

ABSTRACT

Ramadhani, Amalina Zahra (2025): Teacher Perception on the Traditional Game to Learn English Vocabulary: A Case Study in Primary School

The study explores the perception of the teacher of using traditional games to learn to speak English. As stated by Garcia (2017), English is one of the most widely spoken languages in the world and serves as a lingua franca in many international settings. Then, this research investigates the implementation of traditional games in learning speaking and also reveals the student's response using traditional games in learning to speak English.

A qualitative case study methodology was use in this research. Then, the data was collected through the interview, questionnaires, and observation. The interviews were used to get the data of teacher perceptions; and to find out the implementation the observation and questionnaire to get the data of the student's response. The participants are one teacher in a primary school in Bandung, and also 23 students in the teacher classroom.

The results of this study shows that teacher give positive feedback on applying these traditional games in teaching speaking English. Moreover, the perception of the teacher was quite positive after implementing these games. Furthermore, the student's response was enthusiastic to learn to speak through traditional games. Enjoyable and confident are the feelings of students after playing these games to learn English. To conclude, the teacher and students are given a positive response to using traditional games in learning to speak English.

The study concludes by highlighting the importance of traditional games in the classroom. Then, suggesting to teacher to apply the traditional games in the teaching strategy. Preparation and planning are the keys to the implementation of these traditional games. Lastly, several suggestion for students in playing games namely, actively participate in games, collaborate with peers, apply vocabulary in daily life, seek clarification when needed, and practice outside the classroom.

Keywords: traditional games, speaking, teaching, vocabulary.