





The Use Of Games In Teaching Vocabulary In Young Learners

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Abstract

The purpose of this paper is to discuss the possibilities of improving the English vocabulary mastery for young learners through the use of games. Several approaches and methods can be used to teach English vocabulary to young learners. The method we use to collect information in making this journal is review articles, we use the journal as a reference. One good way to learn vocabulary is to use real objects that children can visualize later. They need to pay attention to learning to use words and repeating them too. The other method is the direct method where there is no translation and the use of the mother tongue is prohibited. The games used by the teacher to teach words to young learners are hot potato game, memory challenge, last one standing, pictionary, bingo. From the application of the game, young learners can quickly and easily increase their English vocabulary.

Keywords: *vocabulary mastery, games, TEYL.*

1. Introduction

Mastery of vocabulary in English skills is a necessary part of teaching English as a foreign language. Vocabulary is a significant part of all languages where the learner or students must continuously learn words when the learner or students are also studying grammar (grammar/structure) and also pronunciation (pronunciation) [1] (Allen & Vallete, 1977). It means that vocabulary is an early stage to be taught before teaching other aspects of language [2] (Subiyati, 1992:18). Acquiring sufficient vocabulary is necessary for the use of a second language. Without a broad vocabulary, learners or students will not be capable use the grammar (grammar/structure) and language functions they have learned for broad communication. It means that vocabulary mastery is a significant part of learning a second or foreign language. Mastery of vocabulary is an element that supports grammar (grammar/structure) and language function (language function) in addition to the four language skills which include listening, reading, writing, and speaking [3](Rivers, 1983: 123 in Ninan, 1991: 117).

English is introduced to young learners, such as memorization and other comprehension lessons, in accepting a foreign language young learners have difficulties where young learners get bored quickly if taught using old conventional methods and techniques. Teachers are needed to find interesting and suitable ways to teach and motivate young learners. According to [4] (Harmer, 2008), teachers for young learners

should spend a lot of time examining and understanding how their students operate and think. Teaching young learners is very difficult compared to teaching teenagers or adults because young learners get distracted very quickly and cannot focus like adults. Children love to have fun and play, so the teacher should choose a teaching method that suits the nature of the children. Games are one method that can be used to avoid boredom in the classroom. They have a special role in every foreign language teaching. The game is an activity that has a role to have fun, with game activities in the classroom it will not be boring anymore.

Games will help make it easier to understand new vocabulary in English lessons. Games are very important for young learners because they not only provide fun and relaxation, but also because they encourage students to use their language in creative and communicative ways. In many games, young learners are required to work together to achieve goals and most young learners enjoy cooperation and social interaction. It is believed that when cooperation and interaction are combined with fun, successful learning is more likely. Games provide many advantages for language teachers when used in the classroom. One such advantage is that learners are motivated to learn the language when they are in the game.

Games stimulate students' interest in classroom activities and as a result, students become motivated and willing to learn. The relationship between games in foreign language teaching has been explored in various studies in Turkey [3] (İzğören, 1999). Teaching vocabulary through the use of games has become very important for young learners as they maintain fun and interest in learning and encourage the use of language in creative and fearless ways. In short, the game has great pedagogical value which gives a lot. A review of studies related to language games shows that games are very important in the teaching and learning of foreign languages in various fields. The fact that games are the most suitable learning activity for young learners is obvious because they are a natural part of their being.

Games in Teaching Vocabulary to Young Learners. The first one "Hot Potato Game", The origins of the hot potato game are unclear, but the game was first invented by Sidney Oldall Addy's Glossary of Sheffield Words in 1888, which described the game with several people sitting in a row and across from each other in a living room. The second "Memory Challenge Game", the benefits of this game can help train children's memory, because this game asks children to remember the vocabulary they have learned before. Third "Last One Standing Game", this game aims to make young learners more challenged to memorize vocabulary and young learners have motivation so that they can memorize vocabulary faster. Next "Pictionary Games", is a word guessing game with pictures created by Robert Angel graphic design by Gary Everson and first published in 1985 by Angel Games Inc. Last "Bingo Games", this game is inspired by a card game containing numbers with the same name, namely the bingo game, created by Edwin S.

Lowe after he heard someone accidentally shout "bingo", as well as this game, but in this game do not enter numbers but enter previously learned vocabulary.

2. METHOD

The method we use to collect information in making this journal is review articles, we use the journal as a reference. Reviewing articles is not easy, it takes a lot of things to do a journal review. Article review is a collection of articles from various sources to get the best conclusions. The opinion is strengthened (risaburi) that reviewing journals is a special job that comes with responsibility. Reviewing journals aims to gain knowledge in terms of cutting-edge research. Reviewing is a privileged job that comes with responsibilities. It takes time to prepare critical and useful reviews. This work is a service to scientific journals, to the authors, to science in general, and to the reviewers because the reviewers gain knowledge in terms of the latest research. Most journals do not pay reviewers, although most provide acknowledgment (print) to the editorial board and external reviewers in each journal publication. Peer review is the heart and soul of scientific publishing. Editors rely on reviews to judge quality and to determine which of the many manuscripts are eligible for publication. Therefore, the most important award for you as a reviewer is your contribution in quality science publications.

3. DISCUSSION

1) THE NATURE OF YOUNG LEARNER

Young learners are children aged five to twelve years [5] (Penny McKay, 2008). According to Abu Ahmadi, young learners are people who have not yet reached adulthood, who need effort, guidance assistance from others who have matured in order to carry out their duties as one of God's creatures, as human beings, as good citizens and as one of the community and as a member of the community. Personal or individual. [6] (Ali, 2010) also states that young learners are those who are specifically submitted by parents to take part in learning held at schools with the aim of becoming human beings who have knowledge, skills, experience, personality, character and independence. The conclusion is that young learners are people who have not yet reached adulthood who are specifically submitted by parents to take part in learning organized by schools or colleges.

However, a child's age is not necessarily an indicator of how mature they are. The most important characteristic of young learners is their tendency to be active, some of the more active than other children. Teachers must pay attention to the behavior of their students, whether they are passive or active. Another characteristic of children is a high level of activity and a tendency to be curious. Young learners can create some decisions about their learning and they have defined their views on what they like and don't like [5] (Penny McKay, 2008).

Children can receive foreign language learning materials better than adults. This belief often used to support the early introduction of foreign language teaching. [7] (Ellis, 2013) argues that in the education system, young learners are children who are learning in elementary school. It's unlike adult learners who can be more concentrated for hours on the topic they are working on, children can hold their attention for about 15 to 20 minutes. They have a short attention span that has major implications for teaching procedures.

These factors include their culture, gender, environment (urban or rural), and parents. Also, their development should be considered. Some children develop very quickly, and others may need more time. A good young learning teacher should be aware of all their differences because understanding them can help teachers decide which activities to use in their teaching process. In other words, the teacher's decision should be influenced by his knowledge of the attitudes, interests, and circumstances of the child, not their physical age.

The focus of this essay is on elementary school-level children. Young learners at this level need to be taught English for their future preparation. For children to acquire English, they must learn and listen to the language from an early age. In general, it is agreed that children learn languages better than adults because children have more time to learn, and do not have the burdens or responsibilities of adults. Moreover, they are better at learning any language when they experience it firsthand for the long term. English is taught to young learners at the primary school level for several reasons. According to Brumfit, Moon, and Tongue (1991), children need to be introduced to their language and culture from an early age to grow up with tolerance and understanding of others.

[8] Cameron (2001) argues that there are four things that teachers need to keep in mind when teaching English to young learners besides knowledge and skills. Teachers must understand how their students learn and think. In addition, they must be able to find out the interests of students and use them for language teaching. In addition, teachers must have the ability to teach literacy to their students in English and deliver the entire lesson orally. Last but not least, teachers must identify problems and difficulties when teaching a language. According to Brown (2001), teachers should consider their characteristics and intellect to young learners to be successful in learning a language.

2) TEACHING VOCABULARY TO YOUNG LEARNERS

Teaching vocabulary young learners need to pay attention to several things in English such as pronunciation, spelling, structure, and vocabulary. To master English skills, students must know the vocabulary of the language with its meaning to support the improvement of their skills [9] (Linse, 2005). In this section, how to learn vocabulary will be briefly discussed and some learning methods and approaches for teaching English will also be discussed.

Some several approaches and methods can be used to teach English vocabulary to young learners. One good way to learn vocabulary is to use real objects that

children can visualize later. They need to pay attention to learning to use words and repeating them too. The other method is the direct method where there is no translation and the use of the mother tongue is prohibited. Complete sentences in the target language are the only things used in the classroom. Another method is Total Physical Response (TPR) which is widely used by teachers for hyperactive children, in other words physically active and unable to concentrate for a long time. However, this method includes games and various activities that allow young learners to learn language vocabulary very quickly. In addition, teachers of young learners should encourage their students to communicate using the Communicative Language Approach (CLT) in which they emphasize the meaning of language in context.

3) TEACHING VOCABULARY USING GAMES

[10] (Rogers, 1981) argues that games are goal-determined, rule-regulated, and competitive games that have closure and engage students. Meanwhile, [4] Gibbs (1981) defines the game as an activity carried out by cooperating or competing with decision-makers who want to achieve their goals by following a set of rules. Then the game is a closed activity that has a beginning and an end with the winner who determines the end of the game [11] (Rixon, 1981).

Games are used to help young learners during their language learning. They make the classroom atmosphere interesting and entertaining to maintain student interest. They make classroom situations meaningful communicatively in which young learners communicate before, during, and after play (Wright, Betteridge, & Buckby, 2005). This atmosphere helps in shaping input in the form of material that can be understood when they listen and read [1] (Krashen, 1985) and output that can be understood as well as writing and speaking [10] (Swain, 1993). Also, games will create an emotion when language learning becomes serious and tense [2] (Bransford, Brown, & Cocking, 2000 and Ersoz, 2000). Teachers should be able to help students to reduce their nervousness [9] (Richard-Amato, 1988) and shyness, especially when games are played in small groups [7] (Uberman, 1998). Furthermore, games can involve all four language skills, speaking, writing, listening, and reading [6] (Lee, 1995).

The games given by the teacher will make students play an active role when playing student-centered games. When playing in small groups, students can develop their skills to argue reasonably, ask for help, and cooperate with others [8] (Jacobs & Kline Liu, 1996). Teachers must be careful and careful in choosing games that will be given to students so that they become useful. First of all, the teacher must determine the purpose of the game. Then the teacher must also consider the level of the game to be given. It is also as important as choosing a game. The teacher must decide whether the level of play is appropriate to the language level of the students or not. That is because the game may become difficult when it is beyond the student's ability or may become boring when the student finds it too easy to play.

4) THE IMPORTANCE OF GAMES IN TEACHING VOCABULARY FOR YOUNG LEARNERS

[5] Lewis (1999) states that games are popular among children because they have a penchant for playing. Through games, young learners can learn and gain many things such as interacting, discovering new things, and experimenting with the environment they are related to. The games presented will certainly also provide incentives and stimuli to memorize and use language. [1] Harmer (2008) states that to have the ability in speaking English fluently, young learners need to have the ability to understand the language characteristics and process information as soon as possible. Young learners should try hard and practice with the right variations and techniques. This is expected to be able to help their information processing and language operation simultaneously. Games will also be very important in teaching vocabulary because the games played will bring up the words that are needed and important for young readers to know. The game will also create an interesting and fun atmosphere. It allows young learners to learn effectively and remember words better and easier. Thus, it can be concluded that games can be an effective language learning tool to teach vocabulary to young learners. It encourages children to participate and pay more attention to learning materials because they enjoy the activities they do.

5) IMPLICATION

[11] Scott & Ytreberg (2004) emphasize the importance of getting young learners to sit together in groups because they like to have peers around them. Sitting with students encourages cooperation, but this does not mean that they have to be in a group all the time while they are working. To divide students into several groups, the teacher can ask students to count one to two in sequence, then students will group with friends who have the same number. Furthermore, students who are already in groups need to name their groups. This kind of grouping technique will make it easier for the teacher to create a conducive and competitive atmosphere among group members.

After that, the teacher must explain the rules that apply and must be obeyed by students. It aims to expedite the course of learning. If the teacher does not explain the rules and instructions of the game, the method will only waste class time and there will be no acceptable results for students.

There are five games that can be played in the class:

The first one is called 'Hot Potatoes'. To start the game, the class is divided into groups A and with the two teams sitting on opposite sides. Two chairs will be in the middle of the class, so whoever sits in the chair will be facing his team and the board must be behind them. Next, the teacher writes a word on the blackboard, but the student sitting on the chair will not be able to see it. Other students are allowed to use verbs so that their sitting teammates can guess the words written on the

blackboard. They should not say the exact word written on the blackboard. The game will last 10 minutes.

'Memory Challenge' is a game that can be used to teach vocabulary to young learners. Students will sit in pairs with their friends. Each group was given three minutes to write down as many words as they could remember from the previous learning material, such as fruit. The group that says and remembers the most words wins the game.

The third game is 'Last One Standing' a game that gives children certain topics such as vehicles. They have to stand in a circle and the teacher counts to three and gives the topic. After that, the first student in the circle has to give the word related to the topic and so on. Students who fail to say a new word or repeat the last student's words must sit down. The last student standing will be declared the winner.

The next one is 'Pictionary' . To start the game, the class must be divided into two teams. Each team will sit on opposite sides of the class. One of the students from both teams will be asked to come to the blackboard where the teacher will give a word or phrase for the students to be drawn on the board as a clue. The group that can say the word will get additional points.

The fifth game is 'Bingo.' In this game, the teacher writes at least 10 words on the board. Each student must choose five words and write them down. After that, the teacher chooses a word at random without saying it along with its definition. If a student guesses the right word, he or she must shout BINGO! And be the winner in the round. Of the five games, the advantages and disadvantages can be seen in

Table 1. Advantages and Disadvantages of the Game.

No.	Game Name	Excess	Deficiency
1.	Hot Potato	Young learners will think more creatively to be able to guess vocabulary. Not only that, students also practice their teamwork.	The class becomes less conducive because young learners will definitely scream to guess the vocabulary.
2.	Memory Challenge	This game will train the memory of young learners more because young learners are challenged to remember as much vocabulary as possible.	Young learners may forget the vocabulary they have learned because they only rely on memory.
3.	Last One Standing	This game will train young learners to think more critically. Because they are only given a topic to learn a vocabulary, so the new vocabulary will be more embedded in their brains.	This game will make the class less conducive.
4.	Pictionary	This game will train students to think creatively because	This game will take a long time,

	young learners are required to guess a picture that their friend drew.	because you have to draw first.
5. Bingo	This game trains young learners to think creatively because they are required to match the words they get.	The vocabulary learned is poorly understood by young learners.

Of the five games, the most effective for young learners to apply is the “Last One Standing” game because this game trains young learners to think more critically. Because they are only given a topic to learn a vocabulary, so the new vocabulary will be more embedded in their brains.

6) CHALLENGES IN IMPLEMENTING THE USE OF GAMES IN TEACHING VOCABULARY TO YOUNG LEARNERS

Games are an effective tool to support language learning about vocabulary, however, that does not mean that games do not pose challenges for both teachers and students themselves. Several challenges must be faced when applying this game method to learning vocabulary:

The first challenge is the condition of the class which will not be conducive because the students will become crowded. At the age of children, they still like to move a lot and talk too much because they are too excited. To manage the classroom, [12] (Brown, 2001) explains that teachers need to know the students’ characteristics to make a good learning environment.

The second is that the teacher must pay attention to the learning that is applied so that it is not boring and continues to attract students' attention. Young learners tend to get bored easily, so activities should be as interesting as possible because they lose interest after ten minutes. Teachers should be more creative because this is a very important aspect when choosing or designing games to teach vocabulary to the young learner.

The next challenge that teachers and students will face is when students play games with their friends, they will tend to speak their mother tongue. In other words, the language is not English. Therefore, teachers must continue to respond in English so that young students consistently use and interact using English.

In the application of games to learn vocabulary, of course, there must be a balance between the type of game, the amount of vocabulary, time, energy, and the use of the students' mother tongue. Teachers who already have experience will have no difficulty dealing with all these challenges when using games to teach vocabulary to young learner.

4. Conclusion

a. Understanding of vocabulary.

Vocabulary is an important part of all languages where the learner or students must continue to learn words while the learner or students also learn

grammar (grammar/structure) and also pronunciation (pronunciation). This means that vocabulary is an early stage that must be taught before teaching other aspects of language. Vocabulary teaching young learners need to pay attention to several things in English such as pronunciation, spelling, structure, and vocabulary.

Vocabulary enables young learners and students to use the grammar (grammar/structure) and functions of the language that have been learned for broad communication. This means that vocabulary mastery is an important part of learning a second or foreign language.

b. Understanding of young learners.

Young learners are children aged five to twelve years. However, a child's age is not necessarily an indicator of how mature they are. The most important characteristic of young learners is their tendency to be active, some of them more active than other children. Teachers must pay attention to the behavior of their students, whether they are passive or active. Another characteristic of children is a high level of activity and a tendency to be curious.

c. The use of games in the use of vocabulary.

Teaching vocabulary through the use of games has become very important for young learners as they maintain fun and interest in learning and encourage the use of language in creative and fearless ways. In short, the game has great pedagogical value which gives a lot. A review of research related to language games shows that games are very important in foreign language learning in various fields. The fact that games are the most suitable learning activity for young learners is obvious because they are a natural part of their being.

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