CHAPTER 2

LITERATURE REVIEW

This chapter provides a brief review of the literature. It is related to motivation in language learning, vocabulary, the development of vocabulary learning, the principles of teaching vocabulary and charade game. Additionally, it explains the study of the relevant research.

2.1 Theoretical Framework

2.1.1 Motivation in Language Learning

2.1.1.1 Definition of Motivation

Motivation is an important aspect in the vocabulary acquisition process because it serves as a stimulus, initiating, directing, and sustaining students' efforts toward accomplishing their language learning goals. According to Dörnyei and Ushioda (2011) "motivation comes from the Latin verb moves which means to move; motivation is understanding what moves humans to make certain choices, to engage, expend and pursuit in action or behaviour". It means that it explores what prompts humans to move and act in certain ways. In the same way, Dörnyei (2005) describes motivation as the willingness to exert effort and display enthusiasm in language learning, driven by the desire to attain desired outcomes. For that reason, students who are motivated display greater enthusiasm for learning English. As similar with Gardner (1985) stated, a "motivated learner is defined as one who is: (a) eager to learn the language, (b) willing to expend effort on the learning activity, and (c) willing to sustain the learning activity". This is because students' motivation can significantly contribute to their success in mastering English as a second language. Umpung et al. (2022) highlight that when learners are motivated to study, they are more inclined to engage in activities, closely follow instructions, manage and practice all the materials provided, take notes after studying, and review their materials to clarify any unclear concepts. In summary, motivation in language learning encompasses an individual's efforts to learn the language due to their desire and enjoyment of acquiring new skills through practice.

2.1.1.2 Kinds of Motivation

In the present study, motivation is a key concept that pertains to the factors influencing student engagement. These factors can be categorized as either intrinsic or extrinsic motivation according to Ryan and Deci (2017).

1) Intrinsically motivated learners possess an innate drive and enthusiasm to tackle even the most challenging tasks without external incentives or pressure. Activities driven by play, exploration, and curiosity exemplify intrinsically motivated behaviour, as they derive satisfaction and pleasure from within rather than relying on external rewards or pressure (Ryan & Deci, 2020). Additionally, intrinsic motivation can produce self-confidence. It is characterized by several key indicators: heightened concentration levels, spontaneous initiatives, an energetic attitude, a conducive environment for open exchange, obedience to others, shared enjoyment, and a display of confidence (Căprioară, 2019; Ryan & Deci, 2002). In brief, individuals who are intrinsically motivated are more likely to be engaged, interested, persistent, and creative in their approach to tasks, as they find inherent value and enjoyment in the activity itself.

2) In contrast, extrinsically motivated behaviours are fuelled by external expectations (achieve reward or avoid punishment) rather than inherent satisfaction (Ryan & Deci, 2020). It signifies that learner who is extrinsically driven learns in order to improve their grades while also being rewarded and acknowledged as a great student. Further, Aydoğan (2016) found that extrinsic motivation can be signed when someone does something for rewards, cares mainly about the results (like grades or benefits), or seeks public praise (wanting to be seen as the best student or the most talented learner). In the same way, Gage and Berliner (1984) mention that this motivation also comes from teacher, parents and the around environment. Essentially, extrinsic motivation stands in contrast to intrinsic motivation because students who exhibit extrinsic motivation participate in activities with the aim of achieving specific outcomes or obtaining rewards.

In summary, the researcher's conclusion highlights that intrinsic motivation entails a sense of internal satisfaction of the individuals themselves without external encouragement of the others. Besides, extrinsic motivation involves being driven by external stimuli such as academic achievements, prize, money and rewards.

On the other hand, Gardner and Lambert (1972) identified two primary types of motivation. These include integrative motivation and instrumental motivation.

1) Integrative motivation encompasses the student's attraction towards the target language community and their reasons for learning the language. To enhance this type of motivation, students must exert effort in mastering the language and actively engage themselves in the associated culture. Hence, when the pupils' attitudes and motivation towards the target culture is positive, the second language learners' easily become a part of the second language culture.

2) Instrumental motivation refers to the belief held by students that proficiency in the target language will enable them to secure better job opportunities, positions, or social status. The language serves as a means to achieve their personal goals. Consequently, learners driven by instrumental motivation are motivated by the satisfaction of attaining their desired objectives.

In conclusion, these kinds of motivation have a specific orientation and aim that students who are motivated to study might pursue. Integrative motivation involves the learner's desire to resemble a native of the language community while learning English, whereas instrumental motivation focuses on achieving social recognition or economic benefits from knowing the language. Thus, understanding these different types of motivation provides valuable insights for educators in creating effective learning environments that foster student motivation. By recognizing and addressing intrinsic and extrinsic motivations, as well as integrative and instrumental motivations, educators can cultivate a positive and supportive atmosphere that encourages students to actively participate in their language learning journey. For that reason, the current study prefers to learn about students' intrinsic and extrinsic motivation in vocabulary learning through a charade game.

2.1.1.3 Students' Motivation in Vocabulary Learning

Motivation is a power which drives the learners to begin learning vocabulary. Student motivation is essential for academic success and engagement. Dahliana (2019) defined student motivation as the ability of learners to achieve long-term or short-term academic goals. It can also be seen as enthusiasm and a positive attitude toward the learning process. This motivation not only enhances students' willingness to exert significant effort in their learning strategies but also facilitates the utilization of higher cognitive processes, resulting in a more effective absorption of the learning materials (Riswanto & Aryani, 2017; Yulfi & Aalayina, 2021). Clearly, by having motivation, the students have willingness to actively engage and learn vocabulary in various learning activities.

Motivation is an important aspect in the learning process since it determines students' willingness to participate in their studies. While some students may find a language easier to learn, the most successful students have particular characteristics that are directly related to motivation. Syahrozi et al. (2018) and Sitepu et al. (2023) have highlighted the following characteristics of motivated students in learning vocabulary from the findings of their studies:

1) Motivation to memorize and pronounce vocabulary: Motivated students are eager to learn and remember new vocabulary words, and they also strive to improve their pronunciation skills.

2) Focus and cooperation in class activities: These students are fully engaged in class activities, focusing on the task at hand and working collaboratively with their peers.

3) Voluntary participation in learning vocabulary: Motivated students are not afraid to ask questions and contribute to class discussions, demonstrating their active engagement in the learning process.

4) Braveness in responding to tasks or challenges: They are willing to take on new tasks and challenges, even if they find them difficult, showing their confidence and determination to succeed.

5) High confidence and readiness to present their work orally: Motivated students have a strong belief in their abilities and are comfortable presenting

their work to their peers, demonstrating their willingness to take on new challenges.

6) Desire to be successful: They have a strong drive to succeed in their English language learning, setting ambitious goals for themselves and working hard to achieve them.

7) Effort and engagement in each activity of English learning: Motivated students are actively involved in all aspects of their English vocabulary learning, demonstrating their commitment to the subject and their desire to improve.

Furthermore, Dörnyei (2001) introduced a comprehensive framework for understanding student motivation in second language (L2) learning. This framework offers a classroom-focused perspective on motivation. It is an education-friendly model that attempts to identify those roots of motivation. It conceptualizes L2 motivation across three interconnected levels.

Table 2.1 Dörnyei's (1994) Framework of L2 Motivation

LANGUAGE LEVEL	Integrative motivational subsystem
	Instrumental motivational subsystem
LEARNER LEVEL	Need for achievement
	Self-confidence
	• Language use anxiety
	• Perceived L2 competence
	• Causal attribution
	• Self-efficacy
LEARNING SITUATION LEVEL	
Course-specific	Interest (in the course)
motivational components	Relevance (of the course to one's need)
	Expectancy (of success)
	Satisfaction (one has in the outcome)
Teacher-specific	Affiliative motive (to please the teacher)
motivational components	Authority type (controlling vs. autonomy-supporting)
	Direct socialisation of motivation
	• Modelling

	• Task presentation
	• Feedback
Group-specific motivational components	Goal-orientedness
	Norm and reward system
	Group cohesiveness
	Classroom goal structure (cooperative, competitive or individualistic)

1) The language level refers to the traditional elements of L2 motivation. This aspect is one's 'ideal self'. This facet involves a comparison between our current English abilities and the imagined proficiency of our 'ideal self' in English in the future. It serves as a representation of the ideal image of the L2 user one aims to become, incorporating hopes, aspirations, or wishes. This aspect is further manifested through two overarching motivational subsystems: the integrative and instrumental motivational subsystems. Moreover, it mirrors learners' keen interest in and eagerness to attain proficiency in the target language.

2) The learner level considers individual personality, needs, and goals of the language learner, taking into account factors like personality, self-confidence, and attitudes towards language learning.

3) The learning situation level explores how these various factors can influence learners' motivation and interest in the language learning process. Essentially, this aspect is associated with the environment and hands-on learning experiences, encompassing the influence of the teacher, curriculum, and overall experiences. The learning situation level is categorized into three key points: course-specific motivational components, teacher-specific motivational components, and group-specific motivational components.

   a) Course-specific motivational components are related to the syllabus, teaching materials, teaching method, and students worksheets.

   b) Teacher-specific motivational components concern the motivational impact of the teacher personality, behavior, and teaching style.

c) Group-specific motivational components are related to the group dynamics of the learner group.

Briefly, the L2 motivation framework provides a valuable lens for understanding the complex interplay of motivational factors in the classroom setting and offers insights into enhancing motivation and promoting successful L2 learning outcomes.

2.1.2 An Overview of Vocabulary

2.1.2.1 Definition of Vocabulary

Vocabulary refers to the words and phrases that make up a language. There are several definitions of vocabulary from other researchers. As Richards and Renandya (2002) stated that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. It means that vocabulary has an effect on English language skills. Another definition by Linse and Nunan (2005) that generally refers to the collection of words that an individual knows, representing their lexical knowledge and understanding. Meanwhile, Hatch and Brown (1995) defined vocabulary as a set of words for a certain language or a collection or list of words that individual speakers of language may employ. Thus, it is definitely that vocabulary is the key to understanding a language.

Based on the definitions above, vocabulary can be understood as the total number of words that individuals possess and utilize in a language to communicate ideas and convey the speakers' meaning. As a result, vocabulary is essential for language proficiency, allowing individuals to properly communicate and comprehend the complexities of a given language.

2.1.2.2 The Importance of Vocabulary

Vocabulary holds a significant role in language acquisition, particularly in the context of learning English. Bafadal et al. (2019) asserted that vocabulary serves as the foundation for reading, writing, speaking, and listening. Similarly, Nation (2015) in Textinspector (2022) highlighted the crucial role of vocabulary in language learning, stating that a rich vocabulary facilitates the performance of four skills. For that reason, language learners who wish to be fluent in English skills

must have a large and adequate vocabulary (Richards and Renandya, 2002). Thus, vocabulary is one of the linguistic components that must be involved in learning English because without an adequate vocabulary repertoire, students face difficulties in effectively enhancing their English abilities.

Based on the statements above, vocabulary is the core element in language learning as it enhances and facilitates the development of language skills. Its primary function is to enable the effective execution of the four main language skills: listening, speaking, reading, and writing. Without a solid vocabulary foundation, it is hard for students to acquire and express what they want to speak, listen, read and write

2.1.2.3 Aspects of Vocabulary

Before embarking on language instruction, it is essential for teacher to have a foundational grasp of English vocabulary aspects in order to effectively achieve the learning objectives. According to Nation (2019), each aspect encompasses both receptive and productive knowledge in vocabulary learning. As it can be seen in the table 2.2 below:

Table 2.2 Aspects of Vocabulary

Form	Spoken	R	What does the word sound like?
		P	How is the word pronounced?
	Written	R	What does the word look like?
		P	How is the word written and spelled?
	Word parts	R	What parts are recognisable in this word?
		P	What word parts are needed to express the meaning?
Meaning	Form and meaning	R	What meaning does this word from signal?
		P	What word form can be used to express this meaning?
	Concept and references	R	What is included in the concept?
		P	What items can the concept refer to?
	Associations	R	What other words does this make us think of?
		P	What other words could we use instead of this one?

Use	Grammatical functions	R	In what patterns does the word occur?
		P	In what patterns must I use this word?
	Collocations	R	What words or types of words occur with this one?
		P	What words or types of words must we use with this one?
	Constraints on use	R	Where, when, and how often can we use this word?
		P	Where, when, and how often can we use this word?

Note: R= receptive knowledge, P= productive knowledge

Nation (2019) presented a classification system that encompasses three fundamental aspects of word knowledge: form, meaning, and use. The form of a word consists of its spoken and written forms, as well as its constituent word parts. The meaning of a word refers to words' connection between form and meaning, its conceptual understanding and referents, and its associations with other words. Lastly, the use aspect refers to how the word is used in context, including its grammatical and discourse functions. These classification aspects are important for effective vocabulary instruction and learning. Hence, the researcher here used these vocab aspects in teaching and learning vocabulary.

2.1.2.4 Kinds of Vocabulary

In the field of vocabulary acquisition, some experts often categorize vocabulary into active and passive forms. One of them is Haycraft (1978) that provided a distinction between these two types:

1) Active vocabulary refers to words that students have been taught and are expected to be able to use.

2) On the other hand, passive vocabulary refers to words that students can recognize when encountered, but may struggle to pronounce

Another categorization, as indicated by Hatch and Brown (1995), includes:

1) Receptive vocabulary refers to words that learners understand when used in context, yet cannot produce themselves in speaking or writing. This type of

vocabulary is typically recognized by learners when reading, but not actively used in their own language production.

2) Productive vocabulary refers to words that learners not only understand, but can also pronounce correctly and use effectively in speaking and writing. This encompasses the skills required for receptive vocabulary, but also includes the ability to use words appropriately in communication.

Briefly, active vocabulary consists of words that students have been taught and can actively use, while passive vocabulary refers to words that students can recognize but may struggle to pronounce. Receptive vocabulary refers to words that learners understand in context but cannot produce themselves, often recognized when reading. On the other hand, productive vocabulary includes words that learners not only understand but can also pronounce correctly and use effectively in communication. Understanding these categorizations can help educators design effective vocabulary instruction that targets both the active and passive, as well as the receptive and productive aspects of vocabulary acquisition. By developing a well-rounded vocabulary repertoire, learners can enhance their language proficiency and effectively communicate in various contexts.

2.1.3 The Development of Vocabulary Learning

2.1.3.1 Concept of Vocabulary Learning

Vocabulary learning encompasses the process of acquiring new words and phrases within a language. A similar statement has been claimed that vocabulary learning is viewed as central to language acquisition, whether the language is first, second, or foreign (Decarrico, 2001). As highlighted by Sherly et al. (2019), vocabulary learning holds significant importance in students' lives as it contributes to the expansion of their future vocabulary repertoire. Similarly, Sitepu, et.al (2023) emphasized that the vocabulary learning entails the skill of memorization, whereby students must continuously engage with new words through observation, verbalization, and written practice until they possess a thorough understanding of both the words and their meanings. In essence, vocabulary learning plays a pivotal role in language acquisition as it serves as a foundation for developing other

language competencies, acts as a catalyst for achieving advanced language proficiency, and facilitates the attainment of fluency in a more expeditious manner.

2.1.3.2 The Steps of Vocabulary Learning

Hatch and Brown (1995) revealed a clear model consisting of five essential steps can be identified in vocabulary learning:

1) Exposing oneself to various sources of new words, such as reading books and listening to TV and radio.

2) Getting the word forms both in visual or auditory.

3) Understanding word meanings by associating new language information with existing concepts in memory, placing new words in meaningful contexts (such as sentences, conversations, and stories), and engaging in activities that involve acting out the new target language expression.

4) Consolidating both the word form and its meaning in memory.

5) The practical application of the acquired vocabulary by actively using the words in appropriate contexts.

As a conclusion, Hatch and Brown (1995) outlined a five-step model for vocabulary learning that includes exposure, form recognition, understanding, consolidation and application words. This approach involves engaging with new words in meaningful contexts and actively using them to reinforce learning.

2.1.4 The Principle of Teaching Vocabulary

Vocabulary is like a bridge that can bring us to develop another ability like reading, writing, speaking, and listening. For that reason, the teaching of vocabulary holds significant importance in English instruction, as it enhances the effectiveness and efficiency of various language abilities. As Asriani (2019) emphasized that teaching vocabulary involves imparting knowledge about words and their practical usage in everyday life. It primarily focuses on understanding word meanings. Cameron (2001) further asserted that teaching vocabulary aims to help students build a strong word knowledge base, enabling them to utilize the language effectively and achieve success in their language endeavours. For that reason, in the process of teaching vocabulary, the teachers must tailor their instruction to meet

students' specific needs by utilizing appropriate strategies, media, techniques, and other resources to effectively accomplish the desired learning outcomes.

There are numerous theories about teaching vocabulary principles. Among of them is Nation (2005) discovered six principles in the teaching vocabulary are:

1) Keeping simple and clear. It means that teachers should aim to keep vocabulary instruction straightforward and easily understandable, avoiding complex explanations that may confuse learners.

2) Building on prior knowledge by highlighting patterns or analogies. The point explains that connecting new vocabulary to students' existing knowledge by highlighting patterns or analogies helps learners establish meaningful associations and aids in retention.

3) Utilizing both oral and written forms. It signifies effective vocabulary instruction should incorporate both oral and written presentations, allowing students to engage with words in different modalities and reinforce their understanding.

4) Focusing on partially known words. Teachers should allocate more attention to words that students already have some familiarity with, as this can facilitate the learning process and enhance vocabulary acquisition.

5) Highlighting high-frequency words. In here, informing learners about high-frequency words that are worth noting for future attention helps prioritize vocabulary learning and ensures students focus on words that are commonly used.

6) Avoiding unrelated or poorly known words. This point describes that teachers should refrain from introducing other unknown or poorly known words that are unrelated to the current vocabulary being taught, such as near synonyms, opposites, or members of the same lexical set. This allows learners to focus on mastering the target words without unnecessary confusion.

In short, these principles provide valuable guidance for effective vocabulary instruction and can contribute to enhancing students' vocabulary learning. Particularly, these aspects are connected to the charade game of keeping the

teacher's instructions simple and delivering the meaning of words through gesture and written form. Furthermore, in order to effectively teach vocabulary and foster students' interest and engagement in learning English, it is essential for teachers to carefully select appropriate methods and techniques that align with the desired learning outcomes. Teaching techniques are very helpful for teachers. It is the teachers' task to use appropriate techniques of vocabulary teaching in order to motivate and help students in the learning process. Cameron (2001) insisted several fundamental techniques that teachers can employ in the classroom, including the use of objects, gestures, actions, drawings, a cut-out figure, photographs and pictures from books (to these we might add moving images, from TV, video or computer). Besides, by verbal explanation it can be used as an analytical definition, putting the new word in a defining context and translating into another language. Therefore, these techniques can greatly enhance the teaching and learning of vocabulary, facilitating students' comprehension and retention of new words.

2.1.5 Charade Game

2.1.5.1 Definition of Charade Game

A charade game is a guessing game used in the teaching and learning process. The guessing game is similar to the mime game. Related to the technique above, Sherly et al. (2019) described charade game as a method for miming the distinct elements of a word. In other words, this game utilizes mime to understand the meaning of words. Similar to the explanation of the expert above, Glouberman (2003) cited in Putri dan Alhusna (2021) explained that charade game as an acting game originating from the West Country, in which participants rely on facial expressions and body movements for communication. Besides that, Qomar and Wati (2021) pointed out, it is a game in which players attempt to deduce a specific word or phrase based on a provided clue that is given for each syllable and the whole item. In essence, the researcher noted, a charade game is a technique that combines elements of guessing, mime, and acting to enhance understanding and engagement in language learning, particularly vocabulary learning.

The charade has proven to be an effective tool for facilitating emotional education among students by creating a joyful and friendly environment (Kaduson

& Schaefer, 2001). By engaging in this game, students can develop a deeper understanding of word meanings and enhance their emotional well-being. In addition, for children experiencing emotional difficulties, the charade game can serve as a preventive measure, while for those lagging in emotional development, it can be used for remediation (Bafadal et al., 2019). This is because the inherent requirement for a child to be the centre of attention for a few minutes during the game makes it intrinsically motivating (Kurnia, 2017). When conducted in pairs or groups, the charade game encourages cooperative thinking and provides students with a comfortable platform to express their ideas while learning vocabulary. Moreover, with various forms of charades, such as word, phrase, action, and feeling, this game not only allows students to actively participate in physical activities but also sparks their curiosity to decipher the meanings conveyed by the other students' acting. As a result, the charade game prevents boredom and fosters a motivation as well as an enjoyable learning environment.

2.1.5.2 Procedure of Charade Game in Vocabulary Learning

There are several steps in applying Charades games based on some experts. According to Dayton (1990), the teaching of vocabulary using Charades involves several steps. Firstly, one player acts out a specific scenario, such as pretending to be a particular animal or person or engaging in a specific activity like sewing or playing cards. Secondly, the other players attempt to guess the identity of the acting player or the activity being portrayed. This can be done individually or in groups, with players miming a situation or activity while others make their guesses.

Apart from this, Ellery (2009) suggested a different set of steps:

1) Students are given note cards with selected vocabulary words or phrases from the text. They take turns selecting a card and then act out the meaning of the word, using relevant objects or movements. The teacher can ask questions like "What part of the pantomime helped you understand the word?"

2) Students then provide suggestions until the correct word is identified.

3) Return to the text, and highlight the words students acted out within the text.

On the other hand, Maley and Duff (2005) highlighted the steps of charade game:

1) Teachers will need to explain and then demonstrate how charades works, the idea is that an individual (or group) has a word that they convey to others by miming and using sound but not words. Usually this is done by breaking the word into chunks and acting out each chunk separately.

2) When students have ideas, divide them into groups of five. Give one word slip into one person in each group. This student then has to present the word as quickly as possible to the other group members.

3) Once a group correctly guesses the first word, another member receives a different slip, and the activity continues until everyone has had a turn.

4) Conduct whole-class feedback, inviting volunteers to present some of their words to everyone.

Briefly, teaching vocabulary through Charades can be adapted based on the students' level, but the objective remains the same: to enhance students' motivation and vocabulary skills. The use of Charades should be appropriate for the materials and students' proficiency level. Based on the three aforementioned experts, the researcher adapts the procedure proposed by Dayton (1990) as it facilitates easier vocabulary learning for students

2.1.5.3 Advantages of Charade Game

Charade games offer numerous benefits, particularly in the realm of vocabulary learning. This game creates a more comfortable classroom environment for students, enabling them to engage with various tasks and activities with greater ease. By incorporating charade games, students are motivated to work collaboratively in groups, fostering a sense of comfort both inside and outside the classroom, and utilising this game will assist them to learn vocabulary (Putri & Alhusna, 2021). This game is fun and encourages them to work together as a team without being afraid to make errors. Thus, several advantages of implementing charade games in vocabulary learning have been identified by Khayati and Hadi (2020). These include:

1) Enhanced mastery of vocabulary, particularly in the noun category. For example, when students act out and predict nouns in charade games, they are actively interacting with vocabulary in a relevant context, which can lead to improved understanding and retention.

2) Increased enthusiasm among students, as they actively participate in acting and guessing to secure a win. For example, when students are eager and motivated to participate in charade games, they are more likely to completely engage in the learning process, which leads to better learning results.

3) Alleviation of boredom in vocabulary learning, as students find the game interesting and rewarding. When students become bored or distracted during typical vocabulary lectures, integrating charade games may provide interest and diversity to the classroom.

To summarize, charade games provide a dynamic and interesting way to learn new words, allowing students to improve their vocabulary proficiency, raise excitement for learning, and decrease classroom boredom.

2.2 Study of The Relevant Research

In regard to the use of Charade Game on students' motivation, there are several researchers who have underlined this issue in their studies. They conducted their studies with different focuses.

The study conducted by Bafadal et al. (2019) has used a quasi-experimental design with pre-test and post-test control group design. It concerns with using the charade games in teaching vocabulary. This study revealed that it enhanced students' spelling, pronunciation, and meaning which can help students understand and remember vocabulary words. As consequently, in their findings, the students competed for the best one of them and the class was enthusiastic, and not bored.

Another relevant study was conducted by Azhar et al. (2023), focused on the game of Charade to teach English writing and improve students' writing skills. The findings of this study revealed a substantial improvement in the experimental group, thereby indicating the effectiveness of the Charade game in facilitating writing instruction. Furthermore, the researchers observed a significant enhancement in

students' writing comprehension, as evidenced by the notable difference between pre-test and post-test scores in the Charade game group when compared to the outcomes of the conventional teaching method. Hence, these results suggested that the integration of the Charade game into the instructional process can serve as a catalyst for promoting student achievement.

Similarly, Sherly et al. (2019) conducted a classroom action research method in three cycles. The findings indicated that the utilization of Charade Game resulted in an improvement in students' vocabulary. Furthermore, there was a noticeable change in students' behaviour, as they became more confident in expressing words and exhibited reduced anxiety when performing vocabulary tasks in front of the class. In summary, the implementation of Charade Game proved to be effective in enhancing students' vocabulary knowledge pertaining to hobbies.

Based on the aforementioned discussion, the researcher intends to employ an effective technique to enhance students' motivation specifically by implementing the use of charades as motivational tool within one of the ninth grades. This decision based on preliminary observation, questionnaire, interview, and the recommendation from the English teacher, all of which indicate a notable issue namely low motivation, leading to reduced engagement during vocabulary learning. Consequently, the researcher posits that the utilization of charade games holds the potential to solve these problems and improve the overall learning experience within classroom setting. However, there are several limitations of the studies above, namely the impact of charade games on students' motivation in vocabulary learning in the context of junior high school. Therefore, to fill the gaps, the researcher conducts this study with the concern of investigating the charade game process and implications in boosting junior high school students' motivation in vocabulary learning.