

**USING MEMORY CARD GAME IN TEACHING VOCABULARY TO  
YOUNG LEARNERS**

**PAPER**

*Submitted as a Partial Fulfillment of the Requirements for the Bachelor Degree  
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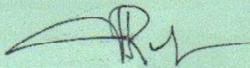
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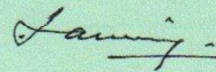
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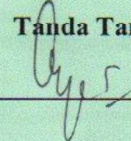
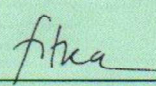
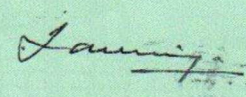
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## ABSTRAK

**Nabila, Dhea Ross Mia. 2018. "Using Memory Card Game in Teaching Vocabulary to Young Learners". Paper. Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.**

*Memory Card game* adalah salah satu aktifitas yang tepat yang dapat diterapkan oleh guru dalam mengajarkan *vocabulary* kepada siswa yang dapat dimainkan secara berkelompok sehingga dapat meningkatkan motivasi siswa untuk berkompetensi dengan siswa lainnya. *Memory Card game* ini tentang bagaimana siswa bisa menemukan pasangan dari gambar-kata yang tepat dengan cepat sesuai dengan *vocabulary* yang sudah diperkenalkan sebelumnya. *Memory Card game* ini dapat meningkatkan kerja sama anggota kelompok dan dapat mengasah ingatan siswa. Kelompok tercepat yang dapat menyelesaikan pasangan dari gambar-kata adalah pemenang dari *game* ini dan akan mendapatkan hadiah dari guru. Makalah ini bertujuan untuk menjelaskan tentang bagaimana penggunaan *Memory Card game* dalam pengajaran *vocabulary* untuk *young learners*. Dalam makalah ini dijelaskan langkah-langkah yang harus diterapkan oleh guru dalam mengajarkan *vocabulary* kepada siswa dengan menggunakan *Memory Card game*, terutama untuk *young learners* di tingkat Sekolah Dasar (SD). Hal ini dilatarbelakangi oleh kesulitan-kesulitan yang dialami oleh guru dalam mengajarkan *vocabulary* kepada siswa di dalam kelas, seperti memilih aktifitas yang sesuai dengan karakteristik dan perkembangan siswa.

**Kata kunci:** *vocabulary, young learners, memory card game.*

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

English is one of the languages mostly needed in the world. It is the mother tongue for several nations. English as a mother tongue means that the language of those who are born and raised in one of the countries where English is historically the first language to be spoken (Jenkins, 2009:16). A lot of people all over the world use a language to communicate and interact with other people not only around them but also around the world. Language can be used not only in the spoken form but also in written form. English is one of the connecting languages that is used to communicate and interact with other people because it is one of the international languages

At school, there are four basic skills that need to be learned by students; those are listening, reading, speaking, and writing. These four skills are used all together to communicate and support each other. Sari and Safei (2013:128) say that if the students master English vocabulary, they will be easier to master the four basic skills in English. In short, to be able to master these skills, there is also a need of an adequate mastery of vocabulary so that students can learn English well. An adequate mastery of English vocabulary can determine the quality of students' speech where vocabulary is a core component of the ability to speak. Vocabulary is also the basic component for the students to speak, listen, read, and writing well.

Vocabulary has an important role in making use language skills. Students will not be able to use English without mastering vocabulary. By improving students' vocabulary, it will affect the improvement of their language ability. The more students have vocabulary, the easier they understand the language, and the more easily they express their thoughts. In learning vocabulary, the students do not only need to memorize the words, but also need to understand the words. They are not only required to know the meaning of the words, but also required to use the words correctly. It means that they understand what they are talking about.

According to McCarthy and O'Dell (2001:6), English has a very large vocabulary, which increases greatly the opportunities to express someone's thought in different styles. If the students have a very large vocabulary, it will be easy for them to express their mind. By mastering vocabulary, the students will feel smarter because they find themselves understand more what they read and hear. It is also easier for them to express themselves because they have better language mastery. They will feel more powerful because, indeed, they are more powerful by having such a very large vocabulary. They will also become more confident to speak to others.

Dealing with vocabulary, according to Sari and Safei (2013:127-128), vocabulary is a total number of words that have meaning and can be used in a language, and it is considered as one of the important element in language. She also adds that students need to master vocabulary in order to be easier to master the four skills in English and be able to express a language. In

addition, Prasetiawati (2012:3) states that language is very important in human life, and vocabulary is an important thing in language learning in spite of other language components such as, reading, grammar, morphology, and so forth. It can be said that vocabulary is a set of words, which produces a language. The more words the students know, the more ways they can use to think about things and express themselves to communicate successfully.

Nevertheless, there are differences in teaching vocabulary to young learners compared to teenagers or adults. Teaching vocabulary to young learners are more difficult than teaching to teenagers or adult because they easily get distracted even with a small interference. According Harmer (2001:37), the age of our students determines our decisions about how and what to teach where students of different ages have different needs, competences, and cognitive skills. In brief, an appropriate method is needed in teaching vocabulary to young learners that fits to their ages, needs, and competences in order to avoid students get distracted and boredom in teaching and learning process. So, the teacher needs to pay a lot of attention in choosing the suitable technique, media, and strategy that will be applied in teaching vocabulary to young learners.

Referring to young learners, Bakhsh (2016:121) defines that young learner are considered to be children from five or six years old who are in the first year of elementary schooling to twelve years old of age. It means that he divides the young learners into two groups which are determined by their ages. The first group is young learners who are in kindergarten where their



age range from five or six years old. The second group is young learners who are in elementary school at grade one up to six where their age range to twelve years old. In addition, according to Ytreberg and Scott (1990:1-5), young learners are divided into two main group. The first group is young learners from five to seven years olds who can use logical reasoning, use their vivid imaginations and use a wide range of intonation pattern in their mother tongue, the second group is young learners from eight to ten years old and the eight to ten years old who understand situations more quickly than they understand the language used and know that the world governed by rules.

Teaching vocabulary to young learners is difficult. The problem may occur because young learners learn language differently from teenagers and adults. First, they always feel bored in learning English because they do not know the vocabulary while in learning English, vocabulary is one of the most important factors that need to be learned. Second, they love to have fun and play, so they cannot stay in one place and move around here and there. Third, according to Bakhsh (2016:121) , young learners have short attention span, they need variety of activities, and they love to talk about what they did. This is also supported by Wati and Syafei (2013:666) stated that young learners have very short attention and concentration span, and they cannot listen longer and handle more abstract ideas but may be willing to speak, sing, or move.

Based on the problem above, the teacher needs to give a lot of attention in choosing suitable teaching methods that fulfill to children's

nature. The teacher should also be able to choose the suitable activities in teaching vocabulary to young learners that can stimulate the young learners' sense and get them involved in the teaching and learning process. Rahmasari (2016:1) states in teaching vocabulary young learners, the teacher requires some ways or manner, one of them is using media. She also adds that the main function of media is that students can become enthusiastic and interested in the lesson.

In teaching vocabulary to young learners, the use of suitable media, technique, and strategy may also affect their interest in learning process. Games are one of the methods that can be used to avoid young learners' feel boredom in learning. Hueyen and Nga (2003:14) says that games have advantages and effectiveness in learning vocabulary in some ways. He explains that games bring in relaxation and enjoyment for students which help them master new with ease. Games usually involve friendly competition and they keep students interested to get involved and participate actively in teaching and learning process. Besides, by using a game as a media to teach vocabulary, students can be brave, competitive, and fair.

From the explanation above, the writer choose "Memory Card Game" in teaching vocabulary to young learners, especially elementary school students. Memory card game is modification of memory game. It is a game in which the object is to find a picture-word pair. Each person turns over two cards at a time, with the goal of turning over a matching pair, by using their memory. This game will make the students trying to remember the words

they have introduced before. This game is played in a group, so it can build students' motivation due to the nature of its competitiveness.

**B. Limitation of the Problem**

Based on the background, the writer limited the problem of this paper to the use of Memory Card Game in teaching vocabulary to help young learners.

**C. Formulation of the Problem**

Based on the limitation of the problem above, the problem is formulated in following question, "How is the Memory Card Game is implemented in teaching vocabulary to young learners?"

**D. Purpose of the Paper**

The purpose of this paper is to explain how *Memory Card* game is implemented in teaching vocabulary to young learners.