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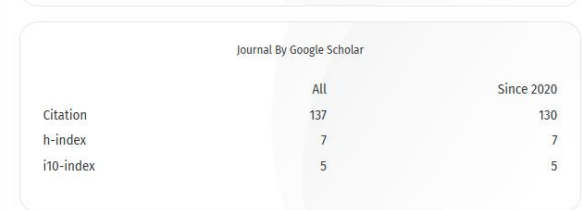**Grammatical Metaphor on the Students' Writing Research Paper; A Systemic Functional Linguistics**
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| Title | Teaching English in Kindergarten by Using Games at PAUD TAQIFA Bangkinang Kota |
| Section | Articles |
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# Teaching English in Kindergarten by Using Games at PAUD TAQIFA Bangkinang Kota

*Lusi Marleni, Vitri Angraini Hardi, Nurhidayah Sari*

## Abstract

The objective of this research was to know the effect of using Project-based Learning (PjBL) method on students' writing skill of second year students at SMAN 2 Tapung Hilir. The design of this research was experimental research which was deal with two variables. The first variable was project based learning method as independent variable and the second variable was students' writing skill as dependent variable. The sample of this research was 61 students of second year students at SMAN 2 Tapung Hilir. Further, there were two classes of this research. There were experimental class and control class. To obtain the data, the researcher gave the students explanation text as writing test. The data was analyzed by using paired sample T-test through SPSS 22 version program. Based on result shown that towas8.682 and df was 29. It could be analyzed that to is higher than ttable, of 0,05 on the significance rtable(8.682>0.367), that null hypothesis (Ho) was rejected, while the alternative hypothesis (Ha) was accepted. It can be concluded that there is significant effect of using PjBL method on students' writing skill of second year students at SMAN 2 Tapung Hilir.

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## References

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# Teaching English in Kindergarten by Using Games at PAUD TAQIFA Bangkinang Kota

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penggunaan metode Project-based Learning (PjBL) terhadap keterampilan menulis siswa siswa kelas dua di SMAN 2 Tapung Hilir. Desain penelitian ini adalah penelitian eksperimen yang berhubungan dengan dua variabel. Variabel pertama adalah metode pembelajaran berbasis proyek sebagai variabel independen dan variabel kedua adalah keterampilan menulis siswa sebagai variabel dependen. Sampel penelitian ini adalah 61 siswa siswa kelas dua di SMAN 2 Tapung Hilir. Lebih lanjut, ada dua kelas dari penelitian ini. Ada kelas eksperimen dan kelas kontrol. Untuk mendapatkan data, peneliti memberikan teks penjelasan siswa sebagai tes menulis. Data dianalisis dengan menggunakan paired sample T-test melalui program versi SPSS 22. Berdasarkan hasil penelitian menunjukkan bahwa $t_o$ was 8.682 dan df adalah 29. Dapat dianalisis bahwa lebih tinggi dari ttabel, sebesar 0,05 pada taraf signifikansi (8,682> 0,367), bahwa hipotesis nol (Ho) ditolak, sedangkan alternatifnya adalah hipotesis (Ha) diterima. Dapat disimpulkan bahwa ada pengaruh yang signifikan menggunakan metode PjBL pada keterampilan menulis siswa siswa tahun kedua di SMAN 2 Tapung Hilir.

Keywords: *Project-based Learning, Writing Skill*

ABSTRACT

The objective of this research was to know the effect of using Project-based Learning (PjBL) method on students' writing skill of second year students at SMAN 2 Tapung Hilir. The design of this research was experimental research which was deal with two variables. The first variable was project based learning method as independent variable and the second variable was students' writing skill as dependent variable. The sample of this research was 61 students of second year students at SMAN 2 Tapung Hilir. Further, there were two classes of this research. There were experimental class and control class. To obtain the data, the researcher gave the students explanation text as writing test. The data was analyzed by using paired sample T-test through SPSS 22 version program. Based on result shown that $t_o$ was 8.682 and df was 29. It could be analyzed that $t_o$ is higher than $t_{table}$, of 0,05 on the significance $r_{table}$ (8.682>0.367), that null hypothesis ($H_o$) was rejected, while the alternative hypothesis ($H_a$) was accepted. It can be concluded that there is significant effect of using PjBL method on students' writing skill of second year students at SMAN 2 Tapung Hilir.

Keywords: *Project-based Learning, Writing Skill*

**Comment [H1]:** ABSTRACT MUST EXPLAIN THE BACKGROUND

## INTRODUCTION

English takes an important action arround the world. It becomes more and more accepted as the International language arround the world. It plays the important roles in every aspects, included education. Teaching English has been rapidly growth since it rises up important access to the world. Many countries arround the world included English as one of the subject in their education system. However, the application of teaching English has been different among one country and the other one. Since, it considers that English has taken three parts based on the user of the English itself. They are English as the First Language Teaching, English as Second Language Teaching, and English as Foreign Language Teaching. Then, Indonesia takes English as Foreign Language Teaching.

Teaching is essentially social activities, implying role of the relationship between the teacher- learners and among the learners. (Wright,1987:10). It is the way to share the knowledge. It involves two-ways interaction. It cannot be claimed as an activity since the process is not two-ways interaction. According to Brown (2000:7) teaching is defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

The improvement of student's quality depends on the quality of the teacher. A good relationship between a teacher and learners will support teaching learning process. This condition gives positive contributions for the improvement or progress in teaching activity.

1. Learning

Nana sudjana says that Learning is process signed with the presence of someone's changes. The change in performance as a result of study can be shown in various forms, such as change in knowledge, understanding, behavior and attitude, skill ability and other aspect of change that is studied by 17the learner. (Nana sudjana, 1996:5).According to Wenden and Rubin Teaching and Learning can be influenced by two factors:

1. Internal

a. Age
Language learning will be better to begin under eleven years old, namely during the linguistic period.
b.Motivation
The children need motivation to get success in English learning.
c.Intelligent

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The student's intelligence shows whether the children are able to face the challenge or not.First Language Background

The different concept of the first language will make students difficult to learn the second language.

d.Experience

The success or failure in the previous learning affects the student's expectations and attitudes.

2. External Factor

a. Language Environment

In learning English, the learner is influenced by the language environment.

b. The Teacher

The success of children's learning is determined by the roles of the teachers in teaching activities. (Wenden and Rubin, 1998)

English has been considered as Foreign Language Teaching in Indonesia, means teaching English to Speakers of Other Languages. It is not an easy task for the Language Teacher actually. They have to consider that the students are not English as their First Language. Therefore, the teacher should think about the appropriate techniques or methods in teaching which is appropriate with students' level. It because different level of students, different teachniques or methods used in teaching. We have to consider it based on the students' characteristics. Teaaching adults (senior high scholl students) are different with teaching adolescents (junior high school students), and also different with teaching young students (elementary school students).

Games are a valauable activity for language learning, especially young children. Children are closely related to the fun world, the childrens' world is playing. Therefore, related to the language learning it will be better for the teacher to engage the students to their own world, such as by including games as the activity in learning language. Just let the students play the language. In applying games, for example, the teacher can use many kinds of games that are suitable for the learners. Games are the activities which is engage the students to learn naturally.

Games are mostly inclusive activities in that they involve all the children and they can cater to different learning styles and different personalities. They are also activities which is naturally repetitive, thus maximising input, frequency of target items without bring the students. A simple guessing games can be played numerous times with children despite possibly limited language.(Sophie Loannou, 2010).

According to Hoangsen (2013) there are some reason of using games in teaching to

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the young learners. Here are the following reasons:

2. Games help children to reduce stress during their studying. They make children funny, happy, interesting and comfortable when they are playing the games. It will help cthem concentrate on the lesson and learn better.

3. Children will be easily remember English words. As we know that children learn what they see, children learn what they hear, and other thing which is able to catch by their sense. In other word, they will learn through concrete thing.

4. Games help children to interact with other members in the class. In fact, games create the opportunity for them to make friends with other members in the class. They become friendly and have a close-knit relationship. After playing games, they will learn experiences, share knowledge and exchange skills with their friends, which makes children learn well.

5. Games also help children to enhance listening skill. For example,when the teacher gives rules of games in English. In fact, If children don't focus on teacher's instructions they won't understand the rules and can't play the games.

6. Playing a game has a purpose and an outcome. In order to play, students have to say things. Therefore, they have a reason to communicate and this makes them want to know and learn more. In addition to this, games stimulate and motivate children to a new level. They know that if they do not pay attention, they will not be able to play the game well andthey will let their team down so they make more effort to join in and learn as much as possible.

7. Increasing the cooperation. They will cooperate with your friends to try their best to win the games. In additon, at the end of game, the children have the opportunity to evaluate other groups,which rises the cognitive ability of children.

8. Improving their listening skills. for example the teacher often use the target language to give the rules of games, which helps students to try to listen and understand what the teacher instructs.

Considering the reason of using games in teaching the young learners, it indicates that games are very useful for the language children and also very helpful for the teacher. However, even it looks like an effective way for the teacher, the teacher should also think critically to decide the appropriate games they are going to use in learning.

Teaching language to adult and also adolescent learners, they can engage the learning in abstract thought. They are able to think something without seeing the thing, they may use their own way to think. They expect to bring their lifetime experience to the classroom setting. Therefore the techniques and method used by the teacher can be in form of cooperative or collaborative learning (traditional languag teaching). It seems something which is more serious. On the contrary teaching language to the young learner is by having concrete thing. The learner learn what they hear, what they see, and something which is can be catch by their sense. The Teacher might also use the traditional way of teaching, but the children will be better in learn language if they are engaging in an interesting activities, such as by using song, games, and rhymes. They will be enjoy the learning process.

According to Shaheen (2009), In order to get children involved in the language class and to ensure a natural anxiety-free language learning environment certain techniques could be applied. One of the best ways of getting children drawn in the language class is through fun activities. Among the fun activities songs, rhymes and games are the most effective ones to be used for children in the language class.

Since the children have its own characteristics, it is necessary for the teacher to consider the effective teaching and learning process to get a good achievement in the learning. The use of various media in learning process is considered as the good way for the teacher to produce an effective learning outcome. It is expected to bring students' enthusiastic in the learning process.

Furthermore, the teaching and learning process to young learners still meets some handicaps. Some of them are not enthusiastic in joining English learning activities. Due to some of teaching media do not meet the students' characters. The students are not involved in the process. The tendency for teaching by telling without practicing is assumed as the factor cause the students' passive in the learning. Due to the factual situation, it is necessary to conduct a research on teaching to young learners. Applying various pictures in teaching is expected to create a conducive learning. The use of picture in teaching English is expected to be able to stimulate students' activeness in the learning.

One of the technique that teachers can apply in English classroom for young learners is games. Games are so useful and so important. It is not just because they are fun but partly because the fun element creates a desire to communicate and partly because games can create unpredictability. Games are also effective opportunity for indirect learning (Halliwel, 1992).

Using games creates real contexts in which children use English to communicate in a natural way. If a teacher starts a lesson with a game in warm up part, this will help motivate students a lot because the atmosphere at the beginning in class is very important, when students are motivated, they will involve positively in the whole lesson.Also, if teacher ends the lesson by a game, this will help students relax after hard- studying hours. Furthermore, students have a chance to review the lesson (vocabulary, grammar structures, pronunciation).

Games can be used to enhance any part of the lesson. They can be used to present, practice, recycle / revise or assess any language. They can be used to develop listening, speaking, reading and even writing skills.

## METHOD

This is a quasi-experimental research. Quasi-experimental research design is the most widely used research proposal employed to evaluate the outcomes of social work programs and policies. It describes the logic, design , and conduct the range of such design.

> **Comment [H3]:** EXPLAIN MORE ABOUT MEHTOD

## FINDINGS AND DISCUSSION

Regarding the first research question, it was found that the participants have some improvement in English. As shown in Table 2, the mean score of pre-test was 5.0 and after the experiment, the mean score of test was 6.79. Therefore, it can be stated that students had improvement in vocabulary knowledge in English after learning English through games. Even there was an increase in a students' means score, the statistical test shows a little increase. This might be because of several reasons. One reason is that there was of a limitation in terms of time in the experiment phase. Todd (1999) stated that the amount of allocated time is the important factor that affects students' learning. In the periods of doing activity, if allocated time is limited, the amount of academic learning time will also be limited; therefore, students will be unsuccessful in their learning.

**Table 2: Mean Scores before and after the experiment**

| Test | N | Mean | SD | T-Value |
|------|---|------|-----|---------|
| Pre-Test | 33 | 5.00 | 2.236 | 3.281 |
| Post-test | | 6.79 | 3.286 | |

In terms of attitudes towards learning English through games, the obtained data shown that the learners do not strongly like nor dislike learning English. They prefer to learn English at the moderate level ( X = 2.39) However, students were likely to have positive attitudes towards learning English through games which can be assumed from Table 3

The results illustrated that the average mean scores of attitudes toward games used in teaching English was 2.51. This falls into the strongly like level. This can be interpreted that students like to study English through games.

1. **Purposes of Using Games in English Language Class of Young Children**

    In regards to seeking teachers' primary purpose of using games in their English language teaching class of young children, five main choices of purpose are presented for the teachers to rate on the average of fivepoint Likert scales (1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly agree). In order to ensure that the five main choices are measuring the 'purposes of using games' construct, a test of reliability analysis was performed by the researcher. Based on Table 2, it is proved that the scale received a good level of internal consistency, as determined by a Cronbach's alpha of 0.703.

Table 3

| Reliability Statistics of Teachers' Purpose of Using Games Construct | |
|---------------------------------|----------------|
| **Cronbach's Alpha** | **N of Items** |
| 0.703 | 5 |

According to a table of descriptive statistics (See Table 3), it can be seen that the first choice of purpose which is "Young children's attention span is short, so I have decided to use language games to keep them in focus and have fun at the same time." received the highest score (m=4.44, sd=0.58). Since the standard deviation of this choice also appears to be the smallest, an additional indication is that it is more consistent than the other choices. On the other hand, the table further shows that, opposite from the first

choice, the fifth choice received the lowest score (m=3.33, sd=1.04) compared to all choices provided. Therefore, it can be included that the first choice of purpose which relates to keeping young students to have fun and learn at the same time due to their short attention span is chosen as teachers' primary purpose of using languagelearning games in their classrooms.

Table 3

Teachers' Purposes of Using Games in English Language Teaching Class of Young Children

|  | N | Mean | SD |
|---|---|---|---|
| Young children's attention span is short, so I have decided to use language games to keep them in focus and have fun at the same time. | 27 | 4.44 | 0.58 |
| .I have decided to use games in the class as another way to deliver standards-based content and assess young student knowledge and skills after a formal lesson delivery. | 27 | 3.96 | 0.65 |
| 3.I decidedto use games in the class just because they are the perfect warming-up activities. | 27 | 3.41 | 0.84 |
| .I have decided to use games in the class as a way to give young students a break. | 27 | 3.93 | 0.87 |
| 5.I have decided to use games in the class just because they are the perfect time-filler activities. | 27 | 3.33 | 1.04 |
|  |  | 3.81 | 0.54 |

2. Effectiveness of Using Games as a Teaching Technique

Teachers from three campuses of Australian Centre for Education (ACE) who used to teach and/or are teaching English language to young children were asked again to rate their perceptions on the effectiveness of using language learning games as a teaching technique in their classes on the average of five-point Likert scales. Withholding the same purpose of ensuring the internal consistency within the items used to measure this construct, 2 separate reliability tests were performed. The reason of performing 2 separate tests is because the items listed under this construct were formed to represent two dimensions of meaning. After the analyses, acceptable scores of internal consistency were received, and they are determined by Cronbach's alpha of 0.712 and 0.750 respectively (see Table 4 and Table 5).

Table4

Reliability Statistics of Games' Effectiveness Construct (Part1)

| Cronbach's Alpha | N of Items |
|---|---|
| 0.712 | 2 |

Table5

Reliability Statisticsof Games' Effectiveness Construct (Part2)

| Cronbach's Alpha | N of Items |
|---|---|
| 0.750 | 3 |

Based on Table 6, it has shown that the highest score of central tendency was received byoption 3 (m=4.44. sd=0.58). The most reasonable interpretation of this is that most of the teachers agree that using games is indeed an effective technique to use in young children's classes, especially when they want to help young children to experience learning and playing atmosphere at the same time. In contrast to option 3, option 1 has indicated the lowest score (m=1.67, sd=0.62) which implies the disagreement of the teachers over an idea stating that using games is anineffective technique. Overall, it can be concluded that teachers mostly agree that including language games in class is an effective technique to teach English language to young children (m=4.33, sd=0.56)

Table 6

Teachers' Perception on Effectiveness of Using Language Learning Games

| | N | Mean | SD |
|---|---|---|---|
| Using language games in English language learning class is a waste of time; thus,it's not effective at all | | | |
| .Using language games in English language learning class of young children can only make them feel hyperactive;thus,they | | | |
| do not learn anything. | | | |
| Using language games in English language learning class can help young children experience fun and gain knowledge of English at the same time; thus,it is effective. | | | |
| Language games encourage creativity and spontaneous usage of language. They match with young children's characteristics, so they enable young children to use the target language (English) right away instead ofworrying about making mistakes; therefore, it is effective | | | |
| 5.Language games foster participatory attitude of young children. The fact that young children try to participate in the games will also make them try to produce the target language (English), so it is effective. | | | |
| | | 3.81 | 0.54 |

## CONCLUSION

The data reveal students' improvement in ability to communication in English and their vocabulary knowledge after learning English through games. The results revealed that students who learnt English through games had a greater improvement in speaking skills than students learning with teacher centered method Additionally, Dickerson (1997), conducted research focusing on the retention of vocabulary. 274 students, studying in grade one, were separated to three groups: Learnvocabulary through active games, passive games and traditional activity. The results indicated that students in first group obtained higher

retention on English vocabulary morethan the other groups. The findings from previous research can be supported that learning English through games is a significant effective technique. In addition, games can beimplemented in any English skills depending on what researcher would like to improve.

## REFERENCES

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Sudjana, Metode Statistika, Bandung: Penerbit Tarsito, 1996

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# Teaching English in Kindergarten by Using Games at PAUD TAQIFA Bangkinang Kota

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ABSTRAK
Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penggunaan metode Project-based Learning (PjBL) terhadap keterampilan menulis siswa siswa kelas dua di SMAN 2 Tapung Hilir. Desain penelitian ini adalah penelitian eksperimen yang berhubungan dengan dua variabel. Variabel pertama adalah metode pembelajaran berbasis proyek sebagai variabel independen dan variabel kedua adalah keterampilan menulis siswa sebagai variabel dependen. Sampel penelitian ini adalah 61 siswa siswa kelas dua di SMAN 2 Tapung Hilir. Lebih lanjut, ada dua kelas dari penelitian ini. Ada kelas eksperimen dan kelas kontrol. Untuk mendapatkan data, peneliti memberikan teks penjelasan siswa sebagai tes menulis. Data dianalisis dengan menggunakan paired sample T-test melalui program versi SPSS 22. Berdasarkan hasil penelitian menunjukkan bahwa $t_o$ was $8.682$ dan df adalah 29. Dapat dianalisis bahwa lebih tinggi dari ttabel, sebesar 0,05 pada taraf signifikansi ($8,682 > 0,367$), bahwa hipotesis nol (Ho) ditolak, sedangkan alternatifnya adalah hipotesis (Ha) diterima. Dapat disimpulkan bahwa ada pengaruh yang signifikan menggunakan metode PjBL pada keterampilan menulis siswa siswa tahun kedua di SMAN 2 Tapung Hilir.
Keywords: *Project-based Learning, Writing Skill*

ABSTRACT
The objective of this research was to know the effect of using Project-based Learning (PjBL) method on students' writing skill of second year students at SMAN 2 Tapung Hilir. The design of this research was experimental research which was deal with two variables. The first variable was project based learning method as independent variable and the second variable was students' writing skill as dependent variable. The sample of this research was 61 students of second year students at SMAN 2 Tapung Hilir. Further, there were two classes of this research. There were experimental class and control class. To obtain the data, the researcher gave the students explanation text as writing test. The data was analyzed by using paired sample T-test through SPSS 22 version program. Based on result shown that $t_o$ was $8.682$ and df was 29. It could be analyzed that $t_o$ is higher than $t_{table}$, of 0,05 on the significance $r_{table}$ ($8.682 > 0.367$), that null hypothesis ($H_o$) was rejected, while the alternative hypothesis ($H_a$) was accepted. It can be concluded that there is significant effect of using PjBL method on students' writing skill of second year students at SMAN 2 Tapung Hilir.
Keywords: *Project-based Learning, Writing Skill*

## INTRODUCTION

English takes an important action arround the world. It becomes more and more accepted as the International language arround the world. It plays the important roles in every aspects, included education. Teaching English has been rapidly growth since it rises up important access to the world. Many countries arround the world included English as one of the subject in their education system. However, the application of teaching English has been different among one country and the other one. Since, it considers that English has taken three parts based on the user of the English itself. They are English as the First Language Teaching, English as Second Language Teaching, and English as Foreign Language Teaching. Then, Indonesia takes English as Foreign Language Teaching.

Teaching is essentially social activities, implying role of the relationship between the teacher- learners and among the learners. (Wright,1987:10). It is the way to share the knowledge. It involves two-ways interaction. It cannot be claimed as an activity since the process is not two-ways interaction. According to Brown (2000:7) teaching is defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

The improvement of student's quality depends on the quality of the teacher. A good relationship between a teacher and learners will support teaching learning process. This condition gives positive contributions for the improvement or progress in teaching activity.

1. Learning

Nana sudjana says that Learning is process signed with the presence of someone's changes. The change in performance as a result of study can be shown in various forms, such as change in knowledge, understanding, behavior and attitude, skill ability and other aspect of change that is studied by 17the learner. (Nana sudjana, 1996:5).According to Wenden and Rubin Teaching and Learning can be influenced by two factors:

1. Internal

a. Age

Language learning will be better to begin under eleven years old, namely during the linguistic period.

b.Motivation

The children need motivation to get success in English learning.

c.Intelligent

The student's intelligence shows whether the children are able to face the challenge or not.First Language Background

The different concept of the first language will make students difficult to learn the second language.

d.Experience

The success or failure in the previous learning affects the student's expectations and attitudes.

2. External Factor
    a. Language Environment

In learning English, the learner is influenced by the language environment.

b. The Teacher

The success of children's learning is determined by the roles of the teachers in teaching activities. (Wenden and Rubin, 1998)

English has been considered as Foreign Language Teaching in Indonesia, means teaching English to Speakers of Other Languages. It is not an easy task for the Language Teacher actually. They have to consider that the students are not English as their First Language. Therefore, the teacher should think about the appropriate techniques or methods in teaching which is appropriate with students' level. It because different level of students, different teachniques or methods used in teaching. We have to consider it based on the students' characteristics. Teaaching adults (senior high scholl students) are different with teaching adolescents (junior high school students), and also different with teaching young students (elementary school students).

Games are a valauable activity for language learning, especially young children. Children are closely related to the fun world, the childrens' world is playing. Therefore, related to the language learning it will be better for the teacher to engage the students to their own world, such as by including games as the activity in learning language. Just let the students play the language. In applying games, for example, the teacher can use many kinds of games that are suitable for the learners. Games are the activities which is engage the students to learn naturally.

Games are mostly inclusive activities in that they involve all the children and they can cater to different learning styles and different personalities. They are also activities which is naturally repetitive, thus maximising input, frequency of target items without bring the students. A simple guessing games can be played numerous times with children despite possibly limited language.(Sophie Loannou, 2010).

According to Hoangsen (2013) there are some reason of using games in teaching to

the young learners. Here are the following reasons:

2. Games help children to reduce stress during their studying. They make children funny, happy, interesting and comfortable when they are playing the games. It will help cthem concentrate on the lesson and learn better.

3. Children will be easily remember English words. As we know that children learn what they see, children learn what they hear, and other thing which is able to catch by their sense. In other word, they will learn through concrete thing.

4. Games help children to interact with other members in the class. In fact, games create the opportunity for them to make friends with other members in the class. They become friendly and have a close-knit relationship. After playing games, they will learn experiences, share knowledge and exchange skills with their friends, which makes children learn well.

5. Games also help children to enhance listening skill. For example,when the teacher gives rules of games in English. In fact, If children don't focus on teacher's instructions they won't understand the rules and can't play the games.

6. Playing a game has a purpose and an outcome. In order to play, students have to say things. Therefore, they have a reason to communicate and this makes them want to know and learn more. In addition to this, games stimulate and motivate children to a new level. They know that if they do not pay attention, they will not be able to play the game well andthey will let their team down so they make more effort to join in and learn as much as possible.

7. Increasing the cooperation. They will cooperate with your friends to try their best to win the games. In additon, at the end of game, the children have the opportunity to evaluate other groups,which rises the cognitive ability of children.

8. Improving their listening skills. for example the teacher often use the target language to give the rules of games, which helps students to try to listen and understand what the teacher instructs.

Considering the reason of using games in teaching the young learners, it indicates that games are very useful for the language children and also very helpful for the teacher. However, even it looks like an effective way for the teacher, the teacher should also think critically to decide the appropriate games they are going to use in learning.

Teaching language to adult and also adolescent learners, they can engage the learning in abstract thought. They are able to think something without seeing the thing, they may use their own way to think. They expect to bring their lifetime experience to the classroom setting. Therefore the techniques and method used by the teacher can be in form of cooperative or collaborative learning (traditional languag teaching). It seems something which is more serious. On the contrary teaching language to the young learner is by having concrete thing. The learner learn what they hear, what they see, and something which is can be catch by their sense. The Teacher might also use the traditional way of teaching, but the children will be better in learn language if they are engaging in an interesting activities, such as by using song, games, and rhymes. They will be enjoy the learning process.

According to Shaheen (2009), In order to get children involved in the language class and to ensure a natural anxiety-free language learning environment certain techniques could be applied. One of the best ways of getting children drawn in the language class is through fun activities. Among the fun activities songs, rhymes and games are the most effective ones to be used for children in the language class.

Since the children have its own characteristics, it is necessary for the teacher to consider the effective teaching and learning process to get a good achievement in the learning. The use of various media in learning process is considered as the good way for the teacher to produce an effective learning outcome. It is expected to bring students' enthusiastic in the learning process.

Furthermore, the teaching and learning process to young learners still meets some handicaps. Some of them are not enthusiastic in joining English learning activities. Due to some of teaching media do not meet the students' characters. The students are not involved in the process. The tendency for teaching by telling without practicing is assumed as the factor cause the students' passive in the learning. Due to the factual situation, it is necessary to conduct a research on teaching to young learners. Applying various pictures in teaching is expected to create a conducive learning. The use of picture in teaching English is expected to be able to stimulate students' activeness in the learning.

One of the technique that teachers can apply in English classroom for young learners is games. Games are so useful and so important. It is not just because they are fun but partly because the fun element creates a desire to communicate and partly because games can create unpredictability. Games are also effective opportunity for indirect learning (Halliwel, 1992).

Using games creates real contexts in which children use English to communicate in a natural way. If a teacher starts a lesson with a game in warm up part, this will help motivate students a lot because the atmosphere at the beginning in class is very  important, when students are motivated, they will involve positively in the whole lesson.Also, if teacher ends the lesson by a game, this will help students relax after hard- studying hours. Furthermore, students have a chance to review the lesson (vocabulary, grammar structures, pronunciation).

Games can be used to enhance any part of the lesson. They can be used to present, practice, recycle / revise or assess any language. They can be used to develop listening, speaking, reading and even writing skills.

**METHOD**

This is a quasi-experimental research. Quasi-experimental research design is the most widely used research proposal employed to evaluate the outcomes of social work programs and policies. It describes the logic, design , and conduct the range of such design.

**FINDINGS AND DISCUSSION**

Regarding the first research question, it was found that the participants have some improvement in English. As shown in Table 2, the mean score of pre-test was 5.0 and after the experiment, the mean score of test was 6.79. Therefore, it can be stated that students had improvement in vocabulary knowledge in English after learning English through games. Even there was an increase in a students' means score, the statistical test shows a little increase. This might be because of several reasons. One reason is that there was of a limitation in terms of time in the experiment phase. Todd (1999) stated that the amount of allocated time is the important factor that affects students' learning. In the periods of doing activity, if allocated time is limited, the amount of academic learning time will also be limited; therefore, students will be unsuccessful in their learning.

**Table 2: Mean Scores before and after the experiment**

| Test | N | Mean | SD | T-Value |
|---|---|---|---|---|
| Pre-Test | 33 | 5.00 | 2.236 | 3.281 |
| Post-test | | 6.79 | 3.286 | |

In terms of attitudes towards learning English through games, the obtained data shown that the learners do not strongly like nor dislike learning English. They prefer to learn English at the moderate level ( X = 2.39) However, students were likely to have positive attitudes towards learning English through games which can be assumed from Table 3

The results illustrated that the average mean scores of attitudes toward games used in teaching English was 2.51. This falls into the strongly like level. This can be interpreted that students like to study English through games.

1. **Purposes of Using Games in English Language Class of Young Children**

   In regards to seeking teachers' primary purpose of using games in their English language teaching class of young children, five main choices of purpose are presented for the teachers to rate on the average of fivepoint Likert scales (1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly agree). In order to ensure that the five main choices are measuring the 'purposes of using games' construct, a test of reliability analysis was performed by the researcher. Based on Table 2, it is proved that the scale received a good level of internal consistency, as determined by a Cronbach's alpha of 0.703.

Table 3

| Reliability Statistics of Teachers' Purpose of Using Games Construct | |
|---|---|
| **Cronbach's Alpha** | **N of Items** |
| 0.703 | 5 |

According to a table of descriptive statistics (See Table 3), it can be seen that the first choice of purpose which is "Young children's attention span is short, so I have decided to use language games to keep them in focus and have fun at the same time." received the highest score (m=4.44, sd=0.58). Since the standard deviation of this choice also appears to be the smallest, an additional indication is that it is more consistent than the other choices. On the other hand, the table further shows that, opposite from the first

choice, the fifth choice received the lowest score (m=3.33, sd=1.04) compared to all choices provided. Therefore, it can be included that the first choice of purpose which relates to keeping young students to have fun and learn at the same time due to their short attention span is chosen as teachers' primary purpose of using languagelearning games in their classrooms.

Table 3

Teachers' Purposes of Using Games in English Language Teaching Class of Young Children

|  | N | Mean | SD |
|---|---|---|---|
| Young children's attention span is short, so I have decided to use language games to keep them in focus and have fun at the same time. | 27 | 4.44 | 0.58 |
| .I have decided to use games in the class as another way to deliver standards-based content and assess young student knowledge and skills after a formal lesson delivery. | 27 | 3.96 | 0.65 |
| 3.I have decidedto use games in the class just because they are the perfect warming-up activities. | 27 | 3.41 | 0.84 |
| .I have decided to use games in the class as a way to give young students a break. | 27 | 3.93 | 0.87 |
| 5.I have decided to use games in the class just because they are the perfect time-filler activities. | 27 | 3.33 | 1.04 |
|  |  | 3.81 | 0.54 |

2. Effectiveness of Using Games as a Teaching Technique

Teachers from three campuses of Australian Centre for Education (ACE) who used to teach and/or are teaching English language to young children were asked again to rate their perceptions on the effectiveness of using language learning games as a teaching technique in their classes on the average of five-point Likert scales. Withholding the same purpose of ensuring the internal consistency within the items used to measure this construct, 2 separate reliability tests were performed. The reason of performing 2 separate tests is because the items listed under this construct were formed to represent two dimensions of meaning. After the analyses, acceptable scores of internal consistency were received, and they are determined by Cronbach's alpha of 0.712 and 0.750 respectively (see Table 4 and Table 5).

Table4

Reliability Statistics of Games' Effectiveness Construct (Part1)

| Cronbach's Alpha | N of Items |
|---|---|
| 0.712 | 2 |

Table5

Reliability Statisticsof Games' Effectiveness Construct (Part2)

| Cronbach's Alpha | N of Items |
|---|---|
| 0.750 | 3 |

Based on Table 6, it has shown that the highest score of central tendency was received byoption 3 (m=4.44. sd=0.58). The most reasonable interpretation of this is that most of the teachers agree that using games is indeed an effective technique to use in young children's classes, especially when they want to help young children to experience learning and playing atmosphere at the same time. In contrast to option 3, option 1 has indicated the lowest score (m=1.67, sd=0.62) which implies the disagreement of the teachers over an idea stating that using games is anineffective technique. Overall, it can be concluded that teachers mostly agree that including language games in class is an effective technique to teach English language to young children (m=4.33, sd=0.56)

Table 6

Teachers' Perception on Effectiveness of Using Language Learning Games

|  | N | Mean | SD |
|---|---|---|---|
| Using language games in English language learning class is a waste of time; thus,it's not effective at all |  |  |  |
| .Using language games in English language learning class of young children can only make them feel hyperactive;thus,they |  |  |  |
| do not learn anything. |  |  |  |
| Using language games in English language learning class can help young children experience fun and gain knowledge of English at the same time; thus,it is effective. |  |  |  |
| Language games encourage creativity and spontaneous usage of language. They match with young children's characteristics, so they enable young children to use the target language (English) right away instead ofworrying about making mistakes; therefore, it is effective |  |  |  |
| 5.Language games foster participatory attitude of young children. The fact that young children try to participate in the games will also make them try to produce the target language (English), so it is effective. |  |  |  |
|  |  | 3.81 | 0.54 |

**CONCLUSION**

The data reveal students' improvement in ability to communication in English and their vocabulary knowledge after learning English through games. The results revealed that students who learnt English through games had a greater improvement in speaking skills than students learning with teacher centered method Additionally, Dickerson (1997), conducted research focusing on the retention of vocabulary. 274 students, studying in grade one, were separated to three groups: Learnvocabulary through active games, passive games and traditional activity. The results indicated that students in first group obtained higher

retention on English vocabulary morethan the other groups. The findings from previous research can be supported that learning English through games is a significant effective technique. In addition, games can beimplemented in any English skills depending on what researcher would like to improve.

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