

CHAPTER II

LITERATURE RIVIEW

This chapter is divided into two major parts presenting a discussion about theoretical studies and previous studies. Theoretical studies comprise related theorists in this study while previous studies discuss the implementation of that related theorist in prior studies.

2.1 Theoretical Framework

2.1.1 Students' Perception on Using Games in Learning language

In international scope, Perception is a process relates to put messages or information in human brain (Severin and Tankard, 2014). In accordance with Larly (1991) defined that through perception, people are constantly in contact with living environment through the sense of sight, hearing, taste and smell. Javis (2015) also said that perception is the process giving rise to our immediate experience of the world. Blake and Sekular (2006) also added the most important thing from perception is to provide a useful view of the world, where useful means being able to interact effectively in our environment.

In Indonesian scope, perception is someone thought about something that they learn to measure how their attitude toward using something, whether they agree or not about the method or about something that they learns (Wahyundari, 2010). It means that students have their own opinion about something that they get from teaching and learning process that they followed in class. Students'

Perception is students' point of view toward something that happened in the learning process class and produced it with suggestion or arguments for teacher or classmate to improve their learning process (Hazari, 2014).

Adediwura (2007) argues that students of teachers' knowledge of subject matter, attitudes to work and teaching skills is absolutely dependant on the fact that they have been taught by the teacher under evaluation and are familiar with them. Therefore, they have mind already pre-occupied with memories and reactions that inventory for data collection will measure.

Student's perception on using games in learning language in general is positive. Most students assume that games as a communication tools that make it easier for students to communicate with their teacher. The students respond to the implementation of games very positive. That is because students experience many positive implications by using in the classroom (Krisnawati, 2008).

In addition, Atutingsih, (2006) argues that student's perception about using games in learning; students feel that they can express all their opinions and difficulties in learning easily through the games applied by the teacher in the classroom. In addition, student's skills in English improve especially their vocabulary and students feel that the use of games gives them better learning motivation. Student's perceptions on the use of games in learning language also declare that games help students in learning language and make students enjoy in doing activities in classroom (Brianita 2015).

2.1.2 Types of Perception in Learning Context

In identifying the students' perception, there were kinds of perceptions divided into two, there are; positive and negative perceptions (Amalia, 2018). Self-perception has to act by all personal acts, think, and do about themselves, their capabilities, and their bodies. It is also prejudiced by the reaction of others to them. This perception, in turn, influences the demeanors each individual obtain and choices each human being makes through life. Positive perception is a valuable present that prepares the self-confidence and power to catch on the world, to endure crises, and to focus outside oneself. It increases the construction of relationships and giving to others. Moreover, negative perception is disposed to focus on their desires, trying to acquire and prove their self-worth.

Students' perception includes their thought, belief, and feeling about the person, situation, and event in the classroom (Hazari, 2014). Regarding the fact that perception toward the learning process is an important concern that influences students' attitudes, it is important to investigate students' perceptions. According to Perdanawati (2010) the students have tendencies to create their perception about the quality of learning and then give positive or negative reactions based on their expectations and previous experience.

From explanation above, it can be seen that students' perception depends on which side students tend to see. Students' perception can be negative or positive depending on which one they rate.

2.1.3 Factors affected students' perception

Walgito (2001) said that the perception is influenced by factors that have been classified; they are an external and internal factor, functional factor, and structural factor. External factor, are environment and objects that can change a person's perspective of the world around him and influence someone in feeling and accepting. among others: social and environmental. Internal factor is factor that is present in an individual, which includes several things; psychological, needs, experience, and memory.

In knowing the perception of students is very important because this also means for teacher evaluate after knowing the results of students perception. Hazari (2014) said that student's perception is important determinant of student's behaviour and effectiveness in learning. After knowing student's perceptions teacher can find out what difficulties students experience in the learning process. After that, the teacher can change things that students don't like.

Santoso, (2000) said that student's perception is the process of students treatment of information about an object that applies in the school environment, especially in the classroom through observation with their senses, so students can interpret the observed object. Therefore, student's perception greatly brings changes in learning. Student's perception is importance account to measure the learning outcomes because student's perception is the solution of components and indicators in explaining the classroom condition (Petegem, 2006).

2.1.4 The Importance of Students' Perception

In knowing the perception of students is very important because this also means for teachers or lecturers to evaluate after knowing the results of student perceptions. Yining & Chen (2003) state that the student's perception is really important for evaluating the teaching Effectiveness After knowing the perception of students, teachers or lecturers can change what is not liked by students and can improve what has been liked by students, whether it is about how to teach or how to deliver material to students.

Therefore, the student's perception is very important, especially for teachers or lecturers. Petegam et al., (2007) has shown their study that the student perception is the important account to measure the learning outcomes because students' perception is the solution of components and indicators in explaining the classroom conditions. Therefore, the student's perception is very important not only for estimation but also for teaching development purposes.

2.2 Games for Education

2.2.1 Notion of games

Game is an activity with rules, a goal and an element of fun. Game is useful to present vocabulary through to students being easy to memorize the words they found and will be fun in studying. According to Wright (2006) the word "Game" an activity that is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. The writer believes that games can play an important part in the language learning process

generally. Indariati (2012) said that game is structured activity, usually undertaken for enjoyment and sometimes used as an educational tool.

According to Kamra (2010) using games is an efficient way to teach English in the classroom. Following this method, you get the best results in the classroom. It increases students' motivation. Games prepare young learners for life, and they acquire positive social attitudes. Games teach sharing, helping each other, and working as a team. A child learns by doing, living, trying and imitating. So this kind of learning is lasting. During games, some feelings, such as the pleasure of winning and the fear of losing may arise. This gives the teacher an idea about the student's character. So, games are must have activities for hard working teacher.

Schuna (2010) stated that playing games also helps learners with focus, self-esteem, and memory. Games can help children focus because they are being patient while waiting to advance to the next level. Playing games helps their self-esteem because sometimes they get a quicker reaction from the game system, and they can really see how they have accomplished something.

There are many methods and techniques to make the English teaching learning process enjoyable and interesting. One of them is using game. A game is simplified, operational model of the real life situation that provides students with vicarious participation in a variety roles and events (Gerlach and Ely, 1980). While, Hadfield (1995) claims that a game is an activity with rules, a goal, and an element of fun. A game has many benefits toward language learning. It offers students a fun-filled and relaxing learning atmosphere. After learning and

practicing new vocabulary, students have the opportunity to use language in a non-stressful way (Uberman, 1998). While playing games, the learners' attention is on the message, not on the language. Rather than paying attention to the correctness of linguistic forms, most participants will do all they can to win. This eases the fear of negative evaluation, the concern of being negatively judged in public, and which is one of the main factors inhibiting language learners from using the target language in front of other people (Horwitz, and Cope, 1986). In a game-oriented context, anxiety is reduced and speech fluency is generated--thus communicative competence is achieved.

Therefore, Priani (2013) found that, games can increase student's interest, give motivation, and invite them to participate in the learning process. Holingsworth and Lewis (2006) said that game can be become the flow activity that can motivate someone to do something to get benefit of the activity. Benthem (2010) add that games are valuable activity for language learning, especially for young learners. Children enjoy games and thus participate without anxiety. Games can motivate children greatly and they are activities which are usually familiar to children regarding structure, rules, etc.

Harmer, (2008) also argues that, game is mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with other. Game is an activity that has fun and enjoyment value inside of that. Game can motivate the student learn the new vocabulary, because only the new vocabulary they can win the game. Not only that, according Allen, (1983) game is an activity to acquire a particular skill in

away encouraging. If the skill acquired in the game in the form of specific language skill, game is called language games. Learning to play is an integrated in a subject matter. These acts are undertakings of creating a fun learning activities, with the ultimate goal of achieving a healthy learning and obtaining optimum quality.

From some explanations above, it can be argue that playing game in teaching English is very important because teaching through game can create a fun situation and of course can increase students' motivation. Game not only helps the students to encourage them in learning but also can help the other teacher to create useful and meaningful context. In addition, games are part of interesting activities, which it can be done in the classroom as a secret plan or trick so that it entertains for the students. It also can make the teaching-learning process fun, primarily either for the teacher or students. So, game is a structure activity, usually under for enjoyment and sometimes used as an educational tool.

2.2.2 Types of games

Wright, Betteridge, and Bucky (2006) said that there are seven types of games that in teaching English. They are Flashcard game, Pictionary game, Puzzle game, Simon says game, guessing game, observe and remember game and Charade game

2.2.2.1. Flashcard Game

Flashcard game is card with a word, number, or picture on it for use in the classroom by teacher and students that help to learn and memorize new word. Beside it, flashcard is one of visual aids which are use to make the students more interest and enjoy in teaching leaning process and to improve student's understanding on the material given by the teacher (Sholikhah, 2013). Also state that flash card is the tool always use with learners of any age group, and there is a great deal of activities. Flashcard is very funny and effective in teaching vocabulary. Flashcard game aims to find out the student's response of the using the application of flashcard game.

Using flashcard game in language teaching has many advantages. The advantages are one of teaching aid that the students and the teacher need it in order to maintain interest and motivation. Mozaheb, (2012) said that there are several advantages in using flashcard in learning. Among of them are flashcard are easy to use, new words can be practiced easily, and learners can separate words into different categories. Flashcard has a great power in motivating and stimulating the students. Meanwhile, flashcard is easy media to help students and teacher in learning process, especially to teach the students of Junior high school. Teacher can use it at any time and any situation when he wants to teach Cross (1991).

The procedures in apply Simon says game according Indriana, (2011). Place the card randomly on a box which is located far away from the students,

prepare students who will compete. Then, the teacher ordered students to look for a card that contains image, text, or symbols corresponding command and after getting the card students return to the same place. After that, students explain the contents of the card.

2.2.2.2. Pictionary Game

Pictionary technique is one of fun games to make the students more interested in study activity which can be applied by the teacher in the classroom where the students build their creative thinking base on their own drawing with describing the picture (Akrimah, 2017).

In addition, Hinebaugh, (2016) state that Pictionary game can be used as excellent teaching tool for developing communication and creative thinking skills it is suited to reinforce ideas in other subject matters for those students who are visual learners it can develop and reinforce any number of facts, figure, or concepts Pictionary rules will focus the development of creativity and corollary thinking. Players not only must be creative but also must choose sketches that will effectively. The aims of Pictionary game are to guess what the “draftsman” is trying to communicate through the pictures that they draw.

The use of Pictionary game in learning according to Malone (2017) has several advantages of using Pictionary. They are; this game has very simple rules, this game also can be adapted to suit people of all ages, and Pictionary game help the students to retain the new vocabulary they learn. In addition, Pictionary game is very effective for visual learners or individuals with greater artistic ability who

will enjoy turning complex vocabulary words into detailed picture. It encourages cooperation in the teamwork. It creates a meaningful context of language use. It encourages students to interact and communicate and it is motivating and challenging.

The procedures in apply Pictionary game according to Magfirah, (2019) as follows; The first students are divided into group of five or six. The second, each number of each group consecutively comes to the front. The third, the teacher flashes a word to the representative of each group. The fourth, the representative has to draw pictorial clues of the word on the blackboard. Written words, verbal clues and gestures are forbidden. And the last, the group members make guesses of the word in English in a certain amount of time.

The variation of this game is that the teacher can ask each team to review their notes from prior lesson, and collectively come up with a list of items the other team will have to draw. In this way, students will find it more interesting and challenging. Teacher also needs to integrate learning English through this game with one or two of the four language skills. For instance, writing skill, so that vocabulary will not be assumed as a free component. The outcome of the learning is not mere vocabulary but also expression which they produce in writing.

2.2.2.3. Puzzle Game

Puzzle Game is an enigma or problem that seeks to test the inventiveness of the problem solver, at times depending on how fast they have been able to

solve it. Puzzle game are not only fun to play, but also sharpen the mind and increase out speed of thinking (Rahma, 2016).Based on Cambridge dictionary, puzzle game an image that is divided into pieces of images that aim to hone intellect, train patience and get used to ability to share. Rumakhit, (2016) also said that, puzzle game an innovation of existing media and by using the media puzzle students can be interested and participate during the learning process.

Rosita, (2012) stated that there are several advantages of puzzle game, as follow: Puzzle game supplies source of word which can be reconciled by teacher if she/he need certain illustrations, puzzle can be inspiration source for teacher who do not have certain idea, and puzzle can be use by all teacher who need them. The purpose of the puzzle game can be use by other teachers with different goals. Besides, Rozi, (2013) also says that, puzzle game have been used successfully in many different disciplines showing their versatility and flexibility and puzzle game also a useful tool as most people are already familiar with them, which reduce the need to explain directions, saving class time. Not only that, puzzle game helpful in identifying areas of understanding as well as lack of comprehension and area of weakness and this game also increase motivation.

The procedures of using a word search puzzle game in learning; the first the teacher divides the students in pairs. The second, the teacher divides sheets of word-search group. The third, the teacher give some clue to the students. Fourth, each group writes the answer in the white board. Then the teacher discussed the students answer. And the last the teacher asks the students to pronounce their answer word by word together (Ainatus, 2011).

2.2.2.4. Simon Say Game

Simon says game was able to improve students' participation (Polem, 2017). They could give and act out the instruction well. According to Delimunte, (2018) Simon says is a good way to get students to actively review vocabulary. Holmes, (2003) also said that, Simon says game is a game that children like to play, but it's an effective language learning exercise because it is based on speaking and listening and carrying out actions based on simple sentences.

Based on the definition above the researcher concludes that, Simon says game is a game that can make students more active in the learning process and very suitable in teaching English vocabulary because Simon says game is a game where one person gives the command and the other runs the command.

Gladys, (2009) states that Simon says game has advantages and effectiveness in learning English. Among them, Simon says game brings relaxation and fun to students, helps them learn and retain new words more easily. Then, Simon says game brings true word context to the classroom and enhances students' use of English in a flexible and communicative way. These games are very motivating and provide students with more opportunities to express their opinions and feelings (Siska, 2011). Dalimunte, (2018) also says that, by using Simon says game in English learning, students' responses were more active, enthusiastic, spirited, and enjoyable.

The use of Simon says game in learning process, have a procedure. According to Collinger, (2018) the procedure of Simon says game; the first is anything Simon says that the learner should do, they must do exactly, but anything said without Simon's name should not be obeyed. For example: Teacher: Simon says, stand up (all the learner stands up), Simon says, sit down (all learners sit down), stand up! (The learners should remain seated because the order wasn't given by Simon. The second is the usual role require a player to drop out the game if he or she does the action when the order was not preceded by Simon says. However, these are the learners who need most practice in listening, so ask them to continue playing but to remember how many mistakes they made and to try to do better next time. The last, once the game is familiar, invite learner to take over the role of Simon. (i.e. your role) either with the class as a whole or in pair work.

2.2.2.5. Guessing Game

Guessing game is one of some games in teaching technique. Guessing game is a good technique in teaching vocabulary in the class to make the learners fun in studying and make them be easy to improve their English vocabulary (Yulani, 2017). In addition, Philip, (2003) stated that students use context to guess the meaning of English words.

Guessing games can be a means of introducing, reviewing, and strengthening new vocabulary to students and can make students memorize the word more. Guessing game is a game in which the aims to guess the answer to a certain question or a problem. Furthermore, Yuliana, (2018) said that, guessing

game is a game in which the objects is to guess some kind information such as a word, a title, picture, part of body and an object. It is clear that guessing game will improve students' motivation in learning English and improve their vocabulary and improving vocabulary pronunciation.

Lee, (1995) maintains that be advantages of use game in learning process; it can solve the boring situation in the language class, guessing game also can motivate and challenge the young learners in learning. Then, guessing game can be a media to practice the young learners in various skills. Guessing game could make the students more interested in learning the material and also improve the lesson mastery, teacher didn't need to explain too many materials to the students. Because guessing game can encourage students mind in order to master the lesson.

Here are some procedures in apply guessing game technique in the classroom according to Nurvitria, (2018);

The first, she divided the class into two groups and she asked each group to sit together. Then, she told them that each team had to give their team a name. The second, she called one of from each group to come in front of the class. The third, she shows a card to students and she asks the students to stand in front of the class. Then, each group asks questions to guess what picture is on the card. The four, students can ask questions such as; are you male or female, are you real person? Or are you a child or an adult. After that, they will continue to ask questions until one of the teams has correctly guessed their respective word. Then

the last, the winning team will get two options; they can make the other team come to front and sing a song in English.

2.2.2.5. Observe and Remember Game

Observe and Remember game is a good way to test students' ability to observe and remember when they learn about vocabulary (vocabulary) English. This game is useful for student's daily life because this game will improve students function brain and will prevent students from getting bored.

According to Putri, (2016) observe and remember game is a game that comes from Kim's (keep in mind) game. This game is a good way to test ability of the students in observing and recall their moment during learning especially regarding English vocabulary. By using this game, the teacher does not have to translate some object. Through observe and remember games, the students will be more active in developing vocabulary, because they will not depend on their teacher.

Baraqih, (2017), said that there were some advantages in using observe and remember game, among of them; making relaxation and entertaining for students, help students learn and hold new words more easily, and this game also gives students more opportunities for expression their beliefs and thought. Besides, using observe and remember in playing game, students can learn English they way children learn their mother tongue without being aware they are studying; thus, without stress and they can learn a lot. Not only that, observe and

remember game motivate pupils to want to learn English by using interesting and enjoyable learning activities and even shy students can participate positively.

Procedures to play Observe and Remember Game are: (1) Divide the class into of four or five. (2) Play this game with either collection of small object or a chart with pictures of things the students can identify. (3) Place the object or chart at the front of the room and give the students a set amount of time (maybe two minutes) to look at them. (4) They have returned to theirs, tell them to take out paper or pen, (5) individually or in groups, have the write down the names of as many of the objects as they can remember. (The objects or chart should be covered at this time). At the end of the set time limit (five minutes is good), let the students check their lists and whoever has the longest list is the winner (Baraqih, 2019).

2.2.2.6. Charades Game

Charades game is one of technique that can be used in teaching English. Kaduson and Schaefer, (2003) defined that Charades game is an excellent technique to facilitate the emotional education of the children. It can be used as prevention for the emotional well-being of children experiencing emotional difficulties, or remediation for children who appear to be lagging in emotional development. Besides, Teare, (2006) stated that charades is a technique miming the individual parts of a word. In addition, Ellery, (2013) also state that charades game is a way to make a mental image of word to aid in recalling the word.

Based the explanation above, we can conclude that charades game is guessing game which is can be played by anyone, uses non-verbal as the communication and it's for all ages, also can be played with five or more people. This technique provokes students to find out the meaning and pay attention in that learning by doing activity here. Then, it can help students in knowing the meaning vocabulary, also make easier students in remember the word.

There are several advantages of Charades game. Among of them; Charades game can be a very good exercise in non- verbal communication skill and team building. This activity brings people together and builds teams' communication skills as well as team bonding. Whereas, Charades game can be used as a tool to encourages creativity and spontaneity of students.

Here are some procedures in apply Charades game technique in the classroom according to Dayton, (2018); The first is one player acts something specific, such as pretending to be a certain animal or person or pretending to be doing a certain activity such as sewing, playing cards, watching and so on. The second is the other player try to guess who the acting player is or what they are. The last is students can be having players working together in twos, threes, or fours miming a situation or an activity while the others guess.

2.3 The Advantages and Disadvantages of Games

There are many advantages of using games in language learning. Wringht et al (2006) said that, games encourage many learners to sustain their interest and work, and games can increase student's motivation in learning. Huyen et al.

(2003) add that games contribute to vocabulary learning if they give students a chance to learn, and practice. Games are intended to keep the students relaxed, interest, and active in the same time as cited in Somasari, (2012).

According to Harmer (2007), teachers are expected to be creative to improve students' motivation because students' motivation is important in leaning activity. Games really help learners learn target language by practicing and using the language in a fun way. Brewster et al. (2004) stated that games are motivating and fun can provide excellent practice for improving pronunciation, vocabulary, and grammar. Therefore, games in EFL classes are language games which help the students experience the language rather than study it (Wright et al, 2006).

Further, Wright, Betteridge, and Bucky(2006) in Games for Language Learning book, games has two functions, they are; Games provide on way of helping the learners to experience the language rather than merely study it. Games involve the emotion, and the meaning of the language is thus more vividly experienced. It is, for this reason, probably better absorbed than learning based on mechanical drills.

Not only that, Hiruni, (2010) also stated that using games in learning has some benefits as follows; the first are increasing motivation and reflective learning. The second are complex understanding, feedback and self regulation. The third is game can help and push the students to have the interest and work to adapt and make an effort to understand the language material because language learning is hard work. The fourth are games can give the language experience to

the study rather than study it and games also help the tutor make or create the composition in which the language is useful or meaningful. The last is games can provide repetitive occasions and put on a specific language. It gives the quality of practice like having drill exercise and games can provide intense and valuable practice so that it can be considered central to learning.

From explanation above, it can be concluded that game is one way to help students in learning. Besides that, it also can be concluded that leaning through games better than learning use the traditional method, for example the teacher as a center in the teaching-learning process. It means that game is one way to can get have fun, and enjoy when students learning.

There are alossome disadvantages in using games in the EFL class. According to Stojcovic & Jerotijovic (2011) using games in learning, will affect the discipline problemsincebyusing game in learning, it will make students very noisy. Students will also stay away from the basic purpose of playing games, perhaps because of inadequate instruction rules, resulting in students playing too much and lack of learning.

Then, Goscu (2016) also said that if students are familiar with the game used or students feel the game is boring, they will not be naturally involved in learning. And some learners especially teenagers, may find games unnecessary and childish. Furthermore, Andrew, (2000) also argues that generally is if the students' number is too much, it will surface to involve all of the students in that game. Students whom did not involve will disturb the process. Not all materials

of study can communicate by games. Games usually make noisy and most teacher use games only for a part time.

The research assumes that it is difficult to use the games. Because in using games, the children have to know the principle of games and choosing the suitable of language game. The classes should be planned so there is a minimum of formal drilling and maximum activities.

From the explanation above, it can be concluded that the use of games in learning has advantages and disadvantages. The use of games in learning will make students unfocused with their lessons because of many instructions given by the teacher. Or maybe the games used are boring for students. Therefore, it is very important to use various games and make instructions as simple as possible.

In terms of using games in classroom, games have some advantages and disadvantages such as the use of games in the class can increase student motivation in learning. The use of games in class can increase students' vocabulary. Games also make students more active and more enthusiastic in participating in the learning process. In addition, the use of games in class also makes students more interested in learning English.

Meanwhile, the disadvantages of using games in English class are that it can affect student discipline; games also take up a lot of time. Then, games can also make students feel bored and not enthusiastic in learning. It is because in playing games the teacher gives too many instructions so students are not enthusiastic in following the learning process.

2.1 Previous Studies

Study about students' perception on using games in English classroom has been conducted by some research over the world. Such as research conducted by Brianita, (2015) has the result that using games in English class has positive perception and using games can increase students' vocabulary. It is because student's initial before using games score is 53.5 which is included in the "Less Category" and after using games in the class students' grade becomes 76,68 and it is includes as "Good Category". So, there is significant effect of the use of games on the vocabulary knowledge of class ten students of MAN 3 Sleman.

Furthermore, in a similar context, another researcher did research to know about the students' perception on using games. This research was conducted by Costantinescu, (2012) the obtained results proposed that all students have a positive perception of the use of games in English class. Games play is considered to bring a positive contribution to help students in developing students' English skills.

In addition, Goscu & Caganaga, (2016) found that, using games in learning can motivate students to follow the learning activities and make students more active in carrying out learning activities in classroom. Abidin & Morat, (2011) also found that with using a game are the student felt motivated to follow the learning process, and students are more active in carrying out the learning activities in the classroom. Then, Naibaho & Amrosia, (2018) showed that there were significant differences between learning English through games and learning

without games. It can be concluded that teaching English through games strategy was effective to develop English language students.

From explanation above, there is a comparison from previous studies with research that researcher will do among others; in the first previous research, they use the design of the research is quasi-experimental, analysis of variance (ANOVA) was used, and the instrument just use questionnaire. Then, the second study used an experimental method with a true experimental research design; the post-test only control-group design uses an observation sheet and test as an instrument. The last study used experimental quantitative research and the researcher did the research for five meetings including pre-test, treatment, and post-test. In addition, the researcher used a statistical formula to prove the hypothesis.

Furthermore, previous study was carried by Shawi, (2014) at Rabaa Al-Adawia Senior High School. This sample consisted of 27 Senior High School female students who learned new English vocabulary at their school. The problem was found that most of students found it difficult to memorize the new vocabulary because they lacked attention and lacked the motivation to learn English.

Therefore, Shawi gave three games in mastering vocabulary: puzzle game, direction “I have who has”, and fly swat game to know students reaction to the method and encourage students’ interest in learning it. After she had the students’ vocabulary scores and collected the questionnaire answer lists, she found that the games can increase word memorization, increase student interaction, and enhance motivation. Because of it, Shawi also added that the

teacher and all students like the games because it brings enjoyment and makes and active and supportive atmosphere during vocabulary lesson in the classroom.

Previous study was carried by Mahmoud and Tani, (2014). They used word games to see its impact on developing students' motivation to study English as a foreign language in Nigeria senior second-year school students. The word games were usually implemented in Junior High School, but the researcher suggested designing these activities to be more engaging and challenging for Senior High School. Because research was an experimental study, the research divided students into two classes consisting of control and experimental groups. The researcher gave both groups the same pre-test and post-test while the treatment session only applied in the experimental group.

The result was that the Nigerian students in the experimental class had better performance than the control class because they could contribute during the English lesson. They were motivated to learn it because game brought fun, and they felt active to join the activities. Their score was also higher than the control class because they could accept the lesson by using game.