

CHAPTER 2

LITERATURE REVIEW

This chapter presents the theoretical background of the thesis. There are some explanations about the scope of the discussion in the research. The main points of this chapter are the instructional aids and the literature of Games in Teaching English Vocabulary, Types of Games, The Form of Language Games, Games-Based Learning, English Vocabulary, and Definitions of Perceptions. Each point of this chapter describes some definition of discussions which are supported by some theories from experts.

2.1 Games in Teaching English Vocabulary

During the process of teaching English, teachers can typically discern students' emotions and attitudes by observing the responses they provide. Through these responses, teachers can gain insight into whether students are feeling happy, satisfied, frustrated, confused, or disinterested with the material being taught. Students' verbal and non-verbal cues, such as their engagement level, enthusiasm, body language, tone of voice, and facial expressions, can provide valuable information about their emotional states and overall receptiveness to the instructional content (Mehrabian, 2017, as cited in Sutji et al., 2020).

By actively observing and interpreting students' responses, teachers can adapt their teaching strategies, provide necessary support, and create a conducive learning environment that caters to students' individual needs and enhances their learning experiences. According to Sochetra (2017), games can be used to motivate, entertain, instruct, and increase fluency simultaneously. Furthermore, Wright et al., (2006, cited in Surayatika, 2018) states that games are teaching media that can encourage and stimulate many students to maintain their interest. Games are often designed to be challenging, capturing learners' attention, and motivating them to actively participate. Through games, learners not only play but also interact with the content and with their peers.

Games are considered linear with the characteristics of students who like to play all kinds of games, so they can assist the teachers in teaching a lot of new vocabulary to the students. Also, according to a study by Shah and Saleem (2021), games make lessons more fun, minimize student anxiety, help students memorize vocabulary easily and naturally, and bring context into the classroom. Simply defined, games are seen as appropriate for use by teachers as a media to help children develop their interpersonal and communication skills, sense of fair play, and collaboration because, in the teaching and learning process, educators are often faced with dynamics related to changes and developments that occur in students. There are several factors that cause difficulties in learning English, such as students usually get bored with the media used in the teaching and learning process; they need a media that will pay attention and attract their attention, as well as make the learning process of English more enjoyable (Mandasari et al., 2020).

To motivate and inspire students in the classroom, teachers are required to use different methods and media in every meeting of the teaching and learning process in the classroom to minimize boredom for students. Wirawan (2020) the use of media in the teaching process provides an opportunity for teachers to maintain a strong connection with their students. Games, among various types of media, are particularly beneficial and can be utilized as an interactive and engaging tool in English language instruction. (Arfani & Atika, 2019).

2.2 Types of Games

In the teaching process, a teacher is required to be creative in conveying material to students; games can be a tool that can increase student enthusiasm for learning and can improve students' English skills. According to Wright et al., as cited in Rizki & Wirhayati (2017), there are several types of games :

a. Picture Games.

In these games, students are presented with images or photographs, and they are encouraged to identify and describe the objects, actions, or concepts depicted in the pictures. Additionally, picture games can stimulate critical thinking and

problem-solving skills. Students may be asked to analyse the images and infer relationships, make predictions, or solve puzzles based on visual clues.

b. Game Psychology.

This game places a stronger emphasis on human thoughts and senses. It has the potential to enhance focus and encourage verbal communication skills through gameplay.

c. Care and Sharing Games.

These video games encourage student interest and confidence. Sharing personal experiences and sentiments with other lesson participants can help overcome difficulties in getting students to overcome their modesty or hesitance. With that, problems in learning will be resolved after they discuss how to solve them with their friends.

d. Story Games.

Students learn how to speak and write in this story-telling game, and it serves as a necessity for assessing students' storytelling skills so that they can tell a story.

e. Sound Game.

Students' language and listening skills can be assessed using sound effects in games, and this allows them to convey their opinions and ideas as well as make an impression on the listeners about people and places.

f. Word games.

Games that prioritize individual words, such as spelling games, aim to enhance students' familiarity with English vocabulary and encourage them to actively recognize and understand words, including their spelling and meanings. The main objectives of these games are to develop students' word knowledge and reinforce their ability to identify and comprehend individual words.

g. Game True / False.

Students have to determine which one is right, and which one is wrong in this game.

h. Memory Games.

The player's memory is tested in this game, which tests students' capacity to retain information and consequently communicate it.

i. Game of Questions and Answers.

The purpose of the question-and-answer game is to put students in a situation where they may ask questions and find answers. A general knowledge test is an illustration of a question-and-answer game.

j. Guessing and Speculating Games.

The other player knows something, and the other needs to identify it in a guessing and speculating game. He was probably going to use brief, unconnected guesses to play out several of them. When played in this way, games are beneficial for students with little English proficiency and possibly limited ability.

2.3 The Form of Games

There are various media used in the teaching process, including games, songs, discussions, the use of pictures, and more. It is crucial that teachers select games that are appropriate for the students' level of language proficiency when using games as a teaching media. The rules and goals of the games should also be made clear after choosing ones that fit the students' understanding and character.

William Francies Mackey as cited in Wulandari (2014) the game into four activities, each requiring the mastery of one of four fundamental skills:

a. Listening Game, focusing on understanding game: This activity likely involves listening to spoken content or instructions and testing one's comprehension and understanding of what was said. It may include tasks such as answering questions, summarizing information, or making inferences based on what was heard.

b. Reading Games, focusing on word recognition games: In the context of educational or literacy games, reading games often aim to enhance word recognition skills. These activities can involve tasks like identifying and matching words, improving vocabulary, or developing the ability to read and comprehend written text.

c. Writing Games, focusing on spelling games: These games likely revolve around improving spelling skills. Participants may be asked to spell words correctly, complete sentences, or engage in activities that reinforce proper spelling and grammar.

d. Talking Game, focusing on observing game: This activity appears to involve observing and analyzing spoken communication. It could include games or exercises where participants listen to conversations, speeches, or presentations and then discuss, critique, or draw conclusions from what they have observed.

2.4 Games-Based Learning

Considering students' motivation in teaching English vocabulary is crucial. Teachers should identify what motivates their students and find ways to integrate those motivational factors into the game-based learning activities. Hence, teachers need to be conscious of what captures students' interest and motivates them before incorporating game-based learning into the English vocabulary teaching process (Lastari et al., 2020). Septida (2020) stated that in order to motivate and encourage students, the learning process should be engaging and natural, which can be achieved through the use of various forms of media.

Game Based Learning can be defined as a teaching strategy that employs games to facilitate the learning process, make learning more engaging, and even increase learning efficacy. Game-based learning development can help to create a motivating, fun, and creative environment. Hence, game-based learning applications have been widely used, it can be an appealing option for students (Saputra et al., 2021).

2.5 English Vocabulary

Vocabulary is the basic thing in any language learning. According to Fitriani (2021), vocabulary is a vital aspect of language, as it forms the foundation to communicate. In any language, words serve as symbols or signals that convey ideas, allowing individuals to express and exchange their thoughts and information with others. Without a rich vocabulary, it becomes challenging to convey precise meanings and engage in meaningful conversations. Therefore, vocabulary plays a fundamental role in language acquisition and serves as a tool of communication among individuals (Trisnawati, 2017). According to Napa (1991, cited in Fitriani, 2021), having a rich vocabulary empowers us to communicate our ideas by

providing us with a rich variety of words and expressions to choose from, allowing for more accurate communication.

Vocabulary can be defined as a language component that can be studied comprehensively, incorporating it seamlessly with students' overall understanding of the language. In addition, even though a word is produced when talking to people, it still has both audible and visible meanings, which we can absorb indirectly (Huddleston, 1998, as cited in Mujahidah, 2020). Based on those definitions, the writer concluded that vocabulary is a list or set of words for a particular language that has a meaning and may be used for communication.

2.6 Implementation of Teaching Vocabulary Using Games

In vocabulary teaching, teachers must have many bright ideas that enhance students' motivation, active participation, enjoyment, and interest in the lesson. As a result, teachers need to be engaging and imaginative in creating contexts that foster high motivation, active learning, enjoyment, engagement, and understanding, particularly in vocabulary mastery (Lelawati et al., 2018).

Vernon, as cited in the Bakhsh (2016) game, can develop a fun environment for students to learn languages in the classroom. A teacher must create a communicative environment in the classroom so that students are able to express themselves. Teaching vocabulary is challenging because we need to find a way to make the materials easy to understand for students. As a result, teachers must be innovative in their strategies of teaching English vocabulary. In addition, Rixon as cited in Bakhsh (2016) teachers must be familiar with games to help students find or develop games that will stimulate their interest in learning.

The classification of vocabulary teaching approaches can be divided into two categories: implicit and explicit vocabulary teaching. Implicit vocabulary teaching involves a method of instruction where language learners acquire vocabulary unconsciously, indirectly, and within a contextual setting. Explicit vocabulary teaching involves a conscious and intentional approach to mastering vocabulary. It requires a direct and systematic procedure with a clear focus on the objectives of

vocabulary learning. In this approach, learners are actively engaged in understanding the learning process, predicting answers to problems, and evaluating and reflecting on their results (Dakhi et al., 2019). In addition, this shows that explicitly teaching vocabulary usage and rules tends to increase understanding of vocabulary and enrich students' vocabulary logs.

Utilizing vocabulary games during classroom instruction can heighten students' engagement with learning and facilitate the acquisition of new words, especially when the goal is to enrich vocabulary logs. Vocabulary games create an interactive and enjoyable learning environment that motivates students to actively participate and engage with the material (Bakhsh, 2016). Therefore, utilizing vocabulary games in the classroom can improve students' interest in learning and make it easier for them to learn, especially when the subject concerns remembering words (Amalia, 2022). An example is the research by Hazar (2020) who examined teachers using games to teach their students at a public primary school in Turkey to find out the role of games in enhancing English vocabulary. Therefore, the research by (Shabaneh et al., 2019) was conducted to examine students who were taught vocabulary using games by their teacher at a school called DarAssalam in Hebron, Palestine. Several studies have revealed that using games in the process of teaching vocabulary to students can make it easier for teachers to attract students' attention and maintain a more enjoyable learning situation. Also, playing is a child's natural approach to learning that can find new things, ideas are organized and associated with their environment (Sari, 2018).

The method considers that the games can help teachers fulfil strategic goals and functions in teaching vocabulary. Bakhsh (2016) mentioned that using games to teach children vocabulary involves several procedures. The steps are:

1. Organizing students into groups and having them sit together emphasizes the importance of collaboration and teamwork. This grouping approach aims to foster a competitive spirit among the groups.

2. Explain the game and give instructions. The teacher must provide students with clear explanations and directions while using the game to ensure that they understand how to play and practice language to meet the intended learning objectives.

3. This is used to observe and monitor students' progress towards their learning goals, boost their motivation to learn, and guide them towards improvement.

2.7 Perception

Perception is the process of forming opinions about things. The relationship between the stimulus and the surrounding person determines how they perceive it. According to Robbins (2017, as cited in Noor, 2022) perception refers to the outcome of an individual's satisfaction with an overall experience of the object or stimulus being perceived. It encompasses how someone interprets and understands the world around them based on their subjective evaluation and personal encounter with the perceived object. Furthermore, Robbin (2017, as cited in Noor, 2022) stated that there are two types of perception: positive perceptions and negative perceptions. Positive perception is a person's evaluation of information with a positive view of what is anticipated from existing rules. Positive perception represents all knowledge inherited by striving to apply it. Negative perception, on the other hand, is a person's viewpoint on things that don't agree with them (Demuth, 2013, as cited in Noor, 2022). In addition, a person's opinion or judgment of something they have learned is based on their personal experience and whether they agree with the method or concept being presented (Hong, 2003, as cited in Permatasari et al., 2020). It encompasses the individual's subjective evaluation and interpretation of the information or experience, considering their own beliefs, values, and prior knowledge. The perception of something can be influenced by various factors, including personal biases, cultural background, and individual preferences.

A teacher is usually expected to be aware of the characteristics of their students in the classroom. In addition, teachers have a primary role in deciding on students (Sintia, 2021). It means that the teachers have their own thoughts based on their

experience in the teaching-learning process. Therefore, it leads the researcher to conclude that perception is a process by which we take in sensory information to interact with our environment; it is also a process of an English teacher's perception toward vocabulary teaching to their students.

2.8 Study of the Relevant Research

Aiming to discuss the role of games in the teaching English process, Sari (2018) has conducted research to several English teachers regarding the teacher's perspective of games. The teachers agreed that games are one of the teaching techniques that can be applied to your learner's. The results of the interview showed that almost all teachers used games as a strategy for their teaching process. The teachers thought that by using games as a media to attract the attention of their students.

Also, Shah and Saleem (2021) conducted previous research to explore the advantages of using games to develop students' EFL vocabulary. It was found that games made lessons fun for students, minimized student anxiety, helped students memorize vocabulary easily and naturally, and brought context into the classroom. On the other hand, this study will investigate the process of teaching English vocabulary based on games from the perceptions of English teachers who have previously used games in the learning material "Greeting Card" at a junior high school.

Therefore, the third previous study that has investigated the real influence of the use of games in the process of teaching English is "Using Games to Teach English to Young Children" by Sohetra (2017) stated that teachers need to continuously modify their learning to suit the types of learners who cannot be continuously encouraged to only learn from teacher explanations so that games are needed. The results showed that the teacher's perspective on using games in the classroom in teaching English to children could keep them focused and allow them to have fun at the same time.

Meanwhile, these differences are the basis of the researcher's motivation for conducting this research, focusing on exploring the perceptions of junior high school English teachers regarding game-based English vocabulary teaching broadly and generally and not only focusing on one type of game as in previous studies.