



Improving Vocabulary Mastery Through the Traditional Game “Engklek” For Children in Kalijaten Village, Kec. Taman, Kab. Sidoarjo

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Abstract

Vocabulary is a basic thing that children should know before they learn English because vocabulary will make it easier to understand or master English. In Kalijaten, children tend not to be able to master English and they also have difficulty learning vocabulary. So to help with this the researcher have implemented a method using “engklek” to help improve children’s vocabulary in Kalijaten Village. Using these traditional learning media can make it easier for children to improve their vocabulary skills and they will not get bored easily so the possibility of improving the vocabulary can increase. The purpose of holding vocabulary learning through the game “engklek” is to make it easier for children in Kalijaten village to master vocabulary easily. The method used for research is qualitative by collecting data by means of observation to children in Kalijaten village and it also takes 10 days, where the first and second days of surveying the place and collecting data on children in Kalijaten village and the following day the game was held. The place used to research this PKM is in the village of Kalijaten, Taman Subdistrict, Sidoarjo Regency. The length of observation used was two days when the author did practice in the field. The materials used are white chalk, gaco, laminating paper and the vocabulary that has been given. The results have shown that 70% of the children in Kalijaten village have low proficiency in mastering English, especially in vocabulary and 20% of Kalijaten children have a standard ability in mastering English, especially in vocabulary, and 10% of children in Kalijaten village have high skills in mastering vocabulary.

Kata Kunci

Kosakata, Bahasa Inggris, “Engklek”, Anak-anak, Kalijaten

Abstrak

Kosakata merupakan hal dasar yang harus diketahui anak sebelum mereka belajar bahasa Inggris karena kosakata akan memudahkan dalam memahami atau menguasai bahasa Inggris. Di Kalijaten, anak-anak cenderung tidak bisa menguasai bahasa Inggris dan mereka juga kesulitan belajar kosakata. Maka untuk membantu hal tersebut peneliti telah menerapkan metode menggunakan “engklek” untuk membantu meningkatkan kosakata anak-anak di Desa

Kalijaten. Dengan menggunakan media pembelajaran tradisional ini dapat memudahkan anak untuk meningkatkan kemampuan kosakata dan tidak mudah bosan sehingga memungkinkan untuk meningkatkan kosakata mereka. Tujuan diadakannya pembelajaran kosakata melalui permainan “engklek” adalah untuk memudahkan anak-anak di desa Kalijaten menguasai kosakata dengan mudah. Metode penelitian yang digunakan adalah kualitatif dengan pengumpulan data dengan cara observasi kepada anak-anak di desa Kalijaten dan juga memakan waktu 10 hari, dimana hari pertama dan kedua survey tempat dan pendataan anak-anak di desa Kalijaten dan hari berikutnya permainan. diadakan. Tempat yang digunakan untuk ini adalah di Desa Kalijaten, Kecamatan Taman, Kabupaten Sidoarjo. Lama pengamatan yang digunakan adalah dua hari pada saat penulis melakukan praktek di lapangan. Bahan yang digunakan adalah kapur putih, gaco, kertas laminating dan kosakata yang telah diberikan. Hasil penelitian menunjukkan bahwa 70% anak-anak di desa Kalijaten memiliki kemampuan penguasaan bahasa Inggris yang rendah khususnya kosakata dan 20% anak-anak Kalijaten memiliki kemampuan standar dalam menguasai bahasa Inggris khususnya kosakata, dan 10% anak-anak di desa Kalijaten memiliki keterampilan yang tinggi dalam penguasaan kosakata.

A. Introduction

English has to be the authorized language of instruction in 42 nations around the world, and that is a very popular language studied by 1.5 billion people globally. It ranks top among the 839 languages spoken in 60 countries, ahead of French, Mandarin, Spanish, German, Italian, and Japanese (Iriance, 2018). According to Iriance (2018), Indonesia is one of three countries with a low level of English proficiency.

In English Language Learning, there is one very important thing to know in advance in learning English, namely vocabulary or in English learning, known or known as vocabulary (Kusumawati, 2017). Vocabulary in general is a language component that contains some information about a meaning and usage (Flyman Mattsson & Norrby, 2013). A word in a language or words that belong to a speaker, writer or a language; and also a list of words arranged like a dictionary, but with a short and practical explanation (Putri et al., 2020). A vocabulary is the number of words in a language, all the words a person knows or uses in a particular book, and also a list of words and their meanings, especially contained in a textbook in a foreign language (Hornby in Katemba & Sianipar, 2020).

Based on the above definitions, it can be concluded that vocabulary is a number of words in a foreign language (English) which are mastered by students or a study in English. Cameron in Katemba & Sianipar (2020), drew the conclusion that teaching vocabulary in elementary school is difficult, and that teaching vocabulary to young learners requires extra effort and techniques. Teachers should use more effort to teach them since children have unique features that necessitate special attention (Derakhshan & Shirmohammadli, 2015; Thi To Hoa & Thi Tuyet Mai, 2016). Alam in Katemba & Sianipar (2020), discovered various characteristics that make it harder for elementary school students to learn vocabulary. He confirmed that elementary school students have a variety of issues when it comes to dealing with English, including being too young to learn English, still preferring to play with each other during class hours, and lacking motivation in learning English.

So, to be able to master English, the children must have or learn some vocabulary which is easy and clear (Artini, 2017). Because this is often an obstacle for people, especially children in Kalijaten village who want to improve their English language skills well. There are some

children who use a memorization method to enrich their vocabulary (Copland et al., 2014). However, in our opinion memorizing without any further action to keep the words that have been memorized in memory, is just as meaningless especially for children who tend to be more difficult and not interested in memorizing (Syafrizal, 2019).

In order to solving the problem, the researcher try to use games as a media in teaching (Noviyanti et al., 2019). Especially traditional Game, because traditional games have several advantages in learning English such as through games the students can be more relaxed and enjoy the learning, Games also involve friendly competition and still keep their interest in learning (Akbari et al., 2009). It encourages students to be involved and actively participate in learning activities, and vocabulary games can provide real-life into the class context and improve the use of English communicatively (Fitriyah & Khaerunisa, 2018). But there are a lot of traditional games in Indonesia, some are suitable for learning, some are not suitable, so teachers must be very clever in choosing traditional games for learning. Here the author tries to implement a traditional game called "*engklek*". That's game is the one of the famous Indonesian's traditional game. "*engklek*" can also be used for teaching English to young learner (Wiranti & Mawarti, 2018).

"*Engklek*" is a traditional game from Indonesia. This game is quite popular among the people, but the term is different in various regions the term "*Engklek*" comes from Javanese, in Batak Toba the game is called "*Marsitekka*", whereas in Jambi it is called "*Tejek-tejekan*", in Sundanese the game is called "*Manda*", in Betawi, is called "*dampu bulan*", and many more different titles for this game in various regions in Indonesia (Wiranti & Mawarti, 2018). "*Engklek*" is a game that is played on a flat surface with squares drawn with a certain pattern using chalk or soil, otherwise the player must have a "*gaco*" in the form of thin plates which can be made of broken pieces of ceramic or flat rock (player usually using rock) (Supriadi & Arisetyawan, 2020). This game can be played by all gender and can also be played in groups or individually. The way to play it is that the player must throw the "*gaco*" first, then jump with one foot on the squares that have been made, but that is only for one square, if the square is two (next to each other) the player does not need to jump using one foot. When players reach the square before the square that has their "*gaco*", they must stop according to the rules of the game (1 square: stand using 1 foot, 2 squares: stand using 2 feet) then take their "*gaco*" and proceed to the next square, but may not pass through the square which was "*gaco*" before. After arriving in the last square the player must return again in the same way, if it falls then they fails and puts their "*gaco*" in the same place as before (Wiranti & Mawarti, 2018).

Apart from just for fun, the game "*engklek*" can also be used in the learning process, because "*engklek*" can allegedly be used as a tool to remember and memorize a concept of the lesson (Ali & Aqobah, 2020). Especially for young learners, where at the age of those who have not reached 12 years, they still really like to play especially those who need direct action like this game. In addition to making students interested, this game can also make children remember traditional games in the midst of this modern era or what we often refer to as the 4.0 era (Munawaroh, 2017). Then how the implementation of this game in learning. First of all the teacher has to prepare the things needed for this game such as squares that have been drawn on a flat surface and also "*gaco*" (Utami et al., 2018). And for learning the teacher must also prepare flashcards that contain questions based on the material being taught at that time. In learning this game conceptualized in groups. For how to play the same as the usual "*engklek*" game, but when they take "*gaco*" they also have to take the flashcards in the same square as the "*gaco*", then quickly answer the questions contained in the flashcards. Every child who succeeds in

answering and completing the game according to the rules, then the group will be given points, but those who fail will not be reduced points.

From the explanation above, it is found that mastering English is very important nowadays, but not everyone in Indonesia can master English. Especially the children in Kalijaten village, Taman Subdistrict, Sidoarjo who have low vocabulary mastery problems. The purpose of holding this activity was to make it easier for children in Kalijaten Village to improve their vocabulary skills by implementing an "Engklek" game.

B. Methodology

This research is a mix of qualitative and quantitative research. Data collection method have done by observing. The researcher held a “engklek” game to test the children's understanding of vocabulary in Kalijaten village, namely by put each vocabulary in the game box that has been made, then the children are asked to answer the vocabulary that researcher have provided.

This activity takes 5 days, where on the first and second day researcer survey the place and collect data on the children in Kalijaten village before the “engklek” game is held, then on the 5th day the researcher observe and collect data after doing the “engklek” game. This Community dedication activity was carried out in Kalijaten village, Taman District, Sidoarjo Regency. Observations were made for two days while the authors was practicing in the field. The materials and tools used were white chalk, "gaco", paper, laminating and the vocabulary provided.

The technique of collecting data used observations technique. Where the data is the result of mastery of the vocabulary of children in the village of Kalijaten. The data is taken by giving flashcards to each "engklek" box. The flashcards contain questions that must be answered by the children right away. Children must answer the flashcards that are right in the box where he dropped the "gaco". Every vocabulary that the child has mentioned will be counted and calculated into grades. Then the data taken is qualitative data, where the data obtained is data in the form of flashcards containing vocabulary. The source of data taken is internal data where the data is taken from the environment of the object under study. In this program the data used is the existing data in the Kalijaten village environment.

<p><i>Introduce Yourself</i> (PERKENALKAN DIRIMU)</p>	<p>BAHASA INGGRIS DARI: <i>Menek</i></p>
<p><i>Introduce Your friend</i> (PERKENALKAN TEMANMU)</p>	<p>BAHASA INGGRIS DARI: <i>Pundak</i></p>
<p>BAHASA INGGRIS DARI: <i>Kenalkan - Perempuan</i></p>	<p>BAHASA INGGRIS DARI: <i>Cucu - Perempuan</i></p>
<p>BAHASA INGGRIS DARI: <i>Kekak</i></p>	<p>BAHASA INGGRIS DARI: <i>Kekak - Perempuan</i></p>
<p>BAHASA INGGRIS DARI: <i>Kakak laki laki</i></p>	<p>What is your hobby? (APAKAH HOBI MU?)</p>
<p>Where do you live? (DIMANAKAH KAMU TINGGAL?)</p>	<p>How old are you? (BERAPAKAH UMUR MU?)</p>
<p>BAHASA INGGRIS DARI: <i>Hidung</i></p>	<p>BAHASA INGGRIS DARI: <i>Kepala</i></p>
<p>BAHASA INGGRIS DARI: <i>Leher</i></p>	<p>BAHASA INGGRIS DARI: <i>Kaki</i></p>

Figure 1. The Design of flashcards

The participants who took part in the “engklek” game were 10 children in Kalijaten village. The “engklek” game activity is carried out for about 50 - 60 minutes in groups. Each playing group must answer the vocabulary that has been provided in the “engklek” box. The group that can answer the most vocabulary will be rewarded, so that they are enthusiastic about playing “engklek” for vocabulary mastery.

C. Result and Discussion

“Engklek” game is a traditional Indonesian game that is almost extinct, because at this time the game of “engklek” is rarely played by children. This is due to the growing technological factor. Even so, children do not forget how to play this game. So that this game does not become completely extinct, it is necessary to have a few additions and changes in this game to make it even more interesting. Therefore, the researcher applied this game to improve vocabulary in children by adding a flashcard containing vocabulary in each “engklek” case. the way to play remains the same, the difference is that each player must take the flashcard in their gaco box. The flashcard contains questions about Indonesian vocabulary which they have to translate into English. Players must answer the questions on the flashcard. If the player manages to answer then the player can continue the game and vice versa if the player cannot answer the question then the player cannot continue the game. With this game can improve the player's English vocabulary. Players can find out new vocabulary that they don't know yet. And players who already know can recall the vocabulary they have memorized.



Figure 2. The implementation of “Engklek” in Kalijaten

This research was conducted on September 5, 2020 in Kalijaten Village Sidoarjo. There were 10 children who participated in this activity, aged 7-12 years. This activity was carried out for 10 days. The first 3 days the researcher conducted a survey of the place of implementation and observation of the children in the village. After conducting the survey, it was found that children in Kalijaten village tend not to master English and they also have difficulty memorizing vocabulary. this is known after the implementation of learning English with them for 5 days. In the implementation of learning English, it is also known that the level of intelligence of Kalijaten village children can be classified, 3 children are classified as intelligent, 5 children are classified as standard and 2 children are classified as lacking. One day after that, preparations were made and the last 1 day the traditional game “engklek” method was carried out to help

improve children's vocabulary in Kalijaten village. Using these traditional learning media can make it easier for children to improve their vocabulary skills and they will also not get bored easily so that vocabulary improvement can increase. From the results of research in the “engklek” game, it is known that 80% of the increase in vocabulary in children begins to increase. This is known from the number of questions they answered correctly. 20% increase in vocabulary in children is still lacking. This is known from the few questions they answered. The reason for this is due to a lack of concentration in learning and playing “engklek”. Even though 20% of vocabulary improvement is still lacking, this doesn't mean it's a bad thing, it's just that they don't concentrate on playing and they don't remember vocabulary they know. Detailed details of the research results can be seen in the following table:

Table 1. Distribution of children by age in Kalijaten village

No	Age	Frequency	Presentation
1	7-9	5	50%
2	10-12	5	50%
Total		10	100%

Based on Table 1.1, it can be seen that in this Iengkle game activity, all children in Kalijaten village at SD level participated. The number of children who participated in the activity was 10 children.

Table 2. Distribution of Respondents' Characteristics of Vocabulary Improvement in “engklek” Games.

No	Category	Frequency	Presentation
1.	Good	5	50%
2.	Standart	3	30%
3.	Less	2	20%
Total		10	100%

Based on Table 1.2, it can be seen that the characteristics of the respondents towards vocabulary improvement in the “engklek” game are followed by children who are in Kalijaten village, elementary school level. The number of participants who took part in this game was 10 children. with 5 children (50%) who memorized a lot of vocabulary and 3 (30%) children who memorized a lot of vocabulary were 2 (20%).

Table 3. Distribution of children's intelligence levels in Kalijaten village

No	Category	Frequency	Presentation
1.	Intelligent	3	50%
2.	Standart	5	30%
3.	Less	2	20%
Total		10	100%

Based on table 1.3, it can be seen that the level of intelligence of the children in Kalijaten village with the number of children who take part in the “engklek” game is 10 children. The number of intelligent children is 3 (30%). the number of children whose intelligence level is standard is 5 (50%). and the rest is less than 2 children (20%).

Table 4. Distributions of Children's Interest Levels in Kalijaten Village towards English

No	Subjects	Frequency	Presentation
1.	English	5	50%
2.	Other lessons	5	50%
Total		10	100%

Based on table 1.4, it can be seen that the interest of children in Kalijaten village in English lessons. The number of children who have the same interest between English lessons and other subjects is 5-5 children (50% - 50%). This is known from the results of learning English for 5 days.

Table 5. Frequency Distribution of Children in Kalijaten Village in Memorizing Vocabulary

No	Category	Frequency	Presentation
1.	Often	3	20%
2.	Sometimes	5	50%
3.	Rarely	2	30%
Total		10	100%

Based on table 1.5, it can be seen that the frequency of children in Kalijaten village was attended by 10 children. the number of children who often memorized vocab beforehand was 3 (30%). The number of children who memorized when instructed by the teacher or memorized due to demands was 5 (50%), and the remaining children who rarely memorized vocab were 2 (20%). This is known from the results of learning English for 5 days.

Based on the tables above, it can be concluded that there are several factors that trigger children to memorize vocab less. Even though memorizing a lot of vocabulary is very important for children to make it easier for children to learn English lessons. With the “engklek” game method, it can make it easier for children to improve vocabulary. It can be seen from the results of this study that 80% of “engklek” games can improve vocabulary in children and can help to recall known vocabulary.

D. Conclusion

The results showed that the traditional “engklek” game method can help and make it easier for children to improve vocabulary. Not only playing, but children can also get lots of new vocab that they don't know without having to memorize what makes them bored. So, this game really needs to be applied in school or anywhere so that they can add to their vocab as well as play and can increase children's interest in English lessons.

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