

**THE ADVANTAGES AND DISADVANTAGES OF USING
GAMES IN TEACHING VOCABULARY TO THE THIRD
GRADERS OF TOP SCHOOL ELEMENTARY SCHOOL**



FINAL PROJECT REPORT

**Submitted as a partial fulfillment of requirements in Obtaining Degree in The
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MOTTO

♥ *I will do my best and God will do the best*

DEDICATION

**This final project report is
dedicated to:**

☺ **My beloved Parents**
Thanks for your pray...
I love you.

☺ **My Best Friends**
Thanks for your support.
I miss u all.

☺ **Top School**
Thanks for the chance which
was given for me
to hold my job training.

PREFACE

First of all the writer would like to be grateful to Jesus who gives her strength in everything so that she can finish this final project. The writer also would like to say thanks to all people who support her in finishing this final project. This final project report is written to fulfill the requirement in obtaining degree of English Diploma Program. It is a report of job training activities that have been done by the writer in Top School Elementary School.

It reports the description of teaching process to the third grade students by using games and find out the advantages and disadvantages of the method used.

The writer realizes that this final project is not perfect. Therefore all suggestions and criticisms to improve the work will be more accepted. The writer hopes this final project will be useful and will give advantages to the readers who are interested in teaching English to young learners

The Writer

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First of all I would like to show my gratitude to my God beloved who gives me the greatest things in my life so that I can finish this final project. I also would like to say thank you to:

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Finally I would like to express my gratitude to all of people who helped me during my study in English Diploma Program. Thank you very much.

The Writer

ABSTRACT

NOVA PRAVITA RUS DIANA, 2010, THE ADVANTAGES AND DISADVANTAGES OF USING GAMES IN TEACHING VOCABULARY TO THE THIRD GRADERS OF TOP SCHOOL ELEMENTARY SCHOOL, English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This final project was written based on the job training done by the writer in Top school Elementary School, Baki Sukoharjo. This final project discusses about the advantages and disadvantages of using games in teaching vocabulary to the third graders in this school. It describes the using of games in the process of teaching vocabulary and finds out the advantages and disadvantages of the method used.

The steps of teaching vocabulary which was used by the writer consist of five steps. They are: motivating strategies that was done to introduce the new material so that the students are interested in it and to give the students chance to express their opinion, presentation strategy that was done to explain the material while the writer applied four English skills (listening, speaking, reading, and writing), skill practice that was done to measure the student's ability in memorizing and understanding the lesson that they learned before, assessment that was done to check the student's progress in learning the material, and closing that was done to remind the students about the material on that day.

The writer found out the advantages and disadvantages of using games in teaching vocabulary. The first advantage of applying some games in teaching learning process was the students could be more interested in learning the material and the second advantage of applying some games in teaching learning process was the teacher didn't need to explain too many materials. The teacher just explained the materials needed by the students because they could understand the material on that day by doing the games. Whereas the first disadvantage of applying games in teaching learning process was the noisy condition make the teacher difficult to control the students. The second disadvantage was by doing games the teacher only had a little time to explain the material and gave some new vocabularies. So there was no longer time for teacher to explain more and help them to memorize all the new vocabularies.

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CHAPTER I

INTRODUCTION

A. Background

Recently, English has become an international language that is taught by many people in the world. By mastering English, people can communicate with other people especially with foreign people easily and it can reduce misunderstanding in communication. In Indonesia English now is the first foreign language which is taught to the students at school. Thus, English should be taught to the children as early as possible. The aim is to make the children as the young learner familiar with English.

Teaching English to the young learners is not easy because English is not their mother tongue and it is a new thing for them. The interest of students in learning English is needed as the key to make them easier in mastering English itself. The teacher should have a good and an interesting technique to introduce English for them, so that the young learners will be interested and motivated to learn English.

There are a lot of ways to introduce English to the young learners. One of them is by using games. As we all know that children like play, so by using games as the teaching method the students can be more interested to learn English. Games are not only for fun but also for motivating students to master English fast and easily. Learning by doing is a good way to make them easy in understanding about English, because with doing fun activities by themselves, they will find it easy to remember and easy to learn about the material which is taught by the teacher.

In Top School elementary school, where the writer has done her job training, English is given from the first grader up to the sixth graders. The material is made simpler, the aim to make the students understand about English easily. The materials which are taught to the small class, they are the first grade up to the third grades are about basic vocabulary. It is about the things which they usually do or see in their daily lives such as things in the classroom, color, number, fruit, etc. Whereas the materials which are taught to the big class, they are the fourth grades up to the sixth grades are still the same with the small class, but it is more complex. Based on the explanation above, we all know that the most important thing which is learned to the young learners is about vocabulary.

In language learning, vocabulary becomes the most important thing that must be learned by the learners, especially for the young learners. In addition by knowing English words and their meanings, the students will find it easy to master English. However the students of elementary school are included in beginner level, so they still lay in learning English vocabulary. The problems that they usually faced are the difficulties in memorizing new words and their less interest in learning English. The teacher should apply an appropriate teaching technique to solve those problems. One of the methods which is used by the writer in her job training is by using games. The writer chooses that method because through experience with situations in which vocabularies are used by the young learners they can learn English vocabulary easily. By doing fun activities the students will be more interested, motivated, and easy to understand about the materials.

Each teaching method has advantages and disadvantages; likewise the method that the writer used in her job training is games. Although games have so many advantages, games also have some disadvantages.

In this report the writer explains the advantages and disadvantages of using games in teaching vocabulary. Based on the explanations above, the writer presents the final project report entitled “ THE ADVANTAGES AND DISADVANTAGES OF USING GAMES IN TEACHING VOCABULARY TO THE THIRD GRADERS OF TOP SCHOOL ELEMENTARY SCHOOL “.

B. OBJECTIVES

Based on the background above, the objectives of this final project report are as follows:

1. To describe the process of teaching English vocabulary by using games to the third graders.
2. To find out the advantages and disadvantages of teaching English vocabulary by using games to the third graders.

C. BENEFITS

The writer hopes this final project report will give benefits to:

1. The English teachers of Top School Elementary School

The writer hopes that this final project report can give the inspiration to the English teachers of Top School in their teaching way. So they can choose the best method to make their students more interested and easier in learning English

2. The Reader

This report can be reference for the reader especially for those who are interested in teaching English by using games.

CHAPTER II LITERATURE REVIEW

A. Teaching and Learning

Teaching is the most important thing in learning process. Through teaching a teacher can help the students to understand about the lesson given. The word “teaching” according to Brown is “showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge causing to know or understand” (Brown, 2001:7).

Similarly, Brown said that “teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning” (Brown, 2007:7). Based on statement above, we can conclude that teaching cannot be separated from learning because they support each other.

Brown explains that learning is acquiring or getting of knowledge of a subject or a skill from study, experience, and instructions. Learning is acquisition or getting, learning is retention of information skill, and learning involves some forms of practice, perhaps reinforced practice (Brown, 2000:7).

Moreover, “Learning is a relatively permanent change in an individual’s knowledge or behavior that results from previous experience” (Hamilton and Ghatala, 1994:7).

Teaching and learning are the main role in education system. In teaching process, the teacher has important roles in guiding the students to learn materials. While in

learning process the students receive and learn something from the teacher, and they give feedback to the teacher as their response.

The success of teaching and learning process depends on both the teacher and the students. They should have a good communication. Teacher should be a good teacher to make the student interested in learning the materials. Thus, the learner should give a good response to the teacher, such as giving a good attention to the explanation of the material given by teacher, asking questions, and answering the teacher's questions.

According to Harmer, there are some characteristics that the teacher should point out to be a good teacher;

1. A teacher should make his/her lesson interesting.
2. A teacher must love his/her job.
3. A teacher should have his/her personality.
4. A teacher should have a lot of knowledge.
5. A good teacher is an entertainer in positive sense, not in a negative sense.
(Harmer, 1998:1-2)

By having the requirements above, the teacher will be able to become a good teacher and make the students more interested in learning English.

B. Teaching Vocabulary to Young Learners

The word vocabulary based on the Oxford Advanced Learner's Dictionary, means list of words with their meanings. Vocabulary is the basic thing that should be mastered by the young learners. By mastering vocabularies young learners will be easy to understand the language. If learners do not know the meaning of words, they will have difficulties in understanding what they see, read, and learn.

According to Coady and Huckin, “the vocabulary is central to language and critical importance to the typical language learner” (Coady and Huckin, 1997:5). It means that the learner should master the vocabulary so that they can learn or understand the language.

As stated by Harmer “at beginner and elementary levels it certainly seems a good idea to provide sets of vocabulary which students can learn” (Harmer, 1991:159). Based on statement above, we can conclude that teaching more vocabulary to young learners is a good way. In their ages, they will be able to master foreign language if there is a good method in teaching them.

C. Teaching Vocabulary to Young Learners by Using Games

According to Hadfield, a game is an activity with rules, a goal and element of fun. (Hadfield,1 998:4).

Similarly, Harmer states; “Games are a vital part of a teacher’s equipment, not only for language practice they provide, but also for the therapeutic effect they have. They can be used at any stage of a class to provide an amusing and challenging respite from other classroom activity and are especially useful at the end of along day to send students away feeling cheerful about their English class”.

(Harmer, 1991:101)

Games can be the media to teach vocabularies to young learners for some reasons. According to Wright, Bitteridge, and Buckby “games can be found to give practice in all the skills (reading, writing, listening, and speaking), and for many types of communications (e.g. encouraging, criticizing, agreeing, explaining)”. (1997:1)

Games are used to make the children easier to understand and remember vocabularies in some topics. By using games, the children do not feel that they learn something through that activity. Through games the students become active learners.

Vocabulary should be mastered by the young learners so that they will be easy to understand the language. The way to make them easy in learning vocabulary is by giving a good method in teaching. The teacher should have a creative way in giving the materials to the students, one of the ways is by doing some fun activities.

“Children play and children want to play. Children learn through playing. In playing together, children interact and in interacting they develop language” (Brumfit, 1995:142).

Similarly, Virginia in her book *Techniques in Teaching Vocabulary* said that “there is truth in the belief that experience is the best vocabulary teacher” (Virginia, 4).

Based on the statements above, we can conclude that in teaching vocabulary the teacher should be able to create some various fun activities. The aim of that way is to make the student easier in understanding the materials and easier in memorizing the new words. Through experiences with situations in which a language is used by the students, they will be easy to learn and used the language.

Besides, we also know that young learners have a high curiosity in learning something new. But they will be able to get bored easily if there is the same method in teaching. So the various kinds of fun activities are needed to attract them and increase their attention in learning English. One of the fun activities which can be used in teaching English to the young learners is by using games.

According to Harmer, “At the same time children’s span of attention or concentration is less than adults. Children need frequent changes of activity: They need activities which are exciting and stimulate their curiosity: They need to be involved in something active (They will usually not sit and listen)” (Harmer, 1991:7)

CHAPTER III

DISCUSSION

A. Description of Top School Elementary School

1. The Description of Top School

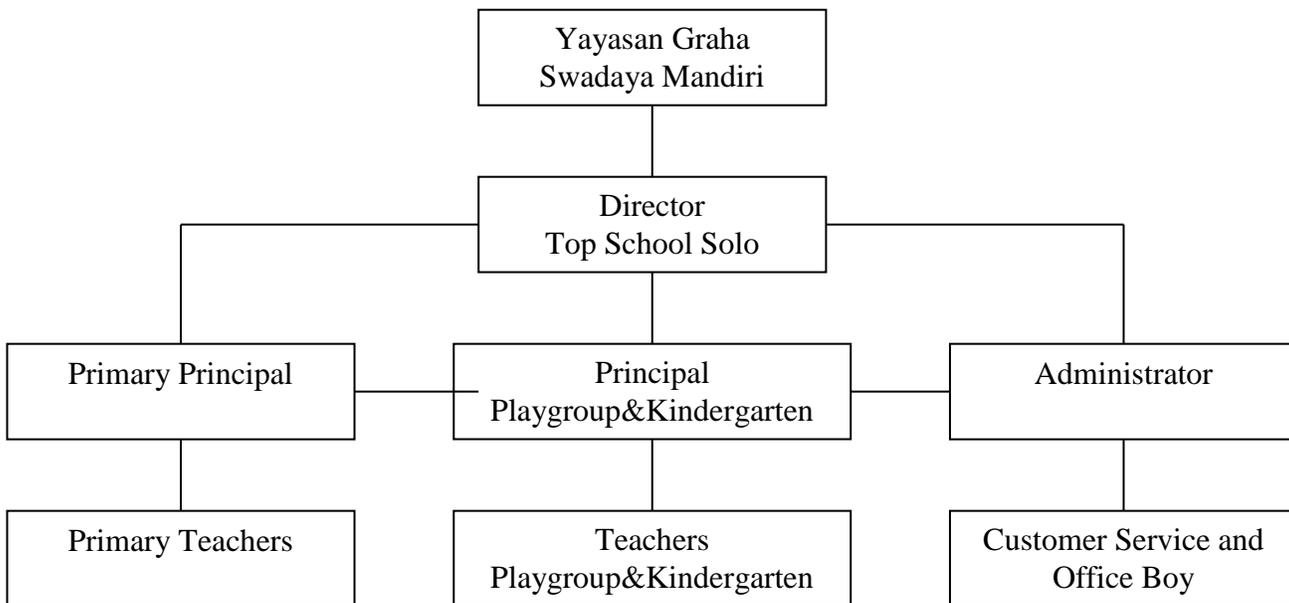
Top School elementary school is a private elementary school in Baki, Sukoharjo. It is located in Jl. Jetis Raya, Gentan, Baki, Sukoharjo It was built on May 21st 2002. This school is a school which makes English as their goal of the students in the future. The main purpose of this school is to familiarize students with English, for example if the students meet the teacher they will say “Mr or Ms” to every staff and also say “good morning, Mr or Ms” or “good bye”, and every part in this school has its English name, such as: waiting room, hall, library, toilet, etc..

Teaching and learning activity starts from Monday until Friday and there is no teaching and learning activity on Saturday. Every Monday to Thursday for the small class(primary 1 up to primary 3) teaching and learning activity starts from 07.30 am to 12.45 pm and 07.30am to 13.45 pm every Monday to Thursday for the big class(primary 4 up to primary 6). On Friday the small class starts their lesson at 07.30 am- 11.00 am and the big class starts their lesson at 07.30-11.45.

The number of students in Top School is 30 persons. Every class has different number of students. The larger class is 5th grade. It has nine students. For her job training, the writer was placed in 3rd grade class. It has 5 students. Based on the interview done by the writer on March 15th 2010, one of the staffs in Top school said that Top School is made for small class for the reason that a few students will make

the teacher easier in delivering material and the attention of teacher will be more focused to the students.

2. Structure Organization of Top School Elementary School



3. Extracurricular Activity of Top School Elementary School

Top School Elementary school has some extracurricular activities for its students; they are swimming, music, Japanese, Pottery, and Dance. Different from other schools, Top school includes every extracurricular with the schedule. The purpose of this is to balance the student's skill and the student's intelligent, so that the students do not get bored.

B. The Activities During Job Training in Top school Elementary School

1. Class observation

The writer did class observation on January 4th 2010 to observe teaching learning activities in Top School. The writer observed 3rd grade which was taught by Mr. Slamet, he is also the principal of Top School Elementary school. Firstly when he entered the class, he spoke English all the time. He greeted students and the students answered it well. Then he began to introduce the material. On the day when the writer did her observation, Mr. Slamet asked the students to listen the cassette with English but he didn't give the clear instruction about the activity that the students should do. Because of that, not all of the students understood what they should do with the next step.

“Students, please listen to the cassette!” On the occasion, the students listen to the cassette and answer the questions.

All of the students in the 3rd grade were very active. It could be seen when the teacher explained the material, the students were very interested to follow the lesson. They also asked some questions to the teacher if they didn't understand about something. The teacher answered those questions with English in simple vocabulary. It was done to make them familiar about English. Moreover when he began to start the game, they were very excited because they were waiting for it. There was absolutely a relation between the games and the material. The content of the game was about vocabulary.

2. Making Lesson Plan

The writer made lesson plan before the writer taught the students.

During job training the writer got 3 topics, they were time, doing activities, and public places. Every topic contained some grammars for elementary school students. For example: present tense, present continuous tense, etc.

When the writer made lesson plan, it should be suitable for the topic. The writer made lesson plan in every meeting before the lesson.

3. Process of Teaching and Learning Activity

During holding her job training in Top School, the writer got Monday and Friday as the schedule of teaching the 3rd grade students. For Monday the English lesson in the 3rd grade of Top school starts at 09.00 am - 09.30 am. While for Friday, English lesson in the 3rd grade of Top school starts at 10.00 am-11.00 am. On those days the writer taught the material based on their book, Grow with English.

When the writer started her lesson, the writer greeted the students. After that the writer gave the lesson that had been prepared before to the students. The writer used the material based on the hand book that had been provided by the institution. The theme of the lesson on that day was about public places. The writer gave some clues and used some colored pictures related to the theme before she started to extremely explain new material about the theme. The writer gave opportunity to the students to answer the questions directly by raised their hands first. When they could answer the question, the writer asked them to write the correct answer in the whiteboard. After

that the writer started to explain the new material and doing games related to the theme on that day.

After the writer finished her lesson, she gave homework for the students to measure their ability in learning the material. Then the writer reviewed the material that had been learnt on that day. It was done to know whether the students really understood the material given or not. Overall the writer always used English in teaching their students. She used Indonesian language when there was a difficulty in understanding the explanation given.

C. The Process of Teaching Vocabulary by Using Games

There were five steps which were used by the writer in her process of teaching vocabulary by using games, they are:

1. Motivating Strategies

a. Greeting

Greeting is the first step which is needed in the beginning of the lesson. It is used to make the students familiar in expressing English greetings. The writer always greeted the students before starting the lesson, for example:

Teacher: Good morning students.

Students: Good morning Ms. Nova.

Teacher: How are you today?

Students: I am fine, thank you, and you?

Teacher: I am fine too. Thank you.

b. Warming up

Warming up or brainstorming is used to make the students interested in the lesson and it gives a chance for them to express their opinion. The writer did it by asking some questions related to the material which would be discussed in the lesson. For example the topic of the material was about public places. The writer gave the questions about public places by using some clues.

Teacher: Okay students, now Ms. Nova will give you a description about a place, and please guess what place is it. Are you ready for that?

Students: I am ready Ms. Nova

Teacher: Good. Now let's start. If you know the answer please raise your hand. It is a large place. If you want to enter this place, you must buy a ticket. There are elephants, lions, giraffes, snakes, monkeys, and other animals. What place is it?

Livy: Zoo, Ms.

Teacher: Yes. That's right. The answer is zoo.

How do you spell it?

Livy: Z-O-O.

Teacher: (while write those letters in the blackboard)

Good job Livy.

It was done to make the students ready in accepted the material for that day. It could also make the students more interested and enjoy in learning the material.

2. Presentation Strategy

In this step, the writer began to explain the material by giving some skills that must be mastered by them in learning English. They are listening, speaking, reading, writing, vocabulary, and simple grammar.

a. Teaching Listening and Speaking

In teaching listening the writer used some colored pictures. In addition colored picture could make the students easier to imagine the real objects and more interested in learning the material.

Firstly the writer showed the pictures and then mentioned the name of the picture and after that the students must repeat after her. The material was about public places. The writer showed the pictures of people in public places.

Teacher: (show the picture of student in a library)

Nina is in the library.

Students: Nina is in the library.

Teacher: (show the picture of a boy in a restaurant)

Tommy is in the restaurant.

Students: Tommy is in the restaurant.

After that the writer pointed the students to answer her questions. It was done to check whether the students gave attention to the lesson or not.

Teacher: Ok, now Sevan please make a sentence based on this picture.

(show the picture of a man in a mosque)

Sevan: Lolo is in the mosque.

Teacher: Yes. Great.

Now Lolo, what about this picture?

(show the picture of a boy in the swimming pool)

Lolo: Tomo is in the swimming pool.

Teacher: Very good, Lolo.

Those dialogues could improve their listening and speaking ability. They were not only listened what teacher said but also could ask or say something in English too. From those dialogues the students also learned simple grammar indirectly.

b. Teaching Reading and Writing

In teaching reading and writing the writer used some colored pictures as the teaching media. First the writer asked the students to open their book on page 88. After that the writer asked them to concern in the picture of a boy in the swimming pool. Then the writer read the dialog text sentence by sentence and the students have to repeat after her. For example:



A: Where is Ali?

B: He is in the library.

C: What is he doing?

D: He is reading a book.

After finishing reading all the dialogs together, the writer asked the students one by one to read the dialog. Sometimes the writer corrected the wrong pronunciation of some students.

Afterward the writer asked the students to answer some questions written in their book.

1.



Mira : Where is Tessa?

Martin : She is in the

Mira : What doing?

Martin : She is

2.



Dita :Where ... Koko?

Rina : He ... in

Dita : What ?

Rina : He a letter.

3.



Nina :Where ...Bobby?

Tessa : He ... in

Nina : What is ?

Tessa :

3. Skill Practice

After the writer explained the material on that day, she gave some exercises to the students. The aim of this activity is to measure the student's ability in memorizing and understanding the lesson that they learned before. The writer used simple games to make them enjoy in doing their task. The following were the games applied by the writer in teaching public places:

a. Complete the Words and Match Them with the Pictures

This game is related to the theme public places. The writer provided papers contained some public places pictures with its meaning in missing word form. Then the writer asked the students to complete the words and after that they must match the words with the correct pictures.



1. Z _ _ _



2. B _ _ _ k

3. P _ _ _ k



4. Sc _ _ _ _ l



5. M _ s _ _ _ e



6. Ch _ _ _ _ h

7. M _ r _ _ _ t



8. T _ m _ _ _ e



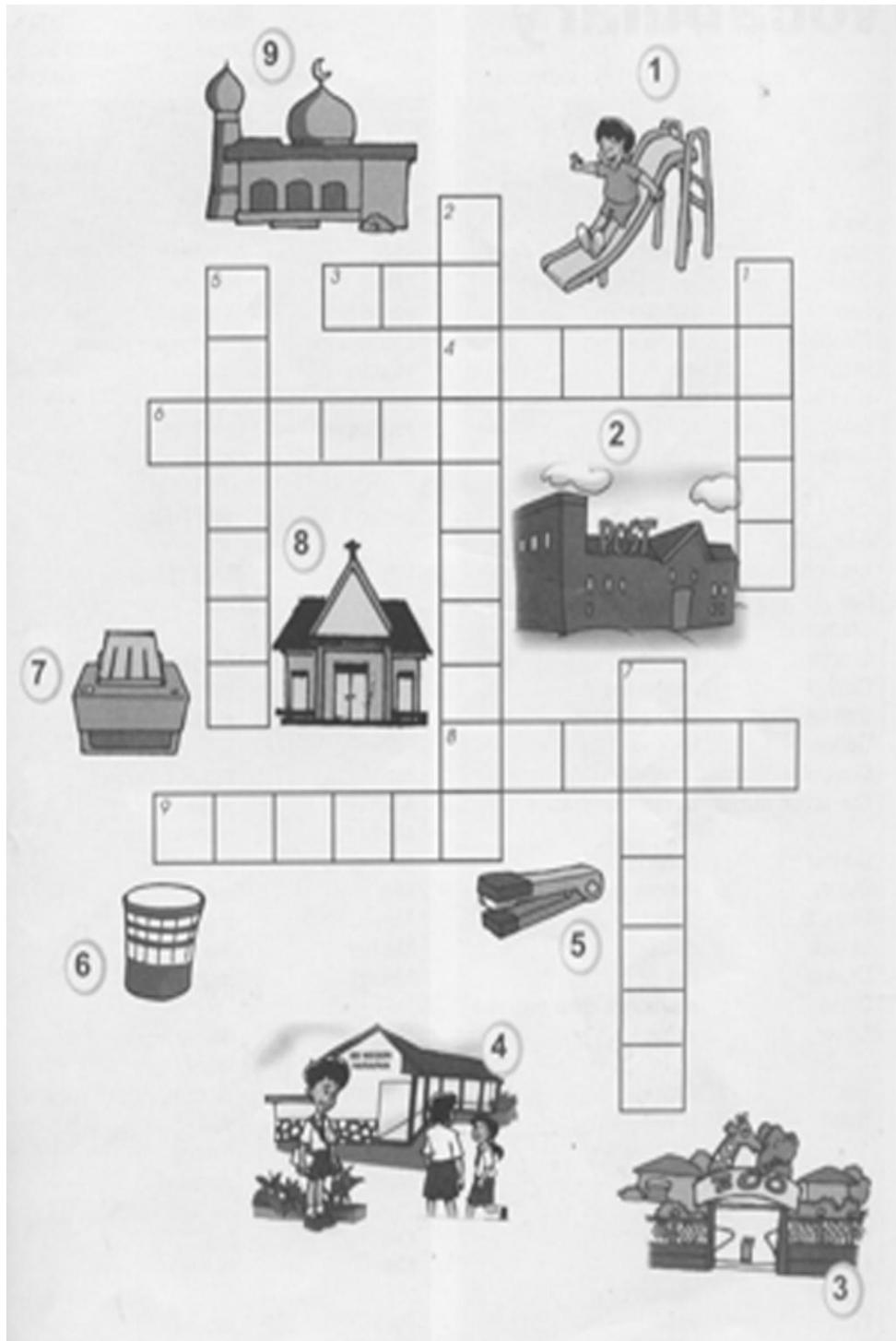
9. L _ b _ _ _ _ y



In this game the students must write the correct letters so that they can make a right word. After that they match the word with the correct picture. Through this game, it is expected that the students could improve their writing ability.

b. Crossword Puzzle

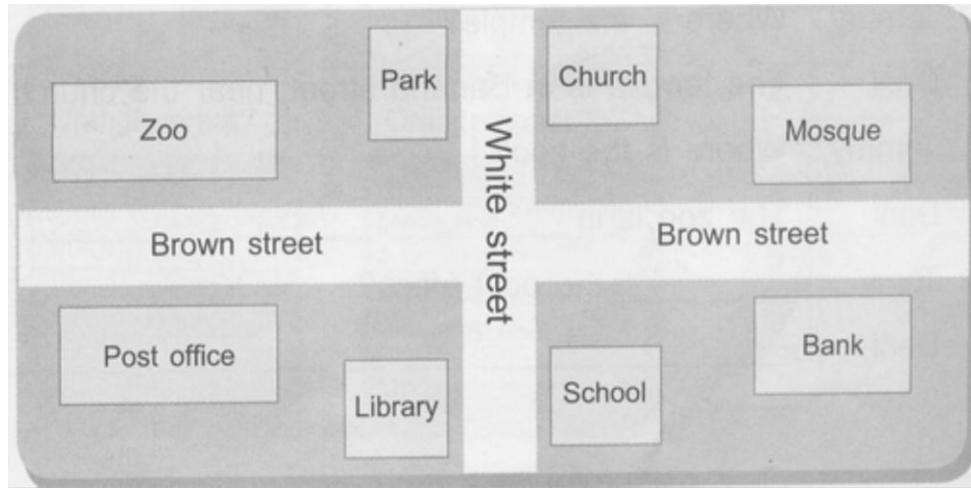
In this game the writer provided a paper for each student containing crossword puzzle with some public place pictures. Then the teacher asked the students to do it. After that the writer attached the crossword on the white board. After that she showed those pictures related to the crossword one by one to the students. Next the writer asked each student to say the name of the picture showed by the teacher, spell the names, and then write the names on the whiteboard. If the students made any mistakes in saying the name of the picture, spelling the name, or writing the right name, the writer corrected them.



From this game, the students could measure their writing and speaking ability

c. Drawing a City Map

Firstly the writer gave an example of city map.



Then she provided a blank paper for each student. After that she asked the students to draw their own city map by listening to what the writer said.

For example:

The zoo is in Brown street, near the park. The church is in White street, near the mosque. The post office is in Brown street, near the library.

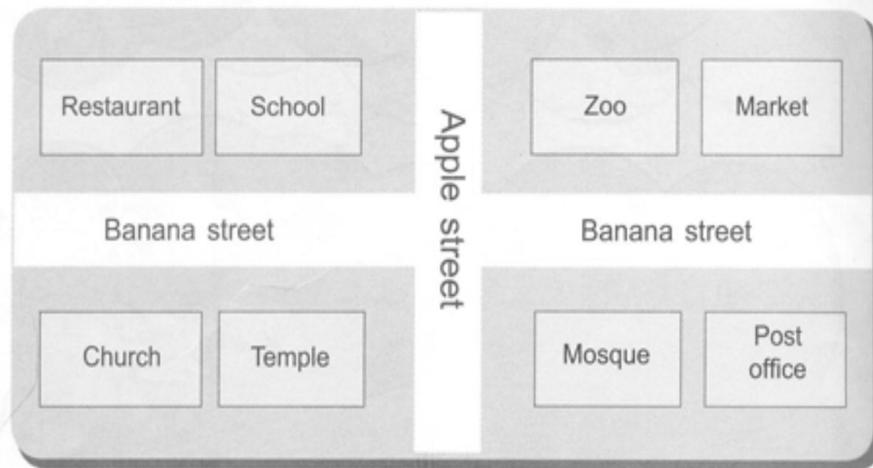
The school is in White street, near the bank.

By doing this game, the students could practice their listening and writing ability.

4. Assessment

This part is used by the writer to give homework to the students. The aim of this activity is to check the student's progress in learning the material.

The following was the example of the homework:



Tommy : Where is the school?

Doni : The school is in Banana street, near the restaurant.

Tommy : Where is the temple?

Doni : The temple is in Banana street, near the church.

Tommy : Where is the zoo?

Doni : The zoo is in _____, _____.

Tomy : _____ the post office?

Doni : _____, _____.

5. Closing

After the writer had finished the material, she tried to remind the students about the material on that day. As the closing, the writer reviewed students about the previous material. The aim of this activity is to know whether the students really understood about the material that they had been learned before or not.

D. The Advantages and Disadvantages in Using Games

Based on the writer's experience when she hold job training, she found some advantages and also some disadvantages in using games, they are:

Games are always loved by children. Games are related to fun, movement, and competition. Children can get bored easily if there is the same activity. Moreover their concentration is shorter than adult's concentration. So the teacher must apply a good and creative method to keep the student's concentration in learning the material. The use of games in teaching English vocabulary not only gave benefit both to the teacher and the students but also gave difficulty to them. From those reasons the writer will discuss about the advantages and the disadvantages of using games in teaching vocabulary especially to young learners.

The advantages and disadvantages of using games in teaching vocabulary especially to young learners are as follows:

1. The advantages:

The first advantage of applying some games in teaching learning process was the students could be more interested in learning the material. When the students were interested in learning the material, they would give more attention to the lesson given. That condition gave a good chance for both the teacher and the students. On the occasion the teacher could deliver the material very well and the students could understand what they had learned on that day.

The second advantage of applying some games in teaching learning process was the teacher didn't need to explain too many materials. The teacher just explained the materials needed by the students because they can understand

the material on that day by doing the games. The games could give the students more chance to understand the materials given because through playing they can learned something without realized that.

2.The disadvantages:

The first disadvantage of applying games in teaching learning process was by attracting student's interest to games, all of them were active and made noisy. Sometimes they too much moved and spoke. That condition made the teacher difficult to control them.

The second advantage of applying some games in teaching learning process was by doing games the teacher only had a little time to explain the material and gave some new vocabularies. So there was no longer time for teacher to explain more and help them to memorize all the new vocabularies.

From all the explanation above, it shows that the using of games is good method for teaching English vocabulary especially by applying the creative activity one but there were also some disadvantages in using games in teaching English vocabulary to the young learners especially for the third grade students in Top School elementary school.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

There are some conclusions that can be drawn from this final project based on the discussion in chapter III. The conclusions are as follows:

1. The process of teaching vocabulary by using games consists of six steps. They are:

a. Motivating Strategy

- Greeting

The first step in teaching process is greeting. In this part the writer always began the lesson by greeting. It was used to make the students usual in using English greeting expression.

- Warming up

In this step the writer should apply strategies to gain the student's motivation to focus in the lesson. One of the strategies done by the writer was by giving some clues related to the material and the students must guess what place the writer meant.

b. Presentation Strategy

In this step, the writer starts to give explanation about the material. The writer applied games method in presenting the material to the students. The writer also applied four skills (listening, speaking, reading, and writing) in delivering the

material to them. In teaching activities the writer used some colored pictures. The aim to help her in delivering the material because pictures especially colored pictures could attract the student's attention and make them easier to imagine the real objects.

c. Skill Practice

In this part the writer applied some vocabulary games. That vocabulary games contained four English skills (listening, speaking, reading, and writing). Those games are completing the words and match them with the pictures, crossword puzzle, and drawing a city map. Firstly the writer explained the rules of those games and after that she asked the students to play the games based on the writer's rule. It was done to make the students to be more active and to make them enjoy in doing the task.

d. Assessment

This activity is done by the writer to check the student's progress in learning the material. The writer gave homework to the students to measure their ability in understanding the material for that day.

e. Closing

This is the last part of teaching process. In this part the writer tried to review the students about the previous material. It was used to check whether they were understood about what they had learned or not.

2. The using of games in teaching vocabularies to young learners not only has some advantages but also has some disadvantages. They are as follows:

a. The advantages

- Games could make the students more interested in learning the material.
- Teacher didn't need to explain too many materials to the students.

b. The disadvantages

- By attracting student's interest to games, all of them were active and made noisy. So it was difficult for the teacher to control them.
- By doing games the teacher only had a little time to explain the material and gave some new vocabularies. So there was no longer time for teacher to explain more and help them to memorize all the new vocabularies.

B. Suggestion

Based on the conclusions that have been presented previously, the writer would like to give suggestions to:

1. Third Grade Students of Top School Elementary School

It is hoped that the third grade students of Top school can be more interested in English.

2. The English Teacher of Top School Elementary School

It is expected that using games can become his references in teaching English to his students.

3. The Reader

It is expected that this final project can give information and references to improve the reader's knowledge about the using of games in teaching vocabulary to the young learners especially to the third graders of elementary school.

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