

The Implementation of the Logico Maximo Game to Young EFL Learners' Vocabulary Learning

Ardelia Rana Putri¹, Siti Aisyah², Lailatul Musyarofah³, Yudy Prasetyo⁴

¹²³⁴PGRI Delta University

ranaputri19@gmail.com¹, siti.aisyah.yes@gmail.com², ibulaila7810@gmail.com³,
yudyp77@gmail.com⁴

APA Citation:

Putri, A. R., Aisyah, S., Musyarofah, L., & Prasetyo, Y. (2025). The Implementation of the Logico Maximo Game to Young EFL Learners' Vocabulary Learning. *EDUCASIA*, 10(2), 157-177. doi: <http://dx.doi.org/10.21462/educasia.v10i2.369>

Abstract

This study explores the use of the Logico Maximo game as an interactive medium to support vocabulary acquisition among young EFL learners at ILC English Course. Data was collected through student questionnaires, interviews with a fellow teacher and course manager, and classroom observation using a descriptive qualitative methodology. According to the results, Logico Maximo creates a more expanding, interesting, and enjoyable learning environment. The game's sensory and visual elements were well received by the students, encouraging active engagement and enhancing vocabulary memory. Nevertheless, the study also noted a variety of difficulties, such as differing student comprehension levels, time management issues, and practical limitations in game implementation. Despite these issues, both the teacher and stakeholders viewed the game as an effective tool for enriching vocabulary learning. The results support previous research on the benefits of game-based learning in EFL contexts, particularly for early learners who thrive on multimodal and play-based instruction. It is suggested that future implementations include task differentiation and additional support mechanisms to accommodate learners with diverse needs.

Keywords: game-based learning, interactive media, logico maximo, vocabulary learning, young EFL learners

1. INTRODUCTION

Language is essential to being human because it is the main form of communication. People can communicate their thoughts, feelings, and ideas through language, as well as acquire information and engage in international exchanges. Language, as defined by Brown (2000), is a system of arbitrary, conventionalized written,

spoken, or gestured symbols that members of a society use to communicate intelligibly. In the context of globalization, the English language has become an essential tool, particularly in emerging nations like Indonesia. Language can be expressed orally, in writing, and nonverbally.

English is widely used in Indonesia and encompasses the four primary skills of speaking, listening, reading, and writing. In addition to fundamentals such as vocabulary, grammar, and pronunciation. One of the most important of these is vocabulary. Paul Nation stated that a rich vocabulary is essential for speaking, listening, reading, and writing. Learners can effectively communicate and understand information when they have a strong vocabulary. For young EFL learners in particular, this is crucial because vocabulary is the first step to mastering advanced language abilities. Young learners typically pick up language by experience and context rather than through theoretical justification (Cameron, 2001). Students may become bored and lose enthusiasm as a result of this method since it may make it harder for them to comprehend and remember new phrases. Engaging, contextual, and multimodal learning strategies are especially important for young EFL learners as they seek to support their cognitive and emotional development while learning a foreign language.

Teachers require engaging and successful teaching strategies that can improve vocabulary learning in order to solve these problems. A potential solution is game-based learning, especially when used with instructional resources such as the Logico Maximo game. Children's curiosity is piqued by games, which also offer chances for interaction, experimentation, and cognitive stimulation. With its vibrant task cards and movable buttons, Logico Maximo is made especially to facilitate kinesthetic and visual learning, allowing students to stay engaged in the learning process and self-correct. "Board games are not just for fun or spending time, they are also an excellent tool that motivates children to learn English or any other language" (Casas i Faig, 2020, p. 7).

The researcher believes that by providing an enjoyable and engaging learning environment, Logico Maximo can greatly increase student engagement and vocabulary learning. Students are divided into groups and encouraged to collaborate while playing the game to complete vocabulary exercises in class. The game's tactile and visual elements help kids recognize and remember words, which makes it simpler for them to employ new words in casual discussions. Based on basic observations and interviews at ILC English Course, the researcher observed that even after the Logico Maximo game was included to vocabulary lessons, learners continued to show little enthusiasm and had trouble remembering the words. Teachers saw that standard teaching approaches did not help children fully understand new terms or hold their attention. This circumstance suggests that more research is required to fully understand the use of Logico Maximo in learning vocabulary, as well as the difficulties that both teachers and students have when implementing it into practice.

Although numerous studies have examined game-based learning in English as a Foreign Language (EFL) education, there is still a notable lack of research specifically focusing on the use of the Logico Maximo game for vocabulary learning among young learners in non-formal settings such as language courses. This study addresses that gap by exploring the implementation of Logico Maximo, student responses, and practical challenges encountered at the ILC English Course. It is particularly significant because:

- Logico Maximo features visual and tactile elements suitable for young learners' cognitive styles, yet its effectiveness remains underexplored.
- The study focuses on a non-formal education context, which differs from most previous research conducted in formal school settings.
- There is a clear need for contextual, multimodal approaches to overcome the limitations of traditional methods, which often lead to boredom and poor vocabulary retention among children.

Thus, this research fills a gap in the literature by examining the integration of a specific interactive learning tool (Logico Maximo) for vocabulary acquisition among young EFL learners in a language course environment.

The study seeks to answer the following questions:

1. How is the Logico Maximo game implemented in vocabulary learning among young EFL learners?
2. What are the students' responses and challenges in using the Logico Maximo game for vocabulary acquisition?"

2. LITERATURE REVIEW

2.1. Teaching and Learning English as a Foreign Language (EFL)

The practice of teaching English in situations where it is not the primary language of communication is known as teaching English as a foreign language (EFL). Since English is considered a foreign language in nations like Indonesia, it is mostly taught in formal educational institutions and is not used for everyday social interaction. Students' exposure to real English communication becomes restricted, which has an impact on their language learning. According to Harmer (2007), Kachru's concept separates the global English usage into three concentric circles. The United States, the United Kingdom, and Australia are among the nations in the Inner Circle where English is the primary language. The Outer Circle includes nations like Nigeria and India, where English is frequently utilized in institutional settings and serves as a second language. The Expanding Circle includes nations like Indonesia, Japan, and Poland, where English is taught as a foreign language. The Expanding Circle includes Indonesia in particular, where English is taught but not widely utilized as a daily communication tool.

Language learning in EFL situations typically relies more on conscious instruction than on natural acquisition because of this restricted exposure. Language learning, which is a conscious process including the formal study of language rules, differs fundamentally from language acquisition, which is a subconscious process that happens through meaningful contact, according to Krashen (1982). Since English is only used in classrooms, the majority of Indonesian pupils encounter the latter. As a result, English as a Foreign Language teachers are supposed to design classrooms that simulate real-world language practice. Given that students often have little experience to English in real-world situations, the learning approach needs to be student-centered and motivate them. Engaging instructional media is one of the best methods to accomplish this.

The impact of board games or gamified tools on vocabulary development has also been the subject of recent research. For example, Sulistianingsih et al. (2019) discovered that because of their visual and tactile appeal, Interactive Board Games (IBG) considerably increased students' vocabulary achievement. In a similar vein, Rahmawati et al. (2023) emphasized that gamification techniques for vocabulary acquisition enhanced motivation while also enhancing word retention and comprehension. Quinchuela Andrade (2020) supports these findings by stating that "the implementation of board games in English classes helps to improve the learning process and promotes the development of linguistic skills in a dynamic way" (p. 3), which further supports the notion that board games are an effective didactic strategy in language learning.

In conclusion, teaching English as a foreign language requires methods that go beyond textbook instruction. Innovative, student-friendly, and media-supported practices are necessary for teachers to close the gap between classroom learning and communication ability. This helps students retain their vocabulary while also boosting their self-confidence when speaking English. In support of these conclusions, Afidah and Machfudi (2022) found that a typical challenge for vocabulary learners is a lack of contextual and interesting exposure, which interactive games may be able to help with

2.2. Teaching and Learning Vocabulary

One of the most important parts of language learning is teaching and learning English vocabulary. Language abilities are built on vocabulary; without a sufficient vocabulary, children will struggle to read, write, talk, and listen. Therefore, while selecting which words to teach, English teachers need to be careful and selective. Teachers should take into account a number of factors in their practice, including word frequency, usage context, combination, and grammatical patterns. Game-based learning has demonstrated beneficial effects in enhancing young EFL learners' vocabulary comprehension, especially when board games are used. Children's cognitive and social learning styles are accommodated by the regulated, repeated, and entertaining tasks that board games provide. Accordingly, Karasimos (2020) suggested including story-based board games into primary EFL classes as a way of encouraging natural vocabulary growth via play. Reraki (2022) went on to highlight inclusive vocabulary teaching strategies that benefit students with learning disabilities like dyslexia by including tactile and visual components.

Furthermore, vocabulary development is significantly influenced by motivation. Students are more likely to remember language over time when they are actively involved in the learning process and find it enjoyable. For this reason, using interactive exercises, games, and visual aids in vocabulary training can be quite helpful. The use of effective teaching media is essential in supporting vocabulary acquisition and overall language proficiency. Kurniadi (2018) discovered that using the right media improved students' speaking abilities as well as their vocabulary knowledge, demonstrating the connection between vocabulary and effective language use. This encourages the use of interactive, graphic resources like Logico Maximo in vocabulary learning. When selecting instructional strategies, teachers should also take the age, skill level, and learning preferences of their students into consideration. Visual and tactile aids, for example, are highly useful for young learners, but more analytical methods, such as word maps, affix analysis, or collocation charts, may be more beneficial for older students. Whatever method is employed, it is

crucial that educators offer regular feedback and review opportunities to help students retain the vocabulary they have developed.

2.3. Vocabulary

Vocabulary is an essential part of learning a language. It is impossible to separate the four core language skills of speaking, listening, reading, and writing from vocabulary growth. Also, because words only fully express themselves in context, vocabulary is tightly tied to pragmatics and conversation. A lack of sufficient vocabulary makes it hard to communicate and almost impossible to explain ideas clearly.

Vocabulary is a list of words that we are familiar with, whether we read them out loud or speak them. Words that we know and understand when reading or listening are called receptive vocabulary, while words that are active in our speech and writing are called productive vocabulary. Vocabulary is essential for effective language acquisition and communication. According to Wilkins (1972), "very little can be conveyed without grammar, and nothing can be conveyed without vocabulary." Effective vocabulary instruction places young learners at the center, exposes them to words in context on a regular basis, and keeps them interested with engaging exercises. According to recent research, even if vocabulary isn't the primary objective of an activity, kids frequently pick up new words organically when they concentrate on understanding messages. through reading, listening, or watching videos, for example (Teng & Reynolds, 2025). A thorough vocabulary program improves language proficiency and permits more certain, significant communication in situations involving second or foreign languages (Richards & Renandya, 2002). An integrated, learner-centered strategy that incorporates frequent practice, meaningful exposure, and interesting activities is necessary for effective vocabulary instruction. A well-crafted vocabulary curriculum helps students communicate more effectively and confidently in a second or foreign language while simultaneously improving their language skills.

2.4. Young Learners

Young learners are children who are still developing their language skills, typically between the ages of five and twelve. When learning English as a foreign language (EFL), young learners differ from adolescents or adults in that they have unique cognitive, affective, and social traits. Children at this developmental period are not yet able to think abstractly, and they typically learn best when exposed to visible situations, real-world situations, and sensory stimulation.

Young learners typically have short attention spans and react better to engaging, interactive, and entertaining activities, claims Kusnierek (2019). Because of this, conventional techniques like translating and memorizing words frequently fall flat with them, which can result in boredom and poor memory retention. Young learners, on the other hand, learn languages more effectively when lessons are delivered through engaging media that promote active engagement, such as educational games, songs, images, and physical exercises. Cameron (2001) also emphasizes that rather than receiving theoretical instruction or grammatical explanations, children learn language indirectly through context and meaningful exposure. Ahmad et al. (2024) supported this by discovering that using handcrafted flashcards greatly improved young EFL learners' comprehension of English in rural areas. The study found that participants' speaking

confidence, word recall, and pronunciation were improved by the multimodal and interactive characteristics of the flashcards. In informal or resource-constrained educational settings, this supports the idea that educational media like Logico Maximo, which was developed with young learners in mind, can greatly improve language acquisition.

Additionally, learning strategies for young learners must be interesting, relevant, and developmentally appropriate. In contrast to traditional memorization, Young learners possess a natural capacity to pick up new language, particularly when they are exposed to interesting and purposeful situations. Khudaverdiyeva (2024) points out that "children are natural language learners" who thrive in interactive and creative environments.

2.5. Part of Speech

Parts of speech are the fundamental categories in English grammar that classify words according to their function within a sentence. These categories include nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, interjections, and determiners. Language can effectively and clearly convey meaning because each part of speech has a distinct function in sentence construction. For language learners, mastery of parts of speech is crucial because it helps them build grammatically sound sentences, increases their written and spoken fluency, fosters vocabulary growth, and makes it possible for them to understand meaning in context more precisely. Learners can improve their communication abilities and use the language more confidently in a variety of contexts by comprehending the purposes of each word type.

a. Noun

A noun is a word or a combination of words that designates a person, location, object, concept, or occasion. Nouns are essential to English grammar because they frequently serve as the subject or object of a verb in a phrase. According to Yule (2010), nouns are crucial since they provide the foundation of the majority of communication sentences and act as labels for things in the speaker's imagination or the real world.

Examples:

- Jakarta is the capital of Indonesia.
("Jakarta" is a proper noun referring to a place.)
- The students are reading quietly.
("Students" is a common noun referring to a group of people.)
- I love music.
("Music" is an uncountable noun representing a concept.)

Types of Nouns:

In the English language, nouns come in various types, each serving a specific role in communication. Proper nouns are used to name particular people, places, or organizations, and they always begin with a capital letter. On the other hand, common nouns refer to general things or ideas and are not capitalized unless they start a sentence. When it comes to quantity, we distinguish between countable nouns, which can be

counted and have both singular and plural forms, and uncountable nouns, which refer to substances or abstract ideas that cannot be counted individually. Some nouns are more tangible, these are called concrete nouns, as they can be experienced through the five senses. In contrast, abstract nouns refer to things we can't see or touch, like emotions or concepts. Lastly, there are collective nouns, which describe a group of people or things as a single unit. Understanding these categories helps learners use nouns more accurately and express ideas more clearly in both spoken and written English.

b. Verb

A verb is a word used to describe an action, a procedure, or a condition. In sentence formation, verbs are essential because they establish the predicate and reveal the action or experience of the subject. Along with reflecting elements like voice and emotion, they also use tenses to communicate time.

Types of verbs:

Type of Verb	Function	Examples	Example Sentence
Action Verbs	Show physical or mental activity	<i>write, run, think, etc.</i>	<i>She writes poems in her diary.</i>
Linking Verbs	Connect the subject to additional information about it	<i>be, seem, become, etc.</i>	<i>The soup smells delicious.</i>
Auxiliary (Helping) Verbs	Used with main verbs to express tense or mood	<i>has, will, do, etc.</i>	<i>He has finished his homework.</i>
Modal Verbs	Expresses ability, possibility, permission, necessity, or obligation	<i>can, must, should, may, etc.</i>	<i>You should study for the test.</i>

c. Pronoun

A pronoun is a word used in place of a noun to smooth out sentences and prevent unnecessary repetition. Pronouns must match the noun they replace in both gender and number, and they frequently refer to previously mentioned information, known as the antecedent.

Types of pronouns:

Subject	Object	Possessive Adjective	Possessive Pronoun
I	me	My	mine
You	you	Your	yours
We	us	Our	ours
They	them	Their	theirs
He	him	His	his
She	her	Her	hers
It	it	Its	its

d. Adjective

An adjective is a word that modifies or describes a noun or pronoun by providing additional information about its qualities, quantity, or identity. Adjectives usually come before the noun or after linking verbs and can describe things like color, size, shape, age, origin, material, or opinion. The adjectives "large" and "colorful", for example, give specific data about the noun "bag" in the sentence "She has a large, colorful bag." Adjectives help writers and presenters communicate more clearly, expressively, and captivantly. Acquisition adjectives improve vocabulary growth, descriptive abilities, and general comprehension of sentences in language acquisition, particularly for young learners.

Types of adjective:

Type of Adjective	Function	Examples	Example Sentence
Descriptive Adjectives	Describe qualities or characteristics of nouns.	<i>tall, blue, soft</i>	<i>She wore a soft blue dress.</i>
Quantitative Adjectives	Indicate the amount or number of nouns.	<i>many, few, some</i>	<i>He bought many apples.</i>
Demonstrative Adjectives	Point to specific nouns in relation to the speaker.	<i>this, that, those</i>	<i>I prefer that book.</i>
Possessive Adjectives	Show ownership or relationship.	<i>my, your, their</i>	<i>This is her jacket.</i>
Interrogative Adjectives	Used to ask questions related to nouns.	<i>which, what, whose</i>	<i>Which subject do you like most?</i>
Numeral Adjectives	Express count or order of nouns.	<i>one, two, first, second</i>	<i>He was the first student to arrive.</i>

e. Adverbs

An adverb is a word that modifies a verb, adjective, another adverb, or a sentence by providing details about how, when, where, how often, or to what extent an action occurs. It helps clarify meaning by describing the manner (quickly), time (yesterday), place (here), frequency (always), or degree (very) of an action or description. Adverbs often end in -ly, though not always, and can appear in various positions in a sentence. According to the source, adverbs are grouped into several types, such as manner, time, place, frequency, degree, affirmation, negation, and reason. Mastering adverbs allows learners, especially young learners, to express actions more clearly and fluently in both spoken and written English.

Types of adverbs:

Type of Adverb	Function	Examples	Example Sentence
Adverb of Manner	Describes how an action is performed.	<i>quickly, neatly, slowly</i>	<i>He writes neatly.</i>

Adverb of Time	Indicates when an action happens.	<i>now, yesterday, later</i>	<i>They arrived yesterday.</i>
Adverb of Frequency	Shows <i>how often</i> something occurs.	<i>always, sometimes, rarely</i>	<i>She often studies at night.</i>
Adverb of Place	Tells where the action happens.	<i>here, everywhere, nearby</i>	<i>Please sit here.</i>
Adverb of Degree	Describes the <i>intensity or degree</i> of an action, adjective, or another adverb.	<i>very, quite, almost</i>	<i>It is very cold today.</i>
Adverb of Affirmation	Expresses agreement or confirmation.	<i>certainly, definitely</i>	<i>He will certainly come.</i>
Adverb of Negation	Expresses a negative response.	<i>not, never, hardly</i>	<i>I do not like spinach.</i>
Adverb of Reason	Explains <i>why</i> something happens.	<i>therefore, hence, thus</i>	<i>He was tired, therefore he slept early.</i>

f. Preposition

Prepositions typically indicate relationships of place, time, or direction by connecting a noun or pronoun to other sentence components. A prepositional phrase is formed when it is followed by a noun or pronoun. Prepositions typically indicate relationships of place, time, or direction by connecting a noun or pronoun to other sentence components. A prepositional phrase is formed when it is followed by a noun or pronoun. Examples of prepositions include: because of, according to, in, on, at, into, onto, within, and Examples of Sentences:

- The children are playing in the yard.

Where the kids are playing is indicated by the italicized preposition, which also introduces the prepositional phrase in the yard.

- We arrived after the film started.

The underlined preposition indicates when we arrived and introduces the prepositional phrase after the film started.

g. Conjunction

In a sentence, a conjunction is a word that connects words, phrases, or clauses. It provides a link for generating more complex, expressive expressions. Conjunctions enable speakers to effectively combine concepts and improve the coherence of language. Usually, they fall into one of three categories: correlative, subordinating, or coordinating conjunctions.

Type	Function	Examples	Example Sentence
Coordinating Conjunctions	Connect words, phrases, or	<i>and, but, or, so, nor, for, yet</i>	<i>I wanted to go, but it was raining.</i>

	independent clauses of equal importance.		
Subordinating Conjunctions	Connect an independent clause with a dependent one.	<i>because, although, while, since</i>	<i>She stayed home because she was sick.</i>
Correlative Conjunctions	Used in pairs to join equal elements.	<i>either... or, neither... nor, both... and</i>	<i>Either you come now or stay home.</i>

h. Interjection

An interjection is a word or phrase used to express an expression of delight or emotion. Frequently, it is used alone and is followed by an exclamation point. Its function is to convey impulsive emotions. For example, “Oh! I left my bag behind!”.

i. Determine

A word that introduces a noun and imparts characteristics such as specificity, possessiveness, quantity, or definiteness is called a determiner.

Types consist of:

- Articles (a, the, and an)
- Showcases (this, that)
- Possessives (yours, mine)
- Quantifiers (few, many, and some)
- Numerals (one, two, and three)

Among the functions are limits or defines the meaning of a phrase. For example, I purchased three apples from the shop.

3. RESEARCH METHODOLOGY

Several methods were used in this study to collect data during the teaching and learning process. Observation, interviews, and a questionnaire tailored to the needs of young learners in a small class size at ILC English Course were used to collect the data.

3.1. Research Design

This research employs a descriptive qualitative approach to collect and analyze data. Qualitative research focuses on exploring and understanding the meaning individuals or groups ascribe to a social or human problem. It focuses on providing in-depth, detailed descriptions of relationships, activities, and lived experiences (Creswell & Poth, 2018). This methodology enables the researcher to examine the depth and context of the teaching and learning process, rather than concentrating on measurable results.

Qualitative research maintains that each of us can interpret experiences in a variety of ways through social interaction, and that reality is defined by the meaning we assign to our experiences. Because qualitative research enables researchers to analyze complicated classroom interactions and learner responses that cannot be fully captured through

quantitative data, it is especially beneficial in educational contexts, as stressed by Akyıldız and Ahmed (2021). This makes it particularly appropriate for researching how young learners interact with interactive materials in real-time learning settings, such as the Logico Maximo game. Palinkas

For this reason, reality is socially constructed. Data collection methods in qualitative research often include participant observation, semi-structured or unstructured interviews, and open-ended questionnaires. These methods are suitable for learning in-depth details about the perspectives, challenges, and experiences of the participants. In this study, the researcher aims to describe the process of teaching and learning vocabulary using the Logico Maximo game, and the problems encountered by both the teacher and the students during the teaching and learning process when using the game. The study is conducted with young learners in a small-class setting, where interactive and game-based methods are thought to be particularly effective for encouraging vocabulary learning. This study is important to early learning of English since it is expected that the application of Logico Maximo would enhance engagement and retention.

3.2. Participants of the Study

Young learners, students in the early phases of language development, enrolled in an English course at ILC English Course are the focus of this study. The group of people who are pertinent to the research subject and from whom the data will be gathered is referred to as the population in qualitative research. The researcher chooses participants for this study using a purposive sampling technique, sometimes referred to as judgment or selective sampling, depending on particular traits and their applicability to the study's goals (Palinkas et al., 2015). Because they actively participate in the vocabulary learning process through the Logico Maximo game, the participants in this instance were specifically selected.

Six young learners who are actively engaged in the researcher's class are included in the sample. These learners were selected because they represent the target group for the use of interactive, game-based vocabulary teaching methods and are considered suitable for observing the effectiveness and challenges of such an approach in the context of early English education.

3.3. Instruments

The researcher is the key instrument in collecting the data for this study. As the teacher of the class, the researcher was directly involved in the teaching and learning activities. This allowed the researcher to observe and reflect on students' behavior, responses, and challenges while using the Logico Maximo game to learn vocabulary.

The researcher performed as a participant-observer, actively participating in the learning process while also witnessing it, as opposed to a non-participant observer. This position allowed for a more thorough comprehension of how young students engage with the subject matter and the instructional techniques used. The researcher employed triangulation to increase the validity of the results, which included distributing surveys to learn about students' experiences and reactions, conducting interviews for teacher reflection, and observing classes to collect data. A thorough picture of the vocabulary

acquisition process in the classroom for young learners was provided by these integrated approaches. The description of those instruments are as follows:

A. Observation

Observation is the process of gathering open-ended, firsthand information by directly observing people and events at the research site. Since the researcher was also the instructor in the classroom, continuous manual observation was a part of the everyday teaching process in this study. The observation focused on using the Logico Maximo game to teach and learn vocabulary in a young learners' class. As the lesson progressed, the researcher made thoughtful notes about the methods employed in the classroom, how the students participated in the exercises, and any challenges observed. The purpose of the observation was to understand how the Logico Maximo game supported vocabulary learning, identify challenges faced by the teacher, and observe difficulties experienced by the students. It provided real-time insight into classroom dynamics, particularly in a context with young learners who benefit from interactive, visually based teaching methods. The aspects of the teaching and learning process are described as follows:

Table 1: Specification of Observation

No	Aspect Observed	Yes(✓)	No (X)	Notes
A. Teaching Procedure				
1.	Pre-Activity			
	a. Teacher introduces Logico Maximo game clearly and attractively			
	b. Students show basic understanding of how to play the game			
2.	Main Activity			
	a. Students are grouped effectively (if applicable)			
	b. Teacher explains game instructions using clear, simple language			
	c. Students take a card and interact with the game board			
	d. Students match colored buttons with correct answers			
	e. Students are engaged and actively participate			
3.	Post-Activity			
	a. Teacher checks students' answers and gives feedback			
	b. Teacher gives reflection and concludes the activity			
B. Teacher's Observed Challenges				
1.	Managing attention span of young learners			
2.	Adapting game rules to suit students' level			

3.	Time management during activity			
4.	Limited availability of physical teaching materials			
C. Students' Learning Challenges				
1.	Difficulty pronouncing new vocabulary			
2.	Trouble understanding word meaning			
3.	Confusion in matching words with images			
4.	Limited focus and consistency during the activity			

B. Interview

In this research, the interview was used as a method to collect deeper insights into the teaching and learning process of vocabulary using the Logico Maximo game. The interview was conducted directly with the teacher to gather qualitative information that might not be visible through observation alone.

Three primary topics were intended to be covered by the questions. First, the overall environment and circumstances of the English class, particularly concerning the way in which young learners approach vocabulary acquisition. Second, the particular vocabulary-teaching techniques employed by the instructor and how those techniques were modified to meet the needs of the pupils. Third, the difficulties that arose during implementation, as perceived by both the students and the teacher. The researcher asked the teacher about vocabulary logico maximo media. These are some ways to characterize the interview topics:

Table 2: Specification of interview

No	Interview Subject	Components of Interview
1.	Self-reflection (Teacher-Researcher)	To evaluate personal teaching experience, student responses, and instructional effectiveness
2.	Fellow Teacher (Rekan Pengajar)	To understand classroom strategies and collaboration in applying Logico Maximo
3.	Course Manager (Pengelola Kursus)	To explore institutional support, media availability, and challenges in implementation

C. Questionnaire

Questionnaire is a tool consisting of a series of written questions designed to obtain information from respondents. In this study, the questionnaire was used to collect specific data regarding the problems faced by young learners in learning vocabulary through the use of the Logico Maximo game. The researcher created a straightforward, closed-ended questionnaire to guarantee clarity and ease of understanding, taking the learners' age and linguistic proficiency into account. To help kids answer honestly and comfortably, the questions were modified with simple vocabulary and visual aids, such as smiley faces.

The purpose of the questionnaire was to gather feedback on:

- Students' enjoyment of the learning activity.
- Difficulties encountered during vocabulary tasks.
- Understanding of the game instructions.
- Confidence in using new vocabulary after the activity.

Following the learning sessions, a questionnaire was distributed to support data collected from interviews and observations. Closed-ended questions proved easier to identify patterns in students' answers, including difficulty, interest, or confusion. The specification is presented in detail below.

Table 3: Specification of questionnaires

No	Component of Questionnaire
1.	To find out students' interest and engagement in learning vocabulary
	a. Students' general interest in learning English
	b. Students' motivation and response during vocabulary learning using the Logico Maximo game
2.	To identify students' difficulties in learning vocabulary through Logico Maximo
	a. Students' ability to understand vocabulary (including pronunciation, spelling, meaning, and word complexity)
	b. Challenges or problems faced by students during vocabulary activities

3.4. Data Analysis Techniques

The descriptive qualitative method used for data analysis in this study was based on Miles and Huberman's (1994) interactive model, which consists of three interrelated components: data reduction, data display, and conclusion drawing/verification. Throughout the research process, starting with the collection of data via questionnaires, interviews, and observation, the analysis was conducted continuously. In order to maintain focus on students' behavior and involvement while playing the Logico Maximo game, observation was conducted during the learning activities. A course manager and another teacher were interviewed to gain a fuller understanding of the teaching process and institutional support, and students were given questionnaires to record their opinions, challenges, and responses regarding vocabulary learning through the game.

After data collection, the researcher conducted data reduction by selecting and categorizing the most relevant data that supported the study's objectives, including students' interest, challenges with learning (such as pronunciation and meaning comprehension), and the efficacy of the game-based approach. To maintain clarity and focus, information that was redundant or unnecessary was eliminated. Data display was the following stage, when the condensed data were presented in tables, observation notes, and questionnaire response summaries for easier comprehension. With the aid of these displays, the researcher was able to identify new trends and connections between the teaching method used and the learning behavior of the learners.

Finally, the study identified how the Logico Maximo game helped or impeded young learners' vocabulary development by drawing conclusions from the evaluated data. Triangulation was used to confirm the results by comparing information from other

sources, including surveys, interviews, and observations, in order to guarantee the validity and accuracy of the interpretations. Through this procedure, the researcher was able to draw well-informed findings about how Logico Maximo affected the vocabulary development of younger learners in the context of the ILC English course.

4. RESULTS

This study utilized a descriptive qualitative approach and aimed to describe the implementation of the Logico Maximo game in vocabulary learning among young EFL learners at the ILC English Course. Data were collected using three main instruments: observation, interviews (with the teacher and course manager), and student questionnaires.

A. Observation

Three primary phases were identified during the observation: pre-activity, main activity, and post-activity. The Logico Maximo game was used to teach vocabulary. Students' attention was instantly grabbed by the teacher's enthusiastic and captivating introduction to the game during the pre-activity. The learners were intrigued by the multicolored buttons and eye-catching work cards. The majority of the pupils appeared eager to play and were able to understand the game's fundamental rules.

In the main activity, students were divided into small groups and took turns using the Logico board. Before letting young learners start, the teacher frequently demonstrated the tasks and gave straightforward directions. After selecting a task card, each student worked to match the appropriate vocabulary words or images with the matching colored buttons on the board. Students interacted with their peers, tried for help when they needed it, and were physically involved throughout the exercise. In contrast to conventional vocabulary learning techniques, the classroom environment was lively, vibrant, and far more interesting overall. The post-activity phase involved the teacher checking each student's answers and offering direct feedback. After that, the students were reminded to consider the new vocabulary. A quick review and group discussion that reinforced the terminology provided during the game brought the session to a close.

Additionally, several important observations were noted. Students who picked up the game fast frequently ended up serving as teachers and support systems for their less effective mates. Nevertheless, several students struggled to match specific images to their phrases, which sometimes resulted in incorrect matches. Furthermore, because the activity required turn-taking and individualized guidance, the entire session took longer than anticipated.

Table 4: Specification of Observation Results

No	Aspect Observed	Yes(✓)	No (X)	Notes
A. Teaching Procedure				
1.	Pre-Activity			
	a. Teacher introduces Logico Maximo game clearly and attractively	✓		Teacher used visual aids and a demonstration, which made students excited and curious to participate.

	b. Students show basic understanding of how to play the game	✓		Most students responded correctly when asked about the steps before the game started. Some repeated the rules aloud.
2.	Main Activity			
	a. Students are grouped effectively (if applicable)	✓		Students were grouped in pairs based on mixed ability; this encouraged peer support and active involvement.
	b. Teacher explains game instructions using clear, simple language	✓		Instructions were given slowly with gestures and repetition. Teacher also confirmed comprehension before starting.
	c. Students take a card and interact with the game board	✓		Students showed enthusiasm; they competed playfully while still following the rules.
	d. Students match colored buttons with correct answers	✓		A few students needed assistance identifying which side of the card to use, but most could follow independently.
	e. Students are engaged and actively participate	✓		4 out of 6 students succeeded without help; 2 needed reminders on where to align buttons.
3.	Post-Activity			
	a. Teacher checks students' answers and gives feedback	✓		Teacher praised correct answers and explained the incorrect ones using visual cues and examples.
	b. Teacher gives reflection and concludes the activity	✓		Students were asked what they learned and what they liked most; this allowed them to express understanding and enjoyment.
B. Teacher's Observed Challenges				
1.	Managing attention span of young learners		X	Most students remained attentive; no major issues observed.

2.	Adapting game rules to suit students' level	✓		Instructions were simplified and adjusted for better understanding.
3.	Time management during activity	✓		The session extended slightly beyond planned time due to explanation time.
4.	Limited availability of physical teaching materials		X	All necessary materials were prepared and ready in advance.

C. Students' Learning Challenges

1.	Difficulty pronouncing new vocabulary	✓		Some students had trouble pronouncing long or unfamiliar words.
2.	Trouble understanding word meaning	✓		A few students asked for clarification during the activity.
3.	Confusion in matching words with images		X	All students were able to match correctly after instruction.
4.	Limited focus and consistency during the activity		X	A couple of students showed signs of distraction but re-engaged quickly.

B. Interviews

The classroom implementation of the Logico Maximo game created a notably more interactive and engaging learning environment compared to traditional vocabulary teaching methods such as memorization and translation. The students reacted enthusiastically to the game, becoming more engaged and enthusiastic. Young learners were actively involved in the learning process and were able to retain vocabulary more effectively through the implementation of sensory and visual aspects. However, several challenges were encountered during the activity. Students' varying levels of English competence suggested the teacher had to modify lessons frequently to make sure comprehension. Furthermore, it required more time and effort to mentor each student through the game individually. a variety of these difficulties, the Logico Maximo game was thought to have a very positive overall effect on vocabulary acquisition and learner engagement, especially for early-stage EFL learners who do well in interactive, visually supported learning settings.

Semi-structured interviews were conducted with a fellow teacher and the course manager to gain additional perspectives on the implementation of the Logico Maximo game. The game was strongly supported by both participants as an imaginative and effective teaching method. The game encouraged verbal engagement and teamwork, two things that are crucial for young EFL learners, according to the colleague educator. After several gaming exposures, they saw that students gained confidence when utilizing new phrases. To keep students interested against frustration, they suggested combining the game with other exercises. These viewpoints were supported by the course manager, who welcomed the implementation of Logico Maximo as a creative teaching tool that

complemented the objectives of the course. They did, however, draw attention to practical issues, specifically the lack of actual board games and the amount of time needed for controlling gameplay in a large class. The management stated that these restrictions might prevent the game from being fully integrated unless they are backed by more funding or rescheduled time.

C. Questionnaire

Following the vocabulary-learning session utilizing the Logico Maximo game, six young learners at the ILC English Course were given a questionnaire. Several interesting conclusions were obtained from this survey. With this game, most students showed a lot of interest for vocabulary acquisition. Five of the six students said the activity was "very fun," and one said it was "okay."

Although two students still had some difficulty understanding specific vocabulary items, four students believed that the game made it easier for them to recall new words. Regarding the directions' clarity, three students said they were initially perplexed but eventually grasped them once the teacher gave them an example or model. It's interesting to note that all six students eagerly expressed their want to play the game again in subsequent classes. Students responded in a variety of ways when asked what they liked best, including "pressing the colored buttons," "guessing quickly," and "the pictures were cute." However, they also pointed out several challenges, such as matching text to images, comprehending word meanings, and the often confusing similarity of button colors.

Table 4: Questionnaire Results

Question	Summary of Responses
Did you enjoy learning vocabulary using Logico Maximo?	5 out of 6 students said "very fun"; 1 said "okay"
Did the game help you remember new words more easily?	4 students said "yes"; 2 felt "still a bit confused"
Did you understand the instructions easily?	3 students said they were confused at first; the rest understood after modeling
Do you want to play this game again?	All 6 students answered "yes" enthusiastically
What did you like most?	- "Pressing the colored buttons" - "Guessing quickly" - "The pictures were cute"
What was difficult?	- "Matching words to pictures" - "Understanding word meanings" - "Similar button colors"

Overall, the questionnaire results show that Logico Maximo successfully increased learners' motivation and engagement in vocabulary learning, although some adjustments may still be needed to fully accommodate the needs of young learners.

5. DISCUSSION

The results of the study show that young learners' interest and comprehension in the ILC English Course improved when the Logico Maximo game was used to teach

vocabulary. Students engaged fully in the pre-activity, main activity, and post-activity phases of the activity, according to observations. They were able to engage with the materials, follow directions, and enthusiastically complete the exercises. Since young learners typically benefit from interactive and hands-on activities, the game's visual and tactile elements looked especially well-suited to their cognitive and behavioral traits.

From the interview results, it was evident that the teacher and course manager viewed the game as a helpful tool to enrich the learning process. Nonetheless, difficulties were identified, including time management, streamlining the game's instructions, and ensuring that each student maintained focus throughout the entire session. In my capacity as a teacher-researcher, the experience also provided thoughtful insights regarding the significance of selecting media that corresponds with children's developmental stages, particularly for young learners who need repetition, clarity, and interesting content.

The results of the questionnaire also demonstrated that the majority of students thought the learning process was successful and pleasurable. Most students felt that the game made it easier for them to retain language, and all six stated that they would be happy to use it again. Some students, however, continued to have trouble pronouncing words correctly and understanding their meaning, indicating that the game should be enhanced with further support techniques, such as guided repetition and more visual examples.

These results are consistent with earlier research on game-based learning in early language instruction, which highlights that, when used appropriately, games can increase motivation, enhance vocabulary recall, and facilitate meaningful interaction (Creswell & Poth, 2018). However, how well the media is tailored to the needs of the students and the classroom environment also affects its effectiveness. Particularly for improving vocabulary learning in an enjoyable and memorable manner, Logico Maximo proved to be a useful learning tool. Task differentiation, clearer modeling, and scaffolding techniques should be taken into account in future implementations to accommodate all kinds of learners. Game-based learning aligns well with these needs, as it provides structured yet enjoyable learning experiences. For example, Handayani (2022) demonstrated that using the Monopoly game with children aged 5–6 years significantly enhanced their learning engagement and understanding by making abstract content more relatable through play. This supports the notion that educational games are an effective medium for facilitating vocabulary learning, especially when tailored to the developmental characteristics of young EFL learners.

6. CONCLUSION

This study aimed to explore the use of the Logico Maximo game as an interactive learning medium to enhance the vocabulary acquisition of young learners at ILC English Course. Utilizing a descriptive qualitative design, data were collected through classroom observation, interviews with stakeholders (peer teacher, course manager, and teacher-researcher reflection), and questionnaires completed by the students. The findings revealed that Logico Maximo was not only effective in promoting vocabulary understanding but also in improving learners' engagement, enthusiasm, and memory retention.

Additionally, the results also supported the concept that game-based learning is beneficial for young learners, especially when combined with contextual vocabulary exposure. The effects of Logico Maximo or comparable media on particular language skills or in more general classroom environments may be the subject of future studies.

REFERENCES

- Afidah, A., & Machfudi, M. I. (2022). Students' Difficulties in Vocabulary Mastery. *CREW Journal*, 1(1), 01–12. <https://doi.org/10.35719/crewjournal.vii1.1359>
- Ahmad, K. S., Aisyah, S., Prasetyo, Y., & Putranto, H. R. (2024). *Handmade flashcards for developing English comprehension of rural EFL young learners*. *Academy of Education Journal*, 15(1), 176–187. <https://doi.org/10.47200/aoej.v15i1.2127>
- Akyıldız, S. T., & Ahmed, K. H. (2021). An Overview of Qualitative Research and Focus Group Discussion. *International Journal of Academic Research in Education*, 7(1), 1–15. <https://doi.org/10.17985/ijare.866762>
- Brown, H. D. (2000). *Principles of Language Learning and Teaching* (4th ed.). Longman.
- Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge University Press.
- Casas i Faig, G. (2020). *The role of board games in EFL teaching to young learners* (Final dissertation). University of Vic - Central University of Catalonia.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). SAGE Publications.
- Handayani, T.O. (2022). Monopoly Game as Learning Media for Children aged 5-6 Years in Rumbia, Central Lampung Regency. *Journal of Childhood Development*. Vol. 2(1): 1-14.
- Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). Longman.
- Karasimos, Athanasios. (2020). Creating board games scenarios for primary EFL learners. *Advancing English Language Education*. Zayed University Press
- Khudaverdiyeva, T. (2024). Enhancing Language Learning in Young Learners Through Azerbaijani Fairy Tales. *Euro-Global Journal of Linguistics and Language Education*, 1(1). <https://doi.org/10.69760/g6vvog32>
- Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. Pergamon Press.
- Kurniadi, Yadi. (2018). The Effect Of Teaching Media And Vocabulary Mastery On Students' Speaking Skill. *Journal Of English Language Teaching*, 1, 67. <https://doi.org/10.59188/eduvest.v3i11.954>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Sage Publications.
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533–544.
- Quinchuela Andrade, J. E. (2020). *Board games for vocabulary development among young EFL learners*. Universidad Técnica de Ambato.

- Rahmawati, S. et al. (2023). The Effect of Gamification in Board Game To Improve Student's English Vocabulary. *Journal of English Education and Teaching (JEET)*, 7(3), 525-543. <https://doi.org/10.21070/ups.2197>
- Reraki, M. (2022). Inclusive practices for dyslexic language learners: an intervention study in the Greek EFL setting. *Support for Learning*, 37, 480-494. <https://doi.org/10.1111/1467-9604.12422>
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge University Press.
- Sulistianingsih, E., et al. (2019). The Effect on Interactive Board Games (IBG) on Vocabulary Achievement. *Langkawi Journal of The Association for Arabic and English*, 5(2), 127-139. <http://dx.doi.org/10.31332/lkw.v5i2.1458>
- Teng, M. F., & Reynolds, B. L. (Eds.). (2025). *Researching incidental vocabulary learning in a second language*. Routledge.
- Wilkins, D. A. (1972). *Linguistics in Language Teaching*. Edward Arnold.
- Yule, G. (2010). *The Study of Language* (4th ed.). Cambridge University Press.

