by traditional methods. It could be observed from their behavior during the vocabulary learning process. This finding agreed with Yu et al.(2021), who stated that playing games can enhance the engagement and interactivity of learning. The students paid great attention to the researcher's gestures and took the lessons seriously. Furthermore, they demonstrated great

enthusiasm when performing gesture games and became more confident when they practiced it. This statement aligns with other experts, such as Pratolo (2019), who stated that incorporating gestures or body language into vocabulary instruction can increase student engagement, strengthen their understanding of the meaning of words, and make language learning more fun and interactive. It also agrees with previous research by Simpuruh (2021), who stated that by using gesture games, teachers can help students accelerate their learning and boost their confidence. This study found that gesture games improved EFL learners' vocabulary development. The study's findings also demonstrated the impact of gesture games on EFL students' vocabulary acquisition during the learning process.

## CONCLUSION

The researcher concludes that, in the teaching-learning process, employing gesture games to teach vocabulary was a particularly effective strategy for improving students' vocabulary in fifth-grade students of elementary school. According to the results of the hypothesis test, the present researcher concluded that the hypothesis was accepted because the value of the asymptotic significance (2-tailed) was 0.000. Moreover, based on observations conducted by the researcher during treatment in the fifth-grade students of MI NWDI Serijata, the research results show that the gesture game was significantly effective in teaching English vocabulary learning.

## REFERENCES

- Bedir, Habip, and Adem Daskan. 2023. "The Significance of Body Language in Foreign Language Learning and Teaching." *International Journal of Social Sciences & Educational Studies* 10(1).
- Bhandari, Laxman Prasad. 2020. "Task-Based Language Teaching: A Current EFL Approach." *Advances in Language and Literary Studies* 11(1): 1–5.
- Dehghanzadeh, Hojjat et al. 2021. "Using Gamification to Support Learning English as a Second Language: A Systematic Review." *Computer Assisted Language Learning* 34(7): 934–57.
- Deni, Rahma, and Fahriany Fahriany. 2020. "Teachers' Perspective on Strategy for Teaching English Vocabulary to Young Learners." *Vision: Journal for Language and Foreign Language Learning* 9(1): 48–61.
- Language, English, and Stain Mandailing Natal. 2022. "Department of English Language and Education, STAIN Mandailing Natal, Indonesia." 3(2): 70–76.
- Malokhat, Sharipova. 2022. "Teachers' Techniques in Teaching English to Young Learners."

*Asian Journal of Research in Social Sciences and Humanities* 12(4): 489–94.

- Mohajan, Haradhan Kumar. 2020. "Quantitative Research: A Successful Investigation in Natural and Social Sciences." *Journal of Economic Development, Environment and People* 9(4): 50–79.
- Ordóñez, Abigail E Briones. 2021. *Kinesthetic Learning Inclusion: Turning Your Class into a Hive of Motion Activities to Engage ESL Learners*. Greensboro College.
- Pratolo, Bambang W. 2019. "Integrating Body Language into Classroom Interaction: The Key to Achieving Effective English Language Teaching." *Humanities & Social Sciences Reviews* 7(3): 121–29.
- Rao, Parupalli Srinivas. 2019. "The Importance of English in the Modern Era." *Asian Journal of Multidimensional Research (AJMR)* 8(1): 7–19.
- Sari, Syahar Nurmala, and Dyah Aminatun. 2021. "students' perception on the Use of English Movies to Improve Vocabulary Mastery." *Journal of English language teaching and learning* 2(1): 16–22.
- Simpuruh, Indrayani. 2021. "The Use of Gesture in Improving Students' Vocabulary Mastery in Selected Indonesian Junior High School." *Utamax: Journal of Ultimate Research and Trends in Education* 3(1): 9–13.
- Vanesa, Agis Putri, and Pipih Setiawati. 2021. "Using Pictures As Teaching Media in Writing Descriptive Text (A Pre-Experimental Study at One of Junior High School in Garut, West Java, Indonesia)." *English Education and Applied Linguistics Journal (EEAL Journal)* 4(1): 58–66.
- Wahyudin, Achmad Yudi, Reza Pustika, and Marta Widiawitasari Br Simamora. 2021. "Vocabulary Learning Strategies of EFL Students at Tertiary Level." *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language* 8(2): 101–12.
- Yu, Zhonggen, Mingle Gao, and Lifei Wang. 2021. "The Effect of Educational Games on Learning Outcomes, Student Motivation, Engagement and Satisfaction." *Journal of Educational Computing Research* 59(3): 522–46.
- Yudha, Hafidz Tresna, and Berlinda Mandasari. 2021. "The Analysis of Game Usage for Senior High School Students to Improve Their Vocabulary Mastery." *Journal of English Language Teaching and Learning* 2(2): 74–79.