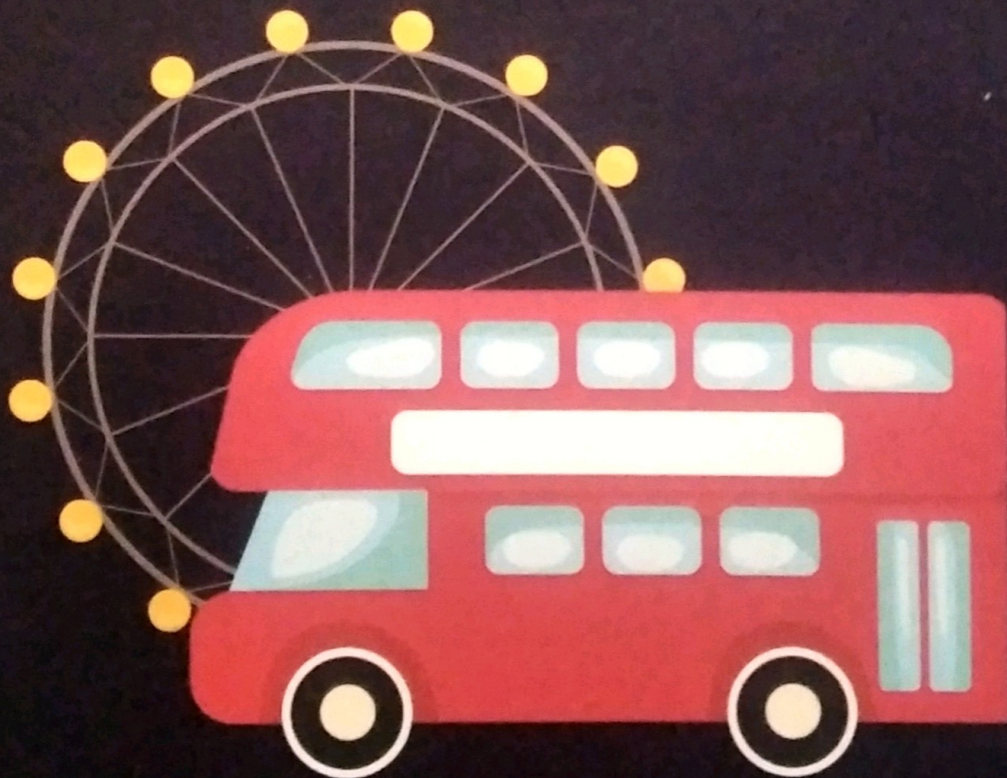


Dr. Sholihatul Hamidah Daulay, M.Hum.

**DEVELOPING**

**VOCABULARY**

BY EDUCATIONAL GAME



Editor:

Dr. Nurika Khalila Daulay, M.A.  
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Rora Rizky Wandini, M.Pd.

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DUMMMY

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CAKRAWALA  
SATRIA MANDIRI

**PENERBIT CAKRAWALA SATRIA MANDIRI**

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Hak cipta dilindungi undang-undang

Dilarang memperbanyak karya tulis ini dalam bentuk dan cara  
apapun tanpa izin tertulis dari penerbit

# PREFACE

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah, all praises is due to Allah Azza wa Jalla, The Most Gracious, The Most Merciful and The Most Beneficent who has given me love and blessing that make me able to finish the book under title “DEVELOPING VOCABULARY BY EDUCATIONAL GAME”. Peace and salutation be upon our beloved prophet Muhammad SAW, his family and companions who is always be a true inspirator for all human being.

Today there is so much freedom in choosing the methods to be used during English classes. The English syllabus is organized around both vocabulary and grammar structures. Teachers, therefore, usually have the necessary time to insist on teaching and practicing vocabulary. Vocabulary is no longer treated as an add-on and this means teachers becoming more aware of the importance of vocabulary and attention is paid to especially with the teaching of grammar of words.

Words! Words! Words! A student’s vocabulary — the words he or she can understand when reading and listening and use when writing and speaking are critical to success in school. This is the reason

vocabulary is an essential element of effective reading programs. Vocabulary represents one of the most important skills necessary for teaching and learning a foreign language. It is the basis for the development of all the other skills like reading comprehension, listening, speaking, writing, spelling, and pronunciation.

This book gives a solution for English teacher in developing student' vocabulary by using educational game, such as stirred word game, pictionary game, blindfold game, fly swatter game, observe and remember game, monopoly game etc. It will help students' to know about the meaning quickly and easily. On the other hand, games have many advantages and disadvantages for both language teachers and its learners. The writer hopes this book will help students' in increasing their vocabulary as many words as possible.

Finally, I am grateful to Nurika, Emeliya, and Rora for their kindness, support, patience to edit my draft, especially alerted me to various errors in this book. Thank you.

Medan, 02 April 2021

# Editor's Preface

In mastering English, the students need to know about grammar, vocabulary, organization, and mechanics. Basically, vocabulary is one of the elements that students need to know. 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. Thus there are some problems that the students faced in developing their vocabulary as well as possible.

In order to solve those problems, the solution to overcome the problem is by using an interest game. Game is one of the techniques for teaching to the students in fulfilling and relaxing learning atmosphere. This book begins an explanation in chapter 1 about a brief of vocabulary generally that consists of definition of vocabulary, types of vocabulary and the relation of teaching and game, chapter 2 discussed about the importance of vocabulary, chapter 3 related to what is educational game?, then chapter 4 discussed about developing vocabulary by educational game and the last chapter about conclusion. The book is, too, highly give solutions especially in developing vocabulary by using educational games.

Nurika Khalila Daulay  
Emeliya Sukma Dara Damanik  
Rora Rizky Wandini



**Which then, of the favours of your Lord  
will you deny? (QS. Ar Rahman, 55: 13)**

This book is fully dedicated to:

**My sweetheart,**  
Farhan Dhuha Al Haris  
Fania Dhawiyah Al Haris  
Fathur Daffa Al Haris  
Fahira Dzakiyah Al Haris

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DUMMYY

# 1

## A BRIEF OF VOCABULARY

The importance of language in society cannot be overstated. It is used as a means of communication in daily activities; it is a fact that we use language to communicate with one another every day. English is a foreign language that is taught in schools and universities in Indonesia. As a result, it has become common knowledge for all Indonesians, particularly Muslims, to seek knowledge, particularly in the field of language learning. Language is also an instrument to convey information. In reality language has function as a medium to apply the social relationship.

English is widely used as an international language for communication around the world. It is used in almost every aspect of human life, including education, mass media, business, sports, science, economics, law, technology, culture, and many others. Many countries, including Indonesia, recognize that the people urgently require the ability to compete with other countries on a global scale. Therefore, the knowledge and skills of English are highly valued in daily life.

English has also become the most important language

to learn in the educational field. As a result, some Indonesian educational institutions have introduced English from the pre-elementary level to the university level. At the kindergarten level, they are introduced as the foundation of English as a language.

As a result, while studying English is not a new experience for junior high school students, the fact remains that they still struggle with it. As we know, their first language is Indonesian, which differs from English in terms of grammar, vocabulary, pronunciation, and so on. Students must be able to speak fluently in order to communicate effectively in English. They must also be able to read and write in English fluently. To do so, students must be fluent in a wide range of vocabularies.

One of the most important aspects of achieving all four language skills is the teaching of vocabulary. Teaching vocabulary is an essential part of teaching English because vocabulary is linked to all learning and affects all four language skills.

Vocabulary is crucial in language learning and teaching. We couldn't learn a language without vocabulary because vocabulary is one of the language elements that has a direct impact on mastery of the four language skills: listening, speaking, reading, and writing.

Vocabulary is one of the most important aspects of

mastering all four languages. Vocabulary mastery is related to all language learning and is concerned with all four language skills as learning, speaking, reading, and writing.

Vocabulary teaching is a difficult task. The best or most effective method for teaching English vocabulary should be determined by the teacher. Language learning, according to Brown (2000:1), is not a series of simple steps that can be programmed in a do-it-yourself kit. In general, many teachers teach vocabulary using only the handbook and no other media. Inadvertently, it makes students bored and lazy to learn new words. Indeed, many students fail to learn English because they lack vocabulary. Given the importance of vocabulary in learning English and the students' vocabulary mastery, teachers should be able to make the lesson more engaging. In this case, teacher is demanded to be more creative, not relying on handbook in teaching the vocabulary.

Vocabulary is central to language and critical to the typical language learner, and it is important from the beginning (Andrew, 2006). Without a sufficient vocabulary, it is impossible to communicate effectively or express one's ideas in both oral and written forms. It means that students in junior high school must be fluent in English vocabulary and grammatical rules in order to communicate with others.

One of the factors in mastering English as a foreign language is vocabulary mastery. It denotes that the students are capable of comprehending and applying the words and meaning. It is also important for language skills. Students must master vocabulary in order to develop their language skills in reading, listening, speaking, and writing. Each language skill requires the mastery of vocabulary, because in order to create a sentence or communicate in a foreign language, they must first learn the vocabulary.

Students cannot obtain the four English skills of listening, speaking, reading, and writing unless they have a strong vocabulary. Vocabulary development is a critical component of English instruction. Students will find it easier to remember and more motivated in class if you use a good technique to present the revise new vocabulary items used in the text book.

Over the past year, there has been a significant shift in the teaching profession. It used to be that students were expected to be passive in the classroom. However, today's students are much more active in the classroom, and what better way to be active than to play games.

Some people have a passive vocabulary (words they understand) of up to 10.000 words, while native speakers of a language have an active vocabulary of between

10.000 and 20.000 words. An intermediate to upper intermediate level of proficiency in foreign learning is defined as an active vocabulary of approximately 3.000 to 5.000 words and a passive vocabulary of approximately 5.000 to 10.000 words (Richard: 1992)

According to June (2006), vocabulary is more than just a list of words, and while the size of one's vocabulary is important, knowing how to use it is more important. Vocabulary is a study of words organized alphabetically for reference and defined or explained the special stock of words used by an individual in business or author. In another dictionary vocabulary is a total of number of words which (with rulers for combining them) make up languages.

Vocabulary is an important part of a student's background knowledge, and research shows that vocabulary instruction can be an effective way to improve it (Bj Stone, 2008). Children with low vocabularies, according to Biemiller (2008), would have to learn words much faster than their peers, at a rate of three to four root words per day, if they were to catch up in five or six years. Vocabulary is the important part of language, without vocabulary someone cannot produce the sentences and communication well.

Vocabulary is also used to represent ideas that are



communicated by others. If a person's vocabulary is limited, so is the number of ideas that can be expressed. As a result, if a person studies a language for communication purposes, he must adequately master the vocabulary studied. Vocabulary should not be thought of as a long list of words to be defined and memorized. In contrast, the vocabulary should be an integral role in the use of language is contextual and meaningful.

## **A DEFINITION OF VOCABULARY**

The Oxford Dictionary (2008: 495) defines vocabulary as “all the words in a language”. Penny Ur (1991: 60) defined vocabulary as “the words we teach in the foreign language”. Without grammar, very little can be conveyed, and without vocabulary, nothing can be conveyed. This is how linguist David Wilkins summarized the significance of vocabulary learning. According to McCarten (2007: 21), learning vocabulary is primarily about remembering, and students must typically see, say, and write newly learned words several times before they can be said to have learned them. Before they say anything, the students should learn the word so that they can easily express their ideas to one another.

Read (2000: 1), on the other hand, explained

that vocabulary knowledge continues to develop naturally in adult life in response to new experiences, invitations, concepts, social trends, and opportunities for learning, and it is necessary in the sense that words are the basic building block of language, the units of meaning from which larger structures such as sentences, paragraphs, and entire texts are formed.

But some expert, like Nation (2008: 7) said that based on how often vocabulary occurs in language, he divides vocabulary into high frequency words, academics words, technical words. That is:

- (a) High frequency words, the high frequency words in English have some characteristics. First, because each high frequency word occurs frequently, the effort of learning it will be expedited by numerous opportunities to meet and use it. Second, high frequency words are useful regardless of how English is used. Third, because of their frequency and wide range they make up a very large proportion of running words in all kinds of texts and language use. Fourth, they are relatively small group of words (2,000) that could be covered in a school teaching program over three to five years.
- (b) Academic words: Academic words are similar to high frequency words for learners with academic goals, and they deserve equal attention.

- (c) Technical vocabulary is also important for academic learners, but it is probably best learned while studying the content of the specific specialist area.
- (d) Low frequency words have the following characteristics: To begin with, each of these words is uncommon. Second, the range of most low frequency words is extremely limited. They are not required in a very small proportion of running words in a text, usually less than 10% of the running words once proper nouns are excluded. Fourth, there are a very large group of words, numbering well over 100,000.

Vocabulary is a collection of words that are organized and defined alphabetically. Furthermore, Hornby (1974) defined vocabulary as follows: (1) the total number of words that make up a language (along with the rules for combining them); (2) words known or used by a person in a trade, profession, or professions, etc.; and (3) book containing a list of words, list of words used in a book, etc., usually with definitions or translation. Therefore, it can be concluded that vocabulary is a combination of words that people know and use them in language and has meaning.

English vocabulary must be taught as a foreign

language in order for students to effectively use the language. The words are organized in such a way that people can use that vocabulary to construct sentences and communicate with one another. It is consistent with Thornbury's (2002) claim in his book that all languages have words. Language emerges first as words, both historically and in terms of how each of us learned our first and subsequent languages. It means that a language user constructs some words to form sentences as a communication tool with a specific person or group.

To sum up, vocabulary is the words that should be arranged in a good way in order the people can use it to build the sentence so the people can express their mind to communicate each other in a group of society. As the consequence, as a foreign language learner it is an obligatory to master the vocabulary in order we can communicate to other learner and to its native speaker.

According to Robertson (2004: 4), vocabulary consists of the words that make up a language. Furthermore, Lado (1964: 65) defines vocabulary as a lexical unit, also known as a word. Having a large vocabulary is an important part of learning a language. According to the American Heritage Dictionary defines vocabulary as the sum of words used by, understood

by, or at the command of a particular person or group (John, 2004: 1).

Meanwhile, Hadi (2012: 2) defined vocabulary as a large number of words that students must know; not only memorize the form of the words, but also understand the meaning.

Hiebert and Kamil (2005: 3) defined vocabulary as “knowledge of words or word meaning”. Furthermore, Barnhart (2008: 697) defined vocabulary as “a stock of words used by person, class of people, profession, and a collection of list of words, usually in alphabetical order and defined”.

Furthermore, the Oxford Advanced Learner’s Dictionary (2000: 1506) defines vocabulary as follows: all words that a person knows or uses; all words in a specific language; the word that people use when talking about a specific subject; a list of words with their meanings, especially in a book for learning a foreign language.

According to the definitions above, vocabulary is a list of words that has meaning and can be understood by someone and that can be used to communicate with others. A better understanding of the vocabulary would result in improved communication and comprehension of the text’s meaning.

Vocabulary is one of the most important language components for language learners to master when learning a new language. Every language learner cannot master a language without first learning about vocabulary. Language learners must have a large vocabulary in order to understand a text written in English, comprehend the message, and also speak and write in English. This explains the significance of vocabulary in language learning, which aids language learners in developing their language skills.

According to M. Soenardi Djiwandono (2011), vocabulary is defined as vocabulary in a variety of forms, such as words with or without affixes, each with its own meaning. It means vocabulary about word and word meaning, for example we learn vocabulary about happy and unhappy. Happy was adjective and unhappy was adjective, but the different unhappy was antonym from happy.

Meanwhile, Graves (2006:2) stated that vocabulary knowledge is vital to success in reading, in literacy more generally, in school and in word outside the school. Vocabulary consists of those words that students use in daily writing and speaking. According to the Visnja (2001) that vocabulary could be defined as a 'dictionary' or a set of words, but also vocabulary is the range of words that a person uses and understands.

Besides that, Hiebert and Michael (2005) stated that vocabulary is not only for expressing the meaning and making it understandable, but also for understanding the meaning uttered by other people. Vocabulary is as the knowledge of meaning of word. Vocabulary is also very important part that should not be neglected in language learning and it is very useful for communication with other people either in spoken or written form.

Vocabulary is critical to reading success for three reasons:

- a. Comprehension improves when you know the word means. Since the comprehension is the ultimate goal of reading, you cannot overestimate to important of vocabulary development.
- b. Words are the currency of communication. A robust vocabulary improves all areas of communication listening, speaking, reading, and writing.
- c. When students improve their vocabulary, their academic, and social confidence, and competence improve too.

Based on the definitions above, a vocabulary is a group of words that all humans know and use to speak in interaction with the other people. Thus, without vocabulary the people cannot do an interaction in oral language and so difficult to understand each

other. Therefore, each people should have to obtain vocabulary mastery, especially the students.

## **B TYPES OF VOCABULARY**

According to Judy K. Montgomery's book: *The Bridge of Vocabulary* (2007) that elaborates there are four types different vocabularies, they are listening vocabulary, speaking vocabulary, reading vocabulary, writing vocabulary.

### **1. Listening Vocabulary**

Listening vocabulary is a passive type of vocabulary. Listening vocabulary is the words we hear and understand. The listener is able to link the words being spoken their meaning. This level of understanding is aided by word context, intonation, and if there is visual contact with the speaker, by gestures and facial expressions. By the time we reach adulthood, most of us will recognize and understand close to 50,000 words.

### **2. Speaking Vocabulary**

Speaking vocabulary is the words we use when we speak. Speaking vocabulary is one types of vocabulary that demonstrates a person's knowledge of words. Our speaking vocabulary is relatively limited. Most adults use a mere 5,000 to 10,000



words for all their conversations and instructions.

### **3. Reading Vocabulary**

Reading vocabulary is a passive type of vocabulary. Reading vocabulary is the words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary. The person is able to recognize the form the letters and how they can correspond to one another, and how their sum is understood.

### **4. Writing Vocabulary**

Writing vocabulary is the active vocabulary equivalent to reading. The writer demonstrates his or her knowledge of a word in terms of its meaning and how to spell it and use it correctly. Our writing vocabulary is strongly influenced by the words we can spell.

Based on Laurel (2000:118), words fall into two quite categories, content words and function words:

1. First category is content words fall into the major part of speech, including nouns, verbs, adjectives, adverbs, and some pronouns.
2. Second category is function words fall into the minor part of speech, including preposition, conjunction, interjection, particles, auxiliary, articles, demonstratives, and some adverbs and

pronouns.

Based on explanation above it can be concluded that vocabulary comes into oral and print forms; oral form refers to words used and recognized in speaking and listening, and print form refers to all words recognized in reading and writing. Also, knowing a word comes into two kinds: receptive (listening and reading) and productive (speaking and writing). The last, vocabulary divided into two categories as follows; function words and content words.

Lehr & Osborn (2017 in Masoumeh Rostami) explained that two kinds of vocabulary description as follows:

1. A word has two forms, oral, and print.
  - a. Oral vocabulary includes the words that are recognized and used in listening and speaking.
  - b. Print vocabulary includes the words that are recognized and used in reading and writing.
2. Word knowledge is composed of two forms, receptive and productive.
  - a. Receptive vocabulary includes words that are recognized when we hear or see them. It is the ability to comprehend passive vocabulary which is used in reading and listening context.
  - b. Productive vocabulary includes words that are recognized when we speak or write. It is an active

ability which is used in speaking or writing.

In relation to kinds of vocabulary, according to Finocchiaro in Hiebert and Kamil (2005), there are kinds of vocabulary and divided into two kinds:

**1) Active Vocabulary**

Active vocabulary consists of words which students understand, can pronounce correctly and use constructively in speaking and writing.

**2. Passive Vocabulary**

The passive vocabularies consists of words those students recognize and understand when they occur in a context and they never use then in communication. They understand them when they hear or read them, but they do not use them in speaking or writing.

According to Kral Thomas (1995), there are some different ways to think about vocabulary such as:

**1. Meaning**

When we meet words, the first thing we want to know it means. If we do not know the meaning we cannot understand what we read and listen.

**2. Pronunciation**

It is important when we speak because the different intonation can bring different meaning.

**3. Collocation**

Collocation is the way to combine the word with

other words. There are many particular words that have special combination in English.

**4. Expression**

Expressions are groups of two, three, four or more words which always go together. It usually consists of verb followed by preposition. E.g. look over, carry out, turn down, etc. It is often used in spoken form.

**5. Synonym**

Synonym is a word that means the same, or nearly the same as another word.

**6. Antonym**

Antonym is a word that has meaning opposite to that or another.

**7. Homonym**

Homonym is a word that is the same in pronunciation as another but different in spelling and meaning.

Specific word instruction, or teaching individual words, can deepen students' knowledge of word meanings. In depth knowledge of word meanings can help students understand what they are hearing or reading. While developing a base of rich oral language, wide reading, word consciousness, and problem solving are undeniably valuable, some vocabulary words need to be taught in depth. Reinforcement includes activities designed to deepen vocabulary knowledge and provides ways to make connections

between vocabulary words (Graw Hill: 1995).

Types of activities that fall under this category might include, but are not limited to, the following examples:

1. Activating and assessing background knowledge.
2. Using reality, video clips, and pictures to clarify word meanings.
3. Comparing and contrasting new words with other similar words to capture the nuances of meaning.
4. Connecting vocabulary words with other morphologically related words.
5. Developing rich word schemas for vocabulary through exposure in a variety of settings.

There are some types of vocabulary that distinguish vocabulary into some groups, they are Noun, Pronoun, Verb, Adverb, Adjective, and preposition. Khaisaeng (2017:44) said that kinds of vocabulary are one of the important components in studying any language and to help students and learners to understand and use the target language more efficiently.

#### **a. Noun**

Noun is the word that used for the name of person, place or thing. Noun is all about everything that we can see (chair, table, and so on), hear (voice), touch (water, face, ears and so on), and feel

(wind, smoke, and soon).

According to Algeo in Adebileje (2016) said that noun is along with verbs are a dominant part of speech, and that the semantic content of sentences is borne mostly by nouns.

### **b. Pronoun**

Pronoun is a word or phrase that used to substitute a noun or noun phrase in the particular sentence. Pronouns can be used as the subject, object, possessive adjective and more, and also it can take a place of person, animal or thing. The common pronouns used are I, You, They, We, She, He, It.

According to Nelson in Hardiyanti et al (2015) said that pronoun is very important to teach in order to make students to able to construct grammatical sentence.

### **c. Verb**

Verb is a word that used in a sentence to explain what a noun do in the particular time or to explain what's being done to a noun, for examples speak, give, look, and so on. According to Eastwood in Kurniawan et al (2016) declared that verb is a basic sentence structure that should be mastered by the second language learners.

#### **d. Adverb**

Adverb is the word that used to modify a verb, adjective, or another adverb or sentences. The adverb can answer the questions that related to adverb itself, such as How, When, Where, How Often, and How Much the action is performed. An adverb is used to qualify any part of speech, except noun or pronoun (Crystal, 2008).

#### **e. Adjective**

Adjective is the word which describes, identifies, or quantifies a noun or pronoun. Adjective explains the noun or pronoun to be more specific. Adjective also help add the meaning to message delivered in sentences by helping readers to better visualize or understand specifics about the nouns or pronouns the modify, for examples, beautiful, good, diligent, and so on.

According to Greenbaum in Al-Hassani et al (2017) Adjectives are attributive when they pre-modify nouns, and they appear between the determiner and the head of the noun phrase”.

#### **f. Prepositions**

Prepositions are the words that used to connect a noun or pronoun to verb or adjective in the sentence. It also used to show the relationship of a noun or pronoun to some other word in a sentence,

for examples on, in under, and so on.

According to Longman in Napitupulu (2017) said that preposition is defined as a word that is used before a Noun, Pronoun, or Gerund to show that word's connection with another word, such as of in a house made of wood and by in We open it by breaking the lock.

Vocabulary is very important for second language learners; only with sufficient vocabulary learners can effectively express their ideas both in oral and written form. Thus they should have a good idea of how to expand their vocabulary so that they can improve their interest in learning the language. Language teachers, therefore, should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skills: speaking, listening, writing, and reading.

Furthermore, in teaching vocabulary the teacher can introduce the list of vocabulary that is taken from the book. The teacher uses and adds other vocabulary which is relevant to the students. Teacher needs a good knowledge on their teaching materials. When they have to teach the students about vocabulary, teachers



should know the general knowledge of vocabulary, words and also the meaning. The words or vocabulary can be spoken and written (Harmer: 1978).

Teaching vocabulary should consider these following factors:

**1. Aims**

The aim of teaching vocabulary is to make the teacher easy to formulate the materials, which will be taught to the students.

**2. Quantity**

The teacher has to decide the number of vocabulary items to be learned. The learners will get confuse or discouraged if they get many new words. Therefore, the teacher should select new words, which can easy to understand by the learners.

**3. Need**

In teaching vocabulary, the teacher has to choose the words really needed by the students in communication.

**4. Frequent Exposure and Repetition**

Frequent exposure and repetition here means that the teacher should give much practice on repetition so that the students master the target words well. They also give opportunity to the students to use words in writing or speaking.

## **5. Meaningful Presentation**

In teaching vocabulary the teacher should present target words in such a way that the meaning of the target words are perfectly clear and unambiguous.

## **6. Situation and Presentation**

The teachers tell the students that they have to use the words appropriately. The use of words depends on the situation in which they are used and depends on the person to whom they are speaking.

From the explanation above, the writer concluded that the teachers must know the different kinds of vocabulary. In addition, understanding the above factors is very important for the teacher before teaching vocabulary.

In addition to seeing the grammar of individual words – the grammar of vocabulary – we can also learn about the vocabulary used with certain grammar structures – the vocabulary of grammar. For example, the Corpus can tell us the most frequent verbs used in the past continuous structure was . . . ing. The top ten are going, thinking, talking, doing, saying, trying, telling, wondering, looking, working.

Teachers are familiar with the kinds of words and expressions that writers use strategically to organize written texts, from simple conjunctions like

and and however, which organize ideas within and across sentences, and adverbs such as first, secondly, etc., which list ideas within a paragraph or text, to expressions such as in conclusion, which signal that the text is about to end. Written texts are easy to find in newspapers, books, on the Internet, etc., as models for teaching or our own writing. But what is the strategic vocabulary that speakers use to organize and manage conversations, and how can we find it? To help us answer these questions, we need a corpus so we can analyze many different conversations. We can start by looking again at frequency lists to identify and analyze the kind of strategic vocabulary speaker use.

In addition to looking at single words, we can ask the Corpus to give us frequency lists of phrases – vocabulary items that contain more than one word, sometimes called “chunks,” “lexical bundles,” or “clusters”. These lists contain “fragments,” or bits of language that don’t have a meaning as expressions in their own right, such as in the, and I, and of the.

When we look at the most frequent words and phrases in conversation, we find many items that conversation shares with the written language, such as grammatical words (articles, pronouns, prepositions, etc.), common everyday nouns, verbs, adjectives, and adverbs (people, money; go, see; different, interesting;

still, usually), and modal items (can, should, maybe, probably). As we saw earlier, some of these may be far more frequent in conversation than in writing (e.g., probably) or have different uses.

## **C THE RELATION OF TEACHING AND GAME**

Teaching today has changed a lot over the past years. Once it was all about learners being passive and listening in the classroom, but today learners are usually much more active in the classroom, and what better way to be active than by playing games (Sugar, 1998: 2).

Language learning is hard work. One must make effort to understand, to repeat accurately, to manipulate newly understood language and to use the whole range of known language in conversation or written composition. Effort is required at every moment and must be sustained for several years. Games help and encourage many learners to make and sustain these efforts. Games can help the teacher to create context in which the language is useful and meaningful.

Language game can add fun and variety to conversation sessions. They are valuable both in the manipulative and the communicative phrase of

language learning. Of course, for maximum benefit from a language game in either phrase, the teacher should select only the best from the hundreds of language games available.

According to Scrivener (1994), there are numerous types of games that can be used to teach English vocabulary, they are:

- a) Role-play games: they are able to range from guided drama to unfastened speaking sports but it relies upon on the language stage, curiosity, and self belief of players.
- b) Crossword puzzles games: those forms of video games allow utilizing kids' amusement with phrases.
- c) Drawing games: They require creativity and sensitivity in the direction of global, the children need to be capable of apprehend commands and describe their artwork.
- d) Card games: Games, all through which children acquire, give away, type and rely playing cards; playing cards could have that means in a game, or really function symbols for items or moves.
- e) Fly Swatter Games: It has the potential to improve their linguistic abilities, particularly in terms of spelling, pronunciation, and awareness.

## 2

# THE IMPORTANCE OF VOCABULARY

Vocabulary is the first element that the English learners should learn in order to master English well besides the other English components and skills. It means that vocabulary is a necessary ingredient for all communication. The students realize that the importance of vocabulary when learning languages, but most students passively learn vocabulary. First, they consider the teacher's explanation of understanding or definition, pronunciation, spelling, and grammatical functions to be boring. Second, the students usually only get new vocabulary in their textbooks or when during English class. Then, the lack of English vocabularies owned by the students; especially the academic subject matter, so many students do not understand the oral or written English text in doing interaction. So, learning vocabulary is likely to be one of the biggest challenges that student will face in their studies.

Vocabulary is important because an extensive vocabulary aids expressions and communication. Vocabulary size has been directly linked to reading comprehension. Linguistics vocabulary is synonymous

with thinking vocabulary. A person may be judged by others based on his or her vocabulary. An impressive vocabulary makes an impression. So people can speak concisely and precisely, people can better understand what they read and hear. When they don't recognize a word in their reading, it depletes their understanding of the piece.

According to David Wilkins in Thornbury (2002) stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It shows that learning vocabulary is very important, by vocabulary everyone can say anything they want, but grammar people just say little thing because they speak with words not grammar. In order to understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand others people saying.

According to Webster (1992: 732) mastery refers to:

- (1) a. the authority of a master: dominion,  
b. the upper hand in a contest or competition; superiority, ascendancy.
- (2) a. possession or display of great skill or technique,  
b. skill or knowledge that makes one master of a subject comment.

Vocabulary mastery had an important role in learning language. There are some definition of mastery that are

proposed by many experts. Mastery as worthy of a mastery skill, use, or knowledge. This definition is supported by Hornby (2006) who defines mastery as great knowledge about or understanding of detail knowledge. From these definition, it comes to the conclusion that mastery means the competency to learn or understand a number of words learned. Without having proportional English vocabulary, students will get some difficulties in using English.

Vocabulary mastery not only memorize every words but also know the meaning in order we can use every words but also know the meaning in order we can use every word in a good language. Hornby (2006) defines learning as going knowledge or skill in learning vocabulary means process of gaining knowledge of vocabulary. In vocabulary mastery usually teacher has a lot of types to teach vocabulary in order students easier to memorize it because the main purpose learning vocabulary is to increase total students vocabularies.

One cannot learn a language without learning vocabulary. There are two reasons why we should learn vocabulary:

- 1) We want other people to understand what we are speaking to them and we also want to know what other people want to communicate to us.



2) We do not want that there will be miss interpretation and misunderstanding in our communication (Jonathan, 2013). So, without vocabulary, the language cannot be used to maintain all information in language. People cannot communicate effectively or express his ideas in both oral and written form.

According to Coles (2010), learning vocabulary builds literacy skills and prepares them for their academic journey. It means that a student with high vocabulary mastery will be better able to follow instructions from teacher. They also more confident in expressing themselves, and will possess the ability to communicate more effectively in a conversational setting.

Meanwhile, Bintz (2011) also stated that vocabulary is critically important because a word is an instrument for thinking about the meaning which it expressing. Then, vocabulary also is a main of the language (James, 2003). Based on statement, to support the speaker's interaction in communication, vocabulary becomes important because it can be used as basic foundation to construct a word into a good sequence of sentence. By learning vocabulary, we can communicate with others and convey our meaning.

Furthermore, according to Graves (2016) stated that the importance of vocabulary as following:

- (1) Vocabulary knowledge is one of the best indicators of verbal ability.
- (2) Vocabulary knowledge contributes to young children's phonological awareness, which in turn contributes to their word recognition.
- (3) Vocabulary knowledge in kindergarten and 1st grade is a significant predictor of reading comprehension in the middle and secondary grades.
- (4) Vocabulary difficulty strongly influences the readability of the text.
- (5) Teaching vocabulary can improve reading comprehension for both native English Speakers.
- (6) Growing up in poverty can seriously restrict the vocabulary children learn before beginning school and make attaining an adequate vocabulary a challenging task.
- (7) Disadvantage students are likely to have substantially smaller vocabularies than their more advantage classmates.
- (8) Learning English vocabulary is one of the most crucial tasks for English learners.
- (9) Lack of vocabulary can be a crucial underlying the school failure of disadvantage students.

From statement above, vocabulary mastery supports the mastery of the four skills which are listening, speaking, reading, and writing. Vocabulary mastery also influences

the students' learning process. Therefore, the students should have to obtain vocabulary mastery. Vocabulary is the easiest aspect at a second language to learn and it hardly requires formal attention in the classroom.

In other words, students also need the vocabulary in the learning process, because they use it for many kinds of learning activity. For instance, the students who want to convey their opinion about synonym, so they have to express their ideas through the sentences. When they have a conversation with a foreigner, they will hear and need many vocabularies to respond what the foreigner says. They also will use many vocabularies to write or read a short paragraph. Those activities will increase their vocabularies and assist them to master English.

Vocabulary has an important role in the language learning. It means that learning vocabulary is very important. One should know a certain amount of vocabulary in order to be able to use the language productively. It is not only for communicating orally, but also in written form. In conclusion, learners have to pay a greater attention to the vocabulary teaching because the knowledge of vocabulary is very important. The teacher must have an effective and efficient method in order to make the goal of teaching of vocabulary successful. Someone will be able to improve achievement and enhance communication if he/she can master vocabulary

well.

According to Brett in Fitri Kurniaty, there are some benefits of building vocabulary:

- a. Gives you the ability to say what you mean. This increases your chances of having other people understand what you wish to express.
- b. Helps you understand other people. Just as learning a second language can help you understand people from other countries, increasing your working vocabulary allows you to understand those who may share your mother tongue but also have a special “dialect” of their own.
- c. Helps you understand what you read. Vocabulary not only aids you in understanding other people, it is also essential in comprehending the books and articles you read.
- d. Assists you in becoming a more informed and involved citizen. The better able you become to understand news and current events.
- e. Bolsters your ability to grasp ideas and think more logically and incisively. While we often think of our thoughts as shaping our words, it works the other way around as well.
- f. Allows you to communicate effectively. A masterful command of words, and the ability to select just the right ones to express a specific idea.

g. Helps you make a good impression on others. How articulate you are constitutes a big part of the impression you make on others.

Based on the theories above, it seems that the study of vocabulary is one of important thing in teaching foreign language. Students often instinctively recognize the importance of vocabulary to their language learning.

Vocabulary is one of the components of language and takes such a vital role in mastering English as a foreign language. “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” (Thombury, 2002). Vocabulary is central to English language because without the rich vocabulary students cannot understand others or express their thought.

Teaching vocabulary helps students to understand and keep communicating with English in the class. Researcher believes that the sufficient vocabulary will help students master English for their purposes. This point manifests my own experience; even without grammar, with some useful words and expressions, I still can manage to communicate.

Moreover, Dellar H. and Hocking D. in Scott Thombury (2002) stated that “If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn

more words and expressions. You can say very little with grammar, but you can say almost anything with words!”. If the learners don’t know how to enrich their vocabulary, they gradually lose interest in learning English.

According to Allen (1983) that students need to learn about elements of vocabulary. However, the more important thing is that students must learn English vocabulary appropriate to their needs and so teachers must understand what students’ need are. And predicting what learners will need in the way of vocabulary is important in selecting what to teach; equally important is creating a sense of need for a word.

According to Schmitt in Alqahtani (2015) mentioned that vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, he also emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language”. The importance of vocabulary is demonstrate daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary.

Researchers such as Laufer and Nation, Maximo, Read, Gu, Marion and others have realize that the acquisition of

vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts. In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing).

Rivers and Nunan, furthermore, argue that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learn for comprehensible communication.

Research has shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for L2 readers to overcome. In production, when we have a meaning or concept that we wish to express, we need to have a store of words from which we can select to express this meaning or concept. “When students travel, they don’t carry grammar books, they carry dictionaries”.

Many researchers argue that vocabulary is one of the most important -if not the most important- components in learning a foreign language, and foreign language curricula must reflect this. Wilkins states that “There is not much value in being able to produce grammatical

sentences if one has not got the vocabulary that is needed to convey what one wishes to say. While without grammar very little can be conveyed, without vocabulary nothing can be conveyed”

Other scholars such as Richards and Krashen, state many reasons for devoting attention to vocabulary. “First, a large vocabulary is of course essential for mastery of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem”.

Oxford also claims that vocabulary is “by far the most sizeable and unmanageable component in the learning of any language, whether a foreign or one’s mother tongue, because of tens of thousands of different meanings”. Despite these difficulties that language learners face in L2 vocabulary, they still have to deal with it in their examinations as “vocabulary has traditionally one of the language components measured in language tests”. Furthermore, many learners see second language acquisition (SLA) as essentially a matter of learning vocabulary and therefore they spend a great deal of time on memorizing lists of L2 words and rely on their bilingual dictionary as a basic communicative resource.

As a result, language teachers and applied linguists



now generally recognize the importance of vocabulary learning and are exploring ways of promoting it more effectively. Some of this research takes the form of investigation of strategies learners use specifically for vocabulary, which is our focus of attention.

Students often instinctively recognize the importance of vocabulary to their language learning. As Schmitt (2010) noted, “learners carry around dictionaries and not grammar books”. Teaching vocabulary helps students understand and communicate with others in English. Voltaire purportedly said, “Language is very difficult to put into words.” I believe English language students generally would concur, yet learning vocabulary also helps students master English for their purposes.

# 3

## WHAT IS EDUCATIONAL GAME?

A game is a description of strategic interaction that includes the constraints on the actions that the players can interest (Osborne, 2012). It means that by using the game in learning can interest the students' attention to the instruction of the teacher. The student will follow what the teacher talking about.

Actually, games also help and encourage many learners to sustain their work. Games help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part, so they must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. Games provide one way of helping the learners to experience language rather than merely study it (Wright, 1993). The games and activities will enhance the students' experience that can give them occasions to use literature and language creatively.

In addition, games offer a unique structure to complement traditional teaching strategies and infuse teaching with energy, spark innovative thinking and provide diversity in teaching methods (Boyle, 2012).

Game make learning concept more enjoy and supply learners with an opportunity for their creative thought to grow up.

Game is one of media that can be applied in language teaching and learning. All people are like games either young or adult. But different age or group requires various topic material, competence and model of game. For example, the children like fun game, then the adult more like challenging game. So, as a teacher has to choose the appropriate game for all students in order to be fun learning and active class.

Language games comprise many factors such as rules, competition, relaxation and learning in particular. Rules have to be clear, few and well-explained so as no difficulty is faced. They are designed in different levels as well as topics that suit different students' levels what make them enjoy all together and gain the best results.

Using games in the process of language teaching-learning is not restricted for any language level; it helps all students to feel comfortable and more confident in acquiring a new language. However, this technique is much more applicable and beneficent with beginners -of interest in the present research-.

The use of innovative educational games in the classroom can increase enthusiasm and reinforce

previously presented didactic information. It is also a positive, interactive alternative method of teaching and information sharing. In addition, team learning and active peer-to-peer instruction are strongly reinforced by educational games. (Bailey, 1999).

Games increase students' involvement, motivation, and interest in the material and allow the instructor to be creative and original when presenting topics. (Odenweller, 1998). Games also challenge students to apply the information, thus allowing them to evaluate their critical thinking skills. They create a challenging constructively competitive atmosphere that facilitates interaction among students in a friendly and fun environment. (Patil, 1993).

A game should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do. Games ought to be at the heart of teaching foreign languages, games should be used at all the stages of the lesson, provided that they are suitable and carefully chosen. Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way.

All agree that even if games resulted only in noise and entertained students, they are still worth paying attention to and implementing in the classroom, since they

motivate learners, promote communicative competence and generate fluency and may have a significant role in improving a second language acquisition.

Educational games are games explicitly designed with educational purposes, or which have incidental or secondary educational value. As educators, governments, and parents realize the psychological need and benefits that gaming has on learning, this educational tool has become mainstream. Educational games are those intentionally designed for the purpose of education, or those entertainment games that have incidental or educational values. Educational games are designed to help people understand concepts, learn domain knowledge, and develop problem solving skills as they play games.

Teaching English may confront difficulty because the learners tend to feel not interested with English. To figure out this problem, the teacher should be able to create a fun and comfortable teaching learning atmosphere in the classroom. One of the most enjoyable path in teaching English is using game. Learning English especially vocabulary can be so much fun through game, because game encourages and assists many learners to keep their interest and work. Children love playing games and they can study a lot of words in an interesting way.

Games are helpful because they can make students feel that certain words are important and necessary, because without those words, the object of the game cannot be achieved (Virginia French Allen, 1983). Communicating with students about words via conversation, reading the words in a various context, or playing word games are more amygdala-resonant ways of learning vocabulary words than over-correcting students, eliciting their affective filters, and inhibiting their willingness to participate (Willis, 2008).

There are many advantages of conducting games in the classroom, as Gada Sari lists them in Maryam and Behzad (2013):

- (1) Game make relaxation and amusing for students, thus help them study and hold new words more easily,
- (2) Game generally take friendly competition, and they deep learners interested,
- (3) Game are extremely motivating and games give students more chance to express their beliefs and thoughts,
- (4) Vocabulary games make literal word context into the teaching learning process.

In conclusion, studying vocabulary by using games is an effective and interesting way that can be conducted in the classroom. Through games the learners try out,

expose, and act with their environment. The games are used not only for fun, but more importantly, for the practicable exercise and review of language lesson, thus extending the goal of improving students' vocabulary mastery.

Game is an activity or sport with rules, a goal and an element of fun in which people or teams compete against each other (Hornby, 2007). Gerlach (2008) said that a game is a simplified, operational model of real-life situation that provides students with vicarious participation in a variety of roles and event. According to Richard (2007) declared that games (in language teaching) is an organized activity that usually has the following properties:

- 1) A particular of task or objective
- 2) A set of rules
- 3) Competition between players
- 4) Competition between players by spoken or written language.

From the explanation above, explains games help and encourage many students to sustain their interest in learning English because they are amusing, interesting and at the same time challenging. Playing games in the classroom develops the ability to cooperate well, to compete without being aggressive, and to become a winner. They also can be used to give practice in all

language skills.

Huyen and Nga (2008) suggested that games are used not only for more fun, but more importantly for the useful practice and review of language lessons, thus leading toward the goal of improving learner's communicative competence.

According to Nalasco (1991) said that "in addition to the personal challenge, younger students also enjoy competing with their peers, and introducing a game element is a way of livening up any material". It is often difficult to maintain their attention for too long as they cannot remember new words and expressions of a language they deal with for the first time and which is not their mother tongue. It is true that children like things to be repeated but they do not need only to keep repeating the desired part of the target language. Instead, a short and a simple game can be repeated more than once.

Incorporating games, then, in the language teaching-learning process helps building a good relationship with the new language. They do not just relax from serious learning but they reinforce the new vocabulary as well. Although a game in a class of beginners could be a disaster but it succeeds in making a good classroom atmosphere. By time, they realize that language is more than just long lists of words and sets of rules.



Prabhu (1987) offers two main reasons why teachers should use games in teaching second language. The first reason is based on spontaneous interaction that games can generate amongst the children, 'creating opportunities for the deployment of their emerging internal systems'. A second major reason for using games is the supportive environment that is created. Interaction between learners is less threatening than interaction with the teacher. Game-like activities provide choices for the classroom. 'They allow teachers to add variety and flexibility to the teaching menus', Sometimes educators feel weighed down by assigned curricula and need to come up with new ideas and interesting activities. Another advantage, in language classes, learners feel stressful because they think that they have to master the target language that is unknown to them. Besides, learners become too anxious about being criticized and punished by their teachers when they make a mistake (Sugar, 2002).

Games are advantageous at this point because they reduce anxiety, increase positive feelings and improve self-confidence because learners are not afraid of punishment or criticism while practicing the target language freely (Crookal & Oxford, 1990).

According to Chen (2005) declared that the benefit of using games in learning classrooms can be summed up in nine main points which are the following:

1. Games are learner-centered (the student is always in focus).
2. Games promote a communicative competence.
3. Games create a meaningful context for language use.
4. Games increase learning motivation
5. Games reduce learning anxiety.
6. Games integrate many various linguistic skills.
7. Games encourage creativity and spontaneous usage of the language.
8. Games construct a cooperative learning environment.
9. Games foster participatory attitudes of the students.

Language games are not activities mainly aimed to break the ice between students or to kill time. Byrne (1995) gave the definition to games as a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game. Similarly, Jill Hadfield (1990) defined games as an activity with rules, a goal and an element of fun.

There are a great number of language games. So teachers have a variety of choices. However, in deciding which game to use in a particular class and which games will be most appropriate and most successful with their students, teachers must take many factors into account.

According to Richard-Amato (1996), even though games are often associated with fun, we should not lose sight of their pedagogical values, particularly in second language teaching. Games are effective because they provide motivation, lower students' stress, and give them the opportunity for real communication.

The main reason why games are considered effective learning aids is that “they spur motivation and students get very absorbed in the competitive aspects of the games; moreover, they try harder at games than in other courses” (Avedon, 1971). Naturally when playing games, students are trying to win or to beat other teams for themselves or on the behalf of their team. They are so competitive while playing because they want to have a turn to play, to score points and to win. In the class, students will definitely participate in the activities.

Therefore, it is possible for a teacher to introduce students to new ideas, grammar, and knowledge and so on. As in the dictation game, students are so competitive that they want to finish first and win. It can be clearly seen that games can capture students' attention and participation. They can motivate students to want to learn more. Moreover, they can transform a boring class into a challenging one.

Another reason why games are often used in language

classes is that they lower students' stress in the classroom. In conventional classrooms, there is a lot of stress put on students trying to master the target language. Schultz (1988) said that "...Stress is a major hindrance in language learning process. This process [Learning language in traditional way] is by its nature time consuming and stress provoking...raise the stress level to a point at which it interferes with student attention and efficiency and undermines motivation. One method has been developed to make students forget that they are in class relax students by engaging them in stress-reducing task (games)."

There is a high level of stress in the classroom because students have to face unfamiliar or unknown grammatical structures, words, texts and so forth. Therefore, students often feel uncomfortable and insecure in class, which inevitably affects their ability to learn. As a result, games can help lower their anxiety, make them feel comfortable, and want to learn more. It is believed that when students play games, they relax and have fun. Since students know that they are playing games and want to communicate efficiently they do not worry about making mistakes and do not try to correct themselves in every single sentence. When students are free from worry and stress, they can improve their fluency and natural speaking styles.

There are many advantages of using games in the classroom:

1. Games are a welcome break from the usual routine of the language class.
2. They are motivating and challenging.
3. Learning a language requires a great deal of effort, games help students to make and sustain the effort of learning.
4. Games provide language practice in the various skill-speaking, writing, listening, and reading.
5. They encourage students to interact and communicate.
6. They create a meaningful context for language use.

In a research paper done by Mei and Yujing said that games are fun and children like them. Through games children experiment, discover, and interact with their environment. Through playing games, students can learn English the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot even shy students can participate positively. They point how to choose a game.

- A game must be more than just a fun.
- A game should involve “friendly” competition.
- A game should keep all of the students involved and interested.
- A game should encourage students to focus on the use of language rather than on the language itself.

- A game should give students a chance to learn, practice, or review specific language material.

Students may wish to play games purely for fun. Teachers, however, need more convincing reasons. Teachers need to consider which games to use, when to use them, how to link them up with the syllabus, text book or programmed, and how, more specifically, different games will benefit students in different ways. The key to a successful language game is that the rules are clear, the ultimate goal is well defined and the game must be fun.

### **A The Advantages of Using Games in Foreign Language Teaching and Learning**

Games help the teacher to create contexts in which the language is useful and meaningful. Even though games are often associated with fun, we should not lose sight of their pedagogical value, particularly in foreign language teaching and learning. Games are effective as they create motivation, lower students' stress, and give language learners the opportunity for real communication.

According to J. Haldfield (1999), "a game is an activity with rules, a goal and an element of fun..... Games should be regarded as an integral part of the language syllabus". This definition highly evaluates

the importance of games in teaching. It shows that games serve not only as an ‘amusing activity’, but also as a technique to carry out many pedagogical tasks. Classifying games into categories can be difficult because categories often overlap.

J. Hadfield (1999) proposes two ways of classifying language games. First, language games are divided into two types: linguistic and communicative games. Linguistic games focus on accuracy, such as supplying the correct antonym. Communicative games presuppose successful exchange of information and ideas. He also offers to classify language games into many more categories: sorting, ordering, or arranging, information gap games, guessing, search games, matching games, labeling, exchanging games; board, role play games.

According to W. Lee (1991), games can be classified into ten categories: structure games which provide experience of the use of particular patterns of syntax in communication; vocabulary games in which the learners’ attention is focused mainly on words; spelling, pronunciation games; number games; listen-and-do games; games and writing; miming and role play; discussion games.

Some of the common advantages of using games in

foreign language teaching and learning.

1. Games promote learners' interaction

Interaction comprises the nature of classroom pedagogy and classroom behavior. Pair or group work is one of the main ways to increase cooperation. Many games can be played in pairs or in small groups, thereby providing an opportunity to develop their interpersonal skills such as the skill of disagreeing politely or the skill of asking for help. In the classroom learners will definitely participate in the activities.

Therefore, in groups or in pairs, they are more willing to ask questions, communicate and discuss topics with their partners and think creatively about how to use foreign language to achieve their goals. The competition in the games gives students a natural opportunity to work together and communicate with each other a lot.

2. Games improve learners' language acquisition

Thanks to the motivation and interaction created by games, students can acquire knowledge faster and more effectively than by other means. Games can stimulate and encourage students to participate in the activity since they naturally want to win. Apart from having fun, students are learning. They



acquire a new language. Students begin to realize that they have to use the language if they want others to understand what they are saying.

Furthermore, games can lower anxiety. In the easy, relaxed atmosphere which is created by using games, students remember things faster and better. The meaning of the language students listen to, read, speak and write in will be more vividly experienced in a game and, therefore, they will better remember the language they learn.

### 3. Games increase learners' achievement

Games can involve all the basic language skills, i.e., listening, speaking, reading, and writing, and a number of skills are often involved in the same game. Games can motivate learners, promote learners' interaction, and improve learners' acquisition. As a result, games can increase learners' achievement, which means that learners' test results, ability of communication, knowledge of vocabulary, or other language skills can improve.

C. Riedle (2008) emphasizes the advantage of games in improving learners' achievements: "We are teaching a new generation of students, which requires unconventional teaching strategies to be put into practice in the classroom. And when schools

use games, student benefits speak for themselves – a greater desire to learn and higher test scores.”.

In brief, games prove to be a useful tool in language teaching. Games not only motivate learners and create a friendly atmosphere, they are aimed at developing all language skills. Consequently, games can motivate, promote learners' interaction, improve their acquisition and increase their achievement.

### **B Why We Should Use Games in Language Teaching**

In fact, we should use games in language teaching in order the teaching learning process well. It is because:

- a) Games are a welcome break from the usual routine of the language class.
- b) Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
- c) They encourage students to interact and communicate.
- d) They create a meaningful context for language use.
- e) Games lower anxiety especially when played in small groups.
- f) Games can involve all the basic language skills,

i.e., listening, speaking, reading, and writing, and a number of skills are often involved in the same game.

- g) Many games can be played in small groups, thereby developing their interpersonal skills.
- h) Games involve students in active learning.
- i) They can encourage students to draw on analysis, synthesis, evaluation.
- j) They foster a more positive attitude toward the classroom experience – more attention, better attendance, better participation.
- k) They improve retention, decision-making skills, and comprehension of general principles.
- l) Games can be a very worthwhile teaching element.

A successful game is successful because of the reason that it is based on specific time allocation, it has clear relevance to the material, there is appropriateness to all members of the class, and ultimately, the enjoyment of the learners is increased through their active engagement with the language.

### **C Types of Games for Vocabulary Learning**

There are several types of games that can be used to teach English. According to Hadfield (2001), the following are seven types of games:

1. Guessing games are a familiar game type. The information player actively keeps it, while others guess what it could be. For example: Hangman Game, Taboo Game, Kangaroo Game.
2. Search games are another type that covers the full class. In such games, everyone in the class has one piece of information that players must have all or a large amount of information available to fill in a chart or a picture or solve a problem.
3. Matching games are based on a different concept but often require the sharing of information. These include matching the corresponding pairs of picture cards and may be played as a whole class activity.
4. Labeling games involve matching labels to picture items.
5. Exchanging of games is based on the “barter” concept. Players have certain objects, cards, or ideas that they want to share with others. The goal of the game is to make an exchange that is acceptable to both sides.
6. Role play games are given the name and characteristics of a fictional character.
7. Board games and card games are familiar game

types, where the goal is to be the first round of the board, collect the most cards, or get rid of the cards and squares on the board. They are used as a stimulus to express a communication exchange.

## **D Criteria for Good Games**

According Tyson (1998), there are some guidelines for how to select the games to be played in the classroom as follows:

- a. The game had to be more than just fun.
- b. A game is supposed to involve a “friendly” competition.
- c. The game should keep all the students active and interested.
- d. A game should allow students to concentrate on the use of language rather than the language itself.
- e. A game can give students a chance to learn, practice, or interpret a specific language.

# 4

## DEVELOPING VOCABULARY BY EDUCATIONAL GAME

Vocabulary is an important in language besides pronunciation and grammar. We cannot express ideas in English without learning vocabulary. So that, when students are given a passage with word that are supposed to have been taught earlier, they still find it difficult to understand the meaning. To make students motivated and enjoyed to study vocabulary, the teacher should be creatively is delivering material.

Teaching English as a second language sometimes be boring and other times monotonous. An efficient way to minimize these obstacles is to make profit from the so called stirring activities, as a way of lightening up the atmosphere in the classroom and providing enough practice in exploring the English language.

Wright, Betteridge, and Buckby (2006) also stated some reason why games are used in teaching-learning process. First, language learning is a hard work. In language learning, learners have to understand the foreign language that is being learned and they have to do some efforts to use the language in conversation or in written composition, so they get new understandings about the language. In this case, games help and

encourage many learners to sustain their interest and work. Second, games help teacher to create useful and meaningful contexts. Students want to give participation in class, students have to know what does the written text mean or what the others are saying. Students must speak or write to express their thought or give information. Games help student to experience language rather than study it merely.

Evans (cited in Aisyatin, 2013), proposed some characteristics of games that games are entertaining and exciting for learners by the competition and suspense of the outcome and the winner of the game. Games are challenging and helping in improving students' motivation to involve in the learning process. While playing the games, indirectly, students are also learning the lesson that has already given by the teacher Through games, students can use the language communicatively in the context created by teacher, exchange information and express their own opinions (Wright, Betteridge, Buckby in Huyen and Nga, 2003).

Huyen and Nga (2003) concluded their research that games really give a good contribution if students are given a chance to learn, practice, and review the English language in pleasant atmosphere. Students have a new way of learning by experiencing learning through games. Games give relaxation and fun for students and games

help students to learn and retain new words easily. A competitive game gives some motivations for students. Students would try to compete friendly with another. It gives a chance to students to participate actively in the class.

Games are one of the most important components in EFL classrooms. They include activities which have goals and rules at the same time fun. Hadfield (1990; Quoted in Deesri, 2002) describes games as “an activity with rules, a goal and an element of fun.”

Some authors suggest that language games should be placed at the center of the foreign language teaching program rather being accepted as a peripheral part of the program, since, besides being fun, additionally they include goals and controlled by rules (Haldfield, 1999). S. M. Silvers, the author of the book *Games for the Classroom and English Speaking Club*, claims that games are often agreed by many teachers as tools which stop monotonous repetitions in the lesson are used to fill in time (Silvers 1992). He claims that many teachers often miss the fact that in a relaxed environment it is mostly possible that real learning take place, furthermore learners are able to use the target language that have been exposed to and have been practiced earlier by the learners. Following definition given by Greenall, it can be said that games create a competition positively among students who are



involved in a language activity (Greenall, 1990).

The approval for using games in a foreign language classroom can be seen in the fact that learners provide a lot of benefits through games. It was ensured by many experienced writers that games are educationally valuable. Some reasons are mentioned by Lee as in the following (Lee, 1995): games give a chance to escape from unusual routine, but they are very important in terms of motivation and challenges.

Moreover, games provide encouragement to interact and communicate successfully for learners and permanence to carry on the effort of learning and create a context to use the language meaningfully, decreases anxiety, and allow learners to study in a relaxed and enjoyable atmosphere.

There are many games that can be used in increasing students' vocabularies, such as:

### **1. Stirred Word Game**

Stirred Word Game is a technique that helps learners to become more active and more motivated. The teacher can integrate stirring activities at any time during the lesson when the energy level is decreased. They also aim to overcome the poor motivation that usually leads to the loss of learner concentration.

Clarks (2010) declared that stirring activities are

described as a teaching tool that helps learners to become more active and more motivated. The teacher can integrate stirring activities at any time during the lesson when the energy level is decreased. They also aim to overcome the poor motivation that usually leads to the loss of learner concentration.

According to Hadfield & Maley (1992), this situation usually happens in the morning during the very first lesson of the day. Learners come to the school in a sleepy mood, reflecting on the things far from being related to the school lesson. In this case, it is advisable to present a short activity stimulating their energy level.

In this game you will face more interesting challenge, in the form of a series of letters or vocabulary are stirred. The task you are composing: the letters into words that are meaningful, while the words that stirred in stacking the sentence that are true and meaningful.

### **The rules of the game**

1. Forming several groups consisting of three until five persons.
2. Prepare your group to compose the letters or words that are scrambled, according to the order given.
3. Commands can be written on the board or orally. Answer written on the answer sheet.

4. The materials prepare answer sheet.
5. Card of origami paper size 7x10 a number of needs. On each card was written with the letters and the words that still messy or mixed up.

### **Advantages**

1. Easy to use in teaching English vocabulary.
2. Give the test precision and accuracy in recognizing words.
3. Test your accuracy and thoroughness in recognize words and compose sentences correctly.
4. Add the vocabulary of course.
5. Train the sharpness of the reading.

### **Disadvantages**

There is still the little bit theory that describes about stirred word.

## **2. Pictionary Game**

Pictionary is a game that reflect the picture of the word that should be guessed. Pictionary game is one of the most popular games. It was created by Rob Angel at the age of 24 years, pictionary was presented by him in 1986 (Tinsman, 2002).

According to Claire Howell Major, Michael S.Harris, Todd Zakrajsek (2016), in pictionary game, the student has to choose a card with a course idea, fact or person on it. The student draw pictures to define the

idea while teammates guess the word or phrase based on the card.

It is like the Thornbury statement that Pictionary game is a game that is conducted for team; there are some importance and also the big influence by implementing the game in the classroom. The previous research from Yuni (2017), she stated that Pictionary game made the students able to work in team. Pictionary game also could be used as an instrument in reviewing the material so that the teacher could know what materials that the students had not yet understood without having to ask them.

In addition, Thornbury (2002) also stated that Pictionary game engages the students in trying to guess words or phrases from the drawings. The game builds the students to work in teams and each member of the team should turn to be the artist. The things that are required to play Pictionary game are a list or card of vocabulary items, whiteboard, chalkboard, or smart board and markers, it means that the students guess the pictures and should the word that can describe the picture. From the picture, the students will know the new vocabulary to describe the picture. So the students try to guess the picture with the correct vocabulary that can describe about what the picture about.

## **Procedures of Pictionary Game**

There are some studies that explained about the procedures of Pictionary game, almost all of the studies use the statement from Paula for implementing Pictionary game in classroom. Paula in Buttner (2013) stated that there are some steps that are needed in applying Pictionary game.

1. The students are separated into some teams.
2. Every team has to choose one person as the person who draws on the whiteboard. It can be called as an artist. Every group members takes a turn to be an artist.
3. The teacher says what the artist should draw.
4. The team who can immediately guess deserves to get a score.

These are many procedures that can be used in the classroom when applying Pictionary game. It commonly used for enhancing vocabulary. Due to one of the problems in writing is word choice that related with vocabulary, the researcher believes that Pictionary game can be used in students' writing descriptive text.

## **Advantages**

In applying the teaching strategies in the classroom is sometimes very hard for the teacher because it is not only to increase the skill that the students must

learn but also thing about how to apply it correctly in the classroom, every strategies has the weakness and the strength.

In addition, there are many advantages that the teacher and students got by using Pictionary game in learning process. The research came from Rilly Yaumil Akrimah, et.al (2017) that stated the advantages of Pictionary Game, as follows:

1. In guessing the words, the students become more active and creative because they have to communicate with other group members in guessing the words which is appropriate with the drawings.
2. In playing the game, the teams also choose the appropriate sketches that will more effective to communicate the association to the rest of their team.
3. This game brought relaxation and fun for the students and created motivation for learners to participate actively in learning activities.
4. Before the students played the game, they were demand to complete the game about matching the words which related with the game. It means that the students were trained to drill the words

From the advantages above, it can be known that Pictionary game give the positive impact for the

students' interest in learning. One of the advantages that can be reference for the research is Pictionary game can make the students to be active especially in guessing word. Thus, in Pictionary game, the students can learn about the appropriate word for writing.

### **Disadvantages**

Meanwhile, Fadhilah (2011) states that the disadvantages of the implementation of Pictionary game are it might make the students become too noise the classroom and teaching learning activity might not give any conducive atmosphere at all. Ellen (2007) also stated that the disadvantage of Pictionary game is the noise will be unbearable.

Pictionary game is mostly making the students active in the class. The game is one of the games which are student-centered. Thus before the teacher conducted the game, the teacher must suggest the students to making less noisy. Or maybe the teacher can give the rule to make the students before the game started.

### **3. Blindfold Game**

Blindfold game is one of alternative techniques that can be used by English teacher in teaching vocabulary which is more interesting. The Blindfold is a game of free movement and exploration of a virtual space

that allows simple interactions with key elements and assets, which ends up being quite a challenge. The game simulates a realistic sounds setting, allowing players to make sense of the sound driven experience.

The Blindfold is a game of free movement and exploration of a virtual space that allows simple interaction with key elements and assets, which ends up being quite a challenge. The games stimulates a realistic sound setting, allowing players to make sense of the sound driven experience.

The Blindfold game (2018) is one of the media that can improve students' vocabulary. The Blindfold game is a practical exercise in verbal communication that used Blindfold in the game. This game used to teach directions, number, and making instructions. Besides, this game can bring the students that they need to study the expressions of others to direct a person. The Blindfold can implies team members into working together more memorable and wearing blindfold can be fun. So that the students can be more interested and enjoy in English learning process.

a. Type of Blindfold Game

There are many types of blindfold game can be used in the classroom, such as:



## 1. Blindfold Cat and Mouse

Blindfold Cat and Mouse is a fully accessible card game inspired by the kipbo card game, for both sighted and visually impaired people, designed for rapid audio play. The objective of the game is to be the first one to empty your stock pile. You have a stock pile with 30 cards, 4 discard piles, and your hand of 5 cards, your opponent has the same. The deck consists of cards from 1 to 12.

The game starts by playing a 1 card from your hand into a build pile. Then if you have a 2 card, you play it. Then a 3 card so on, until you play a 12. The build pile is cleared off, and you start again. If you cannot play a card, you discard a card, and your opponent goes. There are other rules, but that's a quick summary of the game.

## 2. Blindfold Bingo

Blindfold Bingo is a fully accessible audio game where you play bingo by yourself, or against several computer players. In bingo, numbers are announced, and you press to dab your card on that number. You can choose how many other computer players are playing, and how many cards they can buy. If you get a bingo, you win 50% of the coins that were used to purchase

cards by you and the others players.

Blindfold Bingo comes with over 16 patterns of paly, and lets you both explore a pattern and then play that pattern, such as a clover leaf, or the letter X, or an inside diamond. You can record yourself saying bingo, and blindfold bingo will play it back to you when you get bingo. You can also select from other people's voice with the people who play blindfold bingo.

### 3. Blindfold Word Games

Blindfold Word games are a fully accessible word game for both sighted and visually impaired people, designed for rapid audio play. Word game includes the games word ladder, word flick, hangman, unscramble and 7 small words.

- (1) The Game Word Ladder: the objective of blindfold word ladder is to convert one word into another word by changing only one letter time. For example, to change the word 'COLD' to 'WARM', you can first change the third letter of COLD from 'L' to 'R', making the word CORD. Then change the second letter of 'CORD', so the new word is 'CARD', then the fourth letter of 'CARD', so the new word is 'WARD'. Finally, change the last letter

of 'WARD', so the new word is 'WARM'.

- (2) Word Flick: you have a 16 randomly choose letters arranged in a 4 by 4 grid. You build as many words as possible using adjacent letters. The longer the word, the higher you score,. For example, if the top line has the letters C, A, T, S, and the second line has the letters O, L, D, X, you could form CATS from the first line and COLD using the C from the first line, and the O, L, D from the second line.
- (3) Unscramble: you must unscramble the word. The letters L, E, H, O, L unscramble to become the word HELLO.
- (4) In Hangman: you must discover the word before using up you moves. In seven small words, you must combine word fragments into a word that matches the definition you are given.

#### 4. Blindfold War

Blindfold War is a fully accessible classic card war game for both sighted and visually impaired people, designed for rapid audio play. Blindfold War tells the cards you and the computer play, and the number of total cards in your hand. You can customize the game to your liking: how much

extra information is spoken and how quickly it is spoken.

The way of Blindfold War is each player starts with a deck of 26 cards. The game takes through a series of battles in which each player reveals one card. The player with the highest card wins both cards. If both players reveal a card of the same rank, a war ensues, giving each player a chance to win many of their opponents cards. The cards are not visible, instead, you play by listening. Tap the screen to play your next card, and the computer plays its next card too.

Blindfold Game is the way that used by a teacher to convey a message in order to achieve the purpose of learning by using blindfold. Example of blindfold:

1. Tina (e-n-t-w) to zoo last week.
2. They (l-a-p-y-e-d) football last month.
3. They played the game (s-t-l-a-i-g-h-n-t).
4. The students went to zoo when they were (t-s-u-d-y-i-n-g) animal's name.
6. He (w-r-e-t-o) a letter yesterday.
7. I was (l-s-t-i-n-i-n-g-e) a music when my teacher (n-t-r-e-e-e-d) my class.
8. I (t-l-o-s) my drawing book two days ago.
9. The students went to zoo when they were (t-s-u-d-y-i-n-g) animal's name.

10. I and my sister went to campus and then we (r-l-a-x-e-e-d) in a cafeteria.
11. Sam (l-s-e-t-e-n-i-d) to English conversation when her friend was (n-i-s-g-i-g-n) beside her.

The answer:

1. Tina went to zoo last week.
2. They played football last month.
3. They played the game last night.
4. The students went to zoo when they were studying animal's name.
5. He wrote a letter yesterday.
6. I was listening a music when my teacher entered my class.
7. I lost my drawing book two days ago.
8. The students went to zoo when they were studying animal's name.
9. I and my sister went to campus and then we relaxed in a cafeteria.
10. Sam listened to English conversation when her friend was singing beside her.

The other examples in reading text, such as:

Dear Nisa,

Nisa, I am (6) w-n-i-g-t-i-r to you just to

memorize about our holiday in your city last year.

I am so (7) h-y-p-p-a being there with you. We visited many tourism objects like Parangtritis Beach, Prambanan Temple, and Malioboro. I really enjoyed the (8) l-e-a-p-c-s. We bought many foods and souvenirs there. We also (9) o-o-k-t the picture scenery. We are so happy (10) s-e-p-i-d-n-g-n time together.

I hope we can (10) i-v-i-s-t there again next time.

Dear Nisa,

Nisa, I am (6) writing to you just to memorize about our holiday in your city last year.

I am so (7) happy being there with you. We visited many tourism objects like Parangtritis Beach, Prambanan Temple, and Malioboro. I really enjoyed the (8) places. We bought many foods and souvenirs there. We also (9) took the picture scenery. We are so happy (10) spending time together.

I hope we can (10) visit there again next time.

#### **4. Fly Swatter Game**

Fly Swatter is a device for killing flies that consists of a flat piece of plastic and other materials that are used over a long period of time (Macmillan: 2016). Fly swatter games are a type of game in which students must use the teacher's guidance to write the word on the blackboard or whiteboard. The Fly Swatter is a bug-killing device (Webster's: 2001).

Fly Swatter recreation is one of the games that may assist in stimulating getting to know overseas language method mainly in coaching of vocabulary. As a result, letters are guessed by gamers to expose a phrase or word in the whiteboard. After instructor says the phrase, the pupil will run to whiteboard. Then, bet the word through hit the whiteboard. It gives a mission so as to encourage the students to try to bet word based on hit the whiteboard. it's far an fantastic way to feature vocabulary, and maintain the thoughts cognizance on coaching gaining knowledge of process.

#### **The Procedure of Fly Swatter Game**

According Helena (2013), the procedure of Fly Swatter game also can be played by:

- a) College students will entire every different to hit the phrase by way of fly swatter.
- b) Two students face their friends in front of the elegance.

- c) College students concentrate to what the teacher says cautiously.
- d) When they pay attention to the phrase said with the help of the teacher, they will face the white board and locate the word.
- e) The students hit the word.
- f) They spell it out in front of their friends once they have figured out the phrase.
- g) Finally, trainer is aware of their winner through concentrate the primary sound of fly swatter.

Three rounds comprise this game, the pastime is identical in the first and second rounds. To win the game, each student competes. The students, on the other hand, work together in the third round to try and win the game. The students will be divided into three groups. By using a trainer, each institution is given a fly swatter (Dimas: 2013).

### **Advantages**

There are several advantages to using the fly swatter game to help students learn vocabulary. To begin with, it is not a monotonous activity. Second, it is enjoyable for students, and third, it facilitates the learning and acquisition of new words. Last but not least, it involves friendly competition, which keeps students' attention.

Besides that, Fitriyani (2016) claims that Fly



Swatter Game has several advantages, including:

- a) It can encourage students to be interested in teaching English, and if students enjoy their teaching-learning activities, it can foster positive attitudes such as a desire to learn the language.
- b) Boredom can be relieved by playing games.
- c) It can help them improve their linguistic abilities, particularly in the areas of spelling, pronunciation, and concentration.
- d) Encourage students to work together rather than compete.

### **Disadvantages**

The use of a fly swatter game for student vocabulary mastery has several disadvantages, including:

- 1) The teacher must prepare more time for time allocation, such as time for divided groups.
- 2) There was a lot of noise in the classroom.
- 3) When some students play the games, they do not seem to mind.

## **5. Observe and Remember Game**

This is a game that can be played pretty much anywhere, by using pretty much anything. This game was actually invented by Rudyard Kipling in his book, *Kim*. Essentially, to play, you play against each other to see how much you can remember of something in a

given amount of time compared to someone else.

The short version to play this game is that we can just put out a bunch of things on the table for someone to study and then after so many minutes or seconds, cover them up. They have to remember as many objects as they can, and as many details about each object. The more you play this game, the more detailed you can get, and the more objects you can put out there. This is a fantastic game that you can play with your kids or your team to get them to be much better at noticing and remembering details. This game is a good test of observation and memory. This game is great because it will absolutely come in handy in our everyday life, will improve our brain functions and will keep kids from getting bored.

The importance of vocabulary in learning English is to enable students having the real meaning of a word successfully. It means that the students can improve the students' vocabulary enrichment. Teaching vocabulary through observe and remember game makes the teaching and learning process more enjoyable and productive place for both students and teacher.

Observe and remember game can be useful game to teaching the nouns around us because the teacher can

use the things in the class, in the garden, in the library and any places. By using the objects and picture given in the class, the learners will remember strongly the new words that they can get.

Additionally, direct presentation is also a very effective and vivid way to vocabulary teaching. The teacher uses pictures, objects, to teach some vocabularies (Gang Li and Hang Pang, 2015). This is the activity that will be done in observe and remember game. Even better, ask the students to close their eyes when they're not expecting to play. This is where the training really gets good. The teacher can do this in the class, at the cafeteria, in the field, at the park, or wherever. Have them close their eyes and start naming off the stuff they observed – when they didn't know they were playing it.

It will amaze the teacher and the learners just how little of the world actually take notice of if the learners do it this way. It also will amaze the teacher and the students how many times this skill will come in handy once the learners develop it. By playing the game without notice, the teacher trains the students to not only be getting better at remembering things, but also the teacher train the students to always be noticing things.

## The Procedures of Observe and Remember

### **Game**

At real, those steps of the study with observe and remember game is described below. There are some ways in doing observe and remember game. Example: Students try to remember items in the illustration in the Picture Dictionary.

1. Tell students to spend 3 minutes looking very carefully at the Picture Dictionary.
2. Have students close their books and write down what they remember about the scene.
3. Have students compare notes with a partner and then look at the pictures in the Picture Dictionary to see how well they remember the scenes.

Variation 1: instead of students writing descriptions, ask them questions about the scenes to see how much they remember. For example:

1. How many spoons are there in the table?
2. Is there a glass in the table?
3. What is on the napkin?

Variation 2: have students do this activity in pairs, with partners taking turns asking and answering questions about the pictures.

Variation 3: divide the class into several teams

and do the activity as a game in which team members help each other to remember. The team with the most correct answers wins the game.

Another way to play observe and remember game:

1. Divide the class into the group of 4 or 5.
2. Play this game with either collection of small objects or a chart with pictures of things the students can identify.
3. Place the objects or chart at the front of the room and give the students a set amount of time (maybe two minutes) to look at them/it.
4. After they have returned to their seats, tell them to take out paper and pen, then either individually or in groups, have them write down the names of as many of the objects as they can remember. (The objects or chart should be covered at this time).
5. 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.

### **Advantages**

One of the good ways in teaching vocabulary is using observe and remember game. Observe and remember game is one of the best games in memorizing words. Besides, learning vocabulary through observe and remember game is considered as an effective and enjoyable way to teach vocabulary.

Observe and remember game serves the game by using real objects or pictures. The teacher will provide the objects which are fit with the object of the study. Before entering the class, the teacher will look for appropriate pictures or objects to delivering the vocabulary. Then, the students will work themselves or even in a group to make them competing and make the learning process more challenging.

They can remember the vocabulary by the pictures and objects introduced easily. By playing the game, the students are motivated to remembering the vocabulary. The students will show their ability in observing and remembering the vocabulary given in the class. The students will have conversation and talking too in the game. This way, the students will comprehend what vocabulary that they are learning about.

Based on the various kinds of advantages that had been stated above, observe and remember game as a technique in delivering vocabulary can help students to enriching their vocabulary. The students do not only learn vocabulary but also they convey new words in their learning process.

## 6. Monopoly Game

According to Dossuwanda (2008), monopoly game is a game that is in great demand by people around the world. The way to play this game is that players compete to collect wealth by buying or renting land by paying using the money bought by the previous bank according to the number of provisions. The player takes a turn to throw the dice and move around the game board following the numbers obtained by the dice.

According to Ana Hamriani K (2011), monopoly is a paper game on which it is written vocabulary which every player should know. This monopoly games is the same as the usual monopoly game. The purpose of this game is to master all the vocabulary plots that are on paper through the purchase and mastery of vocabulary. The vocabulary comes from a vocabulary that has been memorized and studied. Vocabulary examples: names of fruits, animals, school equipment, limbs and others.

From the definition above, it can be concluded that monopoly game is a unique game that can help students learn vocabulary because this game is familiar and students can play it. On the other hand monopoly games was very important in learning because in the teaching and learning process requires a fun method.

According to monopoly game theory, the monopoly game media is worthy of being used as a learning medium because this monopoly game media is one of the game media that can make learning activity interesting, vibrant, enjoyable, and comfortable. This medium also has the potential to engage students in problem solving learning exercises, so that the students learning outcomes can be enhanced.

The nature of the monopoly game for vocabulary teaching is exactly the same as the normal monopoly game to master. Vocabulary is not only to regulate money, but also to master vocabulary. According to Dossuwanda (2008), reading and recalling the meaning of the vocabulary that occurs in each plot is the design of the monopoly game to teach vocabulary.

The way to play it is that each player is given capital money by the participant of the monopoly game consisting of 4 or more than 4 players. Dice are also required to figure out how many plots to go in this game. The sense of the vocabulary should be mentioned by any player that stops in a vocabulary story. Each player is entitled to buy the plot in the second round after the first round begins with the second round, if the plot has been purchased by one of the players, then the other player must memorize the vocabulary if it passes through the plot already purchased by one



of the players. At the end of the semester, the teacher assesses the vocabulary.

### **Procedure of Monopoly Game**

Before starting the game, the instructor should explain how to play a monopoly game, the way in which the students first go to the monopoly vocabulary game. These ways are:

- (1) Planning game related playing papers and tools, e.g. dice, money and monopoly cards.
- (2) For a monopoly, in compliance with the participants and put the gift card and the penalty and the card in place.
- (3) Start rolling the dice and switch according to the amount of dice you get with other players to work interchangeably.
- (4) Any players wishing to purchase a vocabulary plot must first memorize their English at a price in a vocabulary bank.
- (5) Every player who lands on a vocabulary learned by someone else must rent gift cards unless they can. But the writing in the gift card must conform to the occupied vocabulary story, otherwise they should still pay.
- (6) In the gift card and punishment box, any players who lands on a gift plot or in a penalty court must remove the card and follow the other imposed on

the card.

- (7) Within the time set by the teacher, players with lots of vocabulary will be the winner.

### **Advantages**

There are 5 advantages of monopoly game, such as:

- (1) Students enjoyable, fun and competitive in monopoly game.
- (2) Increase students memorize vocabulary.
- (3) Increase students' concentrate.
- (4) For students to increase their vocabulary, the game is really interesting because with monopoly games they can quickly remember the vocabulary.
- (5) It is very easy to adapt this game to the classroom.

### **Disadvantages**

There are 2 disadvantages of monopoly game, such as:

- (1) The teacher cannot manage the lesson, the game cannot be effectively enforced.
- (2) Confusion and miscommunication, unless the students are concentrated and serious.

## **7. Bits and Pieces Game**

Language learning is hard work. One must make an effort to understand, to repeat accurately, to adapt and to use newly understood language in conversation

and in written composition. Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part, and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. Games provide one way of helping the learners to experience language rather than merely study it (Wright, 1993).

In language teaching, game is an organized activity that usually has the properties, they are: A particular task or objective, a set of rules, a set of rules, competition between players, and communication between players by spoken or written language. Games are often used as a fluency activity in communicative language teaching and humanistic methods (Richards, 1985).

Game is one of media that can be applied in teaching and learning of language. Game can make the learning process being fun. Game can be various types. It is used based on the stage and age of the student. For example, the junior high school students are like challenging game, the teacher must give them the challenging game that suitable for them. So, the

teacher should know to choose the best game to teach his student.

Bits and pieces game is kind of game with picture-strip story. It is suitable for narrating events and describing person, place or something, principally in the present tense. This game is appropriate to listening, speaking and writing skills. All students can play this game. To play this game we spend 15-40 minutes only, the material that we need are picture-strip stories, or texts (Wright, 1993).

### **The Steps of Bits and Pieces Game**

These are the following steps in teaching descriptive texts using bits and pieces game:

- (1) Teacher divides students in 4 groups.
- (2) The teacher distributes to every group, one stripping pictures and many paper to stick the picture and writing about the picture.
- (3) It group should arrange the striping pictures in order to be good picture in 10 minutes.
- (4) After the striping picture have been arranged, the teacher gives 20 minutes for every group to describe it and write it in a pieces of paper.
- (4) Then he or she asks every group to stick the arranging picture on the board and the writing under it.
- (5) Then he or she checks what they have done,

and tells them the winner of this game based on arranging picture and detailed describing of their writing.

The bits and pieces game has little different with the scrabble game. It can see from the definition that is scrabble is more of a puzzle type of activity that can be fun for English learners as a break from traditional worksheets. Create a target word that you wish the students to discover (this can be an answer to a key question as well, if you wish). Use various vocabulary words that contain letters to be used in the target word. Then, scramble the vocabulary words so that the students must discover from each scrambled word the vocabulary to go letter-by-letter in the boxes behind it. The target word can then be placed in a vertical fashion using those letters from the vocabulary.

### **Advantages**

- a) Bits and pieces involve several useful skills including listening, speaking and writing.
- b) Games bring in relaxation and fun for students, thus help them learn and retain new words and idea more easily.
- c) To exercise creativity and imaginaty.
- d) Bits and pieces is appealing to all levels.
- e) The students can share their idea to develop their writing ability in their group.

f) Another benefit of using bits and pieces game in classroom that is teacher can apply this game in some variation.

### **Disadvantages**

- a) This game is really hard if the teacher cannot give instruction clearly
- b) Use bits and pieces game sometimes to be noisy class.
- c) The teacher's feel that they lose control.
- d) Not all students enjoy it since they would prefer to be the focus of the teacher's attention rather than working with their peers.
- e) Some students are passive whereas others may dominate.

### **8. Dice Game**

Freeman defines that a game as an activity that helps children achieve full development, physical, intellectual, social, moral, and emotional. Game is fun and fun is motivating. It motivates people to do it again and again. Haycraft (1978) said that games are the ways of class to make use their initiative in English. Through the games, the students can be creative and be motivated to learn English.

From the statement above it can be concluded that game is activity with rules make situation fun

and happy to challenge. Game aims to entertain, usually the game is much liked by children's to adults and game are important for brain development, to improve concentration, make happy to children and games make students creative and motivated to learn English in the classroom.

Jimbo in Sibarani (2020) states a die (plural dice, from Old French *de'*, from Latin *datum* "something given or played") is a small throw able object with multiple resting attitudes, used for generating random numbers or other symbols. This makes dice suitable as gambling devices, especially for craps or for use in non-gambling tabletop games.

According to Merriam-Webster, Dice is a small cube that is made of plastic, wood, and etcetera. It has one to six dots on each side, and that is usually use in pairs in various games.

According to Blomberg (2004), dice game is a board and a dice to play. He added that the dice is used usually in order to move the students to place where they need to use their language skill. He stated that each player will get a chance to roll the dice and then they will get a task from the teacher. Meanwhile, according to Mahardika (2013) stated that dice game is also movement game, because this game is played

by doing movement from one place to another. She said that this game is also adapted from snake and ladder game.

Lewis and Bedson in Hakim (2018) declared that dice game is versatile game that provides variety of instruction and can be adjusted depend on the needs of the objectives. Dice games also add variation to a lesson and increase motivation by providing a reasonable motivation to use the target language. Dice games can provide the stimulus. The foreign language can be immediately useful for the students through the dice game context. It brings the target language to life.

Hadfield in Sibarani (2020) also has a theory about dice game, according to him, dice games are familiar game types, where the aim is to be able recognize written numbers; drawing; matching, and for language like; face and/or body vocabulary; basic game language.

From the statement above it can be conclude that dice games is versatile game also add variation to a lesson and increase motivation the target language. Dice games are incredibly versatile, remember that the dice need not only have numbers on the faces. Dice game has multi functions such as to builds new



vocabulary for the students, make a good sentence, enhancing English grammar, and understand theory English grammar to complete the task.

It can be concluded that dice game is a small cube that is made of plastic, wood, and etcetera with each side having a different number of spots on it used with thrown. Dice not only have numbers but also with letters of colors that are more interesting to make a dice better than dice that can be seen by children. It is a game used by teachers to achieve an effective learning atmosphere and a fun learning process for students. Therefore by using this technique a lesson can achieve the desired goal.

### **Principle of Dice Game**

There are some principles of dice game. Firstly, class work. It is easy to demonstrate that learners say only one or two students in a lesson or, indeed, in a week. The greatest mistake is for the learner not to speak at all. Although some mistakes of grammar or pronunciation or idiom may be made in pair or group work, the price is worth paying. If the learners are clear about what they have to do and the language is not beyond them, there need be view mistakes.

Secondly, group work. Some games require for to nine players; in this case group work is essential.

Membership of group should be constant for the sake of good will and efficiency. In class work, it is easy to demonstrate that learners say only one or two sentences in a lesson or, indeed, in a week. The greatest mistake is for the learners not to speak at all. Although some mistakes of grammar or pronunciation or idiom may be made in pair or group work, the price is worth paying. If the learners are clear about what they have to do and the language is not beyond them, there need be view mistakes.

The last, pair works. This is easy and fast to organize. It provides opportunities for intensive listening and speaking practice. Pair work is better than group work if there are discipline problem. Indeed for all these reason we often prefer to organize game in pair or general class work, rather than in group work (Rini: 2009).

Dice game design in this study in order to be easier to understand. First, the English grammar teacher explains to the students, the students pay attention to the teacher explanation. Secondly, teacher divide the students into six groups using dice, two dice which top the group number and the second material to the group each member of the group has task of each. Third, the teacher gives challenge to use dice to challenge each group to enhance the activity of each student. Fourth,

before all finished orders given teachers each group make conclusion from the lessons they get to know the improvement obtained by the students using dice game in learning.

### **Procedure of Dice Game**

The procedure of dice game, she also gives procedure that is:

- (a) Preparation steps: explaining the materials to students, dividing groups by dice and material for each group, giving a challenge so that every child is active,
- (b) Application steps: applying dice game in the learning process of English grammar, opening question and answer session or asking the students ability, giving positive feedback and reinforcement orally for the students' success.

### **Advantages**

Using games in language teaching can help students develop their structure and produce the same grammar and structure repeatedly. We can also use game as vehicle of the language teaching learning. The following are some opinion of game advantages proposed by some others experts states four major advantages of using games in language learning (Humaira:2019);

1. Dice games help and encourage many students

or learners to sustain their interest and work on learning a language.

2. Dice games can help teachers to create contexts in which language is useful and meaningful. Teaching English involves the teaching of patterns. This pattern can be taught meaningfully through games.
3. Dice games provide the repeated use of language form or drill. By making the language convey information and opinion, games provide the key feature of drill with the opportunity to the working of language as living communication.
4. Dice games can be found to give practice in all the skills, in all the stages of the teaching learning sequence and for many types of communication.

### **Disadvantages**

There are disadvantages of dice game: it takes a lot of time to do dice games in learning such as for groups, material, and challenge to increase student activity and preparation that must be done by each group and the situation is less controlled.

### **9. Mime Game**

A Mime game is one of the guessing games besides guessing pictures, and guessing sentences. Guessing game could be an effective technique to develop and reinforce some concepts of grammar. The most important function of implementing guessing games

in teaching is to give practice in communication (Richard-Amato: 2003).

One of the most effective guessing games is Mime Game, where one child comes forward after the teacher secretly gives him a word, phrase or sentence and mimes an activity and his group or the whole class try to guess what he really means (Pinter, 2006; Doff, 2000).

In doing a mime game, learners feel very excited, imaginative, enjoyable and communicative when performing their task by acting out, describing the structure learned. A learner feels excited because he has to perform an activity related to the present material learned, that he knows, but his friends do not. He has to use his imaginative skill, because his job is to describe an activity by acting out or miming an activity without saying a single word to his friends in a team in a certain period of time that has been agreed upon. Moreover they enjoy doing acting out a role.

In playing a mime game, learners communicate with each other through acting. As it is known that communication has two forms; verbal communication and non-verbal communication. Verbal communication when learners can get the message across using words, whereas in non- verbal

communication, learners can only get the message across using body language which means they use a facial expression, body movement and hand gestures. In a mime game, a learner has to communicate non-verbally.

Mime game is using bodies to convey the meaning of an action or an expression which the others have to guess. Mime uses the creative instrument everyone has our body, we all can use our bodies to express our ideas and feelings, including those of us who don't speak English well, or who have trouble reading (Lambdin, 2018).

Definition of mime as the technique of telling something using only expression and gesture and no words (Hornby: 1995). Mime game is the most appropriate guessing game that applied in classroom. The procedure in mime game is where one children come in front of the class then the teacher give his a secret word, phrase or sentence (Fadhillah: 2013). After that, he has to mime it and his group or the whole class should guess what he really means.

When students are doing mime game and acting out to describe the secret word, phrase, or sentence, they are enthusiastic and feel enjoyable to take a part in the learning activity. Not only enjoyable but also

they can communicate with the other in guessing the words. It becomes interest for the students because one student which have to mime the words, phrases, or sentence related to the learning material, while his friends do not know about that. In this part, the students which have to mime the words, phrases, or sentence, should use his imaginative skill in describing the word without saying anything to his friends in the time when he mimes.

The communication process occurs when the students acted in playing mime game. There are two forms of communication, verbal communication and non-verbal communication. Verbal communication is when learners interact by using the words which means they speak, read and write anything to interact each other.

Whereas non-verbal communication is when learners interact by using body language such as the expression of face, body movement and hand gestures. It means the student just have to pay attention or listen to their friend. In playing mime game, students have to communicate by non-verbal communication.

Based on all definitions above mime game is the most appropriate guessing game that applied in classroom as the technique of telling something by

using bodies to convey the meaning of an action or an expression which the others have to guess.

### **Procedure of Mime Game**

Mime game can define as express something using gesture or body language, facial expression and action without speaking to communicate. There are many variations of mime games. One way of playing mime game goes like below:

1. Divide the students into several teams.
2. Every teams should have a leader to show the characteristics of the word or phrase
3. The leader only giving one clue about the word or phrase. For example, the word about animal or thing.
4. The leader have to show the characteristics of the word by his or her gesture or body language without words.
5. Member of group have to discuss and guess what the leaders show about the characteristic from the word.
6. When the leader have finished to show about the word, member of the group try to guess what it was.

### **Advantages**

There are some advantages and disadvantages of mime game. The advantages are mime game can invite



the students to be active in teaching and learning in the classroom without any pressures. This technique can make a good atmosphere in the classroom. The situation in this class is fun and effective, this condition is reduced students boredom and stress in teaching learning process, and more interest in English lesson.

### **Disadvantages**

The disadvantages of mime game is the teacher has a problem in managing the class. Playing this game sometimes resulted noisiness that can make the students out of control and disturb other classes, but the noisiness can be reduced by managing the class well.

## **10. Spelling Bee Game**

Spelling Bee is a competition in which contestants are asked to spell a broad selection of words, usually with varying degree of difficulty (Floyd, 2014). The concept of Spelling Bee is thought to have originated in the United States, and Spelling Bee events, along with variants, are now also held in some other countries around the world.

Rahayu (2009), as the previous researcher who conducted the research on Spelling Bee game, found that Spelling Bee game was a complete package that can

train students" spelling and vocabulary. According to Merriam Webster (2011), the purpose of Spelling Bee game is to help the students improve their spelling, increase their vocabulary, learn concepts, and develop correct English usage.

Spelling Bee game is one of alternative techniques that can be applied to the students. This is one of the cooperative learning techniques that can be applied in the classroom. In order to overcome the difficulties with the spelling of the students' written works, it is necessary to improve the students' spelling ability as well as their vocabulary mastery.

Spelling Bee method for learning English is very good for our precision and accuracy in identifying word - a word of English. Which English language writing and pronunciation is very different. This is confusing not only for learners of English as a foreign language, but also the case for a native English speaker. Manager of Education First (EF) Indonesia, Arleta Darussalam, believes Spelling Bee can help optimize the English language skills of children from an early age. Arleta states during a press conference in the building Smesco, Spelling Bee can practice pronunciation of the vocabulary of the English language quickly, precisely and accurately, children can also learn to increase self-confidence to speak English.

From the definition above, in the teaching learning process, the use of game is not something strange anymore, because the educators often use game as the technique to teach the students in the classroom. Because the teachers believe that through game, the students can explore themselves to be more active in the classroom with a happiness situation of the learning process.

Uranga (2003) states that spelling is a very important part of education. It is often part of class work and homework as a subject. Organizing Spelling Bee in the classroom is a fun way to get the children to brush up on their spelling skills and get everyone involved in the fun learning.

Based on Kichura (2008), Spelling Bee encourages students to study their spelling words. As well as to learn how to compete with one another. If students are encouraged to study their spelling words, it means that they will increase their vocabulary which soon will be able to raise their certain skills, for example reading or writing.

Before playing any game with students, especially in the classroom, it is important to practice so that students can understand the procedure clearly. The game can then be demonstrated in front of the class so that everyone understands how to play. Furthermore,

establish rules for playing the game and let the students realize the rules. Accordingly, to make Spelling Bee work fluently in the classroom we need to make the procedure clear by explain it to the students.

According Herrera and Zanata (in Rahayu, 2000) there can be several ways to conduct Spelling Bee in the classroom, because Spelling Bee requires no preparation and is easy to set up. Before starting Spelling Bee game, teacher give the students some words in certain topic, let them read two or three times, asked the students understand and remember the words with the meaning, then Spelling Bee can be started. Every meeting has different topic and material, for example: transportation tools or professions or kinds of animal or kinds of plants, etc.

### **Procedure of Spelling Bee Game**

The writer tried to provide a simple fun game to help students ready for a Spelling Bee. The only supplies we will need are the chalkboard and chalk (or whiteboard and marker) we can play this game anytime throughout the year, with any list of spelling words. There are some procedures of Spelling Bee game:

- a. Students are divided into two groups named group A and group B.
- b. Next, give the students collection of words on paper

- by any themes, for example “Kinds of Animal”, distribute it for each students and gave them time to understand and remember the words. In order to make sure if the students will not do misspelling of the words, the teacher or instructor spell the words first and followed together by the students.
- c. After ensuring that students are ready to play the game, the students are asked to stand up and make a line like “queue”. The game is begun from group A to group B, one student who stand in front of the line will get firstbtturn to spell the word which is given by the tester, if she/he can spell the word correctly the group will get 100 scores and 0 for incorrect spelling. This way is followed by the next group and each students who had done the spelling turned to the back line.
  - d. At the end of playing game, the team with the most points is the winner.

### **Advantages**

The first advantage of applying the Spelling Bee game in teaching vocabulary is the students could be more interested in learning the material. When the students are interested in learning the material, they would give more attention to the lesson given. That condition gave a good chance for both the teacher and the students. On the occasion the teacher could

deliver the material very well and the students could understand what they had learned on that day.

The second advantage of applying the game in teaching vocabulary was the teacher did not need to explain too many materials. The teacher just explained the materials needed by the students because they can understand the material on that day by doing the games. The games could give the students more chance to understand the materials given because through playing they can learned something without realized that.

### **Disadvantages**

The first disadvantage of applying the game in teaching vocabulary is by attracting student's interest to game, all of them are active and made noisy. Sometimes they too much moved and spoke. That condition made the teacher difficult to control them.

The second disadvantage of applying this game in teaching vocabulary is by doing it the teacher only had a little time to explain the material and give some new vocabulary. So there is no longer time for teacher to explain more and help them to memorize all the new vocabulary.

## **11. Scattergories Board Game**

According to Mills in Yuliansyah and Rosyani (2018) that the game of Scattergories is a board game for two to six players in which the players try to make a list of as many words as possible starting with certain letters and included in the list of categories. This game has been experimented in learning foreign languages, especially in learning vocabulary.

However, in using this game to teach vocabulary to young students, students should already have a group of vocabularies in their minds. In other words, the game Scattergories can only be used in teaching vocabulary to young students if the teacher has taught several vocabulary groups to students and also this strategy can make it easier for students to learn vocabulary so that they are happy to learn vocabulary.

### **Procedure of Scattergories Board Game**

In utilizing the Scattergories board game to teach vocabulary to junior high school students, the teacher should explain the rules of the game to students. The rules are:

1. Students are separated into several groups, each group consisting of five students.
2. Each group has one marker pen to write on the board.
3. Every student in the group has the opportunity to

write their answers.

4. List the categories on the board or share cards such as verbs, nouns, adjectives, adverbs, etc. Students can also help choose a category or they can depend on the current topic.
5. One letter card is taken by the teacher and five card categories are taken by the student.
6. If the words written by students are correct based on letters and categories, the score is 20 for each word.
7. The winner is the group that has the highest score (Hikmah: 2016)

The benefits of using Scattergories Board Game are: the first is that the game Scattergories requires students to move actively and compete with others. This involves students actively because of the game assignments and the essence of competition between them. This fits very well with the characteristics of students.

The second is that the Scattergories game also has simple rules so students can easily follow the instructions given by the teacher. Although there may be some modifications in the rules of the game, it will not change the essence of the game Scattergories. The winner of the game is the group that has the highest score.



Finally, the game Scattergories makes teaching and learning more enjoyable and not stressful. When the game is played in groups, students have the opportunity to get help from other group members in guessing the answers so that they will not feel fear and stress. This can provide a positive attitude towards vocabulary learning.

Scattergories game is a game published by Parker Brother in 1988. Scattergories game is the variations of the category game and can build general word learning. Scattergories is a branch of board game. Scattergories are usually played by 2-6 people. People playing Scattergories game must write the words of the initials listed and the answers from each player must be different from other players.

Meddaugh and Kudrowitz in Husain stated that it is a game that give a time limit and a random letter of the alphabet and must come up with unique examples of items beginning with that letter that fit into a set of given categories. Furthermore, this game is given time limit, it stimulates the player or students to think fast and correctly and this game offers the player to stimulate ability to categorize word by word quickly.

For example, the word that comes out is the letter “M”, category “fruit” so the player should write a

word that start from the letter “M” for the word like “Mango”. As soon as possible the student must get a different word from his friend. If he has a different word, he will get a score and if he gets the same word with his friend, he will get nothing.

Based on the example above, the Scattergories game is appropriate to be taught in language classroom especially in vocabulary. Its helps the students to stimulated them to think fast in categorizing word.

According to Yuliansyah and Syafei by using this game teachers can see the improvement of students’ vocabulary mastery and teach the vocabularies based on each letter categories that they have got. Therefore, students will memorize the vocabulary that they have got while they playing the game with their classmates in which students will feel more enjoy in learning English.

### **Advantages**

Games are always loved by children. Games are related to fun, movement, and competition. Moreover, their concentration is shorter than adult’s concentration. However, teacher must apply a good and creative method to keep the student’s concentration in learning the material.

As stated by Huyen in Akdogan, games make

the classroom atmosphere more relaxed and more interesting, game involves competition between students, vocabulary games bring real world context to the classroom.

As cited by Dian (2010), she found some advantages and also some disadvantages in using games.

- 1) Applying some games in teaching learning process was students will feel more enjoy and have fun while learning process.
- 2) Applying some games in teaching learning process was easier and simpler for teachers.

However, the use of games in teaching English vocabulary not only gave benefit both to the teacher and the students but also gave difficulty to them.

### **Disadvantages**

The disadvantage of applying this game was the class will be more noisy and the teacher has limited time to explain the material. However, there must be disadvantages from using games, such as it makes classroom circumstances noisy and uncontrolled.

## **12. Hangman Game**

According to Novriana et al (2013), stated that Hangman game is one of the guessing games. In addition, Parkin (2005) said, “the hangman game is a game where players are given a secret word and a

set number of guesses”. This word to be guessed is represented by a row of dashes, representing each letter of the word (Kumar: 2016).

Wright et al (2006) described Hangman game as a game that focuses on vocabulary and spelling. Further, Evi (2015) also said that Hangman was the best way for kids to practice spelling, pronunciation, develop their vocabulary, and have lots of fun. It can be clarified that the Hangman game is ideal for teaching vocabulary because this game provides a condition in which students can learn their vocabulary in a fun way.

Further, Coles in Wirawan (2013) explained that Hangman is a fun game that students can play in the classroom to help them develop their vocabulary skills because they can play on the blackboard, on the desk, or even on the smartboard. Using a game like a Hangman game, there will be some clues given to answer the secret word provided so that the players can get the answer more quickly, and then Hangman process will be started if the player2 fails to add the connect letter.

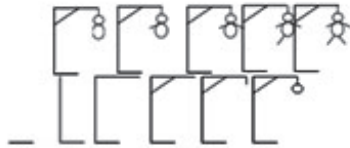
Based on the description above, it can be inferred that Hangman game is a fun word guessing game for two or more people in which one person thinks

of a word, and the others try to guess a word with predicting letters. Hangman game can be played on the blackboard, students' desk, or smartboard, where some clues are given to answer the hidden word, whether the word is a verb or a noun, an adjective or an adverb, an antonym or synonymous word, the number of letters.

### **Procedure of Hangman Game**

Wright et al (2006) stated the hangman game procedure as follows:

- (a) Think of a word that should be familiar to the learners, and draw a dash for each letter;
- (b) Invite the learners to call out letters that they may think in the word;
- (c) If the learner guesses correctly, write the letter above the appropriate dash. For each incorrect guess, draw part of the hanged man as shown in the illustration.



Picture 1: *Illustration Part of the Hangman*



Picture 2: *Illustration How to Play Hangman Game*

In this study, we use several steps to apply Hangman game in teaching vocabulary as follows:

1. We decided the theme of vocabulary that will be guessed by the students. Vocabulary theme related to the noun, adjective, verb, and adverb;
2. The students will be divided into five groups. Each group consists of about 4 students;
3. One student in each group will be asked about the antonym/synonym/definition/connotation of the word as a clue before creating several letters with a series of lines. One student in each group who chooses to make several letters with a series of dashes will be forced to know the word;
4. The other groups will guess the word by spelling the letters of the word one by one based on the student's clue who draws the number of letters

- with a series of dashes. The other groups will be asked to guess the word in the correct spelling;
5. If the letter is in the word, the student will write it on the right position above the dash, but if they say the letter is wrong, the teacher will draw one part of the hangman on the whiteboard; there are ten parts of the gallows. If there are ten wrong guesses, the student who gives the clue get one point. But if the other groups can guess the word correctly, the group will get one point;
  6. After the word can be guessed, the students and the teacher spell and pronounce the word correctly. The students will then be asked to say the meaning of the word and use the appropriate word based on context in the worksheet that will be shared.

### **Advantages**

Hangman game is a popular word guessing game where students can play in the classroom to help students develop their vocabulary skills. Hangman game has some advantages and disadvantages when teachers in the classroom apply it. According to Prasetiawati (2020), the Hangman game has many advantages:

- a. It could encourage students to be involved in teaching English. If students feel excited about teaching-learning activities, it could lead to

- positive attitudes, such as a feeling of interest in the language they are learning.
- b. Games can run out of boredom.
  - c. They can improve their linguistic skills, particularly in spelling, pronunciation.
  - d. Get students to be cooperative, not competitive.

### **Disadvantages**

Besides the advantages have explained before, there are also some disadvantages in using Hangman games in the learning process. According to Hung and Young in Wirawan (2013), hangman games may depend on luck and do not measure the actual skill. Moreover, the weakness of this game is that children do not know and care about its meaning. Here, the teacher can anticipate this by putting the word games in context.

### **13. Riddle Game**

Riddle games are one type of guessing game. Riddle game can be said to be puzzle game. Riddle Games including formal games, riddle can also be said as a contest of intelligence and skill where players take turns asking puzzles. A player who can't answer means he loses. According to Patricia (2003) that guessing a game can be an easy way to hone a bit of rigor in a concept.

According to Evan Riddle (1957) is all nouns refer



to something confusing and must be solved. While Blachowicz as quoted by Danny (2008) mentioned that “Word puzzles” are questions with responses like words.

Riddle is also a challenge for students, because to solve riddle correctly, a student need to listen carefully and correctly interpret the language to learn to ask the right and effective questions logically and logically as well convincing solution.

Riddle are part of the vocabulary game, Riddle game have game criteria, there is a sense of excitement arising about the words, because in riddle games it takes more ingenuity to solve the puzzles in it and plays on the formed words. Riddles can also motivate a person to be more interested, but still have rules to play (Sarah, 2017). Riddle game are also not just ordinary games but also require critical thinking to solve problems.

### **Procedure of Riddle Game**

Games are familiar to everyone, especially children. All things if connected with a game or game. Riddle game is actually already familiar. Riddle game emphasizes speaking skills and vocabulary. The steps are:

- 1) The teacher prepares learning materials.

- 2) Teacher divides students into 2 groups. Question groups and answer groups.
- 3) The question group is given a keyword. For example the word “Transportation” students are asked to develop the word into a puzzle. Examples of clues are: “Wheel 6”, if the group cannot answer with one clue, give the next clue more specific. “The carrier goods”. The answer is “a truck”. The next example is : “You answer me, but I never ask you a question, What am I ? The answer is “A telephone”. On the other hand, teacher tell the students that the riddle about animal, person, place or etc.
- 4) The group answer guess the riddle. One of the students must guess successfully given by the answer group and the students can try only twice.
- 5) Then, during the game, the teacher must correct the vocabulary they are saying, so that the speaking is also good. By using riddle game, students can memorize vocabulary more easily (Ersoz, 2016).

### **Advantages**

Riddle game has many advantages for students. As we know that all of students, especially teenager students like a riddle game, the advantages of using Riddle game in teaching vocabulary are:

- a. Students are more interested in learning the material. When they are interested in the material,

- they will pay more attention to the lesson.
- b. Students also feel more challenged, because to solve the Riddle needs a critical thinking.
  - c. The teacher also doesn't need to explain more about the topic, because the students will know it by themselves by answering the Riddle.

### **Disadvantages**

The disadvantages of the riddle game are:

- a. The disadvantages of applying the puzzle game in teaching and learning is by attract students to play game, everything is active and makes noise. Sometimes they move too much and talk. Such conditions make the teacher difficult to control his class.
- b. The second drawback is applying the riddle game on the teaching and learning process is the teacher only has a little time to explain the material and give some new vocabulary. So there is no more time for teachers to explain more and help them to memorize all the new vocabulary learned (Diana, 2003).



## CONCLUSION

Nowdays, game has been developed especially in teaching learning process. Game is an activity which is entertaining and engaging, often challenging, and an activity in which learners play and usually interact with others.

Game is an important part of a teacher's repertoire. Although they are recreational activities by nature whose main purpose is enjoyment, in language learning process their purpose is to reinforce what has already been taught. In the course of a game, learners are engaged in an enjoyable and challenging activity with a clear goal. Often, students are so involved in playing games that they do not realize they are practicing language.

Vocabulary is one of the basic elements to achieve language skill. So, to achieve these aims, students must master a number of vocabularies. With the rich vocabulary student will be able to talk about more things and communicate well. English vocabulary is complex, with three main aspects related to form, meaning, and use, as well as layers of meaning connected to the roots of individual words (Nation & Meara, 2010).

Vocabulary is the most important skill when learning/teaching a foreign language. It is on vocabulary that all the other skills like reading, writing, speaking, and listening are based and developed. This has shown why it is important to learn new words.

Vocabulary helps students express themselves more precisely and sharpens communication skills it also requires students to cognitive academic language proficiency. When students learn more of 90-95% of the vocabulary words helps students to understand what other people are saying and what she/he is reading. Without a sufficient understanding of words, it's difficult for students to understand others or express their ideas.

Teaching vocabulary is important across the curriculum from language arts and social studies to mathematics and science. By learning several words at the students' disposal of describing events or emotions, they can be that explicit when sharing ideas their ideas and opinions.

Teaching vocabulary is not just about words; it involves lexical phrases and knowledge of English vocabulary and how to go about learning and teaching it, which the next chapter explores. Vocabulary as a supporting element to master the four language skills plays a very important role in learning English. The learners who are rich of

vocabulary will be successful to express their ideas in language skill.

There are four language skills in English; speaking, writing, reading and listening. But one who is poor of vocabulary will get trouble in those skills. The four skills are closely interdependent, the student must master the four language skills so that they can use English effectively. It is possible that someone can master one of the language skill, without mastering vocabulary.

Games are fun and they make the learning process closer to the acquisition process, which makes students learn in a more natural way. Games can encourage, entertain, teach, and promote fluency and communicative skills. It has high motivation because it is amusing and interesting. Therefore, the role of games in teaching and learning vocabulary cannot be denied.

However, in order to achieve the most from vocabulary games, it is essential that suitable games are chosen. Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings are factors that should be taken into account. In conclusion, learning vocabulary through games is one effective and interesting way that can be applied in any classrooms.

DUMMMY

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