

THE USE OF HANGMAN GAME IN MOTIVATING STUDENTS IN LEARNING ENGLISH

Rika Mandasari Manan
(mandasari.rika94@gmail.com)

The EAST, SMPN 1 Sumber

Abstract

In learning foreign language such as English, a learner should have motivation in order to have willingness to learn. This study is an attempt to investigate the students' motivation in learning English by using Hangman Game. And this study was to find out if the use of Hangman game motivates the students in learning English. The method used in this study was quantitative with experimental research design. The target population of this study was the eighth grade students of MTs Negeri Cirebon 1. The writer took two classes as samples and the number of the samples was 36 students. The samples were divided into experimental group and control group. There are two research instruments which were used to collect data. They were questionnaire and observation. The result analysis of observation showed that the students in experimental group had higher motivation than in control group. Meanwhile, the calculation of the value of the questionnaire showed that there were significant differences between experimental group and control group. The result of $t_{account}$ was 2,44 while the result of t_{table} was 1,994. It was mean that the value of $t_{account}$ (2,44) > t_{table} (1,994). So, hypotheses alternative (H_a) was accepted or the use of Hangman game motivate the students in learning English to eighth grade students of MTs Negeri Cirebon 1.

Keywords: *Hangman Game, Motivation, Learning, English*

Introduction

Gaining students' motivation is one of tasks that teacher should do in order the students have willingness to learn, but to create highly motivating environment in the classroom is not easy (Meece and McColskey, 2001 : 33). For Example when the students learn English. English is an international language. And in this global era, it is necessary for people to be able to speak English. But every students have different motivation to learn, and it is teacher task to create motivating environment in learning process.

The motivation from the teacher is very important as it directly affects the students (Alam and Farid, 2011). Students should have motivation when they want to learn something. Motivation can give them reason about something they want to achieve. And teachers are people who can give the students motivation. What the teachers do in the lesson can give some effects to the students. If the teachers give feedback to their students, or if the teachers teach the material with a fun way, it can give their

students a lot of motivation which is very important for them.

And Brophy (2004 : 4) said that students' motivation is rooted in students' subjective experiences and it affected to their willingness to engage in lessons and learning activities and their reason for doing so. It means that teacher's motivation is important for the students, because students have their own reason for their learning activities. Sometimes they feel bored with the subject of the study or maybe the way of teacher explains the lesson is confusing.

Based on curriculum 2006 there are four skills in English such as listening, speaking, reading and writing. While in curriculum 2013 there is no skill as in curriculum 2006. And in curriculum 2013 there are five learning activities, such as observing, asking, gathering information, associating, and communicating. Because of this five learning activities, the students must be more active in the classroom. To make them more active, there should be a method that can give the students a lot of motivation, so they have willingness to study. And motivation is important in learning process. Because based on Permendikbud No 81A 2013 about curriculum implementation, students motivation affects their achievement. So, the students should have high motivation in order to get a good learning result.

In this research the writer was interested to do the research in MTs Negeri Cirebon 1 which learned English as a foreign language. The writer interviewed the English teacher and students to know about the difficulties in learning English. The students said that

they confused in learning English. They have problem in their vocabulary, grammar and spelling. They also did not have motivation in learning English, because the students think that English is a difficult subject. And they also said that English is boring.

One of strategies to teach English is by using game. Game is an activity with rules, a goal and an element of fun (Hadfield, 1998). In other words, game is one of interesting strategies to teach the students and it also have some purposes and steps. By using game, teaching learning activity will be more fun. And students will have an interest to learn the material. Also students will understand about the material easily.

To do this research the writer found some journals about Hangman game and motivation. And the result of the journal is language through games can encourage the operation of certain psychological and intellectual factors, one of them is motivation (Pisheh and Bagheri, 2012).

To teach the students there should be a right method or technique to make the teaching learning activity more fun, especially in learning English. Because English is not our mother tongue, so students will have some difficulties in learning English. And sometimes, the students have low motivation to learn the other language.

Therefore, the writer took the title "*The Use of Hangman Game in Motivating the Students in Learning English (An Experimental Research at the Eighth Grade Students of MTs Negeri Cirebon 1).*" By using Hangman game, the students have a motivation to learn

English. And students think that learning English is fun and easy. The research question of this research is: “Does the use of Hangman Game motivate the students in learning English to Eighth Grade students of MTs Negeri Cirebon 1?” And the objective of the research is to find out if the use of Hangman game effective to motivate the students in learning English at the Eighth Grade students in MTs Negeri Cirebon 1.

Hangman Game

Language games is a general term used to cover a variety of language activities, and the function of language games is to practice specific language items such as grammar, sentence structures, vocabulary, and spelling, and it is important to develop language skill (Rezapanah and Hamidi, 2013). Students can get a lot of knowledge and new experience by playing language games, because the students can learn language with different and fun ways. Language games will give them much benefit which is very important for their language skills.

There are many factors in games such as employing rules, fostering cooperation while making learning fun and games also enjoyable (Yolageldili and Arikan, 2011). It means that the teaching learning activity will be more interesting by using game. Game can also develop the team work between students.

One of the effective techniques is by using games so students can improve their vocabulary knowledge and also ability to communicate (Chirandon, Laohawiriyanon and Rakthong, 2010). In

other words, game is a useful technique that can be used by teacher so that the students can get a lot of vocabulary and the students can also improve their courage to communicate with their friends, especially in the lesson. Because communication skill is very important for the students. Their skill to communicate with others can be used when they should present something in their class, or when the students should give their opinion during discussion.

A classic way to practice the alphabet and vocabulary is by using Hangman game (Rauschenberg, 2005). Hangman game can be called as one of language game which can be used by teacher to teach the students about alphabet and vocabulary.

Kartikawati (2014) also states that the students can express their idea in trying to guess the secret word by Hangman game and the researcher also can create fun atmosphere. So, the teaching learning activity will be not boring for the students. By playing Hangman game, students will think about the letter which is in the word. They will also think about what the right word is. Hangman game also can be one way to help students practice their confidence to express their thought.

It means that by using Hangman game, the students can practice the alphabet and vocabulary which is really important for their English skill and it can also create fun atmosphere in teaching learning activity.

Hangman game also can be played to learn all skills in English (Wright et al., 1984). It means that Hangman game not only used to learn one skill. Students can

learn all of English skills by using this game. Also, this game is very easy to play and it does not use too much material.

Game is usually used in language teaching. And there are some reasons why game can be used in language teaching, such as: First, to learn language is hard work. To understand, to repeat accurately, to adapt, to use newly understood language in conversation and in written composition need an effort (Wright et al. 2006 : 2). And by using game, it can help many learners to sustain in their interest and work.

Second is experiencing language (Wright et al. 2006 : 2). Game help the learners to experience language rather than merely study it. Especially when the students learn foreign language. When they learn new vocabularies or when they learn to make a sentences that they do not know, they can experience it by using appropriate game to learn language. And game also can help the teacher to create context in which language is useful and meaningful.

Third, repeated the use of language items (Wright et al. 2006 : 2). Many games similarly provide repeated occurrence and use of a particular language form. By making language convey information and opinion, games provide the key feature of drill with the added opportunity to sense the working of language as living communication.

Fourth is central to learning. Games can provide intense and meaningful practice of language, so they can be regarded as central to language teacher's repertoire and not merely a way of passing the time (Wright et al. 2006 : 2).

Steps to Play Hangman Game

There are some steps to play Hangman Game according to Rauschenberg (2005):

1. Draw some rows representating the number of the letters in a vocabulary words.
2. Have the students guessing the letter.
3. If the letter is in the word, write the letter in the appropriate row.
4. If the letter is not in the word, then draw the hanged man (1-head, 2-torso, 3-arm, 4-arm, 5-leg, 6-leg).
5. If they can guess the word before the drawing of hanged man is done, then they win. (p. 34)

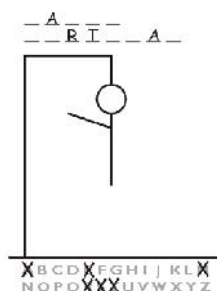


Figure 1. Picture of Hangman Game
Source: PrintActivities.com, 2003-2009

Motivation

A major problem in education is lack of motivation. Students often exert the minimum rather than maximum effort (Meece and McColskey, 2001). Students with low motivation definitely learn the material with a little effort. While the students with high motivation will learn something with their big effort. And their effort to learn will give an influence for their achievement.

One of the main tasks of the teacher is to make their students interested in the subject, even though the students do not have an interest in it

(Harmer, 1998 : 8). It is not an easy task, because the students have their own reason to learn something, especially in learning English. Different methods or techniques should be try in order to make a good situation in the classroom. If the method is fun and enjoyable, the students will give a good response in the lesson. But, if the method is not right for the students, they definitely feel bored and they will also give negative response when they learn the material.

Motivation is a theoretical construct and it is used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior (Maehr and Meyer (1997) in Brophy (2004 : 3)). It means that a person who has motivation to do something also has a clear direction about the achievement. And that person will also act appropriately that refers to the main goal.

Brophy (2004) adds that the use of student motivation is to explain the degree to which students invest attention and effort in various pursuit, which may or may not be the ones desired by their teachers. And researchers seem to agree that motivation is responsible for deciding human behavior by energizing and giving it direction (Dornyei, 1998). Because human will act based on their purpose. And it is same with the students who learn at school, they have different motivation. There are students who have a lot of motivation to learn the subjects, and there are also students who do not have any interest to the subjects. Students who have motivation will learn the material well and they also have a good behavior when they learn

something. It will be different with the students who have low motivation. They will have a feeling that they are forced to learn the subjects.

Based on Permendikbud No. 81A 2013 about curriculum implementation, motivation is very important in learning process because it can make the students active to look for information in the learning process, make the students creative, independent, and it is appropriate with their talent and ability. And also, there are three attitude objects that need to be assessed in learning process such as *attitude towards the learning materials*, *attitude towards the teacher* and *attitude towards learning process*.

And there are some indicators of motivation, such as *grades and test score*, *perceived competence or confidence*, *attitudes toward school or class*, *cognitive engagement or learning strategies and comfort in participating* (Meece and McColskey, 2001 : 70-75).

Motivation is clearly linked to *grades and test score* (Meece and McColskey, 2001 : 70). But grades or test score should not be a measurement of students' motivation. Because some students have a lot effort to work hard but not know how to study, so they do not perform well in their test. And some students can do the test well without a lot of effort. And there are also students who may have confidence or motivation to study.

Perceived competence or confidence is very important for the students, where there is often anxiety in subjects. With confidence, the students will have a good performance in learning

process, they also will be more active in the classroom because they have a confidence (Meece and McColskey, 2001 : 72).

Attitude can assess how well the students like or dislike something such as school, school subjects, or a particular subject (Meece and McColskey, 2001 : 74). For example, if the students have a good attitude in a school subjects, it means that the students have an interest in the subject. But if the students give a bad attitude, it means that the students do not have an interest or dislike the subjects.

Cognitive engagement is another measure related to motivation. It is to know how students learn something. It can assess the degree that the students report what they have learned. While *learning strategies* can assess whether students report using strategies to complete their work with minimal effort. This item can be used by teacher after the students complete their assignments or test (Meece and McColskey, 2001 : 75).

The last indicator of motivation is *comfort in participating* (Meece and McColskey, 2001 : 75). Usually in the classroom, the students do not want to participate in teaching learning process, such as, asking some questions that they do not understand, or answer the question from the exercise. It is because students usually do not feel comfortable in the teaching learning activity and they usually just stay quite while listening to teacher's explanation.

These indicators above are important to measure the motivation, because motivation is abstract or

ambiguous to assess, so it needs some clear indicators.

Previous Study

To do this research the writer looked for some previous study as a guide for this research. The first previous study tells that teacher can use game such as *Make a Sentence, Unscramble Sentences on the Board, Hangman and Word Hunt* to help their students in their communication skills and teacher is responsible for creating a constructive classroom atmosphere, which encourages vocabulary expansion. And it is because student prefer learning by using educational games rather than traditional activity based lesson. Also, ESL/EFL specialists often justified that the use of games with reference to the motivation, they can provide for the students (Pisheh and Bagheri, 2012). It means that student's communication skills can be helped by using game. And it can also create a good atmosphere in the classroom.

The fourth study told about the relationship between motivation and students' English learning achievement. The purpose of this study were to find out the levels of motivation in students with high and low achievement, to investigate the differences and similarities in motivation of students with high and low achievement, and to investigate the relationship between motivation and students' achievement. This study used questionnaire survey an in-depth interview. To collect the data about students motivation, the researcher used questionnaire. The subjects were required to choose a number on a 5-point

Likert scale that represented their response. While in-depth interview was utilized to collect qualitative data from the subjects' perspective. This research showed a high level of motivation in both high and low group. In the high achievement group, the mean score of motivation is higher than the mean score of integrative motivation and the mean score was in the same way in the low achievement group. The motivation of students with high and low achievement are not different at statistically significance 0,05. It can be concluded that both high and low achievement students, had alittle opportunity to participate in English activities and native speaker teachers' instruction (Choosri and Intharaksa, 2011).

Based on the previous study, the writer used Hangman game in order to motivate the students in learning English. And the writer used questionnaire to know about students' motivation in learning English.

Research Methodology

The methodology applied in this research is by using quantitative method. The writer used accounting of numerical data that was collected by questionnaire. In this research, the writer used experimental research to know the result if the use of Hangman game motivate the students in learning English. And there were two groups that include in this research such as experimental group and control group. in this research, the writer used formula: The Matching –Only Posttest- Only Control Group Design (Fraenkel, Wallen and Hyun, 2012 : 275).

Experimental Group	M	X	O
Control Group	M	C	O

M = the subject in each group have been matched (on certain variable)

X = experimental group

C = control group

O = posttest

The population was the second grade of junior high school in MTs Negeri Cirebon 1 class. The population of the students in second grade is about 360 students which is consist of 9 classes. The samples that the writer took were the students from the second grade of junior high school in MTs Negeri Cirebon 1 class 8B and class 8C. The writer took around 36 students as sample of the research.

Technique of Data Collection

In this research, the writer used questionnaire to know about students' motivation in learning English. The purpose of this questionnaire is to know if the use of Hangman game in learning English motivate the students. And the type of questionnaire items are *closed-ended*. And the form of the questionnaire is checklists. Checklists are consist of a list of descriptive terms, attributes, or even objects, and respondents are instructed to mark the items on the list (Dornyei, 2003 : 46). The writer also used Likert scale in the questionnaire sheet. Likert scale consists of a series of statements which related to a target (Dornyei, 2003 : 36 – 37). And there are some advantages in using Likert scale,

such as: It is relatively easy to construct; It is considered more reliable; It can easily be used; and it takes much less time to construct (Kothari, 2004 : 86). The writer used Likert scale because it is usually used in the research and it has some advantages. And the writer also used Likert scale with five response options for the questionnaire.

Five Options of the Questionnaire

Options	Score
Strongly Agree	5
Agree	4
Neither Agree Nor Disagree	3
Disagree	2
Strongly Disagree	1

Observation also used in this research to observe students' activities to collect the data about the application of English lesson by using Hangman game. And in every meeting the learning process had been recorded. Because by using audio-visual recording, the data is more complete and it can overcome the partialness of the observer's view of one event (Cohen, 2007 : 407). And the use of this observation is to support the analysis of the research. There are two answers in the observation sheet, such as 'Yes' and 'No' which adapted from Kunandar (2013 : 216). The observer gave a checklist between the two answers. The observer should also give the explanation for every observation aspects.

Technique of Data Analysis

Formula for the Questionnaires. The writer used t-test to analyze the data from the result of the questionnaire. The result of the questionnaire can be analyzed with formula by Fraenkel, Wallen, Hyun, 2012 : 252 :

$$t = \frac{\bar{X}_1 - \bar{X}_2}{SED}$$

- t = t-test of the statistic
- x_1 = mean result from the first group
- x_2 = mean result from the second group
- SED = Standard Error of Difference

Data Analysis for Observation. In this research, the writer conducted observation both in experimental group and control group. It was to know deeper about students' activities in the classroom. After the data was completed, the writer made the description as an analysis for observation. The writer analyzed the observation data by looking at the observation sheet and audio-visual recording. From the recording, the writer knew the students' activities in the classroom. And the writer explained the situation based on the recording. After the observation data was complete, the writer made some descriptions, started from the time the writer taught the students, then about the material, and after that the writer explained the observation aspects and the situation which is happened in learning process. This way made to support the data analysis provided in t-test.

Finding and Discussion

The purpose of this research is to find if the use of Hangman game motivate the students in learning English at Eighth grade students of MTs Negeri Cirebon 1. After the writer looked up to some theory, the writer compared it with the finding of the research.

In this research, the writer used quasi-experimental as research design. And the research question can be answered by giving the questionnaires to students from experimental group and control group. And to support the result of questionnaire, the writer used observation to know about students' activities in learning English. The experimental group used Hangman game in order to motivate the students, while the control group used Conventional method in the lesson. And the writer chose to teach writing of Recount text in both of class.

Hangman game was given to teach students of experimental group. Students were divided into four groups, to make it easier to play the game. Then the writer wrote some dashes which representating the number of word. After that, students tried to guess what letter which is in the word. If the letter was not in the word, then the writer started to make the hanged man. After they knew the answered, they should raise their hand and guess the word. Students from the group who answered the word would get a score if the answer was correct. The words which were given to the students were related to the material of the lesson. The material of the lesson was Recount text. These words can help the students to know the material that will be

explained to them. And these words can increase their vocabularies.

The use of Hangman game motivates the students in learning English can be seen from the calculation of the questionnaire score. First, the writer found out that the mean of experimental group (\bar{X}_1) was 36,92 and the mean of control group (\bar{X}_2) was 34,58. Then the writer calculated Standard Error Difference (SED) and the the result was 0,96. After that the writer used t_{test} formula to test the hypotheses. The formula of t_{test} is by decreasing mean of experimental group (\bar{X}_1) with mean of control group (\bar{X}_2), then devide the result with Standard Error Diference (SED). And the result of t_{account} was 2,44.

And after the writer got the result of t_{account} then, the writer should find the result of t_{table} as a comparison for t_{account} . To get the result of t_{table} the writer should find the Degree of Freedom (df), and the result was 70. The writer chose 5% of significant of standard. And after that, the writer looked up to t_{table} distribution and found out that the result of t_{table} was 1,994.

After the writer got the result of t_{account} and t_{table} , the next step was to compare them. If the result of t_{account} is lower than t_{table} , it means H_a is rejected and H_o is accepted. And if t_{account} is higher than t_{table} , it means that H_a is accepted and H_o is rejected. And for this research, the result of t_{account} is 2,44 and the result of t_{table} is 1,994. Then, this research is accepted because t_{account} is higher than t_{table} .

The differences of experimental group and control group also can be seen

from the result of observation. First, students in experimental group were always got enthusiastic and excited when they learned English. They did not look like they were lazy in learning English. Students were ready to get the lesson, and there were no students who went out of class when the lesson had begun. Students used to paid attention when teacher gave an explanation about the material. They also participated in teaching learning activities. Some students were bravely to read the text given. And they always answered teacher's questions. Students did the exercise given without cheating, made discussion with their friend or made some noisy in the classroom. It means that the result is appropriate with theory about indicators of motivation by Meece and McColskey (2001 : 70 – 75). In indicators of motivation, there is *perceived competence or confidence* and *comfort in participating*, and the result shows that the students in experimental group have confidence to participate in learning process. The students also showed a good attitude in the classroom by paying attention to the teacher. The students also excited and enthusiastic in learning English. And it is appropriate with one of indicators of motivation, which is *attitude*. Because attitude can tells whether the students like or dislike the subject.

While in control group, the situation in the classroom was different with experimental group. Students did not enthusiastic and excited in learning English. They looked like they were bored and sleepy listening to teacher explanation of the material. Some of

them were also daydreaming on their seat without listening to the teacher explanation. But, when teacher gave them a text about Recount text, they still wanted to follow the teacher after the teacher gave the example to read it. And they would give answer if teacher asked them questions. Students did the exercise that had given to them, but when they answered the exercise, some students would cheat or ask to the other friends. It was mean that they did not understand the material well.

The differences between experimental group and control group were caused by the treatment that students got. In experimental group, the writer always gave the students Hangman game as a special treatment while in the control group, the writer only teach them by Conventional approach. Hangman game which was given to experimental group gave the students motivation to learn English. It also made them felt excited and enthusiastic in teaching learning activities. While Conventional approach which was given to control group made the students bored and sleepy. It did not give them motivation to learn English.

The result from questionnaires and observation indicates that after getting the treatment, the result of experimental group was better than the result o control group. According to that finding, it could be concluded that the use of Hangman Game motivate the students in learning English at the eighth grade of MTs Negeri Cirebon 1.

Conclusion

Based on the result of questionnaire, the mean of experimental group was higher than control group. And after made some calculation from the data, the writer found that the result of t_{account} was higher than t_{table} . It means that the students in experimental group had high motivation in learning English than control group. Hangman game which is a special treatment for experimental group gave some effect to the students. It motivated them and also it increased their vocabulary which is very important in learning English.

And based on the observation result, the students' activities when they learned English were different between experimental group and control group. In experimental group, the students had a lot of enthusiastic towards learning English. They gave a positive response in teaching learning activities. While in control group, the students did not have a lot of enthusiastic to learn English. The students were bored and sleepy in English lesson. They looked like they did not have interest in learning English.

References

- Adachi, Rie (2015). *Motivation and Communicative Attitudes Among Japanese EFL Pupils*. Indonesian Journal of Applied Linguistics, Vol. 5 No. 1, July 2015.
- Alam, M. T., and Farid, S. (2011). *Factors Affecting Teachers Motivation*. International Journal of Business and Social Science Vol. 2 No. 1, January 2011.
- Brophy, Jere (2004). *Motivating Students to Learn Second Edition*. London: Lawrence Erlbaum Associates.
- Broughton G. et. al. (2003). *Teaching English as a Foreign Language Second Edition*. USA and Canada: Routledge.
- Brown, H. Douglas (2010). *Language Assessment Principles and Classroom Practices Second Edition*. United States: Pearson Longman.
- Brumfit C., Mitchell R. (1989). *Research in the Language Classroom*. Modern English Publication in association with The British Council.
- Chirandon A, Laohawiriyanon Cholanda, Rakthong A (2010). *The Effects of Teaching English through Games*. The 2nd International Conference on Humanities and Social Sciences, April 10th, 2010 Faculty of Liberal Arts, Prince of Songkla University.
- Choosri, C. and Intharaksa, U. (2011). *Relationship between Motivation and Students' English Learning Achievement: A study of the Second – year vocational certificate level Hatyai Technical College Students*. The 3rd International Conference on Humanities and Social Sciences, faculty of Liberal Arts, Prince of Songkla University, April 2, 2011.
- Cohen L., Manion L. and Morrison K. (2007). *Research Methods in Education Sixth Edition*. Taylor & Francis e-Library.
- Creswell, John W. (2003). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches Second Edition*. United States of America: SAGE Publication.

- Creswell, John W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches Third Edition*. United States of America: SAGE Publication.
- Dornyei, Z. (1998). *Motivation in Second and Foreign Language Learning*. United Kingdom: Cambridge University Press.
- Dornyei, Z. (2003). *Questionnaires in Second Language Research: Construction, Administration, and Processing*. United States: Lawrence Erlbaum Associates.
- Dornyei, Z. and Ushioda E. (2011). *Teaching and Researching Motivation Second Edition*. Great Britain: Pearson Education Limited.
- Fraenkel J. R., Wallen N. E. (2009). *How to Design and Evaluate Research in Education Seventh Edition*. New York: McGraw-Hill.
- Fraenkel J. R., Wallen N. E., Hyun H.H. (2012). *How to Design and Evaluate Research in Education Eighth Edition*. New York: McGraw-Hill.
- Hackman, Sue (2008). *Teaching Effective Vocabulary*. Department for Children, Schools, and Families.
- Hadfield, J. (1998). *Elementary Vocabulary Games*. Longman.
- Hadfield, J. (1999). *Intermediate Vocabulary Games*. Spain, Longman.
- Harmer, J. (1998). *How to Teach English*. England: Longman.
- Harmer, J. (2001). *The Practice of English Language Teaching*. Longman.
- Hatch, J. A. (2002). *Doing Qualitative Research in Education Setting*. USA: State University of New York Press, Albany.
- Hornby, M. S. (1995). *The Turns of Translation Studies: New Paradigms or Shifting Viewpoints?*. John Benjamins Pub Co.
- Kartikawati, Dina (2014). *Improving The Second Semester Students' Vocabulary Mastery Using Hangman Game*.
- Kemendikbud. (2013). *Permendikbud No. 81A tentang Implementasi Kurikulum Garuda*. Jakarta: Kementerian Pendidikan dan Kebudayaan
- Kothari, C.R. (2004). *Research Methodology: Methods and Techniques (Second Revised Edition)*. New Delhi: New Age International (P) Limited Publishers
- Kunandar, (2013). *Penilaian Autentik (Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013) Suatu Pendekatan Praktis Disertai dengan Contoh*. Jakarta: RajaGrafindo Persada.
- Lasagabaster, D. (2011). *English Achievement and Student Motivation in CLIL and EFL Setting*. Innovation in Language Learning and Teaching Vol. 5 No. 1, March 2011.
- Mansourzadeh, N. (2014). *A Comparative Study of Teaching Vocabulary through Pictures and Visual-Aids to Young Iranian EFL Learners*.

- Journal of Elementary Education, Vol. 24, No 1 pp. 47-59.
- Mayer-Johnson LLC. (2010). *The Picture Communication Symbol*. Boardmarker.
- Meece, J. and McColskey, W. (2001). *Improving Students Motivation: A Guide for Teachers and School Improvement Teams*. SERVE, Associated with the School of Education, University of North Carolina at Greensboro.
- Pisheh, Najmeh M. and Bagheri, M. Sadegh (2012). *The Impact of Educational Games on Vocabulary and Grammar Learning of Elementary Iranian EFL Learners*. Iranian EFL Journal Vol. 8 Issue 6 December 2012.
- Rauschenberg J. (2005). *Classroom Games: Effective Tools*
- Rezapanah, F. and Hamidi, H. (2013). *Investigating the Effects of Word Games on Iranian EFL Learners' Application of the Words in Writing Paragraph Essays*. International Journal of Applied Linguistics & English Literature, Vol. 2 No. 1; January 2013.
- Singh, Kultar (2007). *Quantitative Social Research Methods*. New Delhi: Sage Publications India Pvt Ltd
- Thornbury, Scott (2005). *How to Teach Vocabulary*. Fourth impression. Malaysia: Longman.
- Ur, Penny (1996). *A Course in Language Teaching Practice and Theory*. United Kingdom: University Press, Cambridge.
- Yolageldili, G. and Arikan, A. (2011). *Effectiveness of Using Games in Teaching Grammar to Young Learners*. Elementary Education Online, 10 (1), 219-29,2011.
- Vanderstoep, Scott W., Johnston Deirdre D. (2009). *Research Methods for Everyday Life: Blending Qualitative and Quantitative Approaches*. United States of America: Jossey Bass.
- Wright A., Betteridge D., and Buckby M. (1984). *Games for Language Learning New Edition*. Great Britain: Cambridge University Press.
- Wright A., Betteridge D., and Buckby M. (2006). *Games for Language Learning Third Edition*. UK: Cambridge University Press.
- _____ (2009). *Rules for Hangman Word Game*. Retrieved November 25, 2015 from www.printactivities.com/Paper-Games/Rules-For-Hangman.sht

About author:

Rika Mandasari Manan, S.Pd. is an English instructor at The EAST, SMPN 1 Sumber