



**TEACHERS' PRACTICES AND
PERSPECTIVES OF USING
COMPETITIVE GAME FOR TEACHING
ENGLISH TO YOUNG LEARNERS**



SOFA SOFIANA
SN. 20522050

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A THESIS

Submitted to Fulfill One of the Requirements for *Sarjana Pendidikan*
Degree in English Education



By :

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**ENGLISH EDUCATION DEPARTMENT
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c/q. Ketua Program Studi Tadris Bahasa Inggris
di Pekalongan

Assalamu'alaikum, Wr. Wb.

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: TEACHERS' PRACTICES AND PERSPECTIVE OF
USING COMPETITIVE GAME FOR TEACHING ENGLISH
Judul TO YOUNG LEARNERS

Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diujikan dalam sidang munaqasyah.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terimakasih.

Wassalamu'alaikum, Wr. Wb

Pekalongan, 10 Februari 2026
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ACKNOWLEDGEMENTS

Alhamdulillahirobbil ‘alamin, all praises be to Allah SWT, the Most Gracious and the Most Merciful, for His endless blessings, guidance, and strength that have enabled me to complete this thesis. I would like to express my sincere gratitude to the following individuals:

1. My beloved parents, Bapak Warji'in and Ibu Faisah, for their continuous support, prayers, guidance, and encouragement throughout my academic journey. Their dedication and sacrifices have been an invaluable source of motivation in completing this thesis.
2. My extended family, for their understanding, moral support, and encouragement during the process of completing this study.
3. My supervisor, Fachri Ali, M.Pd, for his valuable guidance, constructive feedback, patience, and academic supervision throughout the writing and completion of this thesis.
4. Four.Lifers, my best friends during my college years, for their companionship, cooperation, and support that made my academic journey more meaningful.
5. Grow Together, my colleagues and companions in organizational activities, for the shared experiences, teamwork, and support that contributed to my personal and academic development.
6. All individuals who were involved in the completion of this thesis, either directly or indirectly, whose names cannot be mentioned one by one. Their assistance, support, and contributions are sincerely appreciated.

MOTTO

“Sesungguhnya di balik kesulitan ada kemudahan”

(QS Al-Insyirah : 5-6)

“Live as if you were to die tomorrow. Learn as if you were to live forever.”

(Mahatma Gandhi)

“Success is not measured by what you achieve, but by the obstacles you overcome, the perseverance you show, and the lessons you learn along the journey.”

(Booker T. Washington)

ABSTRAK

Penggunaan permainan kompetitif dalam pengajaran bahasa Inggris kepada siswa muda telah menarik perhatian yang signifikan karena sifatnya yang ganda, yang dapat memberikan dampak positif dan negatif pada pengalaman belajar siswa. Meskipun banyak penelitian telah membahas dampak permainan kompetitif game terhadap hasil belajar, masih sedikit penelitian yang secara khusus menyoroti praktik dan perspektif guru dalam menerapkan permainan ini di kelas terkhusus bagi siswa muda. Penelitian ini bertujuan untuk mengeksplorasi praktik dan perspektif guru dalam menggunakan permainan kompetitif untuk pengajaran bahasa Inggris kepada siswa muda. Menggunakan pendekatan kualitatif dengan desain studi kasus, penelitian ini dilakukan di dua Madrasah Ibtidaiyah (MI) yang berlokasi di Pekalongan dan Batang. Partisipan terdiri dari dua guru bahasa Inggris yang dipilih berdasarkan kriteria tertentu, yaitu mengajar bahasa Inggris kepada siswa muda dan memiliki pengalaman sebelumnya dalam menerapkan permainan kompetitif di kelas. Data dikumpulkan melalui observasi kelas dan wawancara semi-terstruktur, kemudian dianalisis menggunakan analisis tematik. Temuan penelitian ini menunjukkan bahwa praktik guru dalam menggunakan permainan kompetitif melibatkan proses implementasi yang sistematis dan kontekstual dikasih penjelasan. Dari dimensi perspektif, guru memandang permainan kompetitif sebagai aktivitas pembelajaran yang memerlukan pertimbangan cermat, penilaian reflektif, dan penyesuaian berkelanjutan untuk menyeimbangkan tujuan pembelajaran dan kesejahteraan emosional siswa. Penelitian ini berkontribusi pada pemahaman yang lebih dalam tentang bagaimana permainan kompetitif diterapkan dalam konteks kelas nyata dan memberikan wawasan tentang perspektif guru dalam penggunaan efektif permainan kompetitif dalam pengajaran bahasa Inggris kepada siswa muda.

Kata Kunci: permainan kompetitif, siswa muda, pengajaran bahasa Inggris.

ABSTRACT

The use of competitive games in teaching English to young learners has attracted significant attention due to its dual nature, which can have both positive and negative effects on students' learning experiences. Although many studies have discussed the impact of competitive gaming on learning outcomes, few studies specifically highlight teachers' practices and perspectives in applying these games in the classroom, especially for young learners. This study aims to explore teachers' practices and perspectives in using competitive games for teaching English to young learners. Using a qualitative approach with a case study design, this research was conducted in two Madrasah Ibtidaiyah (MI) located in Pekalongan and Batang. The participants consisted of two English teachers who were selected based on specific criteria, namely teaching English to young learners and having previous experience in implementing competitive games in the classroom. Data were collected through classroom observations and semi-structured interviews, then analyzed using thematic analysis. The findings of this study indicate that teachers' practices in using competitive games involve a systematic and contextual implementation process. From a perspective dimension, teachers view competitive games as learning activities that require careful consideration, reflective assessment, and continuous adjustment to balance learning objectives and students' emotional well-being. This study contributes to a deeper understanding of how competitive games are applied in real classroom contexts and provides insights into teachers' perspectives on the effective use of competitive games in teaching English to young learners.

Keywords: competitive games, young learners, English teaching.

PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His love and bestowed me guidance, health, wealth and patience so that the writing process of my research thesis research entitled **“Teachers’ Practice And Perspective of Using Competitive Game for Teaching English to Young Learners”** can be completed. It is submitted to English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfil one of the requirements of Research Thesis. This proposed study can be accomplished because of many supports from several people. Therefore, in this occasion I would like to express my sincere gratitude to:

1. The Rector of UIN K.H. Abdurrahman Wahid Pekalongan, Prof. Dr. H. Zaenal Mustakim, M.Ag., for his unwavering dedication and support to the academic excellence and progress of the university, which inspires us to strive for quality research.
2. The Dean of the Faculty of Tarbiyah and Teachers’ Training (FTIK), UIN K.H. Abdurrahman Wahid Pekalongan, Prof. Dr. H. Muhlisin, M.Ag., for his strong leadership and encouragement to all students and staff in achieving academic and professional growth.
3. The head of English Education Department and Teachers’ Training Faculty of UIN K. H. Abdurrahman Wahid Pekalongan, Mr. Ahmad Burhanuddin, M.A.
4. Mr. Fachri Ali, M.Pd, as my supervisor who has given me suggestion, guidance and time in writing this research.
5. All lecturers of English Education Department, UIN K. H.

Abdurrahman Wahid Pekalongan.

6. My beloved parents who have given me endless support, prayer, advice and encouragement in writing this research proposal.
7. Everyone who has contributed in this thesis.

Pekalongan, February 10th 2026

The Researcher

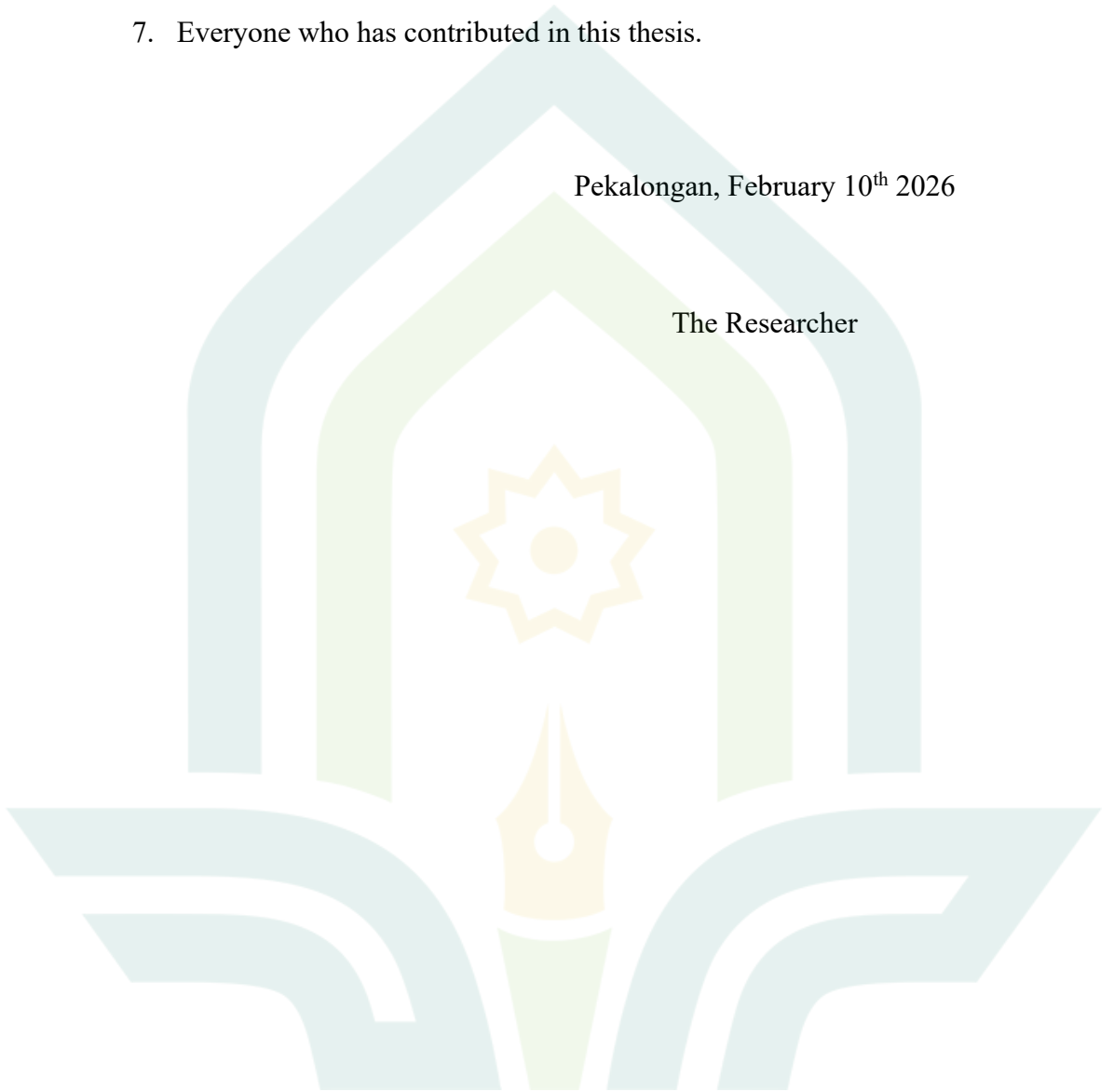


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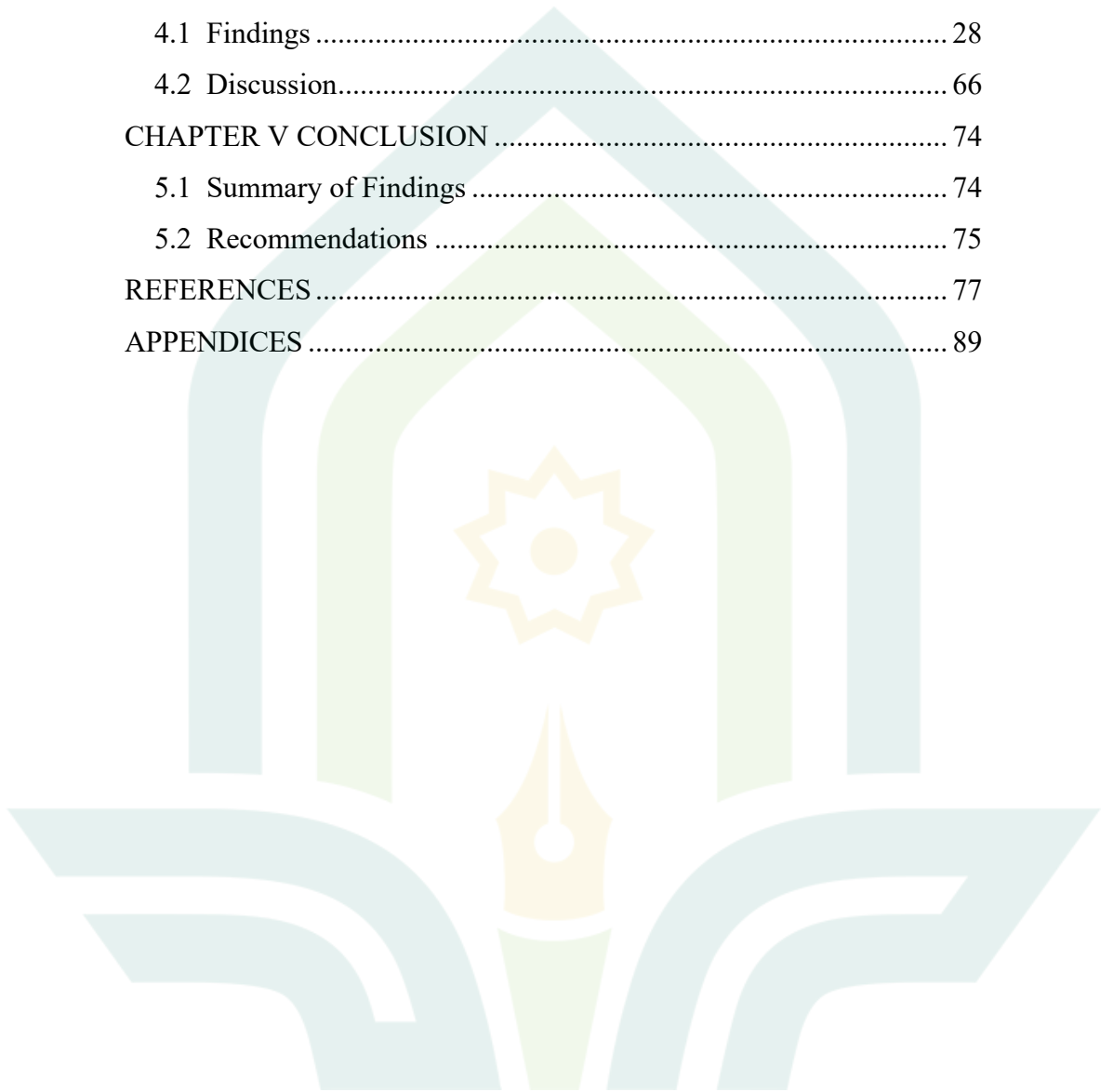
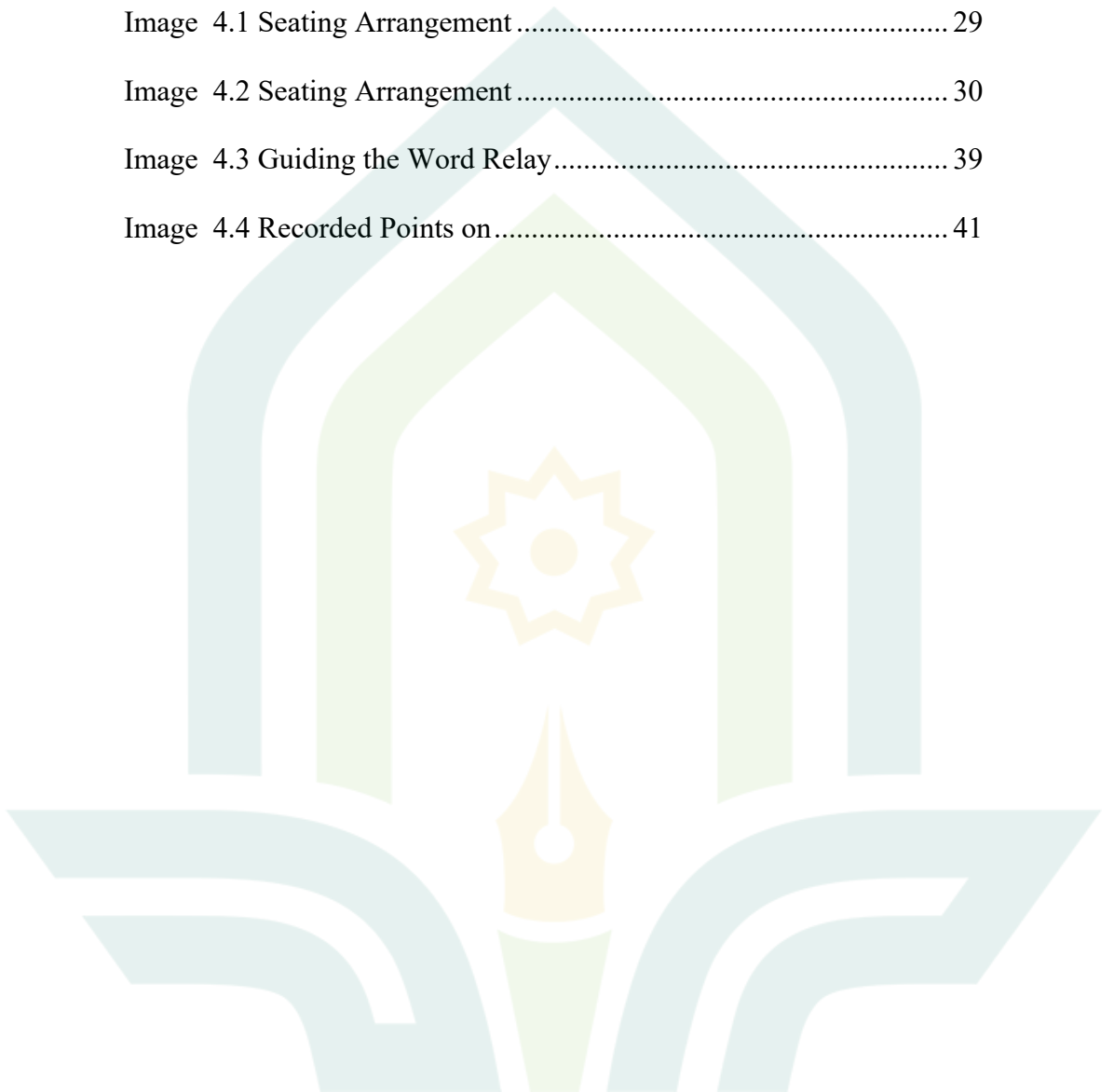


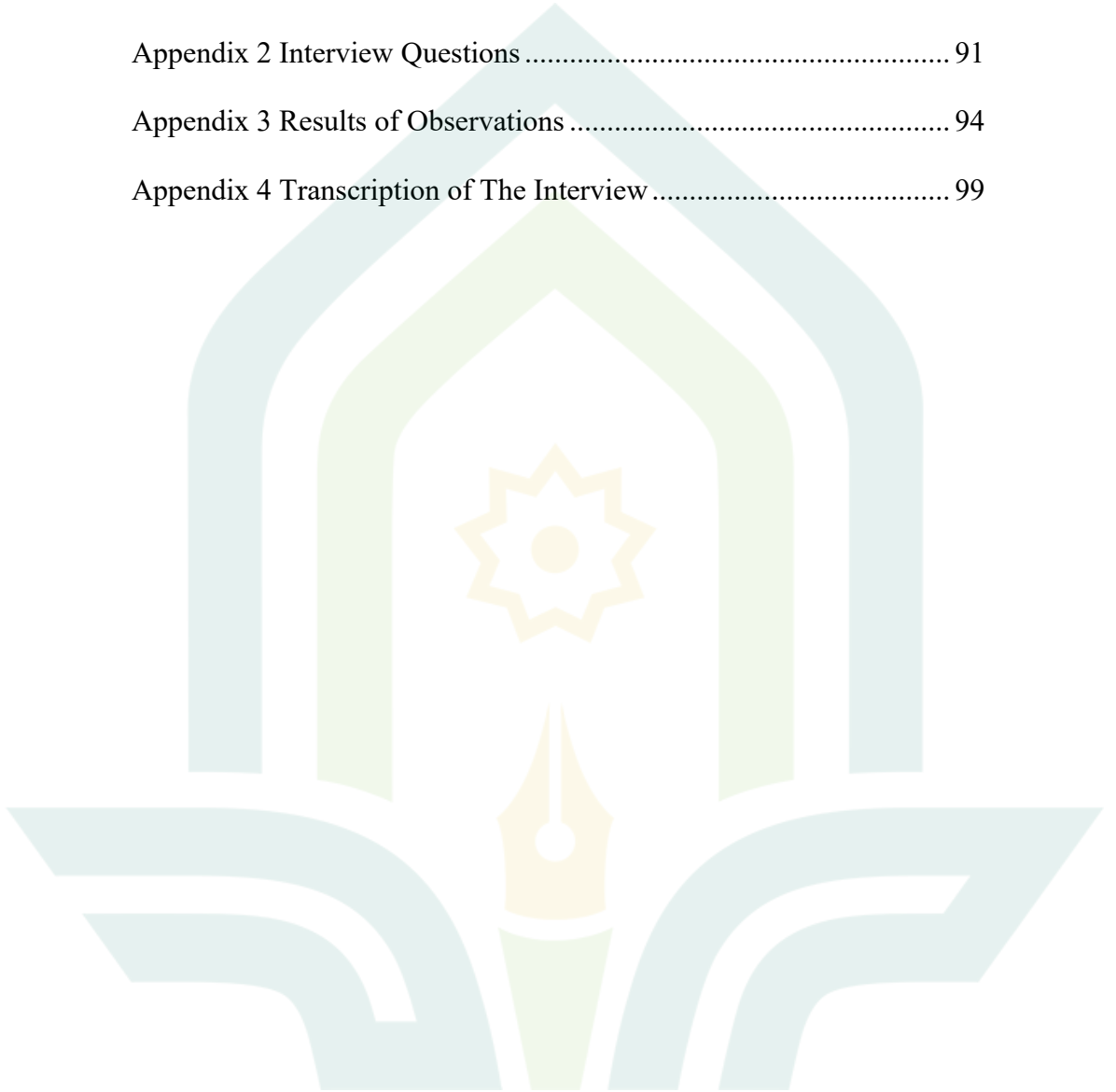
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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Competitive game are game-based activities that involve an element of competition between individuals or groups with the aim of winning a particular challenge. They are often used in a variety of learning contexts, including language teaching, due to their ability to increase learner motivation and engagement (Wright et al., 2006). Competitive game are game-based activities involving competition between individuals or groups to win a challenge, and can develop various skills in children (Blegur, 2017). Research on competitive game highlights several key characteristics such as compete, clear rules, objective scoring systems, and rewards for winners are fundamental elements that encourage a competitive spirit (Elias et al., 2012). In conclusion, competitive game are game-based activities that involve competition and have clear rules, objective scoring systems, and rewards for winners, which can increase learner motivation, engagement, and skill development.

The types of competitive game in English language include team-based game, individual-based game and technology-based game (Prensky, 2003). Research has shown that competitive game in EFL speaking classes for young learners have been shown to increase motivation, build confidence, and create a fun atmosphere that lowers anxiety (Hikmawan et al., 2023). Nevertheless, research shows that competition in education can have both good and bad effects on student motivation and learning. Competition can push students to be better (Chen et al., 2010), but it can also make them too focused on winning and feel discouraged if they fail (Lam et al., 2004). Some research suggests that competition can lower student's confidence when they learn by watching others (Chan & Lam, 2008) and potentially make weaker students feel unmotivated if they continuously lose (Cheng et al., 2009). It

can be concluded that competitive game in English learning can increase student's motivation and confidence, but also have potential negative impacts, such as lowering self-confidence and making less able students feel unmotivated if they lose frequently.

Research shows that using games in English language learning can be particularly effective for young learners. Games have been shown to increase motivation, vocabulary acquisition and English proficiency while reducing anxiety (Wang et al., 2011). The use of competitive game in English language learning is particularly relevant for young learners or early childhood and primary school age children, as they have a tendency to learn through fun and interactive experiences (Al-karawi, 2020). Competitive game are an effective way to develop young learner's communicative skills in English language learning (Ibrakhimovna, 2024). Therefore, the use of competitive game in language teaching provides an interactive and fun learning experience that resonates with young learner's tendency to learn through fun and engaging activities.

Using competitive game in language learning can create a more interesting and fun classroom atmosphere. Competitive game provide opportunities for competition, rule-following and fun, thus helping teachers create a positive learning environment (Sanchez et al., 2007). Using competitive game in the classroom to teach young learners creates a more relaxed and fun learning environment that leads to better educational outcomes compared to traditional teaching methods (Kolarska, 2020). However, the successful implementation of this strategy is highly dependent on how the teacher manages the classroom dynamics and balances between the competitive and collaborative aspects in order to still provide a positive learning experience for all students.

Although competitive game have several benefits, they also have some challenges that can hinder effective learning, especially when they foster excessive competition among young

learners. Teachers face challenges when using competitive game, such as managing noise and unorganized classrooms, as well as ensuring that young learners have enough time to practice and consolidate the vocabulary (Bakhsh, 2016). In addition, competitive game in academic settings can induce anxiety and negatively impact student participation and learning outcomes, competition among young learners can hinder learning because it makes them associate their abilities with how well they do compared to others, so some students become less eager to learn so they do not feel defeated (Wang & Yang, 2003). Anxiety due to competitive game can interfere with the learning process because it makes the brain work harder and it is difficult to focus, especially for young learners who tend to feel fear or anxiety easily (Liu et al., 2024). Therefore, teacher's understanding of the dynamics of competitive game and how they adapt these game in the teaching context are important factors in the success of this strategy.

Based on pre-research results obtained through conversations with two English teachers at Madrasah Ibtidaiyah (MI) in the Batang and Pekalongan, an overview of their experiences in applying competitive games in English learning. The first teacher, identified as Mrs. N, revealed that she has used competitive games such as word relay and vocabulary race, either individually or in teams, where winners also receive extra points. She stated that competitive games are an interactive method that can enhance students' learning motivation, but require teacher monitoring to avoid causing emotional stress, as some students sometimes become overly focused on winning. Meanwhile, Mrs. D, the second teacher, has practiced competitive game such as quiz bowl with the help of spinner technology and vocabulary races in groups, with prizes in the form of extra points or five thousand rupiah for the winners. According to her, students are more enthusiastic about learning when there is a winning target to achieve, although she acknowledges the challenges of controlling the class during the

game and the low participation of academically less capable students. In conclusion, competitive game can be an effective and enjoyable learning strategy, but proper planning and management are necessary to maximize their benefits for all students.

Previous research also reported some challenges that arise in implementation of competitive game to teach young learners. Some of the challenges often encountered are difficulties in controlling the class during the game, inequality in the level of student participation, as well as negative psychological impacts for young learners who are less able to compete (Cameron, (2001). Additionally, competitive game can trigger aggressive behavior in young learners, necessitating careful classroom management strategies (Castellanos, 2002). In addition, the lack of research that specifically examines teacher's practices and perspectives in implementing competitive game in teaching English to young learners is a gap that needs to be filled in this field.

Based on aforementioned arguments, this study aims to conduct a deeper investigation into teacher's practices on using competitive games in English language teaching for young learners, which have rarely been the main focus in previous studies. The main focus of this research is on teacher's practice, which includes how teachers manage and evaluate the use of competitive game in the classroom, as well as on teacher's perspective, which is their views, beliefs and considerations regarding the benefits, challenges and social-emotional impact of these game on young learners. By understanding teacher's practices and perspectives, this research is expected to contribute to the development of more effective teaching strategies. In addition, the results of this study are expected to help teachers in designing competitive game that are not only interesting but also pay attention to student's psychological well-being and social development.

1.2 Formulation of the Problem

This study provides two research questions. The researcher explores:

1. How do teachers' practice on using competitive game to teach English to young learners?
2. What are the teachers' perspectives on using competitive game in English learning for young learners?

With the formulation of the problem, this study will help provide more detailed insights into teacher's practices and perspective of competition game-based teaching method.

1.3 Operational Definitions

To avoid misunderstanding about the terms in this study, the researcher provides some definitions related to the study as follows:

1. Competitive Game

Competitive Game is defined as a situation where individuals or groups actively compete against one another to achieve specific objectives. A key aspect of competition is the existence of clear goals that participants strive to reach, which in turn fosters increased motivation and effort (Fisher, 1976).

2. Vocabulary Race

Vocabulary Race is a competitive activity in which students compete against each other, either individually or in groups, to answer questions or name specific vocabulary words as quickly and accurately as possible (Hukom, 2021).

3. Word Relay

Word Relay is a competitive and collaborative activity for building vocabulary in which students take turns generating words according to specific rules. This type of turn-taking vocabulary game promotes rapid recall and fluency (Lewis & Hill, 1992).

4. Young Learners

Young Learners are children who are in the early stages of their education, typically ranging from preschool

to primary school age, usually between 5 to 12 years old (Pinter, A. 2017).

5. Teacher's Practice

Teacher's practice are reflected in what teachers actually do in the classroom, including how they manage activities, interact with learners, give instructions, and evaluate learning (Richards & Lockhart, 1996).

6. Teacher's Perspective

Teacher's Perspective are a construct that encompasses ideas, behaviors, and contexts in specific teaching actions (Adler 1984).

1.4 Aims of the Study

The purpose of this research is to investigate the role of competition games in teaching English to young learners. This study aims to achieve two specific objectives:

1. To explore how teachers implement of using competitive games to teach English to young learners.
2. To explain the teachers' perspectives on the use of competitive game in English learning for young learners.

1.5 Significance of the Research

The significance of this study can be summarized as follows:

1. Theoretical Significance:

This study will contribute and support Wright et al. (1984) theory about *Games in Language Teaching*, which emphasizes that games create a relaxed and engaging learning environment. According to Wright and his colleagues, games play a crucial role in language learning because they lower students' anxiety, increase motivation, and promote meaningful communication. By integrating games into classroom activities, teachers can foster a sense of enjoyment and collaboration that encourages learners to participate more actively.

2. Empirical Significance:

This study will give the empirical insight about the practice and perspective of teacher using competition game

in English learning. It aims to explore how teachers implement competitive activities in their classrooms, including the strategies they use, the challenges they face, and the benefits they perceive. By examining teachers' experiences and viewpoints, this research seeks to reveal how competition-based games can enhance student motivation, engagement, and language proficiency.

3. Practical Significance:

This study will provide recommendations for teachers on integrating competitive game into English language teaching to enhance student engagement and motivation. The findings will help teacher optimize the use of competitive game to improve language acquisition.



CHAPTER V CONCLUSION

5.1 Summary of Findings

The findings of this study showed that teachers' practices in using competitive games to teach English to young learners involved a systematic and contextual implementation process. The implementation stage began with careful planning, in which teachers selected competitive games that were appropriate for the learning objectives, students' language levels, and classroom conditions. During the implementation stage, teachers divide students into groups, explain the rules clearly, set time limits, and monitor participation to ensure fairness and inclusivity. During the activity, teachers actively guide students by providing instructions, encouragement, and emotional support, while also managing classroom dynamics such as noise, excitement, and uneven participation. Evaluation is conducted informally through observation, feedback, and reflection at the end of the game, allowing teachers to assess student engagement and understanding. This implementation demonstrates that competitive games are integrated as a structured classroom practice rather than a spontaneous or purely recreational activity.

From the perspective dimension, teachers viewed competitive games as learning activities that require careful consideration and continuous adjustment. Teachers' positive perceptions, developed through classroom experience, influenced how they selected games, responded to students, and addressed challenges such as emotional reactions, noise, and unequal participation. At the same time, teachers' perspectives informed their practices by emphasizing balance between competition and cooperation, as well as emotional comfort and engagement. Overall, the state of implementation in this study reflects a reciprocal relationship between teachers' practices and perspectives, in which teachers' beliefs and experiences guide the practical use of competitive games, and classroom practices, in

turn, shape teachers' ongoing views toward competition-based activities in English teaching for young learners.

5.2 Recommendations

Based on the findings of this study, several recommendations can be made for teachers and further research

5.2.1 Recommendation for Teachers

Based on the findings of this study, it is recommended that English teachers of young learners integrate competitive games as part of their regular classroom practice with careful planning and reflective management. Teachers are encouraged to select competitive games that align with learning objectives, students' language levels, and classroom conditions. Clear rules, balanced grouping, and achievable challenges should be emphasized to ensure fairness and inclusivity. In addition, teachers should maintain a supportive classroom atmosphere by providing positive reinforcement, guiding students' emotional responses, and ensuring equal participation opportunities, especially for shy or less confident learners. Through continuous reflection on their practices and perspectives, teachers can adapt competitive games to support meaningful engagement and positive classroom interaction.

5.2.2 Recommendation for Further Research

For further research, future studies are recommended to explore the use of competitive games in broader educational contexts and with different participant profiles. Researchers may consider involving a larger number of teachers or schools to gain more diverse perspectives on the implementation of competitive games. In addition, future research could examine students' perspectives and emotional experiences during competitive games to complement teachers' viewpoints. Longitudinal or comparative studies may also be conducted to investigate how teachers' practices and perspectives evolve over time

or differ across teaching contexts. Such studies would provide deeper insights into the role of competitive games in English language teaching for young learners.

