

USING SPINNING WHEEL GAMES IN TEACHING ENGLISH VOCABULARY FOR YOUNG LEARNERS

THESIS

Submitted by

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adalah benar - benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila ada kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya jadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

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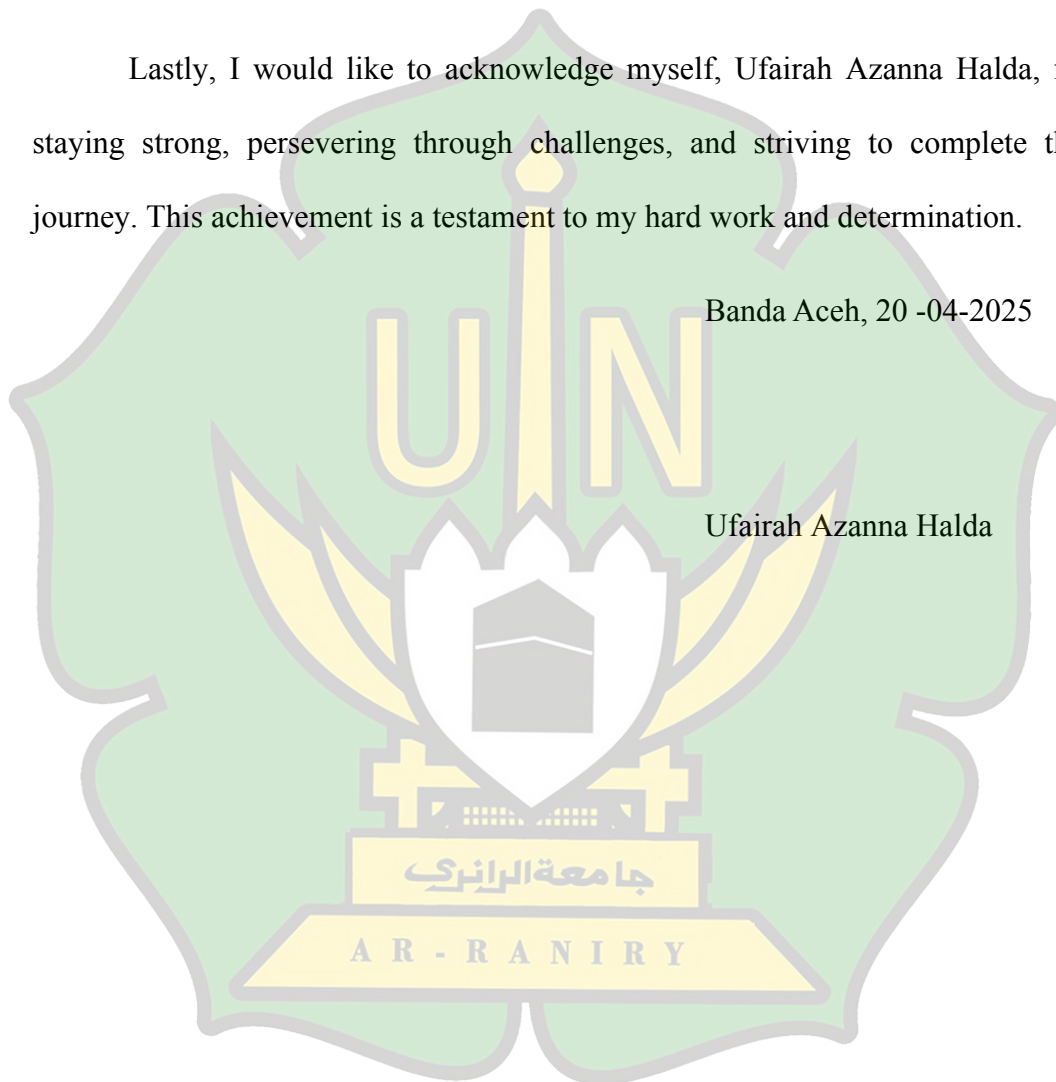
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ABSTRACT

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Despite the growing interest in gamification in education, the use of specific tools like spinning wheel games for vocabulary instruction among young learners remains underexplored. This study investigates the effectiveness of spinning wheel games in teaching English vocabulary to sixth-grade students at MIN 8 Aceh Barat. Utilizing a quantitative research design, the study involved 34 students who participated in a six-week instructional program incorporating spinning wheel games into English vocabulary lessons. Data were collected through vocabulary pre-tests and post-tests to measure the learners' progress. Statistical analysis using Clustered Column that explained in detail about the score between Pre-test and post-test. Most students demonstrated consistent vocabulary gains, with reduced performance variability over time. The results indicate that spinning wheel games not only enhanced and improved vocabulary acquisition but also increased student motivation and engagement in the learning process. These findings support the integration of interactive and game-based strategies in early English language education and contribute to the growing body of literature advocating for innovative approaches in vocabulary instruction for young learners.

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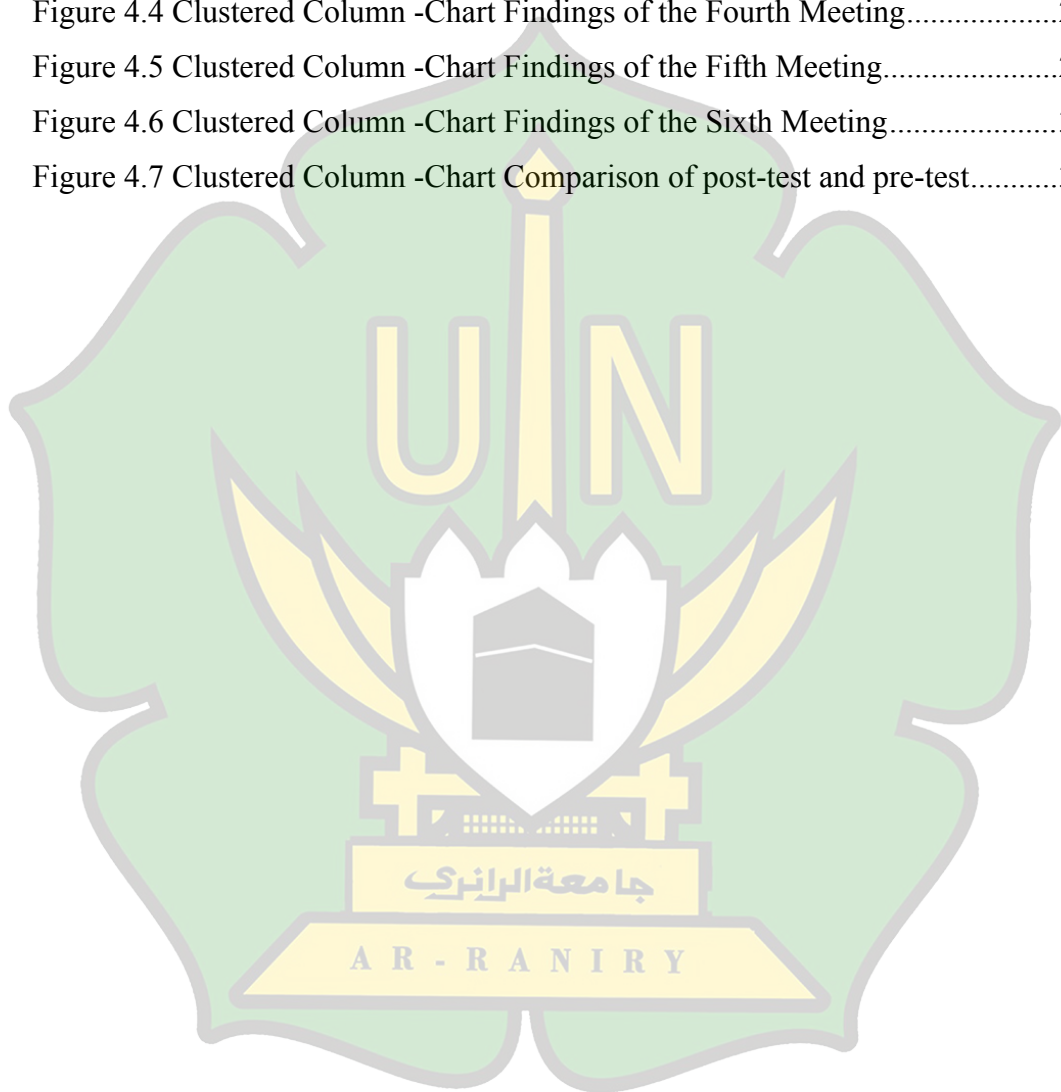
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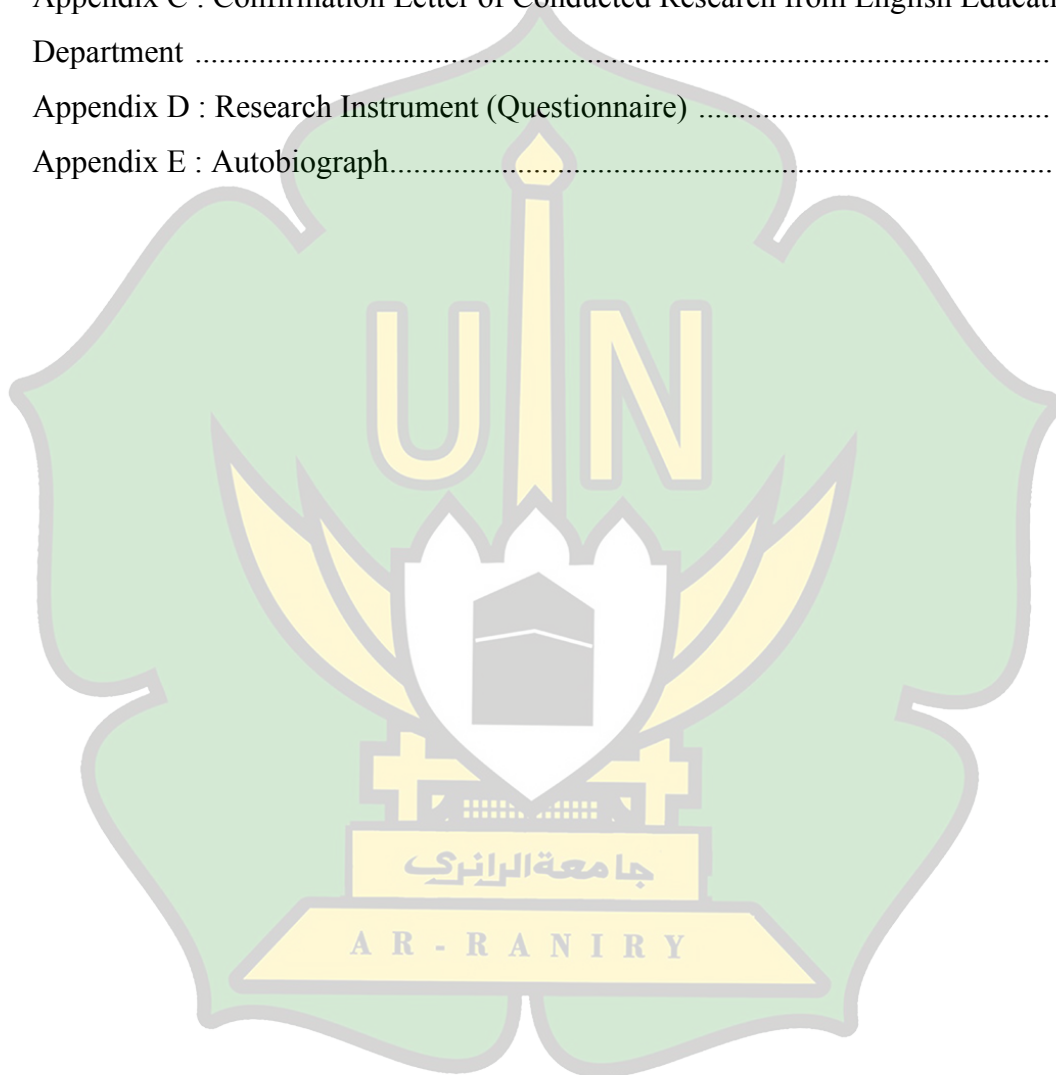
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CHAPTER I

INTRODUCTION

This chapter provides the background of study, research question, research aims, the significance of study and research terminologies.

A. Backgrounds of the Study

Education plays a fundamental role in the development of young learners. In today's dynamic and interconnected world, education plays a pivotal role in shaping the cognitive, emotional, and social development of individuals, particularly during the early stages of life. Young learners, defined as children aged 4 to 12, experience rapid cognitive and linguistic growth, making early education a critical period for effective learning (Brewster & Ellis, 2019). In early childhood education, especially in language learning, helps build social and communication skills, forming a strong foundation for future academic achievement (Feng & Kim, 2020). Incorporating engaging methods, such as games, in teaching English as a second language can support vocabulary acquisition, foster cognitive flexibility, and enhance cultural awareness, which are crucial in an increasingly globalized world (Garcia & Li, 2020).

Language development in young learners progresses rapidly, with vocabulary acquisition playing a crucial role. Due to their brain plasticity and strong memory retention, young learners have a natural ability to absorb new words and language structures intuitively (Kuhl, 2020). These developmental characteristics make early childhood a pivotal stage for introducing a second language and

expanding vocabulary through engaging and interactive learning methods (Ghosn, 2019).

Research suggests that early childhood is a 'sensitive period' for language acquisition, during which young learners demonstrate a heightened ability to acquire vocabulary and grammar with minimal explicit instruction. While this window remains open as they grow, studies indicate that this stage offers optimal conditions for vocabulary acquisition and language development. Utilizing engaging and interactive approaches during this period can further support young learners in expanding their language skills (Oppenheim & White, 2021).

Standardized benchmarks for language proficiency in young learners help educators assess progress and shape instructional strategies. Frameworks such as the CEFR have been adapted to evaluate young learners' vocabulary, pronunciation, and grammar, offering a structured approach to track and support their language development (Council of Europe, 2020). These standards help ensure that young learners achieve age-appropriate linguistic milestones and build a strong foundation for continued language learning.

One approach to enhancing language development in young learners is through interactive games. Educational games can increase engagement and create meaningful contexts for vocabulary acquisition, making the learning process more natural and enjoyable. By promoting active participation, interactive games help young learners retain new vocabulary and develop their language skills in an engaging way (Jones & Plass, 2021).

The spinning wheel game is a valuable tool in language education as it integrates visual, auditory, and kinesthetic elements, making learning more engaging for young learners. This game provides immediate feedback and encourages repeated exposure to new vocabulary in a fun and interactive way, supporting memory retention and language practice.

There are several studies in term of learning language and place on the effectiveness in using spinning wheel games. According to Novela and Muryanti (2023) on their findings at Fadhilah Amal 3 Kindergarten, their discussed about the effectiveness of the spinning wheel game in introducing English Vocabulary to early childhood. Additionally, According to Milenia and Sukardi (2023) the spinning wheel game also influenced the factor in learning language, the research discussed about how to improve student writing skill in learning Javanese of fourth grade students. Moreover, Previous research on educational games highlights their positive impact on language acquisition. Studies suggest that gamified learning experiences contribute to improved vocabulary acquisition and increased student motivation, particularly among young learners (Moorhouse & Kohnke, 2021). The use of spinning wheel games has been found to encourage active participation, which plays a crucial role in language learning (Martínez & Toledo, 2020).

Based on previous research, several studies have investigated the effectiveness of spinning wheel games in the context of language learning. For instance, Novela and Muryanti (2023) explored how spinning wheel games can effectively introduce English vocabulary to early childhood learners at Fadhilah Amal 3 Kindergarten. In another context, Milenia and Sukardi (2023) examined

how spinning wheel games could enhance the writing skills of fourth-grade students in learning the Javanese language. Furthermore, Moorhouse and Kohnke (2021) highlighted the general benefits of gamified learning for improving vocabulary acquisition and boosting student motivation, while Martínez and Toledo (2020) emphasized how such games encourage active participation in language learning. However, most of these studies are limited to specific age groups or focused on certain language skills, such as writing or speaking, rather than covering a broader age range in vocabulary acquisition. There is still a lack of research that comprehensively investigates the effectiveness of spinning wheel games for teaching English vocabulary across a wider range of young learners, specifically those aged 11 and 12 years. Therefore, the researcher considers it important to conduct a study entitled *"Using Spinning Wheel Games in Teaching English Vocabulary for Young Learners"*.

B. Research Questions

How does the spinning wheel game impact young learners learning English vocabulary?

C. Research Aims

To investigate the impact of spinning wheel games on young learners learning English vocabulary.

D. Significance of the Study

This study is expected to provide meaningful contributions to several parties, including educators, curriculum developers, and researchers, particularly in the field of English language teaching for young learners. First, for educators,

this study offers practical insights into the use of spinning wheel games as an effective gamified strategy to enhance students' vocabulary acquisition. Since young learners tend to respond positively to interactive and engaging learning environments, the findings may help teachers apply more creative, learner-centered teaching methods that improve student motivation, participation, and vocabulary retention.

Second, for curriculum developers, the findings of this study may serve as a reference in designing teaching materials and learning activities that are developmentally appropriate for children aged 4 to 12. By integrating game-based learning tools like spinning wheel games, educational programs can become more inclusive and enjoyable, supporting students' cognitive and linguistic development more effectively.

Third, for researchers, this study contributes to the growing body of literature in the area of gamified learning by focusing specifically on spinning wheel games, which are still underexplored in previous studies. While earlier research often emphasizes general gamification in education or focuses on limited age ranges, this study addresses the gap by examining how spinning wheel games affect vocabulary development across a broader spectrum of young learners.

Lastly, this research is expected to be a useful foundation for future studies exploring the impact of other interactive tools on different language skills, such as grammar, pronunciation, or listening. By highlighting the importance of early language education and the effectiveness of play-based strategies, this study can inspire further innovation in English teaching approaches for young learners.

E. Terminologies

This research focuses on the use of spinning wheel games as a learning tool to enhance English vocabulary acquisition among young learners aged 11 and 12 years old. The terms below are defined to provide clarity and consistency throughout the study.

1) Spinning Wheel Games

Spinning wheel games refer to interactive and engaging learning tools where learners spin a wheel divided into sections containing different vocabulary words, categories, or challenges. These games create an element of excitement and unpredictability, which can enhance motivation and participation in the learning process. While many approaches exist for teaching English vocabulary, spinning wheel games remain an underutilized method, despite their potential to improve vocabulary retention and engagement among young learners.

2) Young Learners (4-12 years old)

Young learners in this study refer to student between the ages of 11 and 12 who are in the early stages of acquiring a second or foreign language. In this case, this group includes students from kindergarten through sixth grade, typically found in elementary school students. These learners are at a developmental stage marked by curiosity, high memory retention, and responsiveness to visual and kinesthetic learning. They thrive in environments that are playful, supportive, and interactive. As such, game-

based methods like spinning wheel games are well-suited to their learning preferences, helping to maintain their attention and deepen their engagement with vocabulary material.

3) Vocabulary Acquisition

Vocabulary acquisition is the process of learning, understanding, and retaining new words in a language. It involves exposure, practice, and reinforcement, playing a crucial role in language development, especially for young learners. Effective vocabulary acquisition strategies often incorporate interactive and engaging methods to facilitate meaningful learning experiences. While traditional approaches like rote memorization are commonly used, incorporating game-based learning, such as spinning wheel games, can provide an alternative and effective method for enhancing vocabulary retention and recall among young learners.

