

**TEACHERS EXPERIENCE IN USING GAMES ON
TEACHING VOCABULARY TO YOUNG LEARNERS**

A THESIS



BY : ELVANDA DEVI ARYANI

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA**

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VOCBULARY TO YOUNG LEARNERS**

A THESIS

**Presented to Faculty of Teacher Training and Education Widya Mandala
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**In partial fulfillment of the requirement for the Degree of Sarjana
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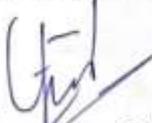
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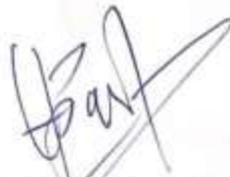
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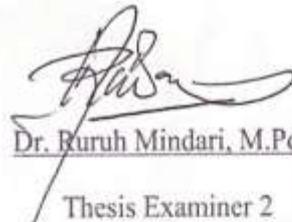
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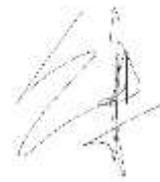
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ABSTRACT

It is beneficial to master vocabulary as early as possible before developing the four aspects of English communication skills. Literature believes that using games would facilitate communicative activities and create a pleasant learning atmosphere in the classroom.

This study aimed to explore the teacher's experiences of using games on teaching vocabulary to young learners. Particularly, in examining four aspects; i.e. advantages, disadvantages, challenges and strategies to overcome the issues, and the impacts. Personal stories of vocal participants were obtained from observations, interviews, documents, and audiovisual materials.

This study decided to have a total 5 participants. The participants consist of women around age 23-30 years old, they have 1-5 years of English teaching experience, and they teach young learners within the age of 3-13 years old. Some of them are teaching in Surabaya, and the others in Mojokerto.

The study found out that the advantages of using games are that their students learn better and more efficiently, they are happy, highly motivated, and can keep their focus longer. Then the disadvantages are the students can be uncontrollably noisy and wild. The hardest part is for the teachers in preparing the lessons. They need time to design the games, prepare all the materials or properties needed. The third concern is about the challenges and solutions in using games; explaining games to the young learners is the most difficult challenge. To overcome this challenge, the teachers have to make the instruction as simple as impossible when designing the games, they also have to repeat the instruction over and over again while demonstrating how the games should be played. As a result, the students can learn, recognize, understand and memorize the vocabulary faster and the memories also stay longer. All the teachers concur that the students' vocabulary improves well and all of the lesson targets are mostly achieved.

Key words: *young learners, games, vocabulary, teaching*