

**ENGLISH ELEMENTARY SCHOOL TEACHERS'
PERCEPTIONS TOWARD TEACHING VOCABULARY
USING GAME**

THESIS

Submitted by

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**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY
BANDA ACEH
2022 M / 1444 H**

THESIS

Submitted to *Fakultas dan Keguruan*

Universitas Islam Negeri Ar-Raniry Banda Aceh

In Partial Fulfilment of the Requirements for the Degree

Bachelor of Education in English language Teaching

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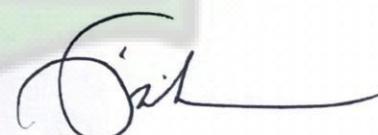
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in front of the board of the Examination for the working paper and
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for the Bachelor Degree of Education in English Language Teaching

On:
Wednesday, 27 July 2022
28 Dzul Hijjah, 1443 H

In Darussalam, Banda Aceh

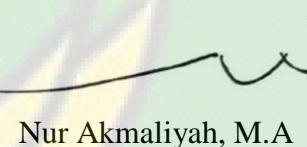
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**ENGLISH ELEMENTARY SCHOOL TEACHERS' PERCEPTIONS TOWARD
TEACHING VOCABULARY USING GAME**

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 20 Juli 2022

Yang menyatakan,



Siti Yauma Fitrah

ACKNOWLEDGEMENTS

Alhamdulillah Rabbil Alamin, I would like to praise and express my deep gratitude to the Almighty Allah SWT, for the blessing, guidance and inspiration. Shalawat and Salam to the prophet Muhammad S A W who has brought us from the darkness to the lightness and also inspired us to be a good person in life.

First and foremost, my deepest gratitude and appreciation is addressed to my thesis supervisors Habiburrahim, S. Ag. M.Com, MS, Ph.D. and Fithriyah, S. Ag., M. Pd. for their valuable guidance, advices, support, kindness, insightful comment, and immense knowledge in completing this thesis. My appreciation also goes out to my academic supervisor, Yuni Setia Ningsih who has guided me since my first semester in the Department of English Language Education. May Allah grant you all a special place in Jannah. Second, my appreciation and thanks to all of the lecturers of English department as my participants of this study for their cooperation during data collection period.

Furthermore, I owe my deepest thanks and sincere gratitude to my beloved mother, Aklima S. Pd, for their great kindness, endless love, prayers, sacrifice, patience, and everlasting support both moral and financial, so that I could study until this current level. Then, to my beloved sisters and Brother, Yeyen Andriyeni, Rahmi Fajria, Hafidz Farizi who have always supported and motivated me with love.

Last but not least, my special thanks is addressed to Suci Annisa Tiara, Ibnatur Rahmina, Rizka Maulinda, and all of Tugas Negara's team to be my support system in any condition and for all of their kindness. Also never forget to all of PBI 2015 students, especially unit 5 for the memories we have created together. Thank you so much for the encouragement, warmth and affection.

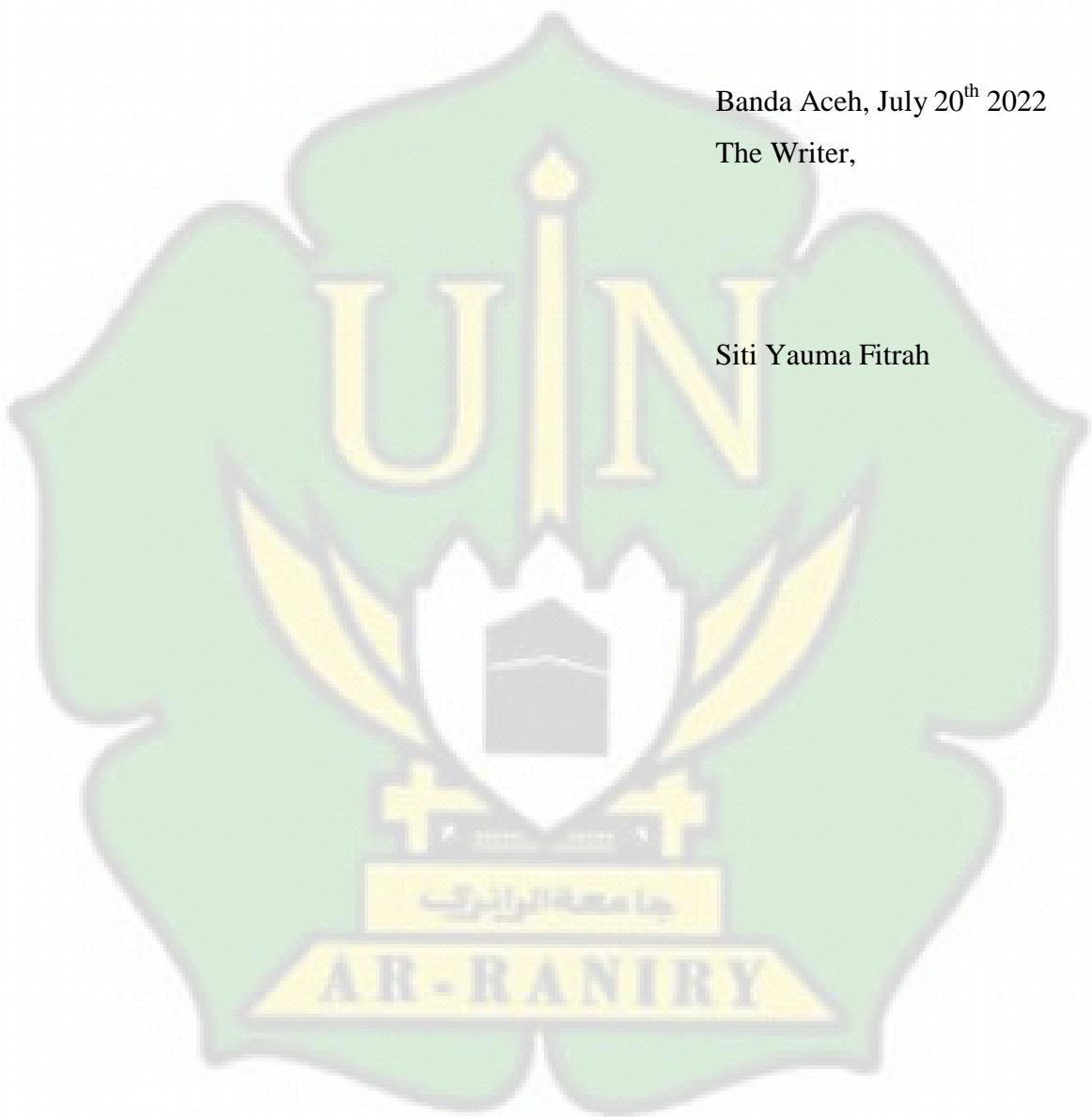
Finally, I realize that this thesis needs constructive ideas in order to reduce its weakness. I hope this thesis gives valuable contribution for both students and

lecturers of English Language Education Department of UIN Ar-Raniry Banda Aceh.
May Allah SWT always bless us.

Banda Aceh, July 20th 2022

The Writer,

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ABSTRACT

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Thesis working	: English Elementary School Teacher's Perceptions Toward Teaching Vocabulary Using Game.
Main Supervisor	: Habiburrahim, S.Ag. M.Com, MS, Ph.D Co-Supervisor : Fithriyah, S. Ag., M. Pd.
Keywords	: <i>Teacher's Perceptions, Game, Teaching Vocabulary</i>

The research is about analysis of the teacher's perception toward the use of games in teaching English vocabulary for student's elementary school. This study was conducted in the Elementary School, with five participants of English teachers. The research design used in this study was thematic qualitative to describe the information from the teachers about their perceptions toward the use of the game in the classroom. The purposive sampling technique was used to collect the data through a semi-structured interview with five teachers of English as their teaching subject in the school. The result of the data was analyzed based on what the participants said about their perception of teaching vocabulary by using the games. Research findings showed that there were several perceptions that were explained by teachers in using the game as learning vocabulary. There were five advantages of using games for students: The first one is the students were happy and enjoying the class more than in the formal one. The second one is students become more enthusiastic than usual. Then students can learn the vocabulary from the games easier than without. The fourth one is the atmosphere of the class becomes less bored and more effective, And the last advantages are that the students are easy in remembering vocabulary and enhance students' motivation. While the challenges of it were: limited of time, students' lack of confidence, difficulty to control classroom management and the class becomes boring. Therefore, the teachers also gave some suggestions to minimize the problems.

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CHAPTER 1

INTRODUCTION

A. Background of Study

Vocabulary is one of the essential language elements in learning English. According to Deighton (2005), the foremost necessary component in language learning is vocabulary. Vocabulary is the appropriate diction that is used in communication. Thornbury (2002: 13) states that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Similarly, it is supported by Ur (1996: 60) that vocabulary is the most significant to learn as it is impossible to speak without a diversity of words. Thus, it is important for the teacher to teach vocabulary to a young learner in order to be able to communicate either in spoken or written.

Young learners mean children from the first year of formal schooling to eleven or twelve years of age. Syafrizal and Haerudin (2018, p. 41-42) point out that students who in the aged 7-15 are young learners and they are studying in elementary school or junior high school level. At that age, it is a good period to introduce them to some new basic words than the high vocabulary because they are learning English as their foreign language. Young learners usually face difficulties in the structure or the pattern of the sentence they have limited knowledge about the word. Demircliogu (2010) states that children are quick to learn words and a bit slower to learn structures because words have tangible, immediate meanings. Therefore, that

is the best period for young learners in developing knowledge especially in learning new basic words.

Teaching for young learners has different way than adults. It is because young learners have good curiosity (Juhana, 2014). In teaching vocabulary for young learner, teachers need to be creative. Children usually imitate their role model with spontaneity and enthusiasm and actively learn a second language using games, songs, stories, and, projects. (Isisag & Tavil, 2009). Thus, in teaching vocabulary, teachers are responsible for finding out interesting and attractive strategies, techniques, or methods that are suitable for young learners's characteristics.

Games are one of the strategies to motivate students for learning English so they will be more serious and focus on capturing this language learning. According to Nguyen and Khuat (2003), for elementary school children, learning something using games is something they like. Young learner feels bored when they have to pay more attention to the teaching-learning process for a long time. Games are believed to be a self-motivating activity to stimulate learners' interest and curiosity, which benefits learners best to play with the language in their first stages of language learning (Phuong, 2017). In line with this idea, games are considered as the right attraction for students to learn English more broadly. Therefore, applying games in the way of introducing English for elementary school students should be one of the techniques to help teachers sufficiently deliver the materials and help students to easily understand it, especially when teaching vocabulary.

Using games when teaching vocabulary has become crucially important for English language learners because can increase their enthusiasm, so learners are easier to remember the vocabulary in English. As claimed by Hariyono (2020), the stigma of the game is very influential in learning vocabulary for children which can be built the atmosphere of the learning process to be more enjoyable and meaningful. Moreover, the games that are used in teaching vocabulary must be appropriate for their age, such as the game that shows a real object. Young learners easier understand something based on the object they touch and interactwith or from what they see or hear of the object itself (Juhana, 2014). Therefore, teaching vocabulary using a game for young learners can be effective, since, at that period of time, young learners are easier in capturing in languagelearning.

Some studies have been conducted on teachers' perception of teaching vocabulary by using the game. Phuong (2019), conducted research about teacher perception in teaching vocabulary through flashcards. The study was participated by 61 teachers at English language centers in a Mekong Delta city, Vietnam. The result showed that teachers perceived flashcards as positive in teaching vocabulary to young learners and the learners could improve and remember vocabulary easily.

Another study was conducted by Wiwik Andreania and Yi Ying (2019) with the title PowPow" an interactive game in supporting English vocabulary learning for elementary students. This study was participated by 33 elementary Indonesian students aged 7 to 12 years. The study showed that, after playing the game, it was

found out all students agree that this game motivates them to learn English.

The previous studies have enriched the researcher's knowledge in conducting the present study. There are similarities and differences between those studies and this research. The previous studies were conducted by different researchers in different schools on different students or teachers with different teachers' approaches. The similarity is in the teacher using game in teaching English. Based on the previous studies above, I will do the research of the teachers in MIN 1 Lhoknga of their perception in teaching vocabulary by using game.

B. Research Question

Based on the description above, the researcher would like to specify this research with the research question as follows:

1. What are English teachers' perceptions toward teaching vocabulary using game?
2. What are the advantages of teaching vocabulary by using game?
3. What are the challenges of teaching vocabulary using game?

C. Research Objective

Relevant to the research question, the aims of the study are:

1. To find out the teachers' perception toward teaching vocabulary using games.
2. To find out the advantages of teaching vocabulary using game.
3. To find out the challenges of teaching vocabulary using game.

D. Significance of the Study

This research is significant in investigating the teacher who is teaching English by using game. The result will be useful to help teachers know the efficiency of teaching English by using game-based of experienced teacher's perceptions. Thus, it can be a reference for future teachers to apply some of the games mentioned in this study. The writer hopes that this study also could be a model or example for those who are fascinated by the teachers' perception of teaching English by using game.

E. Terminology of the Study

There are some terms in this research that need to be explained as the following :

1. English Teachers' Perception

In this term, English teachers' perception is discussed to ensure how their assumption of teaching English. Teachers' perception is one of the components to be able to produce good teaching. Perception itself is the process of interpreting or combining information to seek an understanding of something. Schacter (2011) said that perception is a process that involves the entry of messages or information into the human brain so it can understand through the object or subject of the experience itself. Thus, teachers' perceptions are about what should the teacher do to make learning fun and easier to understand. According to Rylands (2007), a pre-primary school teacher and a powerful believer in the importance of fun in learning found a dramatic improvement in his classes' literacy assessments through

game-playing. Teachers are generally interested in motivational and academic benefits when considering incorporating games in the classroom. In this research, English teachers' perception refers to the teachers' opinion of using a game in teaching vocabulary in the classroom.

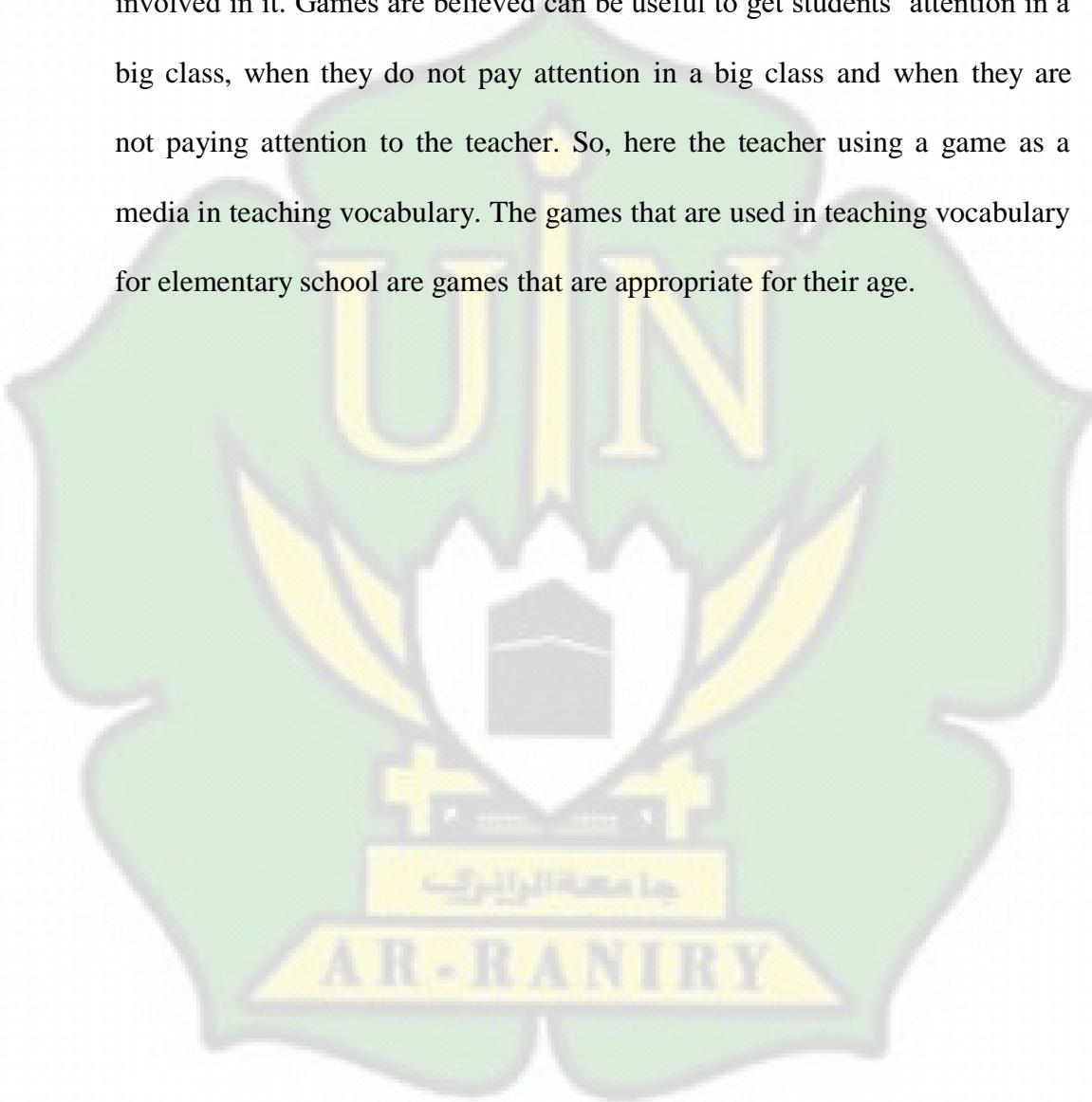
2. Teaching Vocabulary

Vocabulary is the stock of words that are at disposal of the speaker or writer. According to Harris and Hodges (as cited in Israel, 2008) "vocabulary is a tool to communicate known words with others". Based on that statement, to communicate or to understand the language that should know the components of the language itself, such as vocabulary. Knowing words in a second or foreign language is vitally important because the reader will be able to understand the written text well and the speaker will be able to communicate basic ideas through vocabulary even if the person does not understand how to create a grammatically- correct sentence (Razali & Razali, 2013). The teaching of vocabulary by using effective techniques thus plays an essential role in the acquisition of foreignlanguages. In this research, teaching vocabulary refers to teaching English words using the game.

3. Game

A game as a media can create a fun situation but still in a learning circle. The students become more involved, quickly with an activity if it is

presented in a game than study in general. Parky (2008) states that the class atmosphere is created well if there is challenging and fun and the students are involved in it. Games are believed can be useful to get students' attention in a big class, when they do not pay attention in a big class and when they are not paying attention to the teacher. So, here the teacher using a game as a media in teaching vocabulary. The games that are used in teaching vocabulary for elementary school are games that are appropriate for their age.



CHAPTER II

LITERATURE REVIEW

A. Teaching Vocabulary

Vocabulary teaching is taught to understand foreign word concepts and use words successfully for communicative purposes. Alqahtani (2015) states that teaching vocabulary is a fundamental element in learning a language because languages are formed words. To be able to communicate with these people is based on words and it is impossible to use a language without words. Recent research indicates that teaching vocabulary may be complicated because many teachers are still doubtful about the lessons that have been taught and sometimes do not know how to start learning the word itself (Bakhsh, 2016). Both teachers and students concur that vocabulary acquisition is a foremost factor in language teaching (Walters, 2004). Teaching vocabulary is considered as one of the foremost aspects of teaching English as a foreign language. During the teaching and learning process, problems would seem to the teacher where they want that the students to get satisfying results. The teachers should worry that teaching vocabulary is something new and dissimilar from the native language.

B. Definition of the Vocabulary

In learning English, there are four major skills that must be mastered, namely listening, speaking, reading, and writing. Students need English vocabulary to support them in these skills and by having a lot of English vocabulary they might be ready to communicate in spoken and written English. It is very necessary for people who learn a language to understand and improve their vocabulary because the more they know the

vocabulary the better they can understand the meaning of the words. According to Harris and Hodges (as cited in Israel, 2008) "vocabulary is a tool to communicate known words with others". Based on that statement, to communicate or to understand the language one should know the components of the language itself, such as vocabulary. It means vocabulary is one of the main goals in learning English, also vocabulary is an important aspect for students to master their skills to read, listen, write, and speak English.

Burton (1082) states that a large of vocabulary would help express the idea more clearly without using many repetitions of words. In addition, by having a lot of vocabulary a person can enable to speak English better. Therefore, all students must have a lot of vocabulary to facilitate them in learning a foreign language.

C. Teaching Vocabulary For Young Learners

Teaching English to young learners can be considered as one of the foremost challenging and rewarding experiences. The characteristics that might be found in teaching English to young learners are very diverse, like being active and simply distracted. Syafrizal and Haerudin (2018) expressed that, rather than adults, young learners show more intense and eager enjoyment, energetic, and easier to adjust to in particular circumstances. In one way, their activity also makes the atmosphere more exciting and interesting. But, in a different way, it is distracting and difficult for teachers to stay them focused on the lesson. Therefore, the teachers should select teaching methods or techniques which will optimize their learning.

According to Brown (2001), teachers must take into consideration the characteristics and intellectuality of their young learners in order to be successful in learning the language. The teacher's creativity in using media will increase the probability that students will learn more and the knowledge will retain better in their minds. There are many media that can be used in the teaching and learning process. Bakhsh (2016) classifies media into six general categories: picture, audio recording, motion picture, television, real things, simulation and model, and program and computer-assisted instruction. According to Bakhsh (2016), to select the appropriate media, the teacher must consider the characteristics of the students which directly relate to the learning process, such as verbal abilities, visual and audio skills, experience, intelligence, motivation, personality, and social skills.

According to Hutton (2008), there are three tiers of vocabulary: basic vocabulary, high frequency/multiple meaning, and context-specific vocabulary. The tier for elementary school students is basic vocabulary. Basic vocabulary consists of the most basic words. These words rarely require direct instruction and typically do not have multiple meanings (Hutton, 2008). Sight words, nouns, verbs, adjectives, and early reading words occur at this level. Examples of basic vocabulary are book, girl, sad, run, dog, and orange.

D. Game

1. The definition of game

Games are activities carried out by cooperating or competing decision-makers who wish to attain their goals while adhering to a set of rules, according to Koh, Lim, and Wadhwa (2012). A game can aid in the teaching and learning process, including the introduction of elementary school terminology. Participation in games necessitates both teamwork and rivalry with other individuals or teams. Young learners must repeat patterns and use language while playing in order to grow and enhance their skills. Young language learners can benefit from the usage of games. They keep students engaged and make learning enjoyable. Young students converse before, during, and after the game in a setting that fosters meaningful dialogue (Wright, Betteridge, & Buckby, 2005). This environment aids in informing both comprehensible intakes, such as what was understood while reading and listening (Krashen, 1985), and comprehensible output, such as speaking and writing.

In addition, when language education becomes severe and devoid of emotion, games help (Bransford, Brown, & Cocking, 2000 and Ersoz, 2000). They support the reduction of their anxiety and shyness, particularly when the game is played in small groups. Speaking, writing, listening, and reading are the four language skills that could be used in games (Lee, 1995).

A learning strategy that involves enjoyable activities that encourage

conversation, reflection, learning, and problem-solving techniques are known as game-basedlearning (Talak-Kyrik, 2010).

According to Bado and Franklin (2014), games have the potential to enhance foreign language instruction in a number of areas, including pragmatics, vocabulary acquisition, listening, and speaking.

2. Vocabulary game for young learners

As previously mentioned, games are engaging ways to teach young children vocabulary. They aid kids in effectively learning terminology without becoming bored, and they will pick up the teachings quickly. According to Wulanjani (2016), there are two different types of games: competitive games, in which players or teams compete to be the first to the goal, and cooperative games, in which players or teams cooperate to achieve the goal. In these games, effective communication is prioritized over linguistic accuracy (Toth, 1995 as cited in Wulanjani, 2016).

According to Bakhsh (2016), five games—including Hot Potatoes, Memory Challenge, Last One Standing, Pictionary, and Bingo—are appropriate for use in vocabulary instruction.

3. Hot Potatoes

Groups A and B are separated from the class, and they are seated on either side of the room. Two chairs will be positioned in the center of the

classroom so that each student may face their team while facing the board. The kid seated in the chair won't be able to view the word their teacher writes on the board after that. After the game's start signal, each team will have one minute. To help their sitting colleague guess the word that is written on the board, the other students are permitted to utilize verbs. The exact term that is written on the board shouldn't be said.

4. Memory Challenge

Students have to sit in pairs or form small groups. Each group is given three minutes to write down as many words as they can remember from their previous lesson e.g. animals. The group that recalls most words will win the game.

5. Last One Standing

The kids are given a topic, like fruit. They must stand up in a circle, and the teacher will announce the topic after counting to three. The next student in the circle will then have to speak a word associated with the subject, and so on. The students must take a seat if they are unable to speak a new word or repeat the words of the previous student. The winner will be the last remaining pupil.

6. Pictionary

Two teams must be formed from the class. In the classroom, each team will be seated on the opposing side. One student from each team will be instructed to approach the board, where the teacher will announce a word or phrase that the student must remember in order to be given a hint and drawn on the board. The team that correctly guesses the word will win.

7. Bingo

Bingo is a game that the entire class or small groups can play, according to Lopez (2006, p. 11). The caller can either be the teacher or the students might alternate calling. The participants must check their bingo cards to see if they include the word that corresponds to the definition once the caller calls out the definition. Each student selects five words from the list of ten that the teacher has written on the board and writes them down. The teacher then chooses a word at random, without speaking it, and instructs the class on its meaning or synonym. A student who correctly identified the word should exclaim "BINGO!" to end the round.

E. Practical Challenges of Implementing Games in Teaching Vocabulary

Although using games to teach vocabulary to young learners has been successful, there are some difficulties for both the teacher and the pupils. The classroom's commotion and noise present the first difficulty. When they are

thrilled, kids occasionally move around a lot and talk too much, making it challenging to keep them under control. According to Brown (2001), in order to manage the class and foster a positive learning environment, the teacher must be aware of the characteristics of the pupils. To keep young learners' attention and away from other distractions, teachers of young learners must select a variety of imaginative games. According to Harmer (2008), children should not be expected to remain still or continue with the same activity for an extended period of time because they get bored after a while. Additionally, as previously said, young learners have a limited attention span, therefore activities must be as interesting as possible to keep their interest through the first ten minutes. When selecting or creating games to teach vocabulary to young learners, creativity is a crucial factor.

Students occasionally wish to talk in their native tongue during class and games to interact with their teachers, which presents a difficulty for teachers. Even when students ask teachers questions in their own languages, teachers must respond in English. In my opinion, teachers should occasionally employ the native tongue of their young children to encourage speaking and participation. After the game, teachers could have some time to drill the vocabulary they taught their students. It's possible that the students won't have enough time to practice saying the phrase out. As a result, it's possible that pupils will estimate incorrectly about the images their lecturers have displayed. The number of vocabularies, the style of game, the amount of time, the amount of work, and the use of the

students' native language should all be balanced. Teachers with experience will have no trouble juggling all these difficulties when utilizing games to teach vocabulary to their younger students.



CHAPTER III

RESEARCH METHODOLOGY

This chapter discussed the research design, research location, research participants, methods of data collection, and method of data analysis.

A. Research Design

According to Mack (2005), Qualitative research is a type of scientific research that consists of an investigation, such as; looking at and collecting the answers from questions or issues, there are sets of procedures that will be used to answer questions systematically, and collects evidence. Furthermore, Meriam (2009) affirmed that qualitative research has several characteristics such as conceptualization target, a researcher as a primary instrument, an inductive process, and in great quantities of description. This approach of research is used to provide a better understanding of the research problem. This research employed a qualitative research approach as a method to gain data on teachers' perceptions on learning vocabulary using the game. The technique that the writer used to collect the data of this study was an interview.

B. Research Location

The research took place at MIN 29 Aceh Besar. MIN 29 Aceh Besar is one of Islamic elementary school in Lhoknga which was named MIN 1 Lhoknga.

According to Data Referensi Kementerian Pendidikan dan Kebudayaan (2018), MIN 29 Aceh Besar is located in Jalan Banda Aceh – Meulaboh KM. 13. This school is one of favorite school for MIN/SD level because they have received many awards in various competitions one of them is they won 1st place in the fifth time in the independence day parade.

MIN 29 Aceh Besar known as one of Islamic Elementary school which implied Islamic rules in students' daily activities. This school has a moral image which prepared the learners' independence, skills and characters. It could be seen from the students' activity such as reciting Al-Quran and Du'a before starting the teaching learning process. The students' interest, talent, and creativity are directed and developed optimally in order to be able to recognize their potential. The students are also trained to have a persistent and tenacious attitude in competing, adapting, and developing their sportive attitude.

C. Research Participants

The participants of this research are the teachers of MIN 29 Aceh Besar who teaches English subject. In this study, the researcher chose five teachers of Islamic elementary School known as MIN 29 Aceh Besar as the participants. The teachers teach English at the second, third, fourth and fifth grade. Teachers are already use game as learning media in order to develop student's skills and to be more enthusiastic in learning English. Moreover, students doing a game related to the teacher's direction. Thus, in this research is used purposive sampling as a

sample.

According to Palys (2008), purposive sampling is a type of non-probability sampling in which the location is determined by the assessment team and based on the purpose of the assessment itself. It means that a purposive sample is where a researcher looks for a sample according to their knowledge about the research itself and the population. The participants are selected based on the purpose of the sample.

In this research, the teachers were interviewed using some questions related to their thought of the English vocabulary by using a game at MIN 29 Aceh Besar.

D. Technique of Data Collection

Interview is the process of interaction between two people or more by the interviewer to get further information from the interviewees. According to Mather (2000), interview is verbal communication between the researcher and the participant by using data collection technique. The research instrument in this research is interview (in-depth interview) as the technique of data collection. According to Boyce (2006), In depth interview is a qualitative research technique to explore respondents' perspectives on a particular idea, program, or situation by conducting intensive individual interviews.

This research used a semi-structured interview in which the questions are systematically listed and directly answered by the participant. Semi structure is an

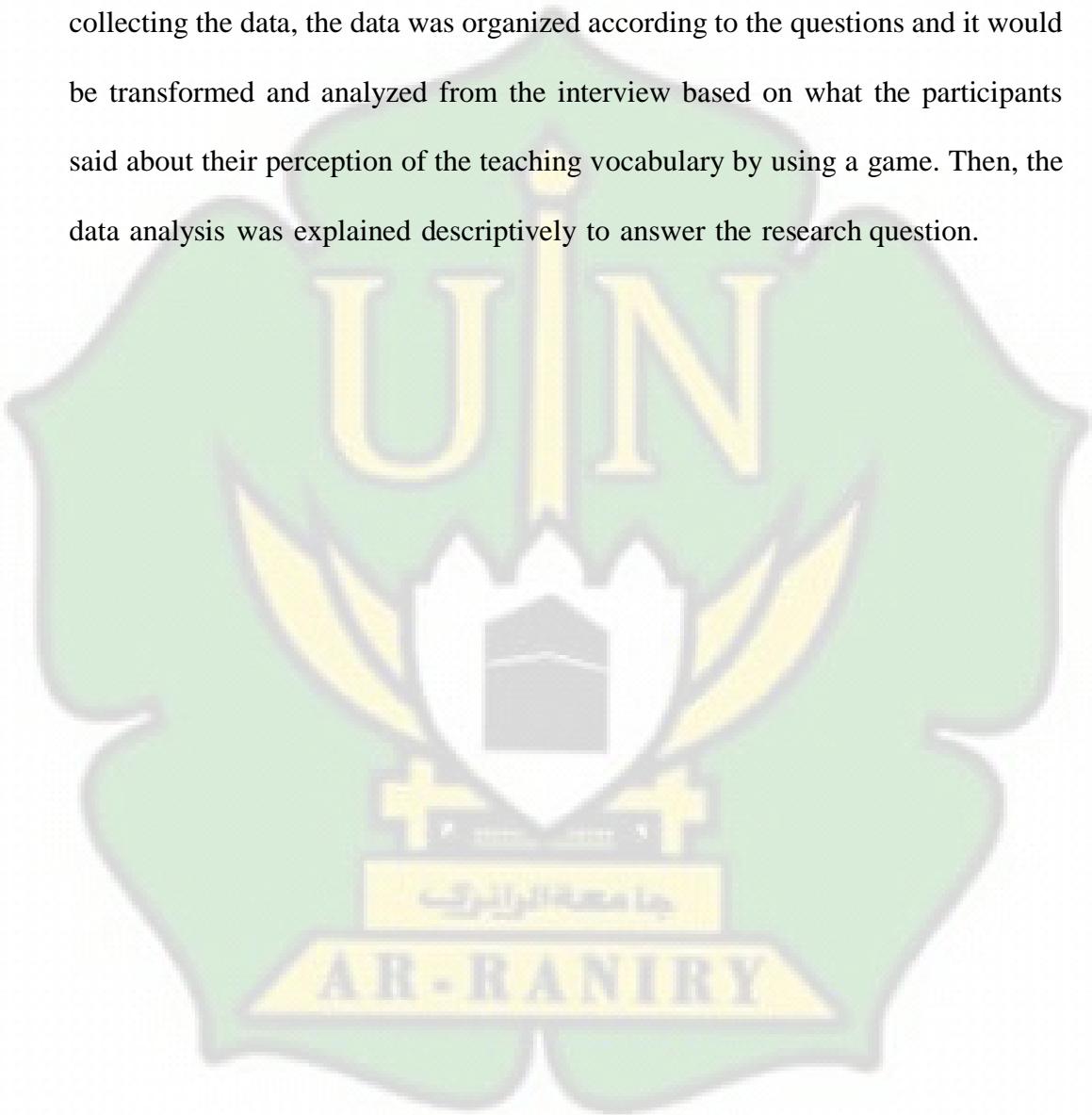
interview in which the questions asked must be in accordance with the topic and the possibility of new questions will appear to obtain the supporting data so that it strengthens it. Alijoyo (2020) said that a semi-structure interview is an interview method using questions that are more open and allow new questions to emerge so that they get more in-depth information. Each participant was asked the same questions, using the same wording, yet the only differentiation was in following up questions that were used to clarify their responses.

E. Technique of Data Analysis

The writer used qualitative data analysis during data collection. According to Merriam (2009) qualitative researcher is focus on how understanding the meaning that is composed by people both in the term of work or experience that has been owned by people in this world. Furthermore, Merriam (2009) affirmed that qualitative research has several characteristics such as conceptualization target, researcher as a primary instrument, an inductive process, and in great quantities of description. In this research, the researcher reports the result of the data by using thematic analysis. The thematic analysis is the one of the ways to identify patterns or theme from the data that has been collected. According to Heriyanto (2018), thematic analysis is one of the effective way to analyze the qualitative data which aims to find theme or to identify patterns, such as the data obtain from semi-structured interview.

Moreover, to gain the data, the researcher uses a voice recorder to record each

answers by the participants and transcribed the conversation. In the transcribed interview, to simplify the data, the researcher used initial teachers' name. After collecting the data, the data was organized according to the questions and it would be transformed and analyzed from the interview based on what the participants said about their perception of the teaching vocabulary by using a game. Then, the data analysis was explained descriptively to answer the research question.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter will discuss the result finding of the research. The purpose of this study is to find out English teachers' perceptions, toward teaching vocabulary while using the game. To identify teachers' perceptions, advantages and challenges of using the game in teaching vocabulary. The instrument used is the semi-structured interview.

A. The Research Findings

The result of this research is based on the data from the interview. The participants of the interview were five English teachers who have been teaching English subjects in Elementary School. The participants responded to twelve questions about their perceptions, advantages, and challenges of using the game in teaching vocabulary. The five participants were marked as teacher 1, teacher 2, teacher 3, teacher 4, and teacher 5.

B. The Teachers' Perceptions on Using Games in Teaching Vocabulary

The focus of this part is on teachers' perceptions of using games in teaching vocabulary. Teachers were asked about their perception of using game in teaching vocabulary in English subjects. The five participants directly describe what and how they felt after they teach vocabulary by using the game.

Teacher 1:

"In my opinion, implementing this game is one of the most effective strategies because the classroom atmosphere becomes more active and the learning process becomes more focused on the English vocabulary that was being taught."

Teacher 2:

"I think it is very good to use a game because when I apply it the students become more enthusiastic. Also, they digest the material faster so it is easier to understand the material that I teach. Their interest in learning English is a bit lacking, because of that I use the game to make them more enthusiastic in learning so this can attract their interest in learning a foreign language."

Teacher 3:

"The game really helps them in learning vocabulary. Some materials are more effective by using the game than regular theory. They are more enthusiastic when learning by using it."

Teacher 4:

"I decided to use a game to make the class atmosphere more different. By using game the student becomes more fun in learning English vocabulary and it easier to remember the material."

Teacher 5:

"For me, their world is the world of playing. Because from the beginning of learning when I said that we are going to play the game and the winner would get the reward they were immediately excited. That is why I think the game is very good to apply in class, especially for young learners. The game helps them to understand a little bit faster than without".

From all the explanations that have been explained by the teachers. The first teacher said that games made her easier to start the class because of the changing atmosphere. Where if the class began with games, the students look more focused on the materials given than when the class was not starting with the

game. She also said that games made the students more focused on the class and it is easy for them to remember the English vocabulary that the teacher wants to give conveyed well through the games.

While the second teacher explained a little bit different opinion about her perspective toward games. Based on what she has taught, she saw the games as a media that helps students become more enthusiastic to follow a series of lessons that day. Because game makes students feel a different atmosphere from studying normally. When playing the game, there is a sense of excitement and a passionate desire to win and the class atmosphere becomes full and fun.

She also said that through games, students can more easily understand the material that she wants to convey, because as we know that games help students who still want to play to more easily memorize lessons including memorizing the vocabulary in the game. She also said, if the class does not start by playing games, most of the students follow the class with a weak and lethargic body and mind as if there is no enthusiasm for learning which makes the class feel quiet and not feel fun. Therefore, as a teacher, she must have competencies in teaching her students. She should know what are effective ways to teach them and how to help them learn to understand lessons and memorize vocabulary more easily.

The third teacher also explained her opinion which was almost the same as the first and second teachers where according to her learning through games can make it easier for students to absorb the material presented than not using games, where there are some materials that are easier to deliver through games. Also

because the class feels more alive when the game starts to be played and they feel more enthusiastic than before the game started.

While the fourth teacher chose to use games as a medium for learning because she feels that games can change the atmosphere of a class that feels quiet to be more vocal. Where most of the excited students started to show their presence in the class and joined to play the game. She also said that the material she gave through the game could be conveyed better so that the students could memorize and remember the vocabulary given by the teacher. This is what makes teachers sometimes want to use games in some material that they think will be difficult to convey if delivered in formal classes without games.

The last teacher explained his perspective which was slightly different from the others. She explained that he used games as a medium in conveying material were to make the children more interested in the game they wanted to play, the teacher made a winner in the game, where the winner would get a prize from the teacher. Prizes can be in the form of food and stationery to support the learning process. Because as explained by other teachers, she also thinks that through games the students are more active in learning and remembering the vocabulary that is in the game.

From the explanation above, the teacher's views on why they used games in their teaching almost have similar reasons, so that is why it can be divided into two main reasons. The first reason is that games are encouraging. The teacher liked to use games because it will be more effective than if the teacher only gave

the theory. The reward also motivated them to use English and win the game. This view is matched with the observation. The students looked excited when the teacher informed them that the winner of the game would get a reward that the teacher had prepared before for the winner. This game motivated the students to win and play the game excitedly.

The second reason is that game is fun and engaging. The teacher felt the atmosphere become more exciting and the students become more enthusiastic about learning English through the games that the teachers gave. Then, the students would easily remember what have they learned in the class. These indicate that the teachers used games because it helped them to create a fun learning with the students joining the games. Therefore, the learners would not get frustrated but would be interested to learn the material that has been taught by the teacher in the games. The teacher's reasons are in line with Fotovatnia & Namjoo (2013) who argued that games not only increase the student's motivation but also change the stressful atmosphere into fun learning.

In other words, the students were easily encouraged to learn English vocabulary because they were interested and motivated through the games, especially young learners. By understanding the result of the interview, the researcher concludes that had a positive perception. The game is one of the strategies to teach young learners based on their perceptions of the use of the game. It will be more effective than if the teachers only gave the theory. The student will more easily remember the English vocabulary by using the game.

Moreover, the result also demonstrated the use of games was a way to make learning vocabulary more effective, fun, and interesting. Those statements emphasize that games can be used as a tool to create a fun atmosphere in language learning. It can be a way to help the teacher to design creative learning and to motivate the learners to learn in a fun and exciting environment.

C. The Advantages of using Game in Teaching Vocabulary

Based on the answers that were given to all participants in the interview, almost all of the participants had similar perceptions and only had slightly different perceptions. There are some advantages of using the game in teaching vocabulary using the game, as perceived by teachers. These benefits include; enhancing students' motivation to learn vocabulary and faster to remember the vocabulary.

A. Remember the vocabulary easily

Regarding the use of the game in teaching vocabulary, all participants responded that they had used the game when they teach in the classroom, and they argued the students more easily remember the vocabulary

As teacher 3 said:

“Learning while playing makes it them easy to remember the vocabulary that I give and then memorize it. The students do not get bored in the class because they can do playing while learning the subject”.

Furthermore, the other teacher-5 has the same arguments:

“The children become less bored in the class and the atmosphere becomes more fun. Applying the game also makes it them easy in remembering the vocabulary that I give”.

Similarly, teacher-4 argued:

“Students memorize faster the vocabulary when I use the game and also when I make a group they can also practice in teamwork”.

From the teachers' explanation above, the researcher concludes that one of the advantages that indicate is by applying games the students can remember the vocabulary faster. Therefore, this strategy is very effective to be applied in class to learn vocabulary

B. Enhancing students' motivation

The results showed that all participants agreed that teaching vocabulary by using games makes teachers easier to enhance students' motivation in learning vocabulary. As Teacher 2 said:

“Maybe until now the benefits that can be obtained and what I have seen in the classroom when the learning process is they are very happy when playing games. They are more enthusiastic about learning English and the most important thing is that the material is conveyed well so that the vocabulary learning objective that I want is also under the target”.

Teacher 1 also has the same way:

“So far, the benefits that I get for the students in the class are; first,

that they are very happy in learning English. The second one, their enthusiasm for learning a foreign language will increase. so that the material I convey goes well Alhamdulillah".

Furthermore, teacher 4 also mentioned the same thing:

"They become more interested in learning English when I use the game. The student does not get bored in class because they learn by playing".

Based on the interview, the researcher conclude that there were advantages of using the game in teaching vocabulary to the young learner. teaching vocabulary by using games can make it easier for teachers to increase student motivation because it can build direct communication with students.

From the teachers' saying above, the researcher conclude that there were advantages of using the game in teaching vocabulary to the young learner. Teaching vocabulary by using games can make it easier for teachers to increase students' motivation because it can build direct communication with students. The first teacher said that from the games she divided three advantages that she get, the first one is students' happiness while playing the games, the second one is students' enthusiasm, and the third one is they can remember the vocabulary easier than without the games.

The statement indicates this game helps the learners to develop their vocabulary by identifying the different words. It is similar to what the second

teacher explained about the advantages of the game itself. She also explained three advantages of learning while playing games.

While the fourth and fifth teachers also explained almost the same advantages as the first and the second teacher. But there were differences between them, they mention that applying the games in the classroom could make the students less bored and more effective. It means games can help students enjoy the class more than without it, because sometimes they need something more enjoyable than in the formal class.

The difference from the others, the third teacher added more advantages for the students while playing the games. That is the students can build good teamwork in playing games. It means that the games the teacher gave to the students are not personal games, but a team. From that teamwork, the students can learn how to understand each other and how to win the game fairly with their friends.

The statements showed that the game helps them to improve their skills in listening to the teacher's speech, their ability to speak, and their ability to work and play in teamwork. Furthermore, their listening, speaking, and working teamwork skills were improved. Based on those statements, it can be said that the use of games in English teaching provides interactive learning so that the learners are able to explore their listening and speaking skills.

From all the teacher's explanations of the advantages of applying

games in the classroom, it could be concluded that there are five advantages that the teachers and students could get while applying games in the class. The first one is the students were happy and enjoyed the class more than in the formal one. The second one is students become more enthusiastic than usual. And then by applying the games, students can learn the vocabulary from the games easier than without.

The fourth one is the atmosphere of the class become less bored and more effective, students who felt sleepy would wake up and follow the games. And the last advantage is that students can build good teamwork so they will know how to work and how to build good teamwork with their friends. In that class, they will learn how to work together rather than work alone as they did usually. And they will know that working in teamwork could bring their team to be a winner or not. By understanding each other, the team will be stronger and have the possibility to win the game. Therefore, from all the advantages that have been mentioned, all of them affected the teachers and the students in the learning process. It helps them to change the atmosphere of the class interestingly.

1. The Challenges of Using Game in Teaching Vocabulary

In this study, to analyze the challenges of using the game in teaching vocabulary, the participants were asked about the difficulties they found and faced using the game in teaching vocabulary. Based on what the participants

said, there were not many challenges faced by teachers in teaching vocabulary by using games.

A. Difficult to control classroom management

The results showed that one of the difficulties found by participants in teaching vocabulary by using games was when the teachers control the class.

In this case, Teacher 4 said:

"When the students are playing the game, the class atmosphere tends to be abit noisy. Sometimes the game does not work properly, so I have to try more to keep the class stable".

Teacher 5 said:

"The difficulty that I face is that the students are a little bit difficult for me to coordinate them in the class because it is crowded. Sometimes not enoughtime because the students are very crowded".

Similarly, teacher-1 argued:

"There are some students who are busy with their world and not involved in the game itself, so I have to pay more attention and invite them to participate. It will make the game more boring so the students would not enjoy the class".

From the statement above, the researcher can see that the problem that occurs when the game is played in classroom management. It can be a challenge for the teacher to control the students to keep following the game.

B. Lack of self-confident

Based on the interview, the second problem which makes the game not always work is students' lack of confidence in performance.

In this case, teacher 3 said:

"The difficulty that I face is that the students are not confident to perform so I have to persuade them and it's also very time-consuming".

From the teachers' explanation above, some children lack confidence when performing, so they are less than optimal in playing the game. In this way, the learners may not be able to develop their vocabulary knowledge well.

C. Duration of time

The last challenge faced by the teachers when teaching vocabulary using games was the duration of time, as Teacher 5 said:

"Sometimes not enough time because the students are very crowded".

In addition, Teacher 2 said:

"The difficulty that I face is there is not enough time for doing games in the classroom because of the limited time, so playing the game is a bit rushed".

Therefore, the teacher should cut the time while their performance and manage the time well before and after the classroom go on. Such a situation

probably made the student not perform their vocabulary learning ability maximally.

From what has been said by the teachers here, the first teacher said that the challenge that she got while applying games in the classroom is that there were students who were not paying attention to the game making the class more bored because not many of the students follow the games, but just a few of them. So it would be hard for the teacher to control the class while half of them joined excitedly and the other half did not join happily.

And the second teacher expressed her opinion about the difficulties that she got from applying games in the classroom. She said that she did not have enough time to spend playing games. Because the duration is limited, so it would be harder to finish the game to the end.

The third teacher has a different state from the first and the second teacher, she got another problem applying it in the class. That is the students who lack the confidence to come in front of the class, speak in the middle of students, and also answer the questions from the game while playing. Because of this problem, the time that has been limited would be more wasted and the game would not be running as wanted to.

In other positions, the fourth teacher said that applying games in the class could make the class a little bit noisy because all the students want to join and follow the game simultaneously. According to her, applying the game made the students more excited so when there was a question, they all

wanted to answer the question together at the same time making the teacher hard to control the class. And it would be beyond the control of the teacher if the class become noisy and crowded. Because the students would not listen to the teacher's speech anymore and the teacher would be hard to speak in a crowded moment. so she has to try more to keep the class stable.

While the last teacher concludes the same thing with the fourth one. She said that if the class become noisy, it would be difficult for her to coordinate the class well. That would be one of the hardest problems for the teacher in the class. a noisy and crowded class would make the teacher go awry in conveying the materials. The problem that can occur is not only the teacher's difficulty in conveying the material through the game. But students will also have the difficulty in accepting the material presented by the teacher because they are too excited to play.

From the teachers' explanation above, four main reasons were explained by the teachers for the challenge of doing games in class. The first reason is the limited time. Playing the game itself requires at least a lot of time because if the time presented is a little it can cause the game to not be played optimally and will end up with a game that is not resolved properly. So if the teacher chooses to play the game at that time, the teacher has to know what games that proper for the class and will end up at the end of the game. If the time is not enough it makes the teacher should cut the time while their performance and manage the time well before and after the classroom

go on. Such a situation probably made the student not perform their vocabulary learning ability maximally.

Therefore it can be said that the use of games can be time-consuming. As evidenced from the observation, some games took a long time because there are games that the students should be performed one by one. And because of it the teacher should cut the time while they were performing. Such a situation probably made the students not perform their language ability maximally.

The second reason which makes the games not always work is students' lack of confidence in performance. It shows that in the learning process, the negative effect that may occur is the students just follow their partner while playing games. Moreover, they didn't get an opportunity to perform individually. Such a rule can make some of the students not able to show their understanding confidently because they just follow the other friends. In this way, the learners may not be able to develop their knowledge well. That is why the students will not improve much of their skills in playing games.

If the game is not played in teamwork some students did not want to join the games because of their personalities. It will be harder for the teacher to resolve the problems that happened in the class. Therefore, the teacher has to know what kind of game can suit the class perfectly so all the students would join and enjoy the games together.

The third reason based on the teacher's explanation is difficult to control classroom management. When the students were playing the games, the students will be a little bit noisy and the class will be crowded, so it will be hard for the teacher to control the students. The teacher faced difficulty to control them at the beginning of the game. Because they kept talking and some students moved around the class and did not pay attention to the teacher.

Here we can see that the problem that usually occurs when the game is played is the noise that is created by the students. It can be a challenge for the teacher to control the students to keep following the game while they are busy with themselves. So the teacher has to know how the way to make the children calm and follow the rules while the games were played to make the class in the teacher's control.

The last challenge in applying the game in the classroom is the class would become more boring because of the students who enjoy their world by themselves while the others play the game. So it would be hard for the teacher to ask for one by one the students to follow the game. Less excitement from students while playing made the class not enjoyable. It is like the class has a pace of emptiness while half of them joined in fullness.

From all the explanations above it can be concluded that there are four challenges that the teacher faced while playing the games in the classroom. They are limited time, students lack confidence, difficult to control

classroom management and the class becomes boring. Moreover, as a teacher, she or he has to search for ways to solve all the challenging problems of playing games while learning in the classroom. In order to avoid many problems arising so that the material presented can be conveyed properly.

D. Discussion

The purpose of this research is to find out English Elementary School Teachers' perceptions of the use of the game in teaching vocabulary. In this section, the researcher presented a discussion based on the findings of the research. The first research question is "what are Teachers' perceptions of using Games in Teaching Vocabulary?" After the data were analyzed, there are some perceptions on using the game in teaching vocabulary.

The result of the research shows that the English teachers at elementary school stated that game was one of the effective ways to facilitate student learning English. In addition, they also mentioned that students were easily encouraged to learn English vocabulary because they were interested and motivated through the games themselves.

This statement is in line with Mublasat (2012) who states that games are motivating and challenging. Applying the game in the classroom will change the atmosphere of the class, making it more enjoyable and fun. It

helps the students a lot in practicing other languages, especially English, and also makes the students easier in mastering new vocabulary. By understanding the result of this interview, the researcher concluded that had a positive perception of English Elementary school teachers on the use of the game in teaching vocabulary.

The second research question is "what are the advantages of English elementary school teachers toward teaching vocabulary using the game?" After the data were analyzed, there are some advantages to using the game in teaching vocabulary. The result of the research shows that all of the English teachers at elementary schools agreed that by using games, students memorize the vocabulary that had been given by the teacher faster and easier because they carry out the teaching and learning process in a fun atmosphere. So that the students would convey the vocabulary well. The game also made the students more enjoyable and happier in class. Making the class become more effective and less bored so it helps the teacher a lot in conveying the materials. As a teacher, the first one that they have to know is how to make the students master the materials that were given quickly.

By applying game also, the students could build a good teamwork with their friends, so that they can learn how to work in a team. Because working in a team is a good way to build a social personality toward each other. In addition, by using the game, the students are more enthusiastic about learning English and the material presented by the teacher will be more easily captured

by the students. The participants' reasons are in line with Fotovatnia & Namjoo (2013) who argued that the games not only increase the student's motivation but also change the stressful atmosphere into fun learning.

Furthermore, the third research question asked "How do English teachers perceive the challenges of using the game in teaching vocabulary?" To answer this question, the researcher then classified the topic into four issues, and those were: lack of confidence, lack of time duration, difficulty to control classroom management, and a boring situation.

All of the participants agreed that the used game often poses challenges, the challenges that make teachers ready for applying this activity in classroom teaching. The results of the interview show that the teacher agreed that the thing that most often happens when using the game was that it was difficult to control the class well so it tended to be a bit noisy. It can be a challenge for the teacher to control the students to keep following the game.

Then, the second problem which makes the game not always work is students' lack of self-confidence in performance. One of the teachers found it difficult to apply games when teaching vocabulary, namely when children did not feel confident in displaying them. They don't want to show it personally because they feel very shy in front of their friends. Therefore, they can develop their language well.

Time management is one of the points there are also difficulties for teachers in teaching vocabulary using games. It is undeniable that the activity

of children is one of the obstacles for elementary school teachers in implementing games so that they are less than optimal in controlling the predetermined time duration. The last one that was also challenging is the class become more boring because of the student's fewer participation in the game. They were not paying attention to the class while the others joined to follow the game. Therefore, it made the class divided into two parts, the excited students and the unexcited ones.

Realizing that games is one of the important methods in English teaching for young learners, the teachers have their own technique to maximize and minimize the problem that might occur in the use of the game. The first one is well prepared. It shows that the teacher should prepare the game well with all the stuff and the things needed to make the game can be followed by the students well. The second is considering the learner's language level.

As we can see that before we decide what game which will be used, we should consider the learner's knowledge level to make the game becomes easily understood by the learners. The third the teachers should give clear instructions to the students in order for they have to understand what the teacher wants to convey to them. And the last suggestion is strictness in leading the game. It means that teachers have to know how to control the class well so that the students will follow the rules that have been mentioned by the teachers.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presented the conclusion and recommendations following the finding of the study. This study aimed to investigate the perception, advantages, and challenges of using the game in teaching vocabulary. The participants in this study included five teachers as English teachers subject at different in different class of elementary schools in MIN 29 Aceh Besar.

A. Conclusion

This research has discussed English teachers' perceptions of using the game in teaching vocabulary. Based on the research findings and discussion in this chapter, the researcher concluded some points. First, the teacher's perception of using the game in teaching vocabulary was one of the effective strategies, the students were more focused and active, and helps students become more enthusiastic to follow a lesson.

Second, based on the interview responses, there are some advantages in teaching vocabulary using the game, as perceived by teachers. These benefits include; enhancing students' motivation to learn vocabulary and they are faster to remember the vocabulary.

Furthermore, teachers faced some challenges in using the game in teaching vocabulary; difficulty to control classroom management; lack of confidence; lack

of time duration. The teacher felt difficult to control the class because the class was too crowded.

Also, the time available to play games in the class is very limited, so these are the obstacles for teachers in implementing the game. Another challenge is that some children feel embarrassed so they don't believe in themselves, which makes teachers have to cultivate a sense of courage for them.

Summarily, the researcher catches the conclusion that the teachers had a good perception of the use of the game in teaching vocabulary to the young learner. Having a positive perception could be related to the advantages of using the game in teaching vocabulary so that the students will have a positive impact on the students' learning process.

B. Suggestions

Based on the findings, the researcher will provide several recommendations for teachers and future researchers. First, there is some recommendation for teachers as instruction in class. The teachers need to have creativity when they use the game for young learners.

If the teacher cannot recognize the game and run the game well, then the learning process will not be conveyed properly. As well as the game itself, if it is not appropriate, the student will feel bored. The teachers also can use it as an ice breaker in the class.

Second, the future researcher who has a similar interest in the topic of using

games in teaching vocabulary can conduct the observation with the teacher in the class. Future research can also observe the class while the students are playing the game. Then, the researchers can draw the appropriate conclusion about the use of the game in teaching vocabulary by using the game.



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APPENDIX I



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh

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Nomor : B-17669/Un.08/FTK.1/TL.00/12/2021

Lamp : -

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

Kepala Sekolah MIN 29 Aceh Besar

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **SITI YAUMA FITRAH / 150203158**

Semester/Jurusan : XIV / Pendidikan Bahasa Inggris

Alamat sekarang : Jl. Saifuddin Mahmud, Gampoeng Mon Ikeun, Kecamatan Lhoknga, Kabupaten Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **English Elementary School Teachers' Perceptions Toward Teaching Vocabulary Using Game**

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 16 Desember 2021

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,



*Berlaku sampai : 12 Januari
2022*

Dr. M. Chalis, M.Ag.

APPENDIX II



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
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SURAT KETERANGAN

Nomor: B-20/Un.08/PBI/TL.00/07/2022

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-17669/Un.08/FTK.I/TL.00/12/2021 tanggal 16 Desember 2021, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa namanya tersebut di bawah ini:

Nama : Siti Yuma Fitrah
NIM : 150203158
Fak/Prodi : FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

"English Elementary School Teachers' Perception Teaching Vocabulary Using Game"

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 22 Juli 2022
a.n Ketua Prodi Pendidikan Bahasa Inggris,
Sekretaris Prodi,

Syarifah Dahliana

APPENDIX III

List of Interview Questions

1. What kind of vocabulary do you teach to young learner ?
2. Why did you decide to use game in teaching vocabulary ?
3. How many types of game do you teach in teaching vocabulary ?
4. What kind of game do you use in teaching vocabulary ?
5. How often do you use games in teaching vocabulary ?
6. What do you think about applying games in teaching vocabulary to young learner ?
7. Do the young learner feel fun when you use the games in teaching vocabulary ?
8. How is their situation when you apply games in teaching vocabulary?
9. Is the game that you have applied so far help them in learning vocabulary ?
10. What are the difficulties/challenges you face in applying the game to the young leaner ?
11. What is your solution when you face that problem?
12. What are the benefits/strength that you get when teaching vocabulary using games?

APPENDIX IV

1. Ms. NS (teacher 1)

1. What kind of vocabulary do you teach to young learner ?

Usually the vocabulary that I teach is according to student's grade level. If for the ordinary low class I teach such as numbers, names of numbers, days, animals, etc. If for the upper class I gave more vocabularies of verb, adjective, etc.

2. Why did you decide to use game in teaching vocabulary ?

Usually by using games children become more interested in capturing the process of learning and they are also able to catch it faster, understand better, and understand the material that I teach more quickly.

3. How many types of game do you teach in teaching vocabulary ?

So far, what I often give is like scrabble to compose words, puzzles, sing a song for lower grades using vocabulary such as names of days and Pictionary and it's like guessing pictures.

4. What kind of game do you use in teaching vocabulary? (the answer is above)

5. How often do you use games in teaching vocabulary? I use it depending on the material being taught.

6. What do you think about applying games in teaching vocabulary to young learner?

In my opinion, one of the best strategies for teaching English vocabulary is using games. The children were very

happy, the class becomes more active, because when we teach the material when using the game they were more motivated, they become very happy, and they also quickly catch the material.

7. Do the young learner feel fun when you use the games in teaching vocabulary?

Of course they are. Because as I said before that at that age, the students really like to play games and do something fun in the class. with games, the class becomes more joyful and enjoyable to the students.

8. How is their situation when you apply games in teaching vocabulary ? Because if we use games when giving material or during the teaching and learning process the class atmosphere will not be boring.
9. Is the game that you have applied so far help them in learning vocabulary ?

Yes, of course, using games when giving the material will make it very easy for children to add and improve their vocabulary.

10. What are the difficulties/challenges you face in applying the game to young learner ?

There must be difficulties, because children at elementary school like this usually don't have much vocabulary mastery, therefore by using games when learning it will make it easier for them to slowly add and memorize the vocabulary. There are some students who are busy with their world and not involved in the game itself, so I have to

pay more attention and invite them to participate.

11. What is your solution when you face that problem?

So when I find children who have difficulty capturing vocabulary, I can take a solution by telling them to repeat it several times until they are able to remember and memorize it.

What are the benefits/strength that you get when teaching vocabulary using games? There are many benefits by using games. For children, it makes them more interested in this kind of situation, namely with games, so the class atmosphere becomes more enthusiastic, becomes more active, and for English lessons themselves by using puzzle and Pictionary games really helps them in improving. After all, this Pictionary is based on pictures. So far, the benefits that I get for the students in the class are that they are very happy about learning English so that the material I convey goes well alhamdulillah.

2. Ms RA (Teacher 2)

1. What kind of vocabulary do you teach to young learners? Profession, my family, things in the classroom etc

2. Why did you decide to use game in teaching vocabulary?

I think when I use the game the learning becomes more interesting and the children become more active and also faster in understanding this vocabulary material.

3. How many types of game do you teach in

teaching vocabulary ?For now only 2 games

4. What kind of game do you use in teaching vocabulary?

Puzzles and memory challenges. The memory challenge that I apply is more or less like this; the children were divided into several groups and then they were asked to try to recall what previously the mother had taught them. For example, in the previous week I taught related to professions, each group that had been formed worked together to try and compete to remember and then rewrite the vocabulary about the profession.

5. How often do you use games in teaching vocabulary?

How often is it possible to see the material because not all of the material is appropriate if we use the game.

6. What do you think about applying games in teaching vocabulary to younglearners?

I think it's very good if you use this game, because if you see it, the children become more enthusiastic, interested and also they digest or understand the material that you convey faster. Their interest in learning English is a bit lacking, so I use the game to make them more enthusiasticin learning so this can attract their interest in learning a foreign language.

7. Do the young learner feel fun when you use the games in teachingvocabulary ?

Yes they are, they will be so anthusias when I say that we will play thegames.

8. How is their situation when you apply games in teaching vocabulary? The children became more focused and listened to my instructions more.

9. Is the game that you have applied so far help them in learning vocabulary

?

Yes, it is very helpful, so with this game, children memorize and remember the vocab2 that I convey faster.

10. What are the difficulties/challenges you face in applying the game to young learners?

There must be difficulties, one of which must be one of the two children who may not be too focused because their moods are also different, even though in an atmosphere of playing games, there must be children who are busy with their own activities, some are busy drawing, etc. "The difficulty that I face is that the time is too little so playing the game is a bit rushed. If you apply games for children, the learning process will maximize the learning process, if we have a lot of time it will be more fun to play."

11. What is your solution when you face that problem ?

Maybe the solution from me is that before playing the game, it's better if we make an agreement first or discuss or make an agreement if you want to play the game, do not draw or talk yourself.

12. What are the benefits/strength that you get when teaching vocabulary using games ?

Maybe until now the benefits that I get or what I see in the classroom when the learning process is that the children are very happy, the more they learn English and the most important thing is that the material is conveyed well so that the purpose of learning the vocabulary that I want can also

be achieved. well the results are on target. They catch the material faster. Alhamdulillah, most of them catch the material faster when I use game compared to normal theory. Of course, students are more enthusiastic about learning English when they know they will play games. So the game is one of the motivations for them to be interested in learning this vocabulary.

3. Mr. AR (Teacher 3)

1. What kind of vocabulary do you teach to young learners?

Vocabularies that I teach are about schools and the equipment in the school, also about animals, etc.

2. Why did you decide to use game in teaching vocabulary?

Students basically like to play so that is why I apply it so the can do playing while learning.

3. How many types of game do you teach in teaching vocabulary ?

Only one

4. What kind of game do you use in teaching vocabulary?

It is game looking for words, so in this game students are formed in groups then we put the vocabulary in the boxes provided in each group, then the teacher mentions the vocabulary related to the material at that time, then groups look for the words that have been mentioned by me earlier .

5. How often do you use games in teaching vocabulary?

Depend to the material, usually more or less 2 times for a month.

6. What do you think about applying games in teaching vocabulary to young learners?

The application of the game is very good, it makes them happier. Some materials are more effective by using the game than regular theory. They are more enthusiastic when learning by using it

7. Do the young learners feel fun when you use the games in teaching vocabulary ?

Yes, they are very happy.

8. How is their situation when you apply games in teaching vocabulary?

The situation is really noisy, because like I said earlier, the kids are getting Too excited. But they really enjoy the situation when playing this game.

9. Is the game that you have applied so far help them in learning vocabulary

?

Yes alhamdulillah, for now, what I get is that they understand the learning faster, one of which is because of the influence of a pleasant atmosphere for them so that they are very enthusiastic in learning

10. What are the difficulties/challenges you face in

applying the game to Young learners?

The difficulty is when I apply this game, there are a few children who are difficult to coordinate, some are noisy. From the game itself, we have to provide new vocabulary everyday. The difficulty that I face is that the students are not confident to perform so I have to persuade them and it's also very time consuming."

11. What is your solution when you face that problem ?

Every now and then we have to reprimand students or provoke students to pay attention to what we say so that they are more focused.

13. What are the benefits/strength that you get when teaching vocabulary using games ?

Students memorize faster when we make them using the games while playing and can quickly remember, and if we make groups we can also practice in a teamwork.

4. Ms. FA (Teacher 4)

1. What kind of vocabulary do you teach to young learner ?

I teach children about professions, about food and drink, and my family. Especially for class 3

2. Why did you decide to use game in teaching vocabulary ?

In order to make the students feel a different atmosphere, make it a more fun, and when I use games the children become more enthusiastic.

3. How many types of game do you teach in teaching vocabulary ?
2 games, crosswords and group work.
4. What kind of game do you use in
teaching vocabulary ?Crosswords
5. How often do you use games in teaching vocabulary ?
Not too often, only if there is material that can be taught
with a game so I will apply it in the class.
6. What do you think about applying games in teaching
vocabulary to young learner ?
By using games children are more enthusiastic in learning.
And become more relax and active in learning. applying
games also make the children will be easier to remember the
material of learning.
7. Do the young learner feel fun when you use the games in
teaching vocabulary ?
Alhamdulillah, they were happy, and the children were
quickly grasped the material that I gave.
8. How is their situation when you apply games in teaching
vocabulary ? The atmosphere becomes more pleasant and
becomes more active.
9. Is the game that you have applied so far help them in learning
vocabulary ?
Some of them are more responsive to material when I use
the game, but overall compared to the class that I teach
without using the game, their ability to catch new
vocabulary by using game increased much than without.
10. What are the difficulties/challenges you face in applying the

game to young learner ?

The difficulty is, because this class consists of 25 students, so when I apply the game the class room feels very narrow so I need a wider place facility. When the students are playing the game, the class atmosphere tends to be a bit noisy.

11. What is your solution when you face that problem ? I can't add other games, I can only play guessing words and crosswords.

12. What are the benefits/strength that you get when teaching vocabulary using games ?

for children, it makes them faster to catch the vocabulary itself. Learning while playing makes them faster to remember the vocabulary that I gave, then memorize it. The student does not get bored in the class because they can do learning while playing.

5. Ms. NF (Teacher 5)

1. What kind of vocabulary do you teach to young learner ?

For me, I teach the vocabulary accordance with the grade of students. I teach them such as noun, adjective, verb, adverb, etc.

2. Why did you decide to use game in teaching vocabulary ?

For me, their world is the world of the game. Because from the beginning of learning when I said we are going to play the game they were immediately excited then I think the game is very good to apply especially for young learners. And there are also some materials that more suitable with

games for the students. So it will make them easier to learn the vocabulary than without. And in time I need to make the class more joyful and not too serious as usual.

3. How many types of game do you teach in teaching vocabulary ?

I teach some of games that make the students easier in learning vocabularies such as crosswords, sing a song, etc.

4. What kind of game do you use in teaching vocabulary ? Crosswords, sing an English song, etc.

5. How often do you use games in teaching vocabulary ?

Not too often. I just apply it based on the material that I teach. If I think the material suits the game I will apply it in the classroom.

6. What do you think about applying games in teaching vocabulary to young learner ?

I think it is one of a good strategy to teach the vocabulary to the students. The students that I teach look more excited and enjoy while playing games. Where it makes me easier to convey the material well. And the students can remember the vocabulary faster.

7. Do the young learner feel fun when you use the games in teaching vocabulary ?

Yes ofcourse. Because they can play with their friends while learning. They also feel excited to answer the questions in the game.

8. How is their situation when you apply games in teaching vocabulary ? The atmosphere of the class change brighter than before. The students look more enjoyable and happier

while playing.

9. Is the game that you have applied so far help them in learning vocabulary
?

Yes, actually the games really help the students in remembering the new vocabulary. So applying games make them faster in remembering and learning .

10. What are the difficulties/challenges you face in applying the game to young learner ?

The difficulties that I face are when the games applied in the classroom. The classroom got more crowded than before. Many of the students want to take part in the game and they would be so noisy. And also there are students who were quiet and did not want to take part of the game. So it would take times to make them join the games.

11. What is your solution when you face that problem ?

As a teacher, before applying the game itself, I have to know that there will be some difficulties that I will face. So that is why I have to know what solutions of this problems. First before applying the game I have to make some rules to the students. Like it is forbidden to make a noise out of the game so that I can control the class well. Then I can ask them to review all the vocabularies that I have been given in order they can accept the material that I gave easily.

12. What are the benefits/strength that you get when teaching vocabulary using games ?

The benefits that I get are the students more enjoyable in learning the materials. The classroom atmosphere look more

happier than before. And the students also more active and excited to learn, so it makes them easier to remember the vocabularies in the game.

