

CHAPTER I

INTRODUCTION

A. BACKGROUND OF STUDY

English, as a frequently used language, plays an important role in everyday life. This language is recognized not only as a means of communication but also as an international language. English usage is easy to find. For example, there are books, articles, advertisements, TV shows, and job advertisements in English. Therefore, without learning English, you will not be able to communicate with other people and will probably fall behind in science, education, and work.

To become proficient in English, students may need to master four basic language skills, namely listening, speaking, reading, and writing. Apart from that, students also need to master many language elements such as grammar, pronunciation, and vocabulary. Vocabulary is one of the language elements needed to learn English.

Therefore, when students communicate in English, they not only need grammar but also vocabulary. Thornburg (2002) said, "Little can be taught without grammar, nothing can be taught without vocabulary." This is because students communicate in a foreign language, especially English, which means vocabulary is very important. In any foreign language, the emphasis is on vocabulary learning. Students need to improve their vocabulary. Having a good vocabulary will help them improve their ability to learn vocabulary. The book Step by Step Reading says, "One way to expand students' vocabulary is to read a lot."

The more books' students read, the more words they will learn. Students will discover this and expand their vocabulary. Many books allow students to acquire a large vocabulary



When studying vocabulary, SMA Negeri 8 Makassar students face many ; it difficult to understand everything the teacher explains. For example, meaning of words spoken by the teacher can be challenging because students

may not be familiar with them. It is due to the lack of vocabulary and understanding of vocabulary that the students do not know. The difficulty described from the example can be linked to both vocabulary and listening skills, but the primary issue depends on the specific context of the students' struggles as in this case students' lack of vocabulary. As a result, learning becomes difficult, leading to disappointment and lack of motivation.

Another challenge is translating English words into Indonesian. Students often need to look up words in a dictionary. Additionally, students may struggle with the spelling of foreign words, as there are often similar words or sounds in English that can be confusing. Lastly, they may forget previously learned words, making it difficult for them to construct good sentences.

Moving on to the current reality, another problem for students is that teachers typically teach vocabulary in a traditional way. This method can be monotonous and may cause students to become bored and disengaged in the learning process. Moreover, vocabulary is often taught through memorization and practice patterns, with teachers relying solely on the textbook or curriculum. This approach can also contribute to student boredom. Furthermore, vocabulary tends to be challenging to learn.

From the description above, teachers should choose appropriate methods, subject matter, or materials and apply them in learning. They should be creative teachers who teach English vocabulary well. Allen (1983) says that experienced English as a Second Language teachers know the importance of vocabulary.

Based on this, teachers should teach subjects in different ways so that students can understand the content well. In this context, the subjects likely refer to the key components of English language learning that teachers need to address creatively and effectively to ensure



content, such as vocabulary, grammar, pronunciation, speaking skill, reading
nally, teachers should explain the importance of vocabulary in learning
1 the description above, the researcher decided to use the game "Words of

Wonders" to improve English vocabulary because the characteristics that are hypothesized, such as its word puzzles, which challenge students to think critically and expand their vocabulary in an engaging manner. There is a lot of vocabulary that can help students to increase their vocabulary in this game. Dobson (1974) says that games are a great way to break up the classroom routine because they are fun and relaxing. This is why games are a great way to break up the classroom routine and make it fun.

Additionally, Wright, Betteridge and Buckby (2006) the book *Games for Language Learning* states that games are fun, engaging, and often challenging activities in which learners play and usually interact with others. The game is interesting because it engages students, encouraging them to learn new words and practice language skills as they play and it also get students excited and makes them play. Therefore, every activity in the game contributes to language learning. However, sometimes it is difficult because students have to be the winner of the game while playing, which help them enjoy to the game and play with others. It's also fun because we can interact with each other. Apart from that, it also gives students the opportunity to express their feelings.

From the background above, the author is interested in exploring the game entitled "Words of Wonders" for **Improving Students' Vocabulary Mastery by using game "Words of Wonders" at SMA Negeri 8 Makassar.**

B. IDENTIFICATION OF THE PROBLEM

1) Low Vocabulary Mastery:

Students at SMA Negeri 8 Makassar struggle to improve their English vocabulary, which impacts their language proficiency and academic performance.



f Interactive Learning Tools:

ng methods may not sufficiently engage students or provide opportunities for
gful vocabulary acquisition.

3) Challenges in Implementing Game-Based Learning:

Teachers and students may face various challenges in using digital games like Words of Wonders for vocabulary learning, including technical issues, lack of familiarity with the game, or difficulties integrating it into the curriculum.

C. SCOPE OF THE RESEARCH

The scope of this research focuses on problems in the acquisition of English in high school involves the ability to increase vocabulary while focusing on language structure for effective speaking. This process can be examined through two key components: the methods used to demonstrate English proficiency and the most common approaches to teaching the language. Additionally, English language learning takes place both in homeroom settings and is influenced by internal and external factors in the teaching process.

D. RESEARCH QUESTIONS

In the research background, the author sets out research to increase students' vocabulary through the word of wonders game in students at SMA Negeri 8 Makassar, then the formulation of the problem examined in this research is:

- 1) How can the Word of Wonders game method improve the vocabulary of SMA Negeri 8 Makassar students?
- 2) What are the problems faced by the students in using games word of wonders?

E. OBJECTIVE OF RESEARCH

- 1) To find out how the Word of Wonders game method can enhance the vocabulary of SMA Negeri 8 Makassar students,



: benefits experience faced by the students when using the Words of Wonders

F. SIGNIFICANCE OF RESEARCH

From the research in SMA Negeri 8 Makassar, which the research performs is especially that it tends to be helpful for:

1) For Students

The current research is expected to enhance students' vocabulary mastery through an engaging and interactive learning method, encourages active learning and motivates students to participate more in vocabulary-building activities, also supports the development of receptive (understanding) and productive (using) vocabulary skills, which are essential for effective communication in English.

2) For Teachers

This current research is also potentially helpful for teachers in that the findings of this research are expected to provide an innovative teaching tool that can make English vocabulary lessons more dynamic and enjoyable, offers insights into the practical use of digital games for language learning, helping teachers integrate technology into their teaching practices effectively, and helps identify challenges in using digital games in classrooms, enabling teachers to address these barriers and optimize learning outcomes.

3) For Educational Institutions

This research demonstrates the potential of game-based learning to improve language education, which could inform curriculum development and teaching strategies, and encourages schools to adopt modern teaching aids and methodologies to meet the diverse learning needs of students.



Teachers

contributes to the expanding body of knowledge on game-based learning in education, fills a gap in the literature by exploring the use of Words of

Wonders, a digital word puzzle game, specifically in the context of high school education in Indonesia, and provides a foundation for future studies on integrating digital tools into language learning, particularly in vocabulary acquisition.



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CHAPTER II

THEORETICAL REVIEW

A. Previous Study

This research reports several studies regarding increasing vocabulary using several different methods of educations; some of the research findings are as follows:

1. Rizky Gushendra (2017) “An Experimental Study: Improving Students’ Vocabulary Mastery by Using English Songs”

Based on the writer’s observation in the teaching and learning process, the students had low achievement in vocabulary mastery in learning English. Memorizing vocabulary was not effective to achieve the students’ vocabulary mastery because it was hard for the students to memorize it. To solve this problem, the writer used a strategy to improve the students’ mastery in vocabulary. The strategy was using songs. The aim of this research, which was a quantitative experimental design with the 2 variables English songs and students’ vocabulary mastery. To find out the significant effect of using English songs to improve students’ vocabulary mastery. With the population of SMPN 1 Kampar Timur and the cluster sampling of 40 students this study found that the students’ ability on the vocabulary mastery test in the experimental class was at a very good level, which was 82.25, and in the control class was at a good level, which was 63.25.

2. Yosephus Setyo Nugroho (2012) “Improving Students’ Vocabulary Mastery Using Flashcards. (A Classroom Action Research at the Fourth Grade of SD Negeri II Watuagung, Baturetno, Wonogiri in the Academic Year 2011/2012)”

The study investigated the effectiveness of using flashcards to improve vocabulary

vation among fourth-grade students at SDN II Watuagung. Conducted from
er 2011, the action research involved two cycles with planning, acting,
flecting. Data from observations, interviews, document analysis, and tests



showed significant improvement in students' vocabulary mastery, as reflected in the increase of their mean test scores from 45.70 (pre-test) to 80.13 (post-test 2). The findings suggest that flashcards are an effective teaching tool, enhancing both vocabulary retention and student engagement.

3. Vina Sukrina (2013) "Improving students' vocabulary mastery by using realia"

The study examined the effectiveness of realia in improving vocabulary mastery among fourth-grade students at SD Negeri 060811 Medan. Using classroom research, data from vocabulary tests, diary notes, and observations showed significant progress, with students' mean scores increasing from 39.17 (first test) to 78.05 (third test), reflecting an 83.33% improvement. The findings indicate that realia enhanced both vocabulary acquisition and student engagement, suggesting it as an effective strategy for teaching vocabulary to young learners.

4. Yuyun Bahtiar (2017) "Using the Total Physical Response to Improve Students' Vocabulary Mastery"

The study explored the effectiveness of Total Physical Response (TPR) with workbooks and real objects in improving vocabulary mastery among fourth-grade students at MI DARUL ULUM Widang – Tuban. Initially, students had a low average score of 40.2, which improved to 54.1 in the first cycle and reached 100% in the second cycle after adjusting the learning scenario. The findings highlight that TPR made vocabulary learning more engaging, helped students memorize words more easily, and encouraged active participation, making it an effective method for teaching vocabulary.

5. Dedi Efrizal (2018) "Improving Students' Vocabulary Mastery Through English Movies for Second Year Students at MAN 01 Kota Bengkulu"



investigated the use of English movies to enhance vocabulary mastery among N 01 Bengkulu City through Classroom Action Research. Conducted in three

cycles, with collaboration between the researcher and an English teacher, data from field notes and tests showed gradual improvement in students' vocabulary scores. The mean score increased from a very poor 9.56 in the pre-assessment to 13.23 in cycle 3, surpassing the Minimum Mastery Criterion (KKM) of 70. The findings suggest that English movies effectively enhance vocabulary learning and received positive feedback from the English teacher.

The previous studies explored various strategies for improving students' vocabulary mastery, including English songs, flashcards, realia, Total Physical Response (TPR), and English movies. Rizky Gushendra (2017) conducted an experimental study and found that using English songs significantly improved students' vocabulary mastery, with the experimental class scoring higher (82.25) than the control class (63.25). Similarly, Yosephus Setyo Nugroho (2012) demonstrated that flashcards enhanced vocabulary retention and student engagement, as reflected in the increase of mean test scores from 45.70 to 80.13. Vina Sukrina (2013) examined the use of realia and found an 83.33% improvement in students' vocabulary mastery, with scores rising from 39.17 to 78.05. Yuyun Bahtiar (2017) investigated the effectiveness of TPR and reported that students' average scores increased from 40.2 to 100% in the second cycle, making learning more interactive and engaging. Meanwhile, Dedi Efrizal (2018) implemented English movies as a vocabulary teaching tool and observed a steady increase in students' scores, from 9.56 in the pre-assessment to 13.23 in cycle 3, with positive responses from teachers.

Despite the effectiveness of these approaches, several research gaps remain. First, no study has compared multiple strategies within the same research to determine the most effective



while English movies were explored, there is limited integration of technology-based tools, such as digital applications or gamified learning. These studies were conducted within a short-term intervention period, typically one or

two cycles, leaving questions about long-term vocabulary retention. Lastly, the studies focused on specific school populations, limiting the generalizability of the findings. Addressing these gaps, future research could compare different vocabulary teaching strategies, incorporate digital tools, conduct longer-term studies, and test diverse student populations to provide more comprehensive insights into vocabulary acquisition.

B. Theoretical Background

1. Vocabulary

a. Definition of Vocabulary

Vocabulary is a collection of words that are combined to form meaning of significance. Vocabulary is an important part of language, and cannot be separated from reading, writing, and speaking skills. The more vocabulary person has, the more likely he/she is to be skilled in language. English textbooks contain a vast amount of vocabulary to be learned. Without it, individuals would not be able to speak or comprehend the language. This implies that if someone has not mastered vocabulary, their ability to write words or sentences will be hindered.

When discussing vocabulary, some experts argue that it has multiple definitions. Morris (1973) stated that a vocabulary is a compilation of words and often phrases that are defined or translated, typically arranged alphabetically in dictionaries and glossaries. On the other hand, Richards and Renandia (2002) assert that vocabulary is the primary component of language proficiency, serving as the foundation for students' speaking, listening, reading, and writing skills. The definitions provided by Morris (1971) and Richards & Renandya (2002) offer two complementary perspectives on vocabulary, both of which are highly relevant to this research

students' vocabulary mastery using the game "Words of Wonders" at SMA
r. In conclusion, these definitions reinforce the idea that building vocabulary
language learning, and by using interactive tools like "Words of Wonders",



of my research seeks to provide an engaging, practical way to enhance vocabulary mastery, thereby improving students' proficiency in all aspects of language.

In addition, vocabulary serves as an index of the words used for communication, usually arranged alphabetically, and is an essential building block of language. So, it plays a crucial role in human communication. Another definition of vocabulary is "vocabulary or understanding, namely the list and number of words we know" (vocabulary is a classification of words, namely the list and number of words we know). According to Kridalaksana, as quoted by Zaenuri (2002), vocabulary is a language component that encompasses all information regarding the meaning and usage of words in a language.

Based on the aforementioned definitions, we can say that vocabulary not only consists of a list of words, but also encompasses all the information about word usage and meaning in a language. Language serves as the foundation of human communication, and without vocabulary, conveying ideas through communication would be impossible.

b. Kinds of Vocabulary

Aebersold and Field (1997) categorize vocabulary into two groups:

a) Receptive vocabulary refers to words that readers can recognize when they see them, but do not use when speaking or writing. For example; First, academic terms: A high school student may understand academic words like "photosynthesis," "democracy," or "hypothesis" when reading, but may not use these terms in everyday conversations. Second, advanced vocabulary: such as, words like "intricate," "alleviate," or "disparity" might be recognized in a reading passage but are less likely to be used by students in casual speech or writing. Third, second language vocabulary: in English as a Foreign Language (EFL) context, students might like "nevertheless," "contemplate," or "enthusiastic" while reading but might not use them when speaking.



b) Productive vocabulary refers to words that people actually use when speaking and writing. Aebersold and Field (2002)

This research connects productive vocabulary to its primary objective: enabling students to actively use English vocabulary in meaningful communication. By fostering engagement with words in the Words of Wonders game, the study examines how this interactive approach can bridge the gap between knowing words (receptive vocabulary) and using words effectively (productive vocabulary).

From the explanation above, we can say that there is vocabulary that readers know but do not use, for example; *Ephemeral* (A student might understand "ephemeral" as meaning "lasting a very short time" when reading it in a book but may not use it in daily conversations or essays, opting for simpler alternatives like "short-lived). Next, vocabulary that is known and used by readers, for example; *Beautiful* (A student recognizes "beautiful" in texts and uses it frequently when describing something attractive, both in writing and speaking). Last, vocabulary that is typically used in both written and spoken language, for example; *Important* (The word "important" is widely recognized and used, whether in casual conversations ("This is important to me") or in academic essays ("This study highlights an important issue in education").

Gate (2003) divides vocabulary into two categories: active vocabulary and passive vocabulary. Active vocabulary refers to words that a person can use, for example; Play: Students might say, "I play the game every day.", while passive vocabulary refers to words that a person can understand but cannot use for example; Challenging: Students might understand this word when the game describes a level as "challenging," but they may avoid using it and



level is hard."

Given definition, we can say that receptive vocabulary has the same meaning as active vocabulary. Passive vocabulary is something that you are not aware of until you use

it in communication or writing. Productive vocabulary has the same meaning as active vocabulary, which is known and commonly used for communication or writing.

He also mentioned that "Vocabulary is divided into function words for example in using prepositions: in, on, at; "*The word is hidden in the puzzle*" and content words for example in adjectives: challenging, difficult, new; "*The challenging level helps students learn new words.*" Function words belong to a closed class. On the other hand, content words can be added at any time due to new scientific advancements that require new words and communication about new discoveries. This implies that to have a good command of English, one needs to master both vocabulary and grammar."

Syah and Enong (1980) group vocabulary into general vocabulary and special vocabulary. General vocabulary consists of words that are commonly used, while special vocabulary consists of words used in specific fields, occupations, professions, or in certain sciences or technologies.

Based on the given definition, we can assume that general vocabulary has no specific domain or user restrictions and has a general meaning and usage, while special vocabulary has specific user or domain restrictions.

From all the explanations above, we can say that the definitions of vocabulary put forward by several experts have different meanings. Therefore, there will be different opinions and ideas regarding the definition of vocabulary.

c. Vocabulary Presentation Techniques

There are many ways to present vocabulary, namely:

- a) Say the words clearly and write them on the board.



Teacher first gives an example of the correct pronunciation of the word and then the teacher then asks students to trace and repeat the word. Then write it on the

b) Ask the class to repeat the words in unison.

The teacher tries to repeat the word so that students can practice and understand it better.

c) Translate the words into the students' own language.

The teacher presents the words in a prepared text and asks the students to translate them into their native language.

d) Ask students to translate the word.

Usually the teacher gives a text, reads it correctly and asks students to translate the words.

e) Take a picture to show the meaning of the word.

One technique for presenting new words is to take pictures to show and explain the meaning of the word.

f) Give an English example to show how the word is used.

The teacher first gives an English example and the students follow along and repeat it to show how the word is used.

g) Ask questions using new words.

When your teacher gives English examples, follow them and repeat them correctly. The teacher then asks questions based on the new words to gauge student understanding.

This method can be said to be very suitable for all teachers, because here you get many things: Students can learn, pronounce, use and understand new words. In addition, teachers should choose methods based on student level, student ability, and vocabulary status.

As Harmer (1991) says: Some form of presentation and explanation is often the best way to introduce new vocabulary into the classroom. That is:



o present words is to present something. Express your classroom by bringing room. This method allows you to clearly display words such as "postcard",

"ruler", "pen", "ball", etc. The teacher lifts the object (or shows it). Say the word and ask students to repeat it.

2) Image

Images can be used to explain the meaning of vocabulary. The teacher can draw something on the board or bring in a picture. These concepts can be easily illustrated as hats, coats, roads, sticks, cars, smiles and grimaces.

3) Pantomime, actions and gestures

It is often impossible to explain the meaning of words or grammar using reality or images. In particular, the action may be better explained using pantomime. Concepts like smoking or running are easy to express this way. These are gait, expressions, prepositions ("to", "towards", etc.), and timing (for example, pulling the hand back to represent the past).

4) Contrast

Teachers understand how words exist through sensory connections and can be used to convey meaning. "Empty" can be contrasted with "full," "cold" with "hot," and "big" with "small." Present these concepts through pictures and pantomime and draw attention to differences in meaning to ensure students understand them.

5) Explanation

Explaining the meaning of vocabulary can be very difficult, especially at a beginner or basic level. However, this technique can also be used with high school students. It is important to remember that to explain the meaning of a word, you must also include an explanation of relevant facts about the use of the word. When explaining the meaning of "partner", it should be noted that it is a colloquial usage in an informal context, and is more often used for men



tion

Translation is a quick and easy way to convey the meaning of a word, but it is not without problems. First, translating words is not always easy. Second, although translation is possible, it may be too easy for students because they cannot manipulate the words.

From the explanation above we can conclude that there are two categories for explaining and presenting the meaning of new words in education, namely the use of object forms and forms without objects. Object form is the presentation of objects to explain and represent the meaning of words in a Reality and photo class. Intangible forms are ways of explaining and presenting the meaning of words, such as pantomime, gesture, contrast, explanation, and translation.

2. Games

a. Definition Of Games

Hadfield (1990) states that "a game is an activity that has rules, goals and an element of fun". Meanwhile Dobson (1974) has her own opinion about games "I myself have found that good language games are a great way to break up the practice routine in class, as they provide fun and relaxation while staying within the framework of language learning and even me. reinforce that learning." From the explanations above, it can be assumed that a game is an activity that has rules, goals, and is a way to break the routine in the classroom, so as to provide fun and relaxation and enjoyment for students in the teaching and learning process, and it is also an element where students can have fun while they learn.

Wright, Betteridge and Buckby state in the book Games for Language Learning "Games are activities that are entertaining and engaging, often challenging, and are activities where learners play and usually interact with other people". This means that games are interesting, an make students enthusiastic about playing them, sometimes they are se when students play a game, they have to be the winner in the game, and



also entertaining because students are happy and enjoy the game. play and interact with each other.

The goal of the game should be clear so that students know what they are expected to do in the activity. Sometimes teachers use strategies in playing games to make them more interesting. According to the Oxford Learner's pocket dictionary, a game is “a secret plan or trick”. This means that teachers can make the game more interesting by doing tricks so that students are enthusiastic about playing the game.

From the explanations above, it can be said that games are part of interesting activities, which can be carried out in the classroom as a secret plan or trick, so that they can entertain students, and can also make the teaching and learning process enjoyable, especially for both teachers and students.

b. Word Of Wonders

Words of Wonders is a challenging and entertaining puzzle game. In this game, players are challenged to use their vocabulary to solve given puzzles. These challenges are not only fun, but can also help players to improve their vocabulary.

The way to complete the Words of Wonders vocabulary game is quite simple. Players need to arrange the letters provided to form words that match the puzzle theme. Not only that, players also need to pay attention to the number of letters used and the position of the letters. The longer the word that is successfully formed, the higher the points you will get.

Not only does it offer interesting challenges, Words of Wonders vocabulary also provides answer keys, for players who may have difficulty solving puzzles. These answer keys can help players, to continue the game and solve not-so-easy puzzles more efficiently.



Words of Wonders vocabulary puzzle game that is challenging and entertaining. In this game, players are asked to find and arrange hidden words in the letters provided. The difficulty level in this game varies, from common words to unique words that are rarely

encountered every day. To complete each level, players need to find all the words hidden in the arrangement of letters.

The ways to find these words vary, either by connecting the relevant letters, or by trying all possible letter combinations. After finding the requested words, players will get an answer key that can be used to open the next level.

To complete the Words of Wonders game, players need to focus and concentrate in finding words that match the given theme. Apart from that, creative and flexible thinking is also needed to find hidden vocabulary. By using the complete answer key, players can more easily complete each level and enjoy the experience of playing Words of Wonders better. Word of Wonders has several benefits, namely;

1. Tracing a row of words

Each level in WoW presents a series of words that invite players to explore the depths of the language. The challenge of finding hidden words awakens the desire to explore a wider vocabulary. This isn't just a game; it's a journey into the riches of vocabulary.

2. Exploring a Rich and Long Culture

With level themes inspired by locations around the world, WoW introduces players to a vocabulary that reflects rich cultures and geography. Long, specialized words add an added dimension to the learning experience, broadening the player's knowledge of the language through the introduction of words that may not be heard on a daily basis.

3. Challenges and Achievements

The challenge in WoW is not only limited to finding words, but also achieving every level successfully completed and every achievement achieved becomes a success accompanied by personal satisfaction. This isn't just a game; it is a vocabulary improvement and personal achievement.



4. Context as the Leader of Meaning

WoW shows clearly that the meaning of words cannot be separated from context. Players are faced with situations where the context of the level determines the meaning of words. This creates a dynamic learning experience, enriching understanding of the use of words in different situations.

5. Improve Language Skills with Creativity

WoW is not just about finding existing words, but also about creating new ones. Players are invited to combine the given letters with creativity, honing language skills and opening the door to the discovery of long and interesting new words.

c. Types of Games

In the book *Games for Language Learning* it is explained that there are four types of games. These are class games, individual games, pair work games and group work games. That is, of particular value is ensuring that each student has optimal opportunities for oral practice in using the language, and also enabling students to interact with each other.

According to Hadfield, she divides games into two types, namely:

- a. Competitive games, where players or teams compete to be the first to reach a goal.
- b. Cooperative games, where players or teams work together to achieve a common goal.

From the explanation above it can be assumed that the game can be played by one or more people so that the player must be the winner or achieve the goal as quickly as possible. Then, the game can also be played in teams, group work, individually and in pairs, so you have to compete with each other.

Meanwhile, Rinvolucris and Davis stated that there are many kinds of language games:



itive play.

es usually use a format taken from radio and television games. It makes sense
y context of the student's words of entertainment. Competitive activities that

pit pairs against each other and threes against each other are very good for fostering cooperation and mutual cooperation between each team.

2. Cognitive games.

This is a collaborative sentence creation game. These exercises are largely open-ended, with students expanding one sentence into two utterances by adding a word or two.

3. Feelings and grammar.

In this section students concentrate on revealing real things about themselves and the people around them. They do this by using a defined structure. For some types of learners, this is much more effective than a direct primary focusses on grammar.

4. Listen to people.

In this game, students create situations in language class. Grammar is practiced in a person's atmosphere of concentration centered on meaning.

5. Gestures and grammar.

These games offer students movement while practicing and internalizing grammar. They move but waste no time.

6. Meaning and Translation.

This game allows intermediate to advanced students to decide whether a given sentence is meaningful or rubbish.

7. Problem solving.

In this game, students must find various solutions to human and cultural technical problems. They also express themselves with a specific set of vocabulary and structures.

Here it can be concluded that there are many games that students can play, and they



the rules of the game, before playing them. Then from the explanation above that there are many types of games that students can play based on needs,

function, context and situation. This means that if the teacher wants to teach grammar, he must consider what types of games can be played.

d. Game Function

Specific explanations were given by Hurwartz and Goddard (1970) that games will help students develop other specific linguistic skills, such as:

a. Spell

The teacher gives an example first of how to spell the word correctly, and the student says, repeat what the teacher says or write the letters of a word in the correct order. Example: when the teacher says, "Let's learn how to spell the word apple." Students repeat after the teacher: "A-P-P-L-E." Then, the students practice spelling the word themselves in the game.

b. To define

Students say or explain what a word or expression means, so they can compose sentences well. Example: when the teacher asks, "What does the word intricate mean?" Students respond, "Intricate means something that is very detailed and complex." Then, students use the word in a sentence: "The design on the vase was very intricate."

c. To use a dictionary

Students use dictionaries to find out what a word means and how to pronounce a word, and so on. Example: when the teacher says, "If you don't know the meaning of serenity, use a dictionary to look it up." Students use a dictionary to find that serenity means "the state of being calm or peaceful." Students then practice using it in a sentence: "She enjoys the serenity of the quiet park."

d. To pronounce words correctly



practice how to pronounce words well and they can check the dictionary how words correctly. Example: when the teacher shows the word interesting and correct pronunciation: "IN-tres-ting." Students repeat the pronunciation

several times. Then, students check in the game’s glossary to confirm the pronunciation and practice saying it out loud.

- e. To express ideas in coherent sentences and paragraphs

This game will help students practice expressing their ideas in coherent sentences and paragraphs. Example: After learning new vocabulary from the game, students write a short paragraph using those words: "I played the game yesterday and found it challenging. I learned many new words like complicated and triumph."

- f. To use metaphors and verbal images

Playing this game usually uses metaphors and verbal similes. Example: As students play Words of Wonders, they discover the word effervescent. They add it to their vocabulary by learning its meaning ("bubbly or lively") and then use it in a sentence: “Her effervescent personality made everyone smile.”

- g. To add new words

This game can help students improve their vocabulary. Example: As students play Words of Wonders, they discover the word effervescent. They add it to their vocabulary by learning its meaning ("bubbly or lively") and then use it in a sentence: “Her effervescent personality made everyone smile.”

- h. To provide punctuation

Students can use or know about punctuation marks, such as: periods, commas, and question marks. To recognize verbal incongruities and nuances of meaning. Students can identify and recognize verbal incongruities and nuances of meaning. Example: Teacher gives a sentence with missing punctuation: “Let’s eat grandma. “Students use punctuation to correct



adma. “They practice adding punctuation in the game as well, recognizing needs a period, comma, or question mark.

From the explanation above, it can be concluded that the function of games is not only for fun, but can also train students' ability to master English, for example spelling words, pronouncing words, and so on. So, it has many functions in training students' abilities.

Meanwhile, Hurwitz (1970) in his book, *games to improve children's English*, shows how games make learning fun, such as:

a) The urge to play games is a child's natural nature.

b) With games, it is easy to overcome children's indifference or even dislike of work related to studying, memorizing or reviewing. And to turn this negative attitude into lifelong learning.

c) Games are a motivational tool. They give your child an incentive for further and continuous learning allowing him to continue on his own and at his own pace, as far as he can. They make learning what are generally considered “dry” subjects, such as spelling and grammar, a pleasure, at the same time as the challenge of competition provides additional stimulation to the child and encourages him to develop his verbal abilities as far as he can.

d) Playing games will make teaching and learning easy and useful

e) The student looks forward to playing new games with you, and in later years his memories of you will be associated with the happy times he experienced in your company.

Generally, students think that games are competitions that can be played between one or more people, so students often think that games are just for fun. Here it can be said that the game is not only a competition, but also a motivation for students to learn as well as possible.

According to Wright, Betteridge, and Buckby (1994) in *Games for Language Learning* book, games have the following functions:



provide a way to help students experience the language and not just learn it.
involve emotions, so that the meaning of language can be felt more clearly.
learning may be better absorbed than learning based on mechanical practice.

From the explanation above it can be said that games are one way to help students not only play games but also learn lessons through games. Apart from that, it can also be concluded that learning through games is better than learning using traditional methods, for example the teacher as the center in the teaching and learning process. This means that games are a way to have fun and enjoy when students are learning.

e. The Purposes of Using Games

Weed (1971) states that the use of games in language teaching has many purposes as follows:

1. Physical activity

to release physical and nervous tension and increase mental alertness by breaking up the exercise routine.

2. Enjoyment

to create a fun and engaging climate that will help students look forward to their English lessons. And the games learned in class are also something they can do outside of class for fun.

3. Cultural content

using games as a way to uncover common cultural patterns that can increase students' understanding of the way society speaks English. A simple little game demonstrating the role of individual competition and recognition of the winner-who alone receives the prize if awarded.

4. Language learning

in addition to grammar teaching techniques and new language sound systems. Play can be an experience that gives meaning to shapes and sounds.



many purposes for using games that have been explained above, so it can be an alternative to help students have fun in learning vocabulary where games to stop the practice routine, enjoy yourself while learning, and that can also

be done inside or outside the classroom. In addition, the game is also indicated as a competition to determine the winner of the game, and also as a technique for teaching the grammar and sound system of a new language.

