

Modifying Indonesian traditional games as media to improve English vocabulary of kindergarten and elementary schools' students



^{a*} Niswatin Nurul Hidayati

^a Institut Agama Islam Al Hikmah Tuban, Jawa Timur, Indonesia

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ABSTRACT

Based on several sources, the English language proficiency of the Indonesian people is still in the low category. Indonesia is still below the average value of English language proficiency in the Asian region (53.00) or rank 5 below other ASEAN countries such as Singapore with a score (66.82), the Philippines (60.04), and Malaysia (58.55) at a very high level of proficiency, and Vietnam (51.57) in the intermediate proficiency level. The process of learning English can be carried out with a variety of media. However, because the object of the learning process is children, the use of modified traditional Indonesian games can be an option. This is because the world of children is the world of play. Indonesia has a lot of traditional games that can be utilized for the learning process, but in this case the writer focuses on offers to modify *Kotak Pos*, *ABC Lima dasar*, and *Engklek* to be used for the learning process of children, in this case to improve children's vocabulary. Vocabulary is the focus of the writer because mastering a lot of vocabulary can be a very good capital for children to learn other language skills, for example speaking, writing, reading, and also listening. The author hopes that this writer's proposal can be used as a method used by parents and teachers to teach English in a fun way.

KEYWORD:

*Indonesian Traditional Games
Media
English Vocabulary
Kindergarten
Elementary School Students*

ABSTRAK

Berdasarkan beberapa sumber, kemampuan berbahasa Inggris masyarakat Indonesia masih dalam kategori rendah. Indonesia masih berada di bawah nilai rata-rata kefasihan bahasa Inggris di kawasan Asia (53,00) atau berada di peringkat 5 di bawah negara ASEAN lainnya seperti Singapura dengan skor (66,82), Filipina (60,04), dan Malaysia (58,55) dengan skor yang sangat tinggi. tingkat kemahiran, dan Vietnam (51.57) di tingkat kecakapan menengah. Proses pembelajaran bahasa Inggris dapat dilakukan dengan berbagai media. Namun karena objek pembelajarannya adalah anak-anak, maka penggunaan permainan tradisional Indonesia yang dimodifikasi dapat menjadi pilihan. Ini karena dunia anak-anak adalah dunia bermain. Indonesia memiliki banyak sekali permainan tradisional yang dapat dimanfaatkan untuk proses pembelajaran, namun dalam hal ini penulis memfokuskan pada penawaran untuk memodifikasi Kotak Pos, ABC Lima dasar, dan Engklek untuk digunakan dalam proses pembelajaran anak, dalam hal ini untuk meningkatkan kosakata anak-anak. Kosa kata menjadi fokus penulis karena menguasai banyak kosakata dapat menjadi modal yang sangat baik bagi anak untuk mempelajari keterampilan bahasa lainnya, misalnya berbicara, menulis, membaca, dan juga mendengarkan. Penulis berharap proposal penulis ini dapat digunakan sebagai metode yang digunakan oleh orang tua dan guru untuk mengajar bahasa Inggris dengan cara yang menyenangkan.

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1. Introduction

Language is one of the abilities of children who want to be developed based on the mandate of Indonesian law. English has become one of the foreign languages introduced by parents and teachers to children from an early age. This shows the awareness of the importance of mastering this language in the midst of increasingly rapid technological developments. Various methods or media have been developed for the process of improving foreign languages in children, for example using flashcards, songs, storytelling, and so on.

Before children are able to speak fluently or think about more complex things, children learn language from words or conversations conducted by adults around them. This is commonly called *motherese* or baby language. *Motherese* refers to the child's first chatter with the nurse. Usually babies say repeated syllables, for example ma-ma-ma-ma or ba-ba-ba-ba and so forth. This kind of syllable will usually be interpreted as a call to their parents, mama or papa, although basically the chatter actually has no meaning. This first chatter will later become the child's first language, or in other terms we are familiar with the mother tongue or first language (Hidayati, 2020). Then, we also know the terms Second Language and Foreign Language which are usually introduced by parents to children. This ability, of course, must be honed by continuing to provide stimulus to children so that children are able to absorb the introduced vocabulary.

Vocabulary has a very important role in the process of language acquisition in children. This is because the vocabulary is a provision for mastering language skills, both speaking, listening, reading, and writing abilities. The same thing was also mentioned by some experts, for example Schmit who stated that no matter how much grammatical knowledge or other linguistic knowledge is given, because communication will not succeed without mediation from the vocabulary. Vocabulary has a very important role in communication which is supported by other linguistic dimensions (Schmitt, 2020). Fan also mentioned that vocabulary can have the largest portion of the meaning of any language and is also the most difficult problem for learners (Schmitt, 2020). Decarrico as quoted by Salih also mentioned the importance of vocabulary by stating that one of the important components of communicative competence is lexical competence (Schmitt, 2020).

There are several researches that have been conducted relating to the learning process of vocabulary to children. For example, what Liyana and Kurniawan did that examined the Speaking Pyramid used for learning vocabulary in children. The result shows that speaking pyramid is “appropriate” with some improvements by the material expert and “very appropriate” by the media expert. Therefore, speaking pyramid can be used as an English

vocabulary learning media to the next trial stage. However, revisions are required (Schmitt, 2020).

Another research was also conducted by Sahrawi, Hafis, Sari and Astuti (2018) who mentioned that the method used was teaching English vocabulary using games in the classroom. The results of the community service activities showed that students can more easily understand and remember vocabulary during the teaching and learning process, the effectiveness of teaching and learning activities can be monitored by the teacher, students can participate in learning with high enthusiasm (Ariyanto & Laksana, 2017), the material can be interestingly conveyed by the instructor, and the topics in the material also close to the daily lives of students (Syam, 2019). These activities make interaction and communication between teacher and students more active, so students become more motivated during the learning process (Sahrawi, et al., 2018; Fadhli, 2020). However, games used in research from Sahrawi, Hafis, Sari and Astuti are not traditional games.

As a parent or teacher, it is necessary to have ideas or ideas to make the learning process fun for children so that it doesn't feel boring. This is as mentioned by Nation that teachers should facilitate vocabulary learning by teaching learners, useful words and by helping learners figure out meanings on their own (Wulanjani, 2016; Syam, 2017). This is because learning foreign languages, especially English, is not easy because Indonesian as the mother tongue of Indonesian people has different characteristics from English, both in terms of vocabulary, grammar, pronunciation, and other aspects. Based on data quoted from EF's research results, it is stated that the English proficiency of the Indonesian people is still in the low category. Januli said that in our global research last year, Indonesia was included in a group of countries whose English proficiency was quite low. Out of 80 countries internationally, Indonesia ranks 51th. While out of the 21 Asian countries we examined, Indonesia ranks 13th (Sukma, 2020).

The same thing was expressed by Minh N Tran who said that in 2018, by saying "This year, Indonesia is ranked 51 out of 88 countries in the world, with a decrease in the score to 51.58 from 52.14 last year. This score places Indonesia 13th out of 21 countries in Asia and is below the average value of English proficiency in the Asian region (53.94) (Alamsyah, 2020). Then, in 2019, it was mentioned that Indonesia was ranked 61st with a decrease in score from 51.58 in 2018 to 50.06 in 2019. Indonesia was still below the average value of English proficiency in the Asian region (53.00) or ranked 5th in the below other ASEAN countries such as Singapore with scores (66.82), the Philippines

(60.04), and Malaysia (58.55) at very high proficiency levels, and Vietnam (51.57) at intermediate proficiency levels (Dahuri, 2020).

In this paper, the authors propose the use of modified traditional Indonesian games for the process of improving vocabulary in children. Indonesia has quite a lot of traditional games that were very popular in the past, for example *gobak sodor*, *petak umpet*, *angkling* or *engklek*, *dakon* or *congklak*, *egrang*, *lompat tali*, *lempar batu* or *gatheng*, *bola bekel*, *ular naga*, *laying-layang*, *cublak-cublak suweng*, *jamuran*, *kotak pos*, *sepak sekong*, *cendak beralih*, *gundu* or *kelereng*, *bentik*, *ABC lima dasar*, *benteng-bentengan*, *balap karung*, *rumah rumahan tanah*, *boi-boinan*, *gasingan*, *gatrik*, *kasti*, *lenggang rotan*, *masak-masakan*, *donal bebek*, *bakiak* or *teklek*, *polisi-polisian*, *rangku alu*, *paraga*, *pletokan*, *amelia-amelia*, *kucing dan tikus*, *ketapel*, *lari tempurung*, *mendorong ban*, *mercon bambu*, *ngadu muncang*, and so forth.

From those various traditional games, the author will focus on two traditional games that can be modified to improve the vocabulary of children, they are *kotak pos*, *ABC lima dasar*, dan *engklek*. *Kotak pos* game is easy games to do. In this game, players clench their hands and unite in the middle. One of the players becomes the leader by touching one hand one by one while singing ‘*kotak pos belum diisi, mari kita isi dengan buah-buahan, tak uk uk minta apa?*’ After the song ends, the player who is hit by the last touch must mention three names of the fruits. If he cannot say the name, he must quit the game and be considered defeated. The fruits in this game can be replaced by other names such as vegetables, artist names, country names, or others. Then, *ABC lima dasar* game can be played at least two people. Unlike other games which the majority rely on agility or skills, this game requires more knowledge and intelligence. To play this, all you need is paper and pen or pencil. All players contribute their fingers to determine what letter will be used as a benchmark. For example, there are seven fingers, then counted from the first alphabet, falling on the seventh letter, which is G. After that all must immediately write everything that begins with the letter G in a certain time. After the time is over, participants' answers are matched and graded. The same answer as other players get a score of 50, while different answers with other players get a score of 100. The most scores from this game will come out as winners (Hidayati, 2020). The next proposed modified traditional game is *angkling* or *engklek*. It is a game that is done by walking on one foot in square boxes drawn on the ground. There are various types of game plots in *angkling* or *engklek*, such as the shape of mountains, windmills, the letter L, and others. The rule of play of *angkling* or *engklek* is that the player tosses coins or tile chips on boxes that have been drawn on the ground sequentially, from the plot closest to the

thrower. In boxes marked with coins or critical chips, players cannot step on them and must pass through these plots. When returning to the starting line, the player must retrieve the critical tile and continue throwing to the next box. This game can be done with a minimum number of players two people.

English can indeed be learned with various media and various types of games, including online games. However, keep in mind that excessive playing online games will cause dependence on children. The world of *children* is a world of play, so parents need to invite children to play outdoors or outdoors. By playing outside the child will be trained to explore the environment, imagine and make decisions in a game. One option that can be used is to play traditional games that can hone cognitive abilities, language, social-emotional, religious, and moral values (Sulistyaningtyas and Fauziyah, 2018). By looking at the many positive aspects of this traditional game, it is felt appropriate to use this game as a medium for the learning process of children, especially foreign language learning.

2. Method

This research used qualitative research, specifically with library research. Qualitative research is research that intends to understand the phenomena experienced by research subjects such as behavior, perception, motivation, action, etc. holistically, and by means of descriptions in the form of words and language, in a special natural context and by utilizing various natural methods (Ulfatin, 2015). The purpose of qualitative research was to explain a phenomenon in depth by means of collecting data as deep as possible, which shows the importance of the depth and detail of the data being studied (Sugiono, 2016). In this research, the author used some secondary data from various sources, including research articles, books, and others.

3. Result and Discussion

3.1 Learning Media

Traditional games can be categorized as a medium used to carry out learning, in this case learning English. Gerlach & Ely said that the media are human, material, or events that establish conditions that make students able to obtain knowledge, skills, or attitudes. In this sense, teachers, textbooks, and the school environment are media. More specifically, the notion of media in the learning process tends to be interpreted as graphic, photographic, or electronic tools for capturing, processing, and rearranging visual or verbal information (Latif, et al., 2014). There are various kinds of media that

can be used in the learning process, they are: visual/graphic media, audio media, and audio-visual media (Sulistyaningtyas and Fauziyah, 2018).

- a) Visual or graphic media is media that can only be seen. Some examples of graphic media used as learning media are: (1) pictures or photos that have a concrete nature can overcome the limitations of space and time, overcome the limitations of observation, can clarify a problem, the price is cheap, easy to obtain, and easy to use. There are a number of good pictures or photos requirements that can be used as learning media, namely authentic, simple, relative size, containing motion or deeds, drawings or photographs of students' own work will be better, pictures should be good from an artistic angle and in accordance with the learning objectives want to achieve; (2) sketch: a simple drawing, or rough draft that depicts the main parts without detail. Sketches can be made quickly when the teacher explains with the aim of reaching the core discussed; (3) diagrams: as a simple drawing that uses lines and symbols, diagrams or schemes outline the structure of objects; (4) chart: has the main function of presenting ideas or concepts that are difficult if only delivered in writing or verbally visually; (5) graphics: simple drawings that use dots, lines or pictures to complement them often use verbal symbols. Its function is to describe quantitative data carefully, explain the development, or comparison of an object or event that is interconnected briefly and clearly; (6) cartoons: an interpretive picture that uses symbols to convey a message quickly and concisely or an attitude towards a particular person, situation or event; (7) poster: a picture that serves to influence and motivate the behavior of people who see it; (8) maps and globe: serve to present data and information about locations; (9) flannel board: effective graphic media to present certain messages to certain targets as well; and (10) bulletin board: function other than explaining something, bulletin boards are intended to notify the incident in a certain time.
- b) Audio media is related to the sense of hearing. The message to be conveyed is poured into the auditive symbol, both verbal and non verbal. There are several types of media that can be grouped into audio media, namely radio, magnetic tape-recording devices, vinyl records, and language laboratories.
- c) Audio visual media has similarities with graphic media in the sense of presenting visual stimuli. The difference is that graphic media can interact directly with the relevant media message, whereas in silent projection media, it must first be

projected with a projector so that it can be seen by the target, there are times when this media is accompanied by audio recording, but some are only visual. Some types of stationary projection media include: films, frames, chain films, transparency media, opaque projectors, video, games, and simulations.

From the explanation above, it can be said that the use of traditional games as learning media is included in the category of audio-visual media, where children can see or get visual stimuli and can participate or interact in the game. In the context of this paper, there are three traditional games that are proposed to be modified so that they can be used as a medium for improving English vocabulary in children. The three games are *kotak pos*, *ABC lima dasar* and *engklek*, where all three are group games. Thus, children are also trained to communicate which is part of the purpose of learning languages.

3.2 Traditional Games

Traditional game is a game that was inherited by the ancestors of the Indonesian people and passed down from generation to generation. Traditional games contain moral values that can be used as a way of life for children in the future. To play this traditional game, no expensive materials are needed because usually the materials needed are around us. In addition to its relation to the child's mental development, actually the traditional game also trains the child's physicality, where the child plays outside the house or outdoors so that his entire body will move actively. This is different from modern games using gadgets that are usually played sitting or lying down by children.

Quoting from Bazaz et al. (2018) that play is a set of physical or mental activities, which can bring players happiness and enjoyment and strengthen their interpersonal relationships. It is a part of young children's lives, which provides them with learning opportunities. Play also promotes children's tactile, sensory, motor, and verbal abilities and helps them learn about their surroundings. In fact, through playing, children gain experience in establishing interpersonal interactions and relationships. From what was stated by Bazaz et al. (2018), it can be said that traditional games also train children to communicate and interact with their peers in the environment.

3.3 The Importance of Mastering English Vocabulary for Children

English is one of the international languages which can be said to be compulsory to be mastered considering the vastness of information and knowledge conveyed through international languages, including English. For the people of Indonesia,

learning English can be said to be difficult because of some differences in the characteristics possessed by Indonesian. Therefore, the introduction of the language to children from an early age can be a way to start introducing the language in children.

Teaching language to children, it is not possible to teach complex grammatical, but by teaching vocabulary. Vocabulary is very important and fundamental in language learners. Without adequate vocabulary, a person cannot communicate effectively or express his ideas both in oral and written form (Lindawati, 2018). Krashen said that it is undeniable that vocabulary grows through incidental learning such as through continuous exposure to language that is easily understood in reading, listening, speaking, and writing exercises. The same thing also mentioned by Schmitz and Carthy that vocabulary has an important role in language skills (Lindawati, 2018; Alqahtani, 2015).

At first research on the importance of vocabulary was not a concern or tended to be ignored, but then enough experts began to focus on this phenomenon, for example Carter and McCarthy (1988), Nation (1990), Arnaud and H. Bejoint (1992), Coady and Huckin (1997), dan Schmitt (1997, 2020) and Schmitt & Meara (1997). In the process of learning a second language or a foreign language, in this case English, the lack of mastery of vocabulary can hinder the process of mastering the foreign language. This is as stated by Huckin that research has shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for L2 readers to overcome (Alqahtani, 2015).

Seeing the importance of the vocabulary above, Foil and Alber mentioned 3 basic activities to facilitate students to learn vocabulary, it is (a) facilitate linking new words to previous learning and background knowledge, (b) provide a personally meaningful context for using new words, and (c) present frequent practice opportunities” (Salih, 2015).

By looking at what Foil and Alber said above, these three points can be found or practiced through the use of traditional games as a medium for learning vocabulary in children. In the first point, Foil and Alber mentioned that the activities carried out must facilitate to connect new vocabulary with previous vocabulary that has been learned. This can be done using traditional games, where at the initial level, both the teacher and parents can provide basic vocabulary that is easy for children to digest, then at the next level, the teacher or parent can provide advanced vocabulary with a higher level of difficulty, but still in one family or type, for example the type of vegetable, fruit or

the same type of animal. Then, in the second point, Foil and Alber stated that the learning process must provide context in the use of new vocabulary. For example, in the *ABC lima dasar* game that is done in the classroom, the teacher can limit to mention only the objects in the classroom. So, children can see the object when mentioning it. Then, on the third point, Foil and Alber emphasized the importance of repetition. By inserting vocabulary education or teaching in traditional games that are often done, the child will continue to remember the vocabulary. This is consistent with the characteristics of children who really like to imitate or imitate what is around them. So, the more often repeated, the more it will stick to the child's mind or brain. This is also in line with the language learning process that needs to be practiced continuously so that they are not forgetting the words easily.

3.4 Modifying *Kotak Pos*, *ABC Lima Dasar*, and *Engklek* Traditional Games to Improve Children's English Vocabulary

It is well known that the world of children is the world of play. Children have the following characteristics: (1) acquire through hearing and experiencing; (2) learn through doing things; (3) love playing, learn best when they are enjoying, and using their imagination; (4) love playing with language sounds; (5) are not able to organize their learning; (6) their grammar will develop gradually on its own; (7) understand situations more quickly than the language used; (8) use language skills long before they aware of them; (9) have a very short attention and concentration span and so need variety; (10) are comfortable with routines and enjoy repetition; (11) respond the language well through concrete things (visual things) rather than; abstract things; and (12) need physical movements and real activities to stimulate their thinking (Slattery & Willis, 2001).

From some of the characteristics above, it is known that children learn according to listen and do something. In addition, children also like games. So, it can be said that playing in this case traditional Indonesian games will be fun for children. Thus, inserting the learning process through the game is considered to be effective. With so many traditional games that Indonesia has, this is a valuable asset that can be done for the learning process. In addition, children also learn by imitating things around them. By watching or playing the learning chill, the child will get used to remember the vocabulary taught. Repetition also makes children easy to forget. In addition, early age is a period where growth and development begin and are ongoing, both in the form of physiological, linguistic, cognitive and motoric development (Hidayati, 2020). Almost

the same thing also said by Latif *et al.* and Sugito who stated that development in one period of the child's life would determine the next stage of development (Latif, et al., 2014; Sugito, 2010).

Kotak pos and *ABC lima dasar*. *First*, *Kotak pos* game is easy games to do. In this game, players clench their hands and unite in the middle. One of the players becomes the leader by touching one hand one by one while singing ‘*kotak pos belum diisi, mari kita isi dengan buah-buahan, tak uk uk minta apa?*’ After the song ends, the player who is hit by the last touch must mention three names of the fruits. If he cannot say the name, he must quit the game and be considered defeated. The fruits in this game can be replaced by other names such as vegetables, artist names, country names, or others.

Second, *ABC lima dasar* game can be played at least two people. Unlike other games which the majority rely on agility or skills, this game requires more knowledge and intelligence. To play this, all you need is paper and pen or pencil. All players contribute their fingers to determine what letter will be used as a benchmark. For example, there are seven fingers, then counted from the first alphabet, falling on the seventh letter, which is G. After that all must immediately write everything that begins with the letter G in a certain time. After the time is over, participants' answers are matched and graded. The same answer as other players get a score of 50, while different answers with other players get a score of 100. The most scores from this game will come out as winners.

From the explanation above, it can be seen that this game sharpens the child's ability in mastering vocabulary. Vocabulary mastery in children is very much emphasized because the high vocabulary that is mastered by the child will affect the child's language ability, both in the ability to listen, speak or write. Fruit, vegetable names, character names, animal names or others can be replaced by using English vocabulary. Of course, the teacher must pay attention to a few points in teaching vocabulary to children, they are (1) the type of the vocabulary, (2) the students' level and characteristics, and (3) the value of the techniques for learners (Alqahtani, 2015).

These three things need to be considered because there is a vocabulary that is easy to say and quite difficult to pronounce. The teacher can choose some basic vocabulary that is easy, namely vocabulary that is only one word and is around the child as a first step. For example, in the fruit category, the teacher can choose papaya, apple, grape, guava, melon, and so on. In the animal category, you can choose paint,

dog, cow, tiger, lion, mouse, and so on. Choosing objects that are around or in class can also be an option, for example tables, chairs, doors, windows, floors, stone, and so on. If the child's ability is felt to have increased, it can provide more vocabulary for example other themes, which can be kinds of clothes, kinds of colors, kinds of places, and so on.

To play the game above, here are some steps that can be done by the teacher, they are: (1) determining the group that will play. For example, one group consists of 3-5 children; (2) explaining the procedures for playing with children by determining themes, for example taking the theme of animals; (3) starting the game while accompanying the child when playing; (4) become a game guide and help if children have difficulty in playing; and (5) giving a reward to each player as a form of appreciation to the child who has mentioned the name of the animal correctly.

Besides the previous two traditional games, modifying *angkling* or *engklek* could also be conducted. *Angkling* or *engklek* traditional game is a game that is done by walking on one foot in square boxes drawn on the ground. There are various types of game plots in *angkling* or *engklek*, namely the shape of mountains, windmills, the letter L, and others. The rule of play of *angkling* or *engklek* is that the player tosses coins or tile chips on boxes that have been drawn on the ground sequentially, from the plot closest to the thrower. In boxes marked with coins or critical chips, players cannot step on them and must pass through these plots. When returning to the starting line, the player must retrieve the critical tile and continue throwing to the next box. This game can be done with a minimum number of players two people.

The modification of the previous game can be done by: (1) the parents or teachers are sticking the pictures of various animal, vegetables, fruits, or some stuffs around the children; (2) asking the children to play it by tossing the coins or tile chips; (3) asking the children to say the name of the pictures of various animal, vegetables, fruits, or some stuffs, where the coin or tile chips falls; (4) the game begins; and (5) asking the other players to do the same. For kindergarten children education level, the selected vocabulary can be in the form of vocabulary that is easy to pronounce and remember. Then, for elementary school children, the selected vocabulary can be expanded, not only the names of animals, fruits, or vegetables, but starting to the vocabulary of places, such as bridges, museums, auditoriums, city halls, and so on.

That traditional games are capable or can be used to stimulate language development and verbal abilities in children, has been explained by several experts,

for example Rogers & Sawyer's suggested that up to school-age children playing for children has a very important meaning. The important values in play for children are as follows: (1) improve the ability of problem solving in children; (2) stimulates language development and verbal ability; (3) develop social skills; and (4) is media of expression of emotions (Nadjamuddin, 2016). The same is true of applications Misbach in his research shows that traditional games can stimulate various aspects of child development which can include: (1) motor aspects by training endurance, flexural power, motor sensory, gross motor, and fine motor skills; (2) cognitive aspects by developing imagination, creativity, problem solving, strategies, anticipatory abilities, and contextual understanding; (3) emotional aspects by becoming emotional cathartic media, can hone empathy and self-control; (4) aspects of language in the form of understanding the concepts of value; (5) social aspects by conditioning children to be able to establish relationships, work together, train social maturity with peers and lay the foundation to practice socialization skills by practicing roles with older people and society in general; (6) spiritual aspects, traditional games can bring children to realize the connection with something that is supreme (transcendental); (7) ecological aspects by facilitating children to be able to understand the wise use of natural elements around; and (8) aspects of values/morals by facilitating children to be able to live the moral values passed down from the previous generation to the next generation (Nadjamuddin, 2016).

4. Conclusion

Indonesia has enough traditional games that can be preserved by being introduced to children. These games can also be modified to be used as a medium to improve vocabulary of foreign languages in children, in this case English. The author offers three traditional games that can be used by kindergarten teachers or parents to use them as a medium for playing with children. Because, we also know that the world of children is a world of play. So, the learning process can be tucked into the child's play process. This paper is a form of writer's offer to teachers and parents. This research is also a preliminary study that requires further research to see the effectiveness of the learning process of English in children by using modified traditional game media.

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