ELEVATING YOUNG LEARNERS VOCABULARY MASTERY THROUGH KIM'S MEMORY GAME

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	Abstract
Keywords*:* *Kim's memory game, Vocabulary mastery, Classroom Action Research*	This research aims to analyze the implementation of Kim's memory game to improve the vocabulary mastery of the fifth graders at MI Pembangunan. This research used classroom action research design that included 12 students as the subject of the research. In conducting the research, the researchers collaborated with the classroom English teacher. The researcher and the collaborator worked together in planning, implementing, observing, and reflecting. This research used some instruments such as observation sheets and field notes to observe the implementation of Kim's memory game during the act of conducting research. The findings showed that the implementation of Kim's memory game in teaching vocabulary could improve the students' mastery in vocabulary and encourages them to involve in the teaching learning process. The students' improvement in vocabulary mastery was reflected on their result of the final test in the second cycle. The mean score of their final test in the second cycle reached to 99,5.
Kata Kunci: *Permainan Memori Kim, Penguasaan kosakata, Penelitian Tindakan Kelas*	**Abstrak** Penelitian ini bertujuan untuk menganalisa penerapan Permainan Memori Kim untuk meningkatkan penguasaan kosakata siswa kelas 5 di MI Pembangunan. Penelitian ini menggunakan metode Penelitian Tindakan Kelas yang melibatkan 12 siswa sebagai subyek penelitian. Selama penelitian, peneliti bekerjasama dengan guru Bahasa Inggris di kelas tersebut. Para peneliti dan kolaborator bekerja bersama dalam perencanaan, penerapan pengamatan, dan refleksi. Penelitian ini menggunakan beberapa instrumen penelitian seperti lembar pengamatan, dan catatan lapangan untuk mendapatkan informasi tentang penerapan Permainan Memori Kim selama pengambilan data. Hasil penelitian menunjukkan bahwa penerapan Permainan Memori Kim dalam pembelajaran kosakata dapat meningkatkan penguasaan kosakata siswa dan memacu siswa untuk terlibat dalam proses pembelajaran. Peningkatan siswa dalam penguassan kosakata tercermin pada hasil tes siswa di siklus kedua. Nilai rata-rata siswa pada tes akhir di siklus kedua mencapai nilai 99,5.

INTRODUCTION

Language is basically a symbol system for communicating with other people (Nurbiana, 2012). It means that with language, people can communicate with each other either in their native or foreign languages. Furthermore, due to the rapid development of the globalization era, people all over the world are required to master various languages, one of which is English.

Since English has been unofficially admitted as an international language, mastering it as a means of communication is extremely important. Nasution (2016) argues that nowadays, English cannot be underestimated. Moreover, Ilyosovna (2020) states that learning English is important, so people worldwide decide to study it as a second or foreign language. In accordance with that, many people have started to learn English and use it for their daily communication, including in Indonesia. In addition, English has been introduced to all levels of Indonesian education, from kindergarten to university level.

In line with the statements above, many parents in Indonesia are starting to realize the importance of English for their children. This statement is supported by Nurbiana (2012) who argues that nowadays, many young families introduce their children to some foreign languages at very early ages, especially English in order to make the children aware of the importance of foreign language, so they will not be left behind. Considering to the importance of English, many parents want their children to learn English from early ages.

In English classrooms at any level, there are two basic elements that must be acquired by students, namely English skills and English components. Thornbury (2002) explains that along with the four language skills of English (Listening, Speaking, Reading, and Writing), there are three basic components that need to be mastered by the students, namely: Pronunciation, Grammar and Vocabulary. However, Puspita (2017) argues that vocabulary has a great contribution to help students in learning English.

Learning English basically begins with vocabulary as stated by Amri (2016) that the basic things to learn English is mastering vocabulary. Students will easily learn English if they master the vocabulary first (Ramli, 2019).

Moreover, Gough (2001) states that learning vocabulary is important because the vocabulary in a language determines the meaning of words. Thus, it can be said that Vocabulary is the foundation and basic pillar that we can use to express our thoughts and ideas, share information, as well as understand others. Therefore, the first thing that must be mastered by young learners when learning English is Vocabulary because when they have mastered a lot of words, they will be able to communicate well.

Therefore, the introduction of English at the elementary school level is usually cantered on the introduction of vocabulary first. This kind of method is used to make children can increase their vocabulary in English first then for the next, children will more easily understand English, when they understand it, they will be easier to understand the lesson and it can make them easier to respond in English.

In line with statement above, the focus of English teaching learning at primary schools should be on the vocabulary. However, learning vocabulary for young learners is not as easy as it seems. It is a complex process as there are some problems that may be faced by the young learners generally. Thornbury (2002) states that young learners will get difficulties in learning vocabulary in some aspects such as pronunciation, spelling, length and complexity, grammar, meaning, range, connotation, and idiomatic meaning.

Some problems in learning Vocabulary were also faced by the young learners of MI Pembangunan Tanggulrejo Manyar Gresik. First, young learners got difficulty to memorize the new words that had been given by the teacher. Second, when teacher introduced new vocabulary by using pictures as media, the young learners were only interested to the pictures, not to the new words introduced by their teacher. Third, when the teacher drilled the pronunciation of new words, only few of them were able to pronounce the new words correctly. Fourth, they got difficulty in memorizing and writing some new words in English.

To solve the problems above, one of the joyful ways to teach vocabulary was by using media. According to Zvavanhu (2010) media refers to any devices that can be used to transmit knowledge and teaching materials to make learning easy. It can assist teacher to teach more reflectively and help learners to grasps the concepts more effectively. Furthermore, Zvavanhu (2010) also divides media into four types; they are printed media, visual media, Audio media, and Audio-visual media.

Many learning media can be applied to improve young learners' Vocabulary mastery including games. As one of the visual media, playing games is considered effective to teach vocabulary. Learning while playing games can be fun and entertaining for young learners as Zaini (2015) states that playing for young learners is a serious yet fun activity. Through games, young learners can improve and explore aspects of language as well as develop and strengthen their memory of new words. Thus, for young learners, learning while playing games can be a bridge for the development of all aspects, particularly Vocabulary.

Therefore, the researchers are interested in elevating the vocabulary mastery of the fifth graders of MI Pembangunan Tanggulrejo Manyar Gresik by using Game, namely KIM's Memory Game. It is a vocabulary game where young learners can have chances to challenge their power of observation and memory to have good memory skills. This ability is a key factor to be successful in learning and improving vocabulary. Activities in this game can contribute not only in memorizing the vocabulary but also in improving their memory (Hajar & Mariyadi, 2017).

Based on the background of the research above, the problem of this research is formulated as follows: how can the implementation of KIM's memory game improve the vocabulary mastery of the fifth graders at MI Pembangunan Tanggul Rejo Manyar Gresik in academic year 2021/2022?

METHOD

The researchers used Classroom Action Research (CAR) as the design of this research. The CAR design that was applied in this research was adapted from the model proposed by Kemmis, Mc-Taggart, and Nixon (2014). It can be seen in Figure 1 that this CAR model covered four steps, namely: planning, implementing, observing, and reflecting.

Figure 1: Classroom Action Research (CAR) cycle adapted from Kemmis, Mc-Taggart, and Nixon (2014).
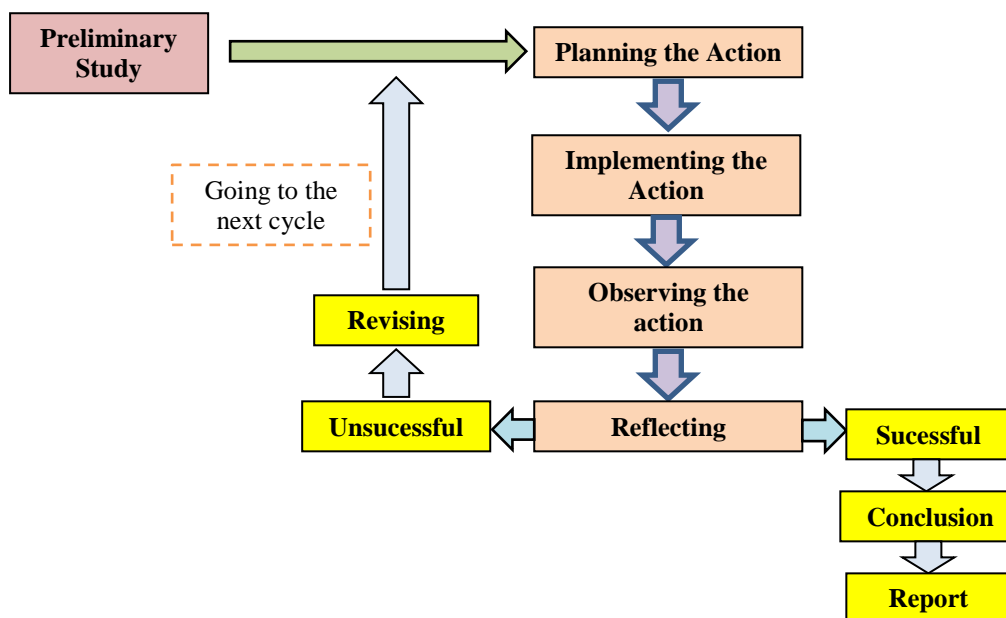
This research was conducted at MI Pembangunan; it is located on Ikan Gurami Street RT.06 Rw 02, at Tanggul Rejo, Manyar Gresik East Java 61151. The school had total 6 six classrooms for the first until the sixth grade. Each grade has only one classroom. The research subjects were the fifth graders consisting of twelve young learners. This class was selected as the research subject since the vocabulary problems occurred in this class. Based on the interview with the English teacher in the preliminary study, the researchers find out that the fifth graders had difficulties in memorizing new words.

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With the strategy of KIM's Memory Game, it was expected that the students would show improvement in both vocabulary mastery and participation in the teaching and learning process. It was expected that at least 70% of students got an average score of at least 75 as required by the school's minimum mastery level and had good motivation as well as participation in the teaching and learning process. The two expectations, then, were formulated as the criteria for success.

In implementing the strategy, the researchers employed various methods of data collection, namely, the Vocabulary Test on Kinds of Transportation, observation, and questionnaires. The students' scores in the Vocabulary Test were used to see the students' learning progress after the KIM's Memory Game was implemented; the observation sheet was used to record data in terms of the students' activities during the implementation of the KIM's Memory Game; field notes were used to record any information and events occurring during the implementation of the KIM's Memory Game; and questionnaires were used to collect information about the students' responses and attitudes toward the implementation of the KIM's Memory Game. The result of the data determined whether the criteria of success had been attained or not, which led to the decision that another cycle was not needed anymore or vice versa.

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FINDING AND DISCUSSION

The findings of the study cover the data on the students' mastery in Vocabulary and their motivation in the teaching and learning process in Cycle 1 and Cycle 2. Those data were obtained from the result of analysing various sources of data covering the students' scores in Vocabulary Test on Kinds of Transportation, observation checklists, and field notes. The findings in Cycle 1 and Cycle 2 were illustrated separately to clarify the development that occurred during and between the cycles.

1. Findings on the Teaching-Learning Process in Cycle 1

The teaching-learning process was analysed on the basis of the information obtained from observation checklist and the field notes in the first

cycle. Based on the data gathered from those two instruments in the first meeting, more than 70% of the students actively took part in all activities from pre-activity, whilst activity and post-activity. They were enthusiastic responding to the teacher's leading questions. This situation might happen since the leading questions offered to activate students' prior knowledge about some kinds of transportation that they often use. Likewise, when the teacher showed some pictures and asked what kinds of transportation showed in the picture, all the students (100%) responded, wrote the answers one by one on the whiteboard. Then the teacher drilled the students with the pronunciation of the words, and all the students pronounced the words together after the teacher.

The next activity was the students following the teacher's instruction to play Kim's memory game. The teacher showed some toys of transportation and asked the students some questions. All the students tried to answer the teacher's questions enthusiastically. Then the teacher put five toys on the chair and asked the students to observe to observe them and gave the students 3 minutes to memorise them. All the students (100%) were so interested and paid attention to the teacher's explanation. The teacher then covered the toys and distributed a piece of paper to the students, then asked them to write down what kinds of transportation they saw before the toys were covered by the cloth. All the students (100%) wrote down their answer seriously. They were so enthusiastic to play the game. All the students (100%) wrote the names of the transportation correctly. They were so happy when they knew that their answers were right. Nearly all the students (100%) could remember the object. However, they still got difficulty in writing the spelling.

Based on the result of field note the collaborator stated that the first meeting was satisfying, the media that the teacher researcher used was so interesting and made the students were so interested in the lesson. In other words, students' involvements in all of the activities in meeting one were good. However, the teacher stated that the duration of the game was too short.

In the second meeting, the students were still so enthusiastic in reviewing the previous material by giving them questions related to the previous material

that students learnt. Around 75% students replied to the teacher's questions quickly and enthusiastically. In the next activity, the teacher showed pictures of kinds of transportation on the power point. The teacher gave the students questions randomly and pointed the students one by one to answer the questions like was "what kinds of transportation is it? What color is it? How many wheels does it have?" All the students (100%) who had been pointed by the teacher could answer the question.

The next activity was the main activity, playing KIM's Memory Game. All the students (100%) were so excited in playing the game. The teacher put some toys again on the chair and asked them to observe and memorize them in 3 minutes. All of the students observed the toys attentively. When the time was up, the teacher covered the toys with the cloth and hid 2 things. The teacher gave them a piece of paper, opened the cloth covering the toys, and asked them to write down the hidden things on the piece of paper. The teacher counted from 1 to ten and all of the students (100%) answered it correctly. Then the teacher repeated the game one more time.

In the next activity, the teacher distributed the final worksheet for the students. All the students (100%) listen to the teacher's instruction on how to complete the worksheet. Some students asked the teacher if they got difficulty with the instruction. Then they were given 20 minutes to do the assignment. All of the students completed the worksheet seriously and submitted their assignment on time.

Based on the result of field note the collaborator stated that the second meeting was totally great but the final worksheet especially the matching words to the picture was too easy for the students. The collaborator suggested that the students had to be taught how to write the spelling of vocabulary correctly.

2. Findings on the Students' Vocabulary Mastery in Cycle 1

Scoring the students' Vocabulary Test in the first cycle was needed to find out the students' improvement in vocabulary. The result of the scoring described that 100% students gained score higher than 75 as school minimum

mastery level (KKM). Four students got 100 as they answered correctly all questions in the Vocabulary Test on Kinds of Transportation. Meanwhile, six students got score 95 as they had one incorrect answer and a student got lowest score of 85 as he had three incorrect answers.

From the description above, it could be concluded that the implementation of KIM's memory game made students got high score in the Vocabulary test. However, according to the English teacher's comment on the field note, all of students could get good score because the Vocabulary Test was too easy for them. From the students' answers on the Vocabulary Test, it showed that although the students got good scores in Vocabulary Test and could answer almost all the questions correctly, but the researchers found out that students still had a problem in writing the spelling of the vocabulary.

3. Reflection on Cycle 1

Reflection based on the data taken from the students' final worksheet score and the process of teaching learning in the first cycle. The final assignment counted the percentage of students who got perfect score and the students who got score above 75 or the school minimum mastery level. Meanwhile, based on the observation sheet, the students' involvement and enthusiasm in teaching learning process were excellent. However, despite of the good scores, the students still had problem in writing the vocabulary.

Thus, the researchers concluded that the first cycle had achieved the criteria of success, however, to make sure whether Kim's memory game was applicable to improve students' vocabulary in the classroom. The researcher decided to continue to the second cycle. In addition, the reason why the researchers decided to continue to the second cycle, because based on the result of field notes the observer wrote down that there were some aspects that needed to be revised in the first cycle which was caused by some motives as follows:

1. The duration of time allowed to play Kim's memory game was too short.
2. The final worksheet (matching picture to the words) was too easy.

3. Many students were wrong to write the vocabulary in implementing Kim's memory game.

To overcome the weakness found in the first cycle, the researcher and the collaborator remade the lesson plan with some revisions and improvement for the second cycle. Some modifications for the second lesson plan explained as follows: In the way of overcoming the students' difficulty in writing vocabulary. In the next cycle the researcher asked them to analyse the word in English by showing the picture and some words on ppt. The researcher hoped by analyzing some words could help the students' ability in writing vocabulary.

The second way of overcoming the students' difficulty in writing vocabulary, in the next cycle the researcher gave new variation in implementing Kim's memory game. In the first cycle the researcher used toys under the black clothes to be memorized by the students meanwhile from the result of the reflection the researcher decided to use some pictures to be put under the black cloth.

The third way of overcoming the students' difficulty in writing the vocabulary, the researcher added new activity in implementing Kim's memory game. In the first cycle the students wrote the answer based on the toys that they saw under the black cloth meanwhile in the second cycle, the students were instructed to pick the small papers contained word in each piece of small papers that suitable with the pictures which they saw under the black cloth.

The researcher also revised the final worksheet. In the first cycle, the final test was multiple choices and matching so the students did not have to write the vocabulary meanwhile, in the second cycle the researcher made the test become answering question and completing words. The complete final worksheet was included in the lesson plan of second cycle.

Dealing with some students who got nervous and panic while implementing Kim's memory game, the researcher gave additional time in implementing Kim's memory game. All the revision mentioned above was included in the lesson plan of the second cycle.

4. Finding on Teaching Learning process in Cycle 2

This piece of second cycle investigated the teaching learning process based on the observation sheet and the field note data in the second cycle. The teaching learning process consisted of two meetings; each meeting consisted of 80 minutes. In the second cycle, the researcher still acted as a teacher who implemented the Kim's memory game in the classroom. Meanwhile, the English teacher acted as a collaborator who observed the implementation of Kim's memory game in the classroom.

First meeting conducted on 14th of February 2022. Based on the observation sheet that has been filled by the observer, all the students (100%) answered teacher's greetings, then all the students (100%) sang along together with the teacher. Before all the students (100%) prayed together all the students (100%) responded to the teacher's call to fill attendance list by saying '' I am teacher''. There were 12 students who attended at classroom. Before going to the main activity, the teacher asked about previous material then around 75 % students follow the activity by answering teacher's question. It was about '' did you still remember what we learnt last week '' 75% students answered transportation miss'' then the teacher asked them to mention kinds of land transportation. Around 75% students answered teacher's question by saying "bus, train, car, motorcycle, cart'' and so on.

Going to the main Activity, the teacher showed some pictures related to the kind of transportation on ppt and asked them '' what transportation is that the teacher showed two words and asked them to analyze which one the correct answer, to her surprise, all the students (100%) enthusiastically responded to the teacher's question. Then all the students (100%) followed the activity to pronounce the correct word which was shown by the teacher. All the students (100%) were so interested in new version of Kim's memory game. they sat down nicely and paid attention to the teacher's explanation. After listening to the teacher's explanation all the students (100%) played Kim's memory game. the teacher put some pictures and gave the students time 5 minutes for them to memorize then the teacher covered it with black cloth. The teacher gave some

small words to the students and asked them to pick the small papers that suitable to the picture which is covered with cloth. All the students (100%) were so happy while playing Kim's memory game. all the students (100%) got true in playing Kim's memory game so, all of them got reward from the teacher.

Next, in the closing activity, students asked to the teacher whether they found out difficulty in the lesson. All the students (100%) follow the activity by saying ''no maam'' the students and the teacher concluded today's lesson then, the 100% students prayed together and said thank you goodbye to the teacher. Based on the result of field note the collaborator stated that the teaching materials were so good, especially when the students were asked to analyze which writings were wrong and right, the activities were excellent, all the students were so enthusiastic in teaching learning process.

The second meeting of second cycle was conducted on 15th of February 2022. Based on the observation sheet that has been filled by the observer in pre activity 100 % students answered teacher's greeting enthusiastically, then all the students (100%) sang together with the teacher. The teacher started to check the attendance list one by one, and all the students (100%) responded teacher 's call. 12 students (100%) prayed together and enthusiastically answered teacher's question about previous material.

Going to the main activity, all the students (100%) could answer teacher's question about kinds of transportation then the teacher asked them to mention land transportation, water transportation and air transportation. Around 75% students responded to the teacher's question. The teacher did the same thing as previous meeting; she asked the students to analyze correct word. Enthusiastically, all the students (100%) follow the activity to analyze the word and pronounced it together. All the students (100%) followed the teacher instruction to play Kim's memory game. The teacher showed some pictures of transportation. One slide consisted of 6 or 7 pictures, and then she asked the teacher to remember what pictures are there. The teacher hid three pictures and asked the students to pick small paper that suitable with hidden pictures. All the students (100%) could play Kim's memory game enthusiastically. All the

students (100%) got reward from the teacher then all the students (100%) did the final worksheet test quietly.

The last, the teacher made conclusion of the teaching learning in the second meeting of the second cycle. Before the class dismissed, the teacher asked the students whether they had difficulty or not. Then, the teacher closed the class by saying parting to the students and said goodbye.

Based on the field note that had been written by observer, everything in the teaching learning process was excellent, in every meeting all the students were always spirit and had high enthusiasm in teaching learning process.
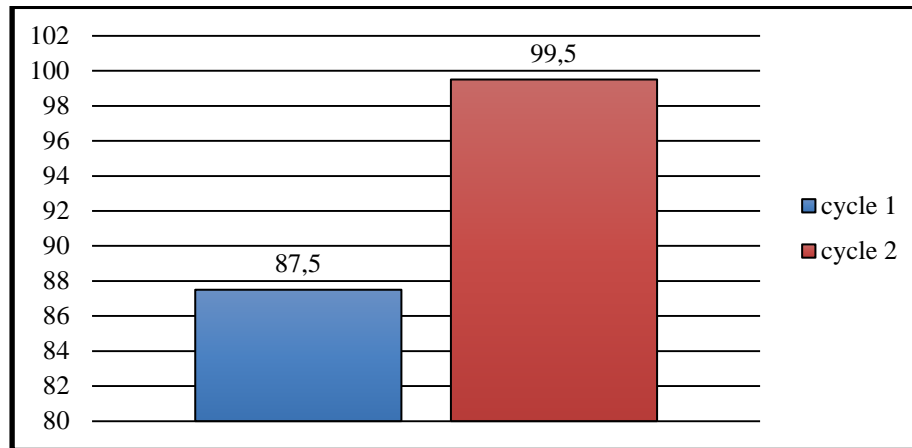
5. Finding on Students' Improvement in Vocabulary

Scoring the students' final worksheet in the second cycle was needed to find out the students' improvement in vocabulary. The students' final worksheet scores of the second cycle revealed all the students or 100% students achieved score higher than 75 as the school minimum mastery level (KKM). 11 or 91.7% students got 100 as they answered all questions correctly. While a student got score 95 as they had one incorrect answer.

The analysis results on the students' improvement in the second cycle indicated that the mean score of their final assignment reached 99.5, which was higher than the previous score in the first cycle, which only reached 87.5. Furthermore, in the second cycle, a total of 11 students, or 91.7%, achieved a perfect score, demonstrating an improvement compared to the previous cycle, where only 4 out of 12 students obtained a perfect score.

The improvement of the students' vocabulary in the first Cycle and second Cycle can be seen in Figure 2 below.

Figure 2: The improvement of the students'' vocabulary in the first and second cycle

It can be seen from Figure 2 above that the implementation of Kim's memory game led to a notable improvement in the students' vocabulary, meeting the criteria of success set by the collaborators and researchers in the second cycle. The findings reported that 100% of the students reached the school's minimum mastery level (KKM) in the first cycle. However, based on the observer's comments in the field notes, it was noted that all students achieved good scores due to the final worksheet being too easy. Consequently, the researcher made revisions to the final test and lesson planning. In the second cycle, it was reported that 91.7% of the students obtained the highest score of 100, correctly answering all the questions on the final test. The lowest score recorded was 95. As a result, it was determined that the utilization of Kim's memory game for fifth-grade students at MI Pembangunan effectively improved their vocabulary."

In conclusion, the implementation of Kim's memory game resulted in students achieving higher scores on the test, despite the increased difficulty level that required them to write and complete vocabulary words. Fortunately, all the students were able to successfully pass the test with satisfactory scores.

6. Reflection

This stage based on the students' final worksheet score and the process of teaching learning data in the second cycle. From the students' score at final worksheet all the students in total or 100% students passed school minimum mastery level (KKM).91,7% students got perfect score while 8,3 % students got one incorrect answer. However, according to the observation sheet of the collaborator the students' participation and enthusiasm in the teaching learning process was excellent. Considering the facts above, the researchers concluded that the second cycle had achieved the criteria of success of this research.

The enhancement in students' final score of the worksheet in the second cycle could be led by some factors:

1. All the students always had high enthusiasm during teaching learning process. The students consistently demonstrated attentiveness to every teacher's explanation in the classroom. Despite encountering challenges in vocabulary writing (spelling), their active participation in the teaching and learning process was evident. This observation highlights the importance of incorporating enjoyable activities like games into the learning process, particularly for young learners (Brumfit, 1995). The captivating and enjoyable nature of games, combined with the challenges they offer, ensures that students remain fully engaged in the learning process (Wright, 2006).

2. The material for teaching learning was good so the students felt enjoy during teaching learning process.
    In this research, Kim's memory game was utilized, specifically designed to enhance students' memory skills. Additionally, realia related to transportation was incorporated as a medium to aid in vocabulary retention. The use of realia proved beneficial in improving students' mastery of vocabulary, as it provided tangible objects that facilitated effective teaching. This approach also contributed to easy word recall and heightened interest in the learning process. Moreover, the implementation of Kim's game fostered an active learning

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environment, encouraging active participation from both individuals and groups (Khairunnisa' , 2015)

3. The increasing of students writing.

In the second cycle, nearly all students achieved perfect scores, indicating their accurate usage of vocabulary words in writing and answering. In contrast, in the first cycle, some students made mistakes in their vocabulary writing. This demonstrates that utilizing Kim's memory game is more effective than relying on translation as a method for enhancing vocabulary mastery (Hajar & Maryadi, 2017). This result supports the prior research conducted by Khoirunnisa' (2015) which also highlighted a notable enhancement in students' vocabulary mastery. Thus, it can be concluded that Kim's game was indeed effective in facilitating the improvement of students' vocabulary proficiency and mastery.

CONCLUSION

Based on the research findings and the analysis of the data gathered during the process of teaching vocabulary through Kim's memory game to fifth graders at MI Pembangunan Tanggul rejo Manyar Gresik, it can be concluded that the utilization of Kim's memory game is an effective method for enhancing students' vocabulary. The importance of learning vocabulary lies in its role as the foundation of language, as words convey meaning, and without understanding them, effective communication becomes difficult (Gough, 2001). The researchers employed Kim's memory game as the chosen technique due to its simplicity. Moreover, collaborative classroom action research (CAR) was employed, involving several steps: planning the action, implementing the action, observing the action, and reflecting on the action. The findings revealed that the use of Kim's memory game was highly beneficial when applied to fifth graders at MI Pembangunan. Following its implementation, the students' vocabulary showed significant improvement, meeting the predetermined criteria of success. The results indicated that in the first cycle, 100% of the students achieved the minimum mastery level (KKM) set by the school. However, based on the

observer's comments in the field notes, it was noted that all students scored well on the final worksheet, suggesting that it may have been too easy. Consequently, the researcher made revisions to both the final test and lesson plan. In the second cycle, 91.7% of the students obtained the highest score of 100, correctly answering all the questions on the final test. The lowest score achieved was 95. This outcome supports the conclusion that the implementation of Kim's memory game for fifth graders at MI Pembangunan effectively improves their vocabulary skills.

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