

# Improving English Vocabulary in Fifth Grade Through Cooperative Learning with switch Games: A Case Study at MI GUPPI SUMBERWULAN

**Wanda Astria Rahmadani**

(astriarahmadani3@gmail.com)

Universitas Sains Al-Qur'an, Wonosobo, Indonesia

**Buntara Adi Purwanto**

(adibuntara@gmail.com)

Universitas Sains Al-Qur'an, Wonosobo, Indonesia

## Abstract

*Vocabulary mastery is crucial for effective communication and understanding in English. In Indonesia, the Merdeka Curriculum promotes student-centered learning and emphasizes creativity and collaboration. However, many students find English challenging and struggle with vocabulary retention. To address this, a motivating approach is needed, such as Cooperative Learning using the Switch Game method. This method fosters group collaboration among students of varying abilities, enhancing interaction and making vocabulary learning enjoyable. The study aims to investigate the Implementation of this approach in improving elementary students' vocabulary mastery and recommendations for educators in designing effective learning strategies. The aim of this research is to explore the implementation of a cooperative learning method using the Switch Game to enrich vocabulary in English learning at the elementary school level. The study will involve various group activities with students of different abilities, promoting collaboration and knowledge sharing. Utilizing a quantitative pre-experimental design with pretest and posttest, the sample consists of 12 Student of fifth-grade students at MI GUPPI Sumberwulan, Selomerto. Data will be collected through vocabulary tests conducted before and after the cooperative learning implementation. The teacher's role will be to motivate and provide learning media. Students will participate in the Switch Game within a cooperative environment, making learning enjoyable. The expected outcome is an enrichment of vocabulary and increased motivation and interest in learning through interactive games, encouraging the development of student-centered and collaborative learning methods that enhance student outcomes.*

**Keywords:** *implementation, cooperative learning, enrich, switch game, collaborate, knowledge, increase, interactive, encourage*

## Introduction

English is an essential skill for global communication, economic transactions, and technological advancements. Improving English language proficiency among junior high school students in Indonesia is crucial for their future academic and professional success. However, there are significant challenges in achieving effective English instruction in Indonesia, particularly in junior high schools. Traditional teaching methods often result in passive and monotonous classroom

settings with insufficient focus on speaking and listening skills. This research aims to address these challenges by exploring cooperative learning methods.

Despite the critical importance of English proficiency for global communication, economic transactions, and technological advancements, Indonesian junior high schools face significant challenges in effective English instruction. Traditional teaching methods predominantly result in passive and monotonous classroom environments, which inadequately address the development of speaking and listening skills (Raharjo dkk, 2024). This lack of focus on oral communication skills hampers students' ability to achieve functional literacy in English, which is essential for their academic and professional success. Consequently, there is a pressing need for innovative instructional methodologies that can enhance student engagement, collaboration, and overall academic achievement. Cooperative learning has shown promise in these areas, but its implementation and impact within the context of Indonesian junior high schools remain underexplored. Thus, the purpose of this study is to ascertain whether or not the cooperative learning approach enhances speaking abilities in English language instruction from the viewpoints of both teachers and students.

Vocabulary mastery was an important aspect in learning English. Vocabulary Mastery will help students understand texts, communicate effectively, and improve overall language skills. Wide range of vocabulary mastery becomes the key to better communication and understanding of the language. In modern era the governments have established the use of “kurikulum merdeka” in Indonesia's educational units. The Merdeka Curriculum was a learning approach that emphasizes developing students' character, competence and creativity. This curriculum encourages student-centered learning, with a focus on developing critical, creative, collaborative and communicative thinking (4C) skills. The Merdeka Curriculum also emphasizes the importance of fun and meaningful learning, and encourages students to be active in the learning Process (Kemendikbudristek, 2022).

However, in reality, there tend to be fewer students interested in learning English compared to liking it because the majority of students has lack of English Vocabulary, they also think that English was a difficult language to learn that

make them lack confidence when pronouncing Words and many students still has difficulty remembering new vocabulary they have acquired, and also Students lack concentration due to the effects of think around them. In a context like this, what students need is the need for a motivating learning approach and an interesting, active, and effective teaching method.

One of the appropriate method to use the Cooperative Learning method using Switch Game. Cooperative learning is a teaching method where students work together in small groups to achieve a common goal. It's a strategy that emphasizes collaboration, communication, and mutual support among learners. (Johnson D. W., 2021)

On the previous research indicated that The benefits of Cooperative Learning encourage interaction among group members, students helping each other in learning, and indirectly students can learn and memorize vocabulary in a fun way. It is hoped that with this teaching method can be an Effective way, teachers can create a teaching and learning process that is not monotonous, good interaction among students, and also enrich vocabulary.

Cooperative Learning Method by using Switch game was Crucial because The use of games in learning has also been proven to be effective in increasing student motivation and engagement. The role of engagement in game-based learning was studied, coupled with the ways to enhance student engagement (Zhonggen Yu, 2021)

By considering these factors, the Student Needs this Learning Method to explore whether the use of cooperative learning using the Switch game could be effective in enriching elementary school student's vocabulary. This research will involve collecting data on students' vocabulary mastery progress before and after using this learning method. It is hoped that the results of this research will provide insight into the effectiveness of this learning method in improving students' vocabulary mastery, as well as provide recommendations for teachers and educational institutions in designing effective learning strategies.

## **Literary Review**

### **Cooperative Learning**

Cooperative learning had been widely recognized as an effective teaching approach that promoted student engagement and interaction, particularly in language learning. According to (Gillies, 2020) cooperative learning creates opportunities for students to work together, share ideas, and enhance their learning experience through peer interaction. This method has been particularly successful in vocabulary acquisition as it fosters active participation. According to Johnson & Johnson, as cited in Hartono's book (2018), cooperative learning is the use of small group learning so that students work together to maximize their learning. The Role of Cooperative Learning in Language Education Cooperative learning creates an environment where language serves as a means of communication among peers, enhancing both social interaction and language skills. (Johnson D. W., 2020)

Research by (Lavasani and Khandan, 2021) showed that cooperative learning strategies can help learners retain new vocabulary more effectively compared to traditional learning methods. So, it can be concluded that cooperative learning encourages students to actively engage with language in meaningful contexts, promoting vocabulary development and overall language proficiency. This method was particularly effective in second language learning, where learners benefited from group interaction, peer feedback, and shared learning experiences. The study found that students who participated in cooperative learning activities like Switch Game showed significant improvement in vocabulary retention and application.

### **Switch Game**

The Switch Game, specifically, was demonstrated to be effective in vocabulary enrichment. According to (Ahmad and Susanti., 2022) the game involves switching roles and activities, which forces students to think quickly and recall vocabulary, making it a valuable tool in language classes. The researchers found that students participating in the Switch Game showed significant improvement in their vocabulary retention and usage over a period of 8 weeks. According to (Lantolf., 2021) language learning in educational settings involves the

development of both communicative competence and cognitive skills. When students engage in cooperative learning activities, such as the Switch Game, they use language to collaborate, negotiate meaning, and build understanding together. The Switch Game, as part of cooperative learning, supports vocabulary development in a way that was both engaging and effective, demonstrating how language and education worked together to enrich student learning outcomes. From The Statement writer can Concluded That Cooperative learning using switch games had been recognized. The Switch Game was used as a tool for vocabulary learning in this research. One of the primary benefits of using the Switch Game in cooperative learning was its ability to enhance vocabulary retention.

### **Switch Game by Using Cooperative Learning**

The implementation of cooperative learning in classrooms become a common pedagogical strategy that encouraged student interaction and active learning. cooperative learning was highly effective in engaging students in the learning process as it promoted peer collaboration, enhanced communication skills, and fosterted a deeper understanding of the material. In language learning, cooperative learning can significantly improve students' abilities to retain vocabulary by encouraging them to work together and actively use new words in context. In a study by (Slavin, 2021) cooperative learning was shown to have positive effects on student achievement across different subject areas, including language learning. The research indicates that when students are grouped and asked to work cooperatively, they learn more effectively compared to traditional, individual-based learning approaches. This method not only enhances students' cognitive development but also promotes social and emotional skills, making it a holistic approach to learning. According by (Alfian., 2020) Vocabulary Acquisition Through Cooperative Language Activities Vocabulary acquisition is crucial in language education, as it forms the foundation for effective communication and comprehension.

So, the used of cooperative learning strategies, such as the Switch Game, was shown to significantly enhance vocabulary acquisition in young learners. The research demonstrated that when students engaged in interactive,

game-based learning, they are more likely to remember and used new words in meaningful contexts. This approach also encouraged a deeper understanding of vocabulary by placing it within collaborative and practical settings, making language learning more effective and enjoyable.

### **Vocabulary**

Vocabulary enhancement refers to efforts to improve a person's understanding and use of vocabulary. the importance of expanding vocabulary through contextual learning, planned repetition, and the use of effective memory techniques. (Nation, 2021) Vocabulary is an important part of any language and learners need to keep learning words at the same time while learning grammar (grammar/structure) and pronunciation (Aziz, 2021). Vocabulary is a collection of words that a person owns and understands in a particular language. Vocabulary includes all the words known and used by individuals in communicating, both orally and in writing. This includes understanding the meaning of words,

Language and Academic Achievement: Proficiency in the language of instruction is crucial for academic achievement. Students who struggle with the language may face barriers in understanding content, participating in class, and completing assignments. Efforts to support language development, such as English as a Second Language (ESL) programs, can help bridge this gap and promote educational equity. It is important for educational institutions to recognize the significance of language in education and create inclusive environments that support language development for all students.

### **Learning Vocabulary of Fifth Grade**

A very important factor in achieving learning goals was effective feedback between teachers and students. In the classroom, teachers should have provided clear, specific, and constructive feedback to students about their progress in achieving learning goals. This feedback should have provided useful information for students to improve their understanding and skills. In addition, teachers must also encouraged students to provide feedback to each other, so that they can learn from and support each other in achieving learning goals. According to (Anderson, 2022) The use of the Game in learning environments create a fun, interactive space where students feel more encouraged to participate. In

cooperative learning setups, students work together, which reduces the fear of failure and fosters a supportive atmosphere. The competitive yet collaborative nature of the Switch Game motivates students to be more involved in the learning process. They feel a sense of accomplishment when they contribute to their team's success, which leads to higher engagement and a more positive attitude toward learning English vocabulary. The Switch Game is used as a tool for vocabulary learning in this research. One of the primary benefits of using the Switch Game in cooperative learning is its ability to enhance vocabulary retention.

According to (Alfian, 2020) vocabulary games encourage students to use new words in multiple contexts, reinforcing their understanding and memory of the language. The Switch Game, specifically, requires students to switch roles and tasks, which challenges them to think quickly and recall vocabulary in real-time. This dynamic use of vocabulary not only reinforces memory but also allows students to apply their language skills in practical, meaningful situations. As a result, students are more likely to retain and use the vocabulary they learn. According to (Anderson, 2022). The use of the Game in learning environments create a fun, interactive space where students feel more encouraged to participate. In cooperative learning setups, students work together, which reduces the fear of failure and fosters a supportive atmosphere. The competitive yet collaborative nature of the Switch Game motivates students to be more involved in the learning process. They feel a sense of accomplishment when they contribute to their team's success, which leads to higher engagement and a more positive attitude toward learning English vocabulary.

### **Conceptual Framework**

Theoretical framework is a conceptual structure used to detail and organize key concepts, theories or principles that support a research or study. This helps researchers in designing their approach and understanding the links between the variables under study. Research to Enrich English vocabulary using Switch Game conducted in action research. Then the researchers gave implementation in Fifth Grade at MI Guppi Sumberwulan, Selomerto in the form of learning using Switch Gameto improve vocabulary in cooperative Learning Conceptual. Then provide a

post-test in Class determine the effect of the use of cooperative learning method using switch game on learning English to enrich Student's Vocabulary.

## **Research Methodology**

This study employed a qualitative approach using the Classroom Action Research (CAR) method. According to Fauzi and Wibowo (2021), CAR is a reflective process undertaken by teachers in their own classrooms to improve the quality of teaching and learning. It involves identifying problems, planning strategic actions, implementing interventions, observing the outcomes, and reflecting on the results. The process forms a continuous cycle of improvement. As noted by Susanti and Arifin (2022), CAR follows four interconnected stages: planning, acting, observing, and reflecting. In this study, these stages were applied to assess the improvement in students' vocabulary mastery through the use of a learning medium called the Switch Game.

The research was conducted at MI Guppi Sumberwulan, a private Islamic elementary school located in Selomerto, Wonosobo Regency, Central Java. This institution operates under the supervision of the Indonesian Ministry of Religious Affairs and holds a "B" accreditation status. The school is committed to delivering quality education to children in Sumberwulan Village and its surrounding areas. The research lasted approximately one month, covering five classroom sessions on March 3, March 25, April 2, April 9, and April 16, 2025. The activities included school observation, implementation of learning cycles, and evaluation using tests and questionnaires. The population in this study consisted of 12 fifth-grade students at MI Guppi Sumberwulan during the 2024–2025 academic year. The researcher applied simple random sampling, where each student had an equal chance of being selected. This sampling technique ensured that the selected participants accurately represented the population and minimized the potential for sampling bias.

The data collection process followed the procedural stages of CAR as developed by Arikunto (in Tengku Miftah Rizka et al., 2020). Several instruments were used during the different phases of the research. Observation checklists were employed during the pre-cycle, cycle 1, and cycle 2 to record students' classroom



behavior, such as engagement, attentiveness, participation, and discipline. The observation process used structured sheets to ensure consistency and objective measurement, as suggested by Rahmawati and Nugroho (2021). The observation indicators included maintaining eye contact, note-taking, task completion, behavior, and class attendance. In addition, the questionnaire was used to collect students' perceptions of learning English before and after implementing the Switch Game. The questionnaire included ten statements rated on a 5-point Likert scale and was distributed in the pre-cycle, cycle 1, and cycle 2 phases. This method allowed researchers to quantify students' motivation and engagement with the learning material. The items focused on students' attitudes toward participation, enjoyment, confidence, and interest in English vocabulary learning.

To measure students' vocabulary achievement, the researcher administered two tests: one at the end of cycle 1 and another at the end of cycle 2. In Cycle 1, students randomly selected paper slips attached to the classroom wall containing names of animals, places, and objects, and then described them in front of the class. In Cycle 2, the test involved describing the body parts of a classmate. This adjustment was made to simplify the task after the researcher observed some students struggling with vocabulary recall and pronunciation. The goal was to reduce student anxiety and foster their confidence and creativity during oral presentations. Furthermore, documentation played a crucial role in supporting qualitative data. Researchers recorded the entire research process using photos and videos, particularly during speaking assessments, to ensure that every student's performance was captured and could be analyzed later. According to Isti Yuli Astuti et al. (2020), documentation strengthens the validity of qualitative findings through the use of visual evidence.

The research instruments included observation checklists, questionnaires, and vocabulary tests. The observation checklist consisted of behavior indicators aligned with the objectives of the Switch Game activity. Meanwhile, the questionnaire was designed following a model developed by Ni Putu Aprilia Krismony et al. (2020), focusing on aspects of vocabulary learning motivation. Each instrument was carefully selected and adapted to fit the research context and ensure comprehensive data collection.

The data analysis in this study integrated both qualitative and quantitative approaches. While the main design was qualitative, the researcher used statistical tools to analyze the numerical data from tests and questionnaires, thus enhancing the credibility of the findings. Observation data were evaluated by calculating the percentage of students who met specific indicators, and scores were categorized using a defined rating scale. Questionnaire data were processed using percentage calculations to assess student responses for each statement. The test results were analyzed by computing the mean score for each cycle, followed by a percentage comparison to identify improvements in vocabulary mastery between cycle 1 and cycle 2. To ensure the trustworthiness of the research, the triangulation technique was employed. As highlighted by Morgan (2024), triangulation helps improve the credibility of qualitative research by combining different data sources and methods. In this study, data from observation checklists, questionnaires, and tests were cross-validated to confirm the consistency and accuracy of the findings. In addition, data validation was achieved by comparing data collected through multiple methods from the same source, thereby reducing bias and enhancing reliability. The use of triangulation in this study made the results more comprehensive and aligned with the intended research objectives (Arifin & Setyawan, 2021; Wulandari & Saputra, 2023).

Lastly, the indicators of success were clearly defined. The study was considered successful if the average vocabulary test score reached or exceeded 75 (the minimum passing grade), the observation checklist showed at least 75% class engagement, and there was a noticeable increase in questionnaire scores across cycles. Meeting all three criteria indicated the effective implementation of the Switch Game in improving students' English vocabulary mastery.

## **Finding and Discussion**

This study investigated the effectiveness of the Switch Game as a cooperative learning method for enhancing the English vocabulary of fifth-grade students at MI Guppi Sumberwulan. Through a systematic classroom action research approach, data was collected in three phases pre-cycle, Cycle 1, and Cycle 2 using multiple instruments such as tests, questionnaires, and observation checklists. In the pre-cycle, the baseline vocabulary competency of the students was assessed. The mean

test score was 70.75, which fell short of the minimum required standard of 75. Observations revealed that many students lacked interest and motivation in learning English vocabulary. Questionnaire responses echoed this finding, with most students indicating neutral or negative attitudes toward learning vocabulary, limited enthusiasm in practicing at home, and a lack of confidence in pronunciation and writing. This stage clearly indicated the need for intervention.

#### **A. Cycle 1**

Cycle 1 introduced the Switch Game as an instructional strategy. It consisted of two sessions, during which various game-based vocabulary activities—such as word relays, charades, and sentence-building challenges—were employed. These sessions were designed not only to teach vocabulary but also to promote active engagement, cooperation, and participation. In this cycle, the mean test score rose to 76.67, surpassing the success indicator. Observation data also improved, with the completeness percentage reaching 76%. Questionnaire responses indicated a moderate increase in student motivation and involvement. However, some students still showed signs of disengagement, and a few individual scores remained below the target.

#### **B. Cycle 2**

Recognizing the need for further enhancement, the researcher refined the lesson plan and conducted Cycle 2. Modifications included raising the level of challenge, increasing variation in games, and integrating more collaborative and reflective components. These efforts yielded substantial results. The average score jumped to 81.83, all students reached or exceeded the minimum mastery criteria, and observation completeness reached 88%. Questionnaire responses in Cycle 2 were overwhelmingly positive, with the majority of students indicating that they enjoyed learning vocabulary daily, felt comfortable asking teachers about new words, practiced more at home, and expressed confidence in their pronunciation and writing. Notably, there was a dramatic increase in students who agreed or strongly agreed with positive statements about their learning experiences.

The triangulation of data from tests, observations, and questionnaires confirmed the validity of the findings. Across all instruments and both cycles, there was consistent evidence of improvement in vocabulary acquisition and student behavior. Students who previously exhibited disinterest or disruptive behavior became more engaged, cooperative, and enthusiastic. The behavioral data also demonstrated that students' confidence and focus increased markedly over time, with many showing initiative in asking questions and actively participating in group activities.

The findings clearly illustrate that the implementation of the Switch Game method created a more dynamic, interactive, and enjoyable learning environment. The method not only enriched students' vocabulary but also contributed to improved classroom behavior, higher motivation, and a deeper understanding of English vocabulary usage in context. The Switch Game proved to be an effective instructional strategy in promoting vocabulary acquisition and enhancing the overall English learning experience for fifth-grade students. The progressive improvement across all metrics—test scores, behavioral engagement, and motivational attitudes—demonstrated the method's potential as a practical and impactful tool for primary education English instruction.

## **Conclusion**

Based on the research findings, the researcher concludes that the use of Switch Games in vocabulary instruction effectively enhances students' English vocabulary mastery. This cooperative learning strategy was chosen to increase student engagement and make vocabulary learning more enjoyable and meaningful. Through this method, students were better able to understand word meanings and sentence contexts. The improvement in vocabulary was demonstrated through consistent increases in test scores, observation checklist results, and questionnaire responses across all cycles. Observation scores rose from 70.75% to 88%, while test averages improved from 64.95 to 87.33. Questionnaire responses also reflected a growing number of students expressing positive attitudes toward vocabulary learning.

The research was conducted in several stages, starting with a pre-cycle survey and data collection, followed by the implementation of the Switch Games method in Cycle 1 and Cycle 2. While the first cycle showed improvement, the second cycle yielded optimal results, confirming the effectiveness of the method. In conclusion, Switch Games proved to be a highly beneficial media for vocabulary instruction. It not only facilitated the delivery of material but also fostered a lively and supportive classroom environment, ultimately helping students become more motivated and proficient in English vocabulary.

## References

- Kamal, R., Pravitasari, H., Musyarofah, S. U., Asrohillah, R., & Fauziyah, L. (2023). *The Impact of Using Team Game Tournament to Enhance Students' Vocabulary Mastery. English Didactic*, 3(2). <https://doi.org/10.55171/ed.v3i2.832>.
- Karyati, A., & Hapsari, P. W. (2024). *TGT (Teams Games Tournament) Cooperative Learning Model in Kanji Courses to Improve Japanese Vocabulary Mastery. Journal of Japanese Language Education and Linguistics*, 8(1), 1–19. <https://doi.org/10.18196/jjlel.v8i1.21202>.
- Khusaini, F., & Fauziah, N. (2024). *The Implementation of Word Games to Improve Students' English Vocabulary Proficiency. Journal of Classroom Action Research*, 6(3), 592–595. <https://doi.org/10.29303/jcar.v6i3.8746>.
- Utamy, S. N., et al. (2024). *Implementation of English Vocabulary Learning Development Through Association Word Games at Junior High School. International Journal of Educational Research Excellence*, 3(1), 77–86. <https://doi.org/10.55299/ijere.v3i1.765>.