

The Use of Flashcards Monopoly to Facilitate Elementary Students' Learning English Vocabulary

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ABSTRACT

In learning English, using appropriate methods to support learning is highly considered, especially for young learners. It helps increase students' motivation and engagement in learning, and students can more easily understand English learning. In this article, the teaching practice implemented the game-based learning method through flashcards monopoly. This article aims to facilitate the learning of English vocabulary for elementary students who have never studied English. The article data was obtained through the implementation of teaching practice which was carried out for 5 months (February-June). Moreover, the teaching practice was carried out in grade 4 at one of the public elementary schools in the Sukabumi district, Indonesia. Students acquire English vocabulary and easily understand and remember it through the flashcard Monopoly game. Students are very interested in learning, actively participate, and are brave enough to mention new vocabulary, the use of flashcards monopoly also motivates and engages students in learning English.

Keywords: *Game-based learning, Flashcards, Vocabulary*

1. INTRODUCTION

Vocabulary is an essential component in a second foreign language. Setiyawan (2015) stated that students in elementary school must master vocabulary as the essential thing in language learning. However, according to Absori, Rohandia, and Arifin (2020), learning vocabulary for elementary students is not effortless. The students need help remembering the new words quickly and easily. Thus, there should be appropriate methods to help students in learning vocabulary acquisition.

In teaching vocabulary, the teacher can apply many teaching methods. Moreover, in teaching vocabulary to elementary students it is essential to use fun learning methods.
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Setiyawan (2015) explained that the use of fun methods helps the teacher create an interesting English class environment. In addition, every elementary school student nowadays likes to play games (Abshori et al., 2020). Game-based learning is one of the appropriate methods to get young learners deeply involved in learning, not only for practising language but also for the most effective learning (Adipati, et al., 2021). This game-based learning will provide a delightful atmosphere. Ersoz (2008) further revealed that well-chosen games are a helpful learning method because games can encourage student enthusiasm and motivation in practising all language skills. Therefore, the application of game-based learning will be very useful in learning vocabulary for students in elementary school.

Learning vocabulary must facilitate a continuous learning process, with exciting activities through game-based learning. Several experts have defined game-based learning. Game-based learning (GBL) is an activity that involves problem-solving and encourages students to achieve abilities and knowledge (Qian & Clark, 2016). Therefore, game-based learning encourages young students to acquire new English vocabulary. Sobhani (2014) defines game learning as activities that encourage students to enrich themselves with words spoken to untrained ears and build interaction with players. In addition, according to Pho and Dinscore in Spring (2015), game-based learning provides opportunities for students to build active learning, increase student interest and involvement, and get feedback on game results. Thus, the application of game-based learning methods in flashcards Monopoly not only helps in acquiring students' vocabulary but also helps increase students' motivation and interest in learning English.

Moreover, through this article, the teaching practice implemented the use of games based on traditional game-based learning, namely through the Monopoly game board. In a scientific study related to traditional game-based learning, Hsu, et al. (2008) explain several important things related to traditional game-based learning. Traditional game-based learning is a learning method that has efficiency in teaching, and performance and makes it easier to manage learning implementation (Hsu, et al 2008). In traditional game-based learning, the teacher has the role of mentor. The objectives of implementing learning by implementing traditional game-based learning can be achieved. The goal of traditional GBL is to gain an advantage in the game so that there is an increase in motivation and interest and makes students learn better in understanding the topic (Hsu, et al. 2008).

Regarding the learning aspect, Hsu et al. (2008) formulated 3 factors that enable an

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activity to be transformed into a way of learning through games, namely competition, concentration, and immediate feedback. Every game held in learning needs to contain these three factors. First, competition is by determining or giving scores during the game. The existence of this factor can increase the motivation of each student in competing to collect scores. Second, there is concentration. Concentration is using games to enable students to involve themselves more through games in learning. Third, there is feedback. The feedback can be direct feedback, meaning that students will receive information or instructions in the game process.

Based on the results of observations at the school where teaching practice was implemented, there were indications of some problems in learning English. First, the school where the teaching practice was carried out still uses the previous curriculum, namely the 2013 curriculum. Thus, English is not studied at the elementary school level. Second, limited facilities regarding technological learning support. The school was located in a rural area, thus there was a limitation in the use of learning media. Third, regarding students' motivation in learning. The researcher made observations during learning in other subjects, during the beginning of learning students were still able to follow and participate in learning. However, after 15 minutes, the students' participation and enthusiasm for learning decreased. This can be seen from students starting to look for sleeping positions on tables and doing other activities. Therefore, based on the results of these observations, it becomes a consideration why flashcards Monopoly was applied in teaching practice.

In teaching practice, the focus of the language was learning vocabulary for students who had never studied English. Learning English for young learners takes work, especially English as EFL. Therefore, this present article implemented a collaborative of using flashcards and Monopoly boards as game-based learning to make vocabulary learning easy for students to understand.

In teaching vocabulary, it is also necessary to use appropriate media. In the teaching practice that was carried out, the researcher developed flashcard media to use in teaching practice. According to Cross (1991), as cited by Atmaja and Gina (2020), a flashcard is a simple picture on a piece of card or paper, and this media is always used as an educational tool. Apart from that, Yolandini et al. (2011) explained that flashcards contain pictures with a specific theme. Moreover, the function of flashcards is to train children's brain abilities to remember pictures and words, thereby helping to improve language mastery (Yolandini et al. 2011). In addition, Sitompul (2013) considered that flashcards are a helpful medium for

drilling and presenting new vocabulary to the students. Therefore, the use of flashcards in teaching practice is necessary to help students remember and understand the new vocabulary.

Research conducted by Setiyawan (2015) studied increasing students' vocabulary mastery when using flashcards in elementary schools. Through this research, he found that using flashcards was the right medium to improve students' vocabulary mastery. Apart from that, using flashcards also helps overcome the problem of students who need more motivation because flashcards must be attractive, clearly visible, and colourful. Moreover, research by Farida, Isrina, and Apsari (2019) found that the existence of flashcards helps students memorize and makes students familiar with certain words quickly. It could be seen from the mean score of students improved, and students' attention in teaching-learning activities increased.

In connection with previous research, using flashcards to introduce new vocabulary in English to elementary students is recommended. However, different from the use of flashcards in previous research, this present article tried to collaborate flashcards with the Monopoly game in teaching practice. Then, apart from facilitating students' learning vocabulary through flashcards, the Monopoly game can help overcome students' problems with low motivation in learning.

Hariyadi (2010) explained that Monopoly is a game in which the players must take a turn by flipping the dice and moving around the game board based on the number of the dice, then players will through the partition of questions that will be answered by the players. This present article used the Monopoly board game to collaborate with flashcards. In this present article, after the students roll the dice to keep the place, students must guess the picture on a flashcard correctly. Moreover, the previous research from Hariyadi (2010) highlighted that the Monopoly game effectively teaches English, especially vocabulary. He also explained that students' motivation improved significantly better than before taught.

In the teaching practice that was carried out, the researcher implemented flashcards monopoly to make the learning vocabulary easier for students to remember and understand. Moreover, it can increase student learning motivation so that they are more enthusiastic while learning English. Through the application of flashcard Monopoly, the aim is to analyze and try whether flashcard Monopoly games will facilitate students in learning new vocabulary. This research also aims to improve students' motivation to learn, especially learning English.

2. RESEARCH METHOD

This study research uses a descriptive qualitative. Sugiyono (2016), explains that the qualitative descriptive method is not used to draw broad conclusions, because the method is used to analyze or explain findings. Through this descriptive qualitative method, research is carried out by presenting, describing and analyzing findings from all data obtained in the field. As for this present article, the data obtained was through ~~te~~Kampus Mengajar program batch 5. Through this program, the researcher developed English language learning as one of the programs. The research was conducted at a public school in the Sukabumi district, Indonesia for 5 months. This research was conducted through observation after the application of methods and media in learning English at the school. Evidence of the data taken is documentation of student learning activities and student work results.

3. RESULTS AND ANALYSIS

In this section, the researcher describes the implementation and the steps of learning the English language using flashcard Monopoly. The researcher conducted this teaching practice in an elementary school in Sukabumi. The language focuses that the researcher taught about vocabulary. Moreover, learning sessions are held every Saturday with a learning duration of 45 minutes.

3.1 Pre-teaching

1. Designing teaching materials

The teaching practice used the material from the English textbook grade 4 as the primary source of materials. The textbook is "Active English 4: A Fun and Easy English Book". Meanwhile, in this teaching g practice chose chapter 3, "Going on Vacation", because it is related to learning about the names of tourist attractions and activities when traveling. Moreover, it is related to the school located because it is in a tourist area. To help students recognize and understand several vocabularies related to tourism topics.

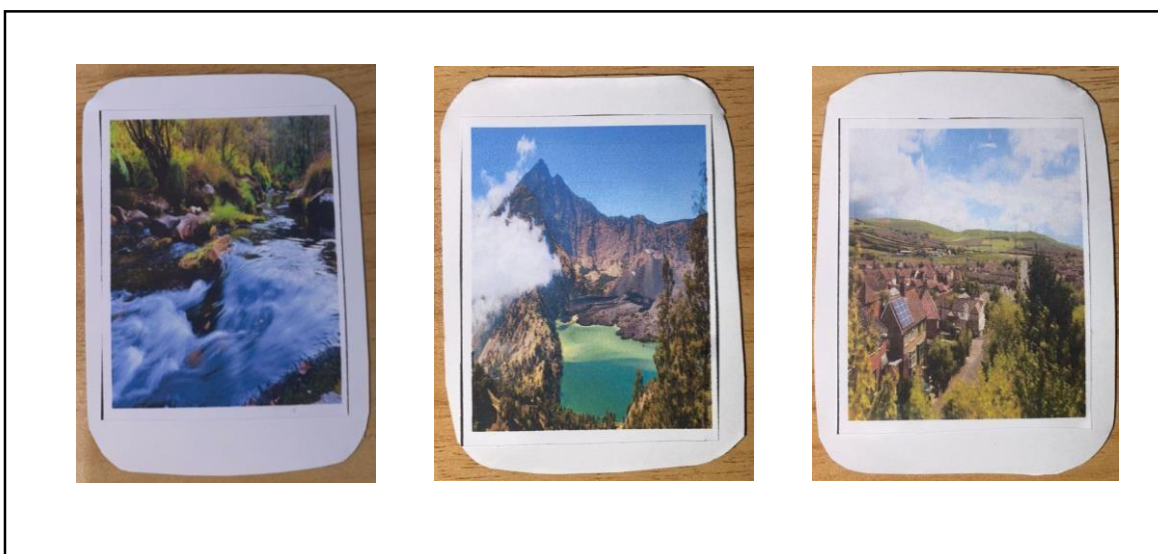
2. Preparing teaching media

In this step, the researcher prepared the teaching media that will be used for teaching activities in the fourth and fifth meetings. In preparation for making flashcards, the front side contains sentences from the text students learned in the first meeting. In comparison, the back side includes pictures that match the topic. Then,

the Monopoly will be used for the student board game when getting points after rolling the dice.

Based on the results of observations, it is known that students' learning motivation is low at school. To attract their attention and enthusiasm, this present article used game-based learning. Using the method in teaching and learning increases students' motivation and interest in knowledge. It made remembering and memorizing vocabulary easier by guessing pictures on flashcards through Monopoly games.

In the learning process, the flashcard Monopoly game was carried out in two meetings in the fourth and fifth meetings. The flashcard samples are shown below.



Figures 1. The back of the flashcard contains pictures about the vocabulary that students must guess.

3.2 While teaching

1. The first and second meetings

In the first meeting, the teaching practice introduced the topics to be studied in the Go on Vacation text. The activity in teaching practice first wrote the text on the blackboard and asked students to write in their notebooks. After that, the second explained and gave related examples first; while presenting, tried to attract students' attention by asking questions to ensure students understood the explanation. As if asking, "What was the English word for the *Pantai*?" or "Can you mention the name of what tourist attractions are around you?". In the teaching practice underlined some of the vocabulary related to tourist attractions and introduced the students to

the vocabulary. In this teaching practice also tried to pronounce each vocabulary related to the topic and then asked students to repeat the pronunciation. In the learning process, the researcher also provided positive feedback to students when they tried to read and pronounce the vocabulary so that students continued to be motivated to learn. Before the first meeting ended, asked the students to study the material at home. This is done so that when playing flashcard Monopoly, students are already prepared. A sample of vocabulary is shown below.

Table 1. List of Vocabulary

mountain	beach	hill	waterfall	village
Forest	garden	National Park	sea	river
cities	building	museum	zoo	fishing
swimming	sailing	hiking	shopping	gardening

2. The third meeting

In this third meeting, the researcher carried out exercises for students. This session is filled with students answering five questions related to the text studied in the previous week. The researcher asked the students to prepare a sheet of paper and write down each student's name. The questions were written on the blackboard and asked students to write on paper. The researcher gave the students 10 minutes to work on it. While the students are working, check each bench, whether the students are working on it, and ensure students understand the instructions. After students finished the exercises, the researcher checked students' answers together and submitted the results to the teacher's table. At the end of this session, the researcher asked students to come to the front, and each student read two sentences in the text.


3. The fourth and fifth meetings



The teaching practice used steps of the game process in this activity based on Hariyadi (2010). The practice is carried out in front of the class, with players consisting of 4 people in each session. The flashcard monopoly game is carried out in 2 meetings so that all students get their turn to play. At the meeting, two topics were played on flashcard Monopoly: tourist attractions (mountains, beaches, hills, waterfalls, villages, forests, gardens, national parks, sea, rivers, cities, buildings,



museums, and zoo). The fifth meeting was about activities during the tour and other related topics (fishing, swimming, sailing, hiking, shopping, trees, gardening, scenery, clean, fresh, and birds).

First explain the rules to students, that each student will have a turn to roll the dice, and after that, count on the Monopoly board according to the number of points earned, after taking a step to be able to take over the place it belongs to the students. A more step explanation is shown in the table.

Table 2. Flashcard Monopoly game steps

No	Steps and Explanations	Pictures
1	Step 1: the teacher explains the game's rules to the students. The teacher tries to provide examples of games and asks student representatives to practice.	

<p>2</p>	<p>Step 2: Students roll the dice and count as many numbers as they get by moving from one box to another.</p>	
<p>3</p>	<p>Step 3: Take the flashcard. If the student lands on the box, the student must read the sentence on the front of the flashcard (the sentence is a snippet of the text the student wrote before)</p>	

4	<p>Step 4: Students flip over flashcards containing pictures. They must try to guess the English language from the pictures.</p>	
5	<p>Step 5: The student who answers successfully will get an asset (box) that belongs to him/her, by writing his name as ownership in the box obtained when throwing the dice</p>	

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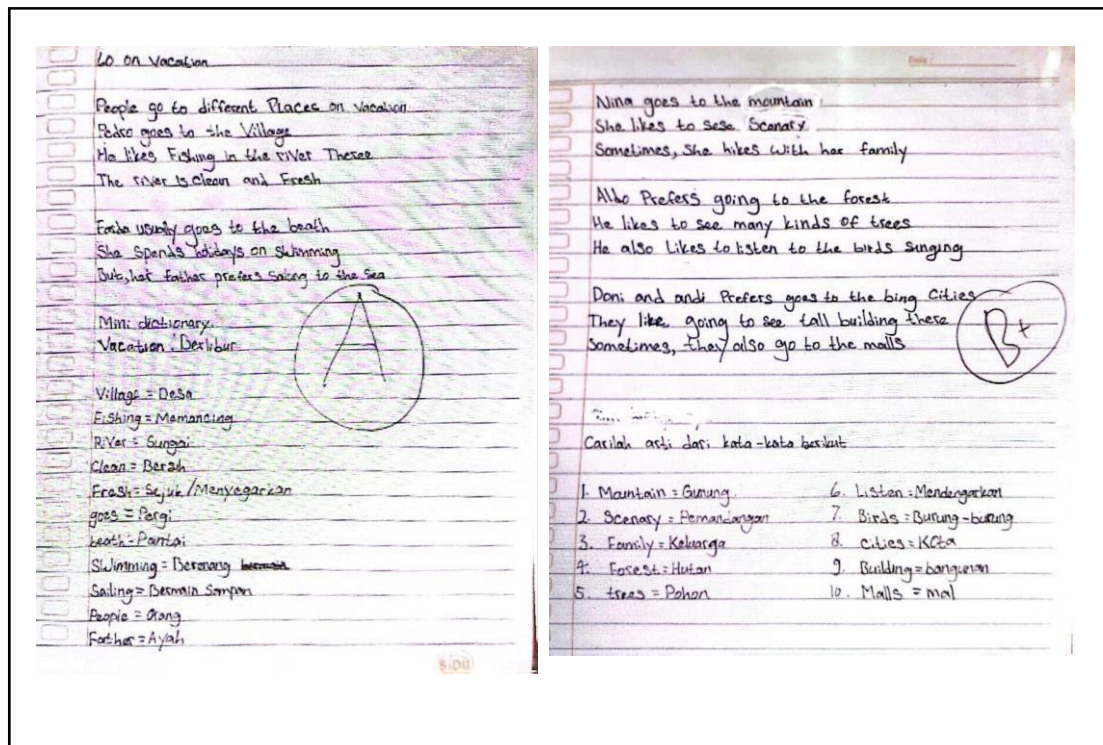
Step 6: The game continues continuously according to the order of the students and the round continues until all the boxes are filled by each student who has succeeded in guessing the picture on the card.



3.3 Post-teaching activities

When finished, the student will be asked to write back the vocabulary they won during the game in their book. Before the lesson was closed, reconfirmed by asking students the results of the language they got after playing Monopoly flashcards. At this step, students seemed more enthusiastic when they mentioned the vocabulary they understood. The class was closed by giving good responses and praise to students attending class.

As a follow-up activity after learning, in the fourth and fifth meetings, students collected the results of the vocabulary they had obtained when playing flashcards Monopoly. Then, the students write down each of the vocabularies they get when playing flashcards and Monopoly on the blackboard. After that, students rewrite all the vocabulary on the blackboard in their book. After that, the students came forward individually to read all the vocabulary they got. This is done to ensure students still remember the vocabulary they learned before in the lesson. The students' work pictures shown are below.



Figures 2. Students work.

4. CONCLUSION

The researcher realized that in implementing Monopoly flashcards through game-based learning, there were several things that the researcher needed to improve in the future. The researcher needs to consider the number of students in the class for this game. Due to the limited number of media, not all students get their turn to play. Of the 32 students in class 4, only 24 students could participate in the game. Furthermore, the next teaching practice must consider the equal distribution of vocabulary acquisition because not all students get a turn to play. Hence, this present article considers that the researcher can organize additional study sessions with different topics.

The application of flashcards Monopoly through game-based learning helps students understand and remember new vocabulary. It is easier for students to remember and understand vocabulary. Then, students become familiar with new vocabulary they have never heard before. Apart from that, through the games they play, students are very enthusiastic about participating in learning until the last meeting. Thus, this present article considers that using flashcards monopoly can assist learning, especially in helping to facilitate the acquisition of vocabulary for students who have never studied English. In future applications, the main thing that needs to be prepared apart from making flashcards

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Monopolyis that need to prepare learning materials that will become topics in the game.

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