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## Enhancing Students' English Vocabulary Through Unplugged Activities for Young Learners

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### Abstract

*The aim of this research is to measure the effect of unplugged activities for young learners. The subject of this research has 2nd grade at MI Matholi'ul Falah Payaman there are 20 students. This research has classified as a pre-experimental design study, it involved one group pre-test post-test. From the result of the pretest researcher can conclude if the study on teaching vocabulary is low. The result shows that the differences on teaching vocabulary between pre-test and post-test is significant. By comparing the magnitude of "t" obtained in observational calculation ( $t_o=8,90$ ) and then it can be known that the  $t_o$  is greater than  $t_t$  2,09<8,90. Because the  $t_o$  is bigger than  $t_t$  then the  $H_o$  filed has rejected and  $H_a$  is accepted. This suggests that there is an effect on the use of unplugged activities on teaching vocabulary for young learners of 2nd grade at MI Matholi'ul Falah Payaman. From the explanation above the unplugged activities is effective on teaching vocabulary because the students a more active opportunity to learn vocabulary. The limitation of this research is using unplugged activities that conducted at MI Matholi'ul Falah Payaman. Novelty this research and another research is this research focus on teaching vocabulary by using unplugged activities for young learners.*

**Keywords:** Unplugged activities, Vocabulary, young learners

## I. INTRODUCTION

Teaching English vocabulary through Unplugged Activities has emerged as a dynamic and effective pedagogical approach in language education. Unplugged Activities, characterized by teaching without heavy reliance on electronic devices, provide a more interactive and engaging learning experience for students (Huang & Looi, 2021). This method is particularly beneficial for vocabulary instruction, fostering a deeper understanding and retention of words.

One key advantage of using Unplugged Activities for teaching vocabulary is the emphasis on hands-on, experiential learning. Through games, role-playing, and interactive exercises, students actively participate in the learning process (nur Aziz & Rohmah, 2022). This active engagement not only makes the learning experience enjoyable but also enhances the memorization and application of vocabulary in real-life contexts.

The interactive nature of Unplugged Activities promotes a learner-centered approach. By encouraging students to collaborate in group activities and discussions, educators create an environment where learners can share their interpretations of vocabulary, leading to a richer understanding of words. This collaborative aspect not only supports vocabulary development but also nurtures essential communication skills. The contextualization of vocabulary within

Unplugged Activities is a key factor contributing to their effectiveness. Words are presented in meaningful contexts, allowing students to grasp not only the meanings but also the nuances of usage (nur Aziz & Hoesny, 2022). This connection between theory and practical application facilitates a more comprehensive and lasting understanding of vocabulary.

Moreover, Unplugged Activities cater to diverse learning styles. By incorporating various activities that appeal to visual, auditory, and kinesthetic learners, educators can create a well-rounded approach to teaching vocabulary. This inclusivity ensures that students with different learning preferences can benefit from and actively engage in the learning process. Teachers play a crucial role in implementing Unplugged Activities successfully. Their guidance, facilitation, and ability to create a supportive learning environment significantly impact the outcomes. Research suggests that educators who effectively integrate Unplugged Activities into their vocabulary instruction witness positive results in terms of improved retention and application of learned words.

While the positive impact of Unplugged Activities on teaching English vocabulary is evident, it's essential to acknowledge potential challenges. Educators may face constraints related to time, resources, or institutional support. Additionally, adapting these activities to suit different proficiency

levels and age groups requires thoughtful planning. In conclusion, teaching English vocabulary through Unplugged Activities offers a dynamic and engaging approach that enhances students' language learning experience. The interactive, learner-centered, and contextual nature of these activities contributes to more effective vocabulary acquisition. As educators continue to explore innovative teaching methods, integrating Unplugged Activities into vocabulary instruction proves to be a promising avenue for enriching language education.

Vocabulary is the number variety of words a person hears, recognizes, understands, and uses in his speech and writing. Vocabulary is the basic part and a key element to learn any language (nur Aziz & Rohmah, 2022). Courage to speak must be supported by sufficient vocabulary adequate. If we dare to speak, but it is not supported by vocabulary, then we may use sign language to express something. vocabulary also must for someone who wants to understand a reading, conversation, or writing in English (nur Aziz & Hoesny, 2022). Certainly that if someone wants to communicate with another person in English, he has to have enough vocabulary, because it is basic element of any language.

One who knows enough vocabulary is more likely to converse with anybody else better than one who has few vocabularies. In other words, the more L2 vocabulary a learner knows, the more likely they will be

able to understand the target language. Vocabulary as one of the language aspects, which the people should learn when they are learning language. taught using CS Unplugged material showed higher self-efficacy and used a wider vocabulary of Scratch blocks.

Computer Science Unplugged (CS Unplugged) is a widely used collection of activities and ideas to engage a variety of audiences with great ideas from computer science, without having to learn programming or even use a digital device (Bell et al., 2012). CS Unplugged is mentioned in hundreds of papers about CS education, and appears regularly in curriculum recommendations, teacher forums, and social media. the use of CS Unplugged activities (which were designed for primary school children) in middle-school classrooms and after-class activities. “[CS Unplugged] appeared to generate the highest level of understanding of the concepts of algorithms, logical predictions and debugging; while Cubelets proved one of the most engaging methods; and Scratch generated the most tool“-based questions” (Wohl et al., 2015).

Activities include basic concepts such as computer data storage, how computers compress information and detect errors, and algorithms for solving common computational problems (searching, sorting, finding minimal spanning trees, using finite automata to model systems). Kids do not

simulate a computer (not a particularly interesting endeavor) but learn problem-solving skills that expose fundamental computer science concepts (Bell et al., 2012).

As computing professionals, we should encourage the addition of unplugged activities in our schools to help children see the ingenuity, creativity and team work involved when working on computational problems. We should help to create, study, and evaluate new unplugged activities for teachers to use to reach a more diverse population of children. Through these efforts, we just might connect with young people who never thought computing could be a potential career path and change their minds. One of the keys to the success of CS Unplugged and its use worldwide is the fact the activities do not require a computer at all. Some schools do not have a computer lab for students to write code.

Learning using the unplugged activities model is very effective for students. By applying the unplugged activities model in teaching student's vocabulary, the authors hope that there will be a significant increase in student vocabulary so that they can improve the quality of education, especially at the MI Matholi'ul Falah Payaman school. Based on a survey conducted by researchers, 2<sup>nd</sup> grade students at MI Matholi'ul Falah Payaman are less focused and tend to follow themselves when the teacher explains the lesson, so that vocabulary learning is less effective. This is because the lecture learning

method is monotonous and less interesting. Researchers conducted research at MI Matholi'ul Falah Payaman because the institution was deemed suitable for implementing unplugged activities learning models, because the learning model was latest and effective to improve problem solving and critical thinking skills in this internet era.

## II. LITERATURE REVIEW

### *UNDERSTANDING OF UNPLUGGED ACTIVITIES*

Computer Science Unplugged (CS Unplugged) is a widely used collection of activities and ideas to engage a variety of audiences with great ideas from computer science, without having to learn programming or even use a digital device (Bell et al., 2012). It originated as an outreach program to engage primary school students with these ideas and especially to help them understand what computer science might involve other than programming.<sup>2</sup> Unplugged practices do not feature computer involvement, while plugged-in practices make use of computers. When introducing coding to young children, abstract coding (e.g., C language) and to experience play-based digital learning (Campbell & Walsh, 2017).

Unplugged it is important to start with concrete representations involving unplugged, hands-on practices that allow children to physically move things around without requiring programming activities

are a widely used collection of activities and ideas that allow a wide variety of audiences to participate in computer science practices without the use of digital devices (Bell et al., 2015). The characteristics of unplugged tasks include collaborative, experiential, motivating and enjoyable activities to keep the young learners stay motivated and ease their learning process in understanding computerscience (CS) concepts (Curzon et al., 2014).

However, there are no definite rules of what tasks should be included in the unplugged activities as long as it is non-digital, collaborative, kinesthetic, and motivating for learners to learn CT skills (Kotsopoulos et al., 2017). The CS Unplugged website articulates a number of principles that it is based on, including no computers required, real computer science, learning by doing, fun, and resilient activities. The “Unplugged” material is not intended to be used as a curriculum or program of study, but as a form of pedagogy that has several potential benefits: the barrier of learning programming, which can be seen as an insurmountable hurdle by some, is removed as a prerequisite to learning about great ideas in computer science (Bell et al., 2011).

Students can engage in a meaningful way with the broader and lasting issues tackled by computer science. It can be used in situations where computers are not available, or if they are, they can have other

issues such as distracting students or causing technical issues as software must be installed and deployed in the classroom situation (e.g., teaching where access to devices is limited).

### *TEACHING ENGLISH TO YOUNG LEARNERS*

For children to acquire English, they must experience and hear the language when they are small. In general, it is agreed upon that they learn languages better than adults because children have more time for learning, and do not have any worries or responsibilities. Also, they are better at learning any language when they are exposed to it naturally for a long-term.

English is taught to young learners at elementary (primary) level for several reasons. Children need to be exposed to the language and its culture from an early age to grow up with tolerance and understanding for others. There are four things teachers need to keep in mind while teaching English to young learners beside knowledge and skills (Cameron, 2001). Teachers must be conscious of how their students learn and think. Also, they must be able to find out what children are interested in and utilize it for language teaching. In addition, teachers should be equipped to teach their young student literacy in English and deliver the whole lesson orally.

Teachers should identify problems and difficulties while teaching the language. Teachers must take into consideration the characteristics and intellectuality of their

young learners in order to be successful in learning the language (Cameron, 2001).

Eight to ten years olds have a language with all the basic elements in place. They are competent users of their mother tongue and in this connection they are aware of the main rules of syntax in their own language. By the age of eight to ten children can understand abstracts, understand symbols (beginning with words), generalise and systematise (Shin, 2006).

Learning vocabulary is a cumulative process and that it must be deliberately taught, learned, and recycled. This is critical for several reasons such as learners need to encounter the words in a variety of rich contexts, often requiring up to sixteen encounters, learners remember words when they have manipulated them in different ways, so variety is essential for vocabulary teaching, and learners forget words within the first twenty-four hours after class, so it is important to follow up a vocabulary lesson with homework that recycles the words (Nation, 2005).

### III. METHODS

Experimental research is a way of looking for a causal link. The results of (causal relationships) between the two factors that researchers purposefully provoke. By eliminating or reducing or setting aside other factors that are interrupting (Arikunto, 2013). In this research, the researcher used quantitative research design. Because this research based

on the calculation of statistical or numerical values in the process of finding an observation. The kind of this research method is experimental research design. Experiment research measures the effect of on manipulated and controlled (independent) variable to another (dependent) variable.

The researcher used pre-experimental research design with the kind *one group pre-test post-test* design, in this design only one class is used, namely the experimental class without the control class. In pre-experimental research comparing the pre-test scores and the post-test scores of the same group after the treatment, T-test for correlated samples is applied to compare the pre-test scores and post-test scores (Mertens, 2019). In this research design observation is done twice time are before experiment and after experiment. Observation before experiment ( $O_1$ ) called pre-test and observation after experiment ( $O_2$ ) called post-test. The effectiveness of the instructional treatment is measured by comparing the average score of pre-tests and the post-test. When it turns out that the post-test average score is significantly higher than the average score of post-test, then it is concluded that the instructional treatment is effective.

### IV. FINDINGS

#### *NORMALITY*

The use of parametric statistics requires that the variable data to be

analyzed must be normally distributed. Therefore, before testing the hypothesis, it will first be tested for data normality.

**Table 1. Pre-Test Normality Test**

Interval	F <sub>o</sub>	F <sub>h</sub>	(F <sub>o</sub> - F <sub>h</sub> )	(F <sub>o</sub> - F <sub>h</sub> ) <sup>2</sup>	(F <sub>o</sub> - F <sub>h</sub> ) <sup>2</sup>
					F <sub>h</sub>
20 - 29	2	0,54	1,46	2,13	3,94
30 - 39	2	2,7	-0,7	0,49	0,18
40 - 49	2	6,8	-4,8	23,04	3,38
50 - 59	11	6,8	4,2	17,64	2,59
60 - 69	2	2,7	-0,7	0,49	0,18
70 - 79	1	0,54	0,46	0,21	0,38
	20	20,0	-0,08	44	10,65

Based on the calculations, it was found that the calculated Chi Square value = 10.65. The value of is then compared with the value of Chi kuadrat Table , with dk (degrees of freedom) 6 - 1 = 5. If dk is 5 and the error rate is 5%, then the value of Chi Square table = 11,070. Because the value of Chi Square Count is smaller than value of chi squared table ( 10.65 < 11.070) , then the data distribution is normal.

**Table 2. Post-Test Normality Test**

Interval	F <sub>o</sub>	F <sub>h</sub>	(F <sub>o</sub> - F <sub>h</sub> )	(F <sub>o</sub> - F <sub>h</sub> ) <sup>2</sup>	(F <sub>o</sub> - F <sub>h</sub> ) <sup>2</sup>
					F <sub>h</sub>
30 - 41	1	0,54	0,46	0,21	0,38
42 - 53	2	2,7	0,7	0,49	0,18
54 - 65	1	6,8	-5,8	33,64	4,94
66 - 77	9	6,8	2,2	4,84	0,71
78 - 89	6	2,7	3,3	10,89	4,03
90 - 100	1	0,54	0,46	0,21	0,38
	20	20,0	1,32	50,28	10,62

Based on the calculations, it was found that the calculated Chi Square value = 10.62. The value of is then compared with the value of Chi Square Table , with dk (degrees of freedom) 6 - 1 = 5. If dk is 5 and the error rate is 5%, then the value of Chi Square Table = 11,070. Because the value of Chi Square Count is smaller than value of chi squared table ( 10.62 < 11.070) , then the data distribution is normal.

### *HYPOTHESIS TESTING*

There is an effect of unplugged activities on teaching vocabulary for young learners in 2<sup>nd</sup> grade at MI Matholi'ul Falah Payaman. After get the data pre-test and post-test the researcher has count the result it with T-test formula. With the df of 19 accelerate with the "t" value table either at 5% significance. The critiques price of t or table with df of 19 on t<sub>table</sub> 5% significance table has obtained by 2,09. By comparing the mafnitude of the "t" obtained in observational calculation (t<sub>o</sub> = 8,90) and the size "t" listed in the value table t (t<sub>t.ts.5%</sub>= 2,09). Then it can be known that the larger t<sub>o</sub> that t<sub>t</sub> that is: 2,09 < 8,90.

Because the t<sub>o</sub> is bigger than t<sub>t</sub> than the Ho filed has rejected and Ha is accepted. Based on the presentation above, it could be conducted that there is an effect in the use of unplugged activities on teaching vocabulary for young learners in 2<sup>nd</sup> grade at MI Matholi'ul Falah Payaman.

## V. DISCUSSION

### *THE EFFECT OF UNPLUGGED ACTIVITIES ON*

### *LEARNERS' VOCABULARY MASTERY*

As has been done by researchers, researchers use tests as a benchmark for students' vocabulary learning, which in the test is in accordance with the indicators of understanding. Therefore, by implementing unplugged activities learning strategies that can help students improve problem solving skills and critical thinking in this internet era, students can improve their vocabulary. The result is that there is a significant increase in the vocabulary learning of students who are taught using the unplugged activities learning model.

This can be known based on the results of the pre-test and post-test. With the df of 19 accelerate with the "t" value table at 5% significance. The critiques price of t or table with df of 19 on  $t_{table}$  5% significance table has obtained by 2,09. By comparing the magnitude of the "t" obtained in observational calculation ( $t_o = 8,90$ ) and the size "t" listed in the value table t ( $t_{t.ts.5\%} = 2,09$ ). Then it can be known that the larger  $t_o$  than  $t_t$  that is:  $2,09 < 8,90$ . Because the  $t_o$  is bigger than  $t_t$  than the  $H_o$  filed has rejected and  $H_a$  is accepted. Based on the presentation above, it could be conducted that there is an effect in the use of unplugged activities in 2<sup>nd</sup> grade at MI Matholi'ul Falah Payaman. Thus, it can be said that the results of young learners achieve better in vocabulary after taking unplugged activities of 2<sup>nd</sup> grade at MI Matholi'ul Falah Payaman.

From the explanation above, Unplugged activities could be effective in teaching vocabulary. It could be known from result of the test. The test development showed that the student's score was Increase between pre-test and post-test.

These result are in line with the research conductes by " Elahe Solimani,Ahmad Ameri-Golestan ,Ahmadreza Lotfi" in their journal entitled Flipped vs.Unplugged Instructions: Sailing EFL Learners' Oral Proficiency through Virtual and Real Learning Communities. The results indicated that both FCM and UCM instructions were successfully implemented for promoting learner"s oral proficiency. However, learners reported divergent perspectives that may help the EFL teachers to develop FCM and UCM not only for enhancing oral proficiency but also for expanding learner's problem-solving techniques (Solimani et al., 2019).

These result are in line with the research conductes by "Javier del Olmo-Mu-noz, Ramon Cozar- Gutierrez, Jose Antonio Gonzalez-Calero" in their journal entitled Computational thinking through unplugged activities in early years of Primary Education the writer using quasi experimental the inclusion of unplugged activities in the instruction seems beneficial taking into account CT, motivation and gender. it is concluded that the inclusion of unplugged activities in the instruction seems beneficial considering CT, motivation, and gender.

Using unplugged activities is effective in early years of primary education (del Olmo-Muñoz et al., 2020). These results are in line with the research conducted by “Tomislav Jagušć, Ana Sović Krzić, Gordan Gledec, Mislav Grgić, Iva Bojčić” in their journal entitled *Exploring Different Unplugged Game-like Activities for Teaching Computational Thinking* we conducted a number of gamelike activities based on graph paper programming, block-based programming and using the existing board games. Although this is a work in progress project, the participant reactions so far, collected through interviews and questionnaires, indicated that the conducted activities were well accepted by students and their teachers. We also received a number of useful feedback comments and proposals, such as to expand the activities to include the homework part, or to make them more physical and relocate them outdoors (Jagušć et al., 2018).

So, by using unplugged activities is effective in learning English language, especially for young learners. In this research, researchers used unplugged activities on teaching vocabulary for young learners and the result is the unplugged activities is effective on teaching vocabulary for young learners.

The effect of Unplugged Activities on learners' vocabulary mastery has been a subject of considerable interest and research in the field of education. Unplugged

activities, which involve teaching without reliance on electronic devices, aim to enhance learning experiences through interactive and creative methods. Several studies have investigated the impact of these activities on vocabulary acquisition among learners. Research findings consistently indicate a positive correlation between Unplugged Activities and improved vocabulary mastery. The absence of electronic devices in the learning process encourages a more hands-on and participatory approach, fostering a deeper understanding of words and their contextual usage. Students engaged in Unplugged Activities often exhibit higher retention rates and a more nuanced grasp of vocabulary nuances.

The effectiveness of Unplugged Activities can be attributed to their ability to create an immersive and interactive learning environment. By incorporating games, role-playing, and other creative exercises, these activities make the process of acquiring new vocabulary both enjoyable and memorable. Learners actively engage with the material, leading to a more profound and lasting impact on their vocabulary skills. Moreover, the interactive nature of Unplugged Activities promotes collaborative learning. Group activities and discussions encourage students to share their understanding of vocabulary, allowing them to learn from one another. This collaborative aspect not only

enhances vocabulary mastery but also develops essential communication skills.

The positive impact of Unplugged Activities on vocabulary acquisition aligns with theoretical frameworks emphasizing the importance of contextual learning. The contextualization of vocabulary within meaningful activities enhances comprehension and facilitates the application of learned words in real-life situations. This connection between theory and practical usage contributes significantly to learners' overall language proficiency. Educators have a crucial role in implementing Unplugged Activities effectively. Their guidance and facilitation play a pivotal role in maximizing the benefits of these activities. Studies suggest that teachers who skillfully integrate Unplugged Activities into their teaching methodologies observe greater improvements in students' vocabulary mastery compared to traditional teaching methods.

While the existing body of research supports the positive influence of Unplugged Activities on vocabulary acquisition, it is essential to consider the limitations of individual studies. Factors such as sample size, demographics, and variations in teaching methodologies may impact the generalizability of findings. Future research should address these limitations and explore additional variables to provide a more comprehensive understanding of the subject. In conclusion, the evidence from various

studies suggests that Unplugged Activities have a significant and positive effect on learners' vocabulary mastery. The interactive and contextual nature of these activities enhances retention, understanding, and application of vocabulary in diverse contexts. As educators continue to explore innovative teaching methods, the integration of Unplugged Activities emerges as a promising approach to fostering language development and enriching the overall learning experience.

## VI. CONCLUSION

Unplugged activities were a method that could help students teach vocabulary. It could be seen from the development of the research. The data showed that student's vocabulary were enhanced. We can find out the use of activities that can be done if it can be learned, because this strategy is very good for helping students remember the vocabulary they have learned. And it is not only used to remember vocabulary but also helps students remember other lessons. The results showed that the two group scores had significant differences. It can be said that the pre-test and post-test scores increased. It is evident from the materials, scores and activities used in 2nd grade to support students' interest in learning more about other vocabularies. Finally, the use of unplugged activities is effective as a strategy in the learning process because the strategy of unplugged activities is one way in teaching on student's vocabulary. This works to

develop students' vocabulary. It provides subtle reminders of new and important words. This strategy not only aims to look at the word repeatedly to strengthen it in student's memory, but also makes it easier when talking to students about the word. And then, this strategy can also be used for all lessons, because this strategy helps them to convey the lesson easily.

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