

CHAPTER II

LITERATURE REVIEW

In this chapter, author elaborates systematic analysis of references related to the research. The theories discussed in this chapter are thoroughly related to title of the research. This chapter consists of literature review, review on relevant studies, and theoretical framework of the research.

2.1. Literature Review

This subchapter systematically elaborates theories related to game based language learning, types of games, advantages and disadvantages of GBL, vocabulary learning, the role of games in language classroom, and students' perception on using games in vocabulary learning.

2.1.1 Game Based Learning and Game Based Language Learning

Game is an activity which is entertaining and engaging, often challenging and an activity in which learners play and usually interact (Wright, Betteridge, & Buckby, 2006). To put in another words, games are not merely to provide as enjoyable atmosphere but also to develop students' interaction and communicative skills, their sense of fair play and encourage and enhance cooperation as well. In the other way, games have been integrated for educational purposes recently (Kerts & Kuzu, 2006). Tan, Ling, & Ting (2007) emphasize that to form an innovative educational paradigm, games have been integrated into education, this paradigm known as game-based learning, which to exploit the game as a medium to convey

the learning contents. In the same way, Shaffer, Squire, Halverson, & Gee (2005) as cited in Plass, Homer, & Kinzer (2005) that “definitions of game-based learning mostly emphasize that it is a type of game play with defined learning outcomes”. In recently, games also influence the context of advertising, analysis, marketing, simulation, and e-learning, so that game is not only for the entertainment industry.

Over the past few years, digital games have been used as new forms of learning media in various subjects with tremendous potential such as mathematics Kebritchi, et al., (2010), history Charsky, et al., (2011), engineering Joiner, et al (2011), health McHale, et al (2012), and English Smith, et al., (2013) as cited in Hung, et al., (2018). In between, assumed that language learning as a more promising subject than others (Young, et al., 2012). Largely because of that, many benefits for learning a language especially English, due to English has become a universal language used in such as technology, education, politics, commerce, and so on. In linear with that, although this research does not use digital games in vocabulary learning but using non-digital games, they also have same benefits in vocabulary learning.

For this reason, in order to learning language activities more effective, educational institutions have begun seeking new element to supply students’ need. Using digital or non-digital games is one of the most important factors for language teaching to be more effective compared traditional methods. However, using games in education cannot arbitrarily to implementate it. In the same line, Prensky (2003) argues that most games involve rules, goals and objectives, outcome and feedback, conflict, competition, challenge, opposition, interaction, and the representation of a

story. Apparently, using games must be aware on elements of education if it want to used in the classroom. Based on explanation above, it means that the function of game it is not just for entertainment industry, but it also can be applied in education and to implementate it there are some regulations.

2.1.2 The Types of Games

For the most part, remembering new words in foreign language is difficult for foreign learners. Hadfield designs activities to help learners to remember new words through three process: correct the meaning of the word through memorizing games, make the word by themselves through personalizing games, use the word to communicate through communicating games, and make it fun. He decided teach vocabulary by games. According to Hadfield (1999) divided into two types of games. There are competitive games and cooperative games. Competitive games in which either players or teams have to be race to reach the goal first. Then, cooperative games in which players or teams work together to reach a common goal. In this case, students are able to successful completed of the games involve implement of the tasks such as exchanging information, filling in a picture or chart or finding two matching cards rather than producing the correct of language. It can be conclude that in communicative games focus on successful communication.

These are kind of games which is included in those categories:

a. Information gap games

The games can be played in pairs or small groups. Whereas every member has some information. This type of game may be one-sided where both player must gather information to solve a common problem.

b. Guessing games

The player has information that will be guessed by the others what it might be.

c. Search games

In this game, all of students have a piece of information. Every student must to get all the information that available to fill a chart, pictures, or solve a problem. Thus each student simultaneously becomes a giver or a collector.

d. Matching games

This involves matching pairs of cards or pictures. Everyone must find a partner with a corresponding card or picture.

e. Labelling games

This game is to match the labels with item in a picture. In this case, students probably easier to understand when looking at the card than from a verbal explanation.

f. Role-play games

In this game requires the role of students based on the information on the role cards that obtained.

g. Exchanging games

Both of players have articles, cards, or ideas which will be used for others. The aim is to make an exchange which is satisfactory to both sides.

h. Exchanging and collecting games

Players have certain articles or cards they want to exchange with other players in order to complete a set. This can be played as a whole class activity, which players circulate freely, exchanging articles or cards at random.

i. Board games and card games

The aim this game are to be the first round a board, or to collect the most cards, or to get rid of the cards first, or to build up a story. It used to as stimulus for communication exchange.

According to (Hadfield, 1999) those above can be played in pairs, small groups, or a whole class and can be implemented in various techniques and also used at any stages of a class.

2.1.3 Advantages and Disadvantages of Games Based Language Learning

The aim of educational games is to motivate and teach students with an atmosphere who they can do practice in this subject (Can, 2003). Game atmosphere

in language learning making students are interesting and enhance students' motivation to the course and some research on the subject of game have been proved it. Nonetheless, it is unfair if to think that games just a tool of entertainment because the combination between games and education can become educative and education environments can be entertaining (Alcorn, 1986); (Kuzu & Ural, 2008) as cited in (Donmus, 2010). Using games in teaching learning process to provide increase students' motivation and develops positive attitudes while learning.

Many researchers have similar argued that using games in language classroom not just for killing time but it has a great educational value. Then, many researchers have similar results about the advantages of using games in language classroom and have proved it on their researches. Such as, games are effective due to games are giving motivation, able to minimize students' anxiety, and give students a chance for real communications in real life (Richard & Patricia, 1988). Furthermore, Richard & Patricia (1988) also argued that game is not mere used in "ice breaking" activities but also it can used to introduce new ideas. Games are very motivating and fun especially in giving chances for passive students to express their ideas and feelings based on Hansen (1994) as cited in (Aslanabadi & Rasouli, 2013). Zdybiewska (1994) as cited in Masri & Najjar (2014) supports that he believes to practice language, games is a good strategy, the reason is games provide a design learning based on students' language needs in the future.

Therefore, by implementing games in language classroom have to notice advantages of the games, challenges in games, and how to solve problems may that occur in games. It is very important to explain the usefulness and educational value

of games in a classroom. By implementing games in classroom hopefully make teachers aware that games can be take a break from the monotony of teaching from a book or reviewing for a test. In conclusion, games have more purposes than just creating a fun atmosphere in the classroom.

2.1.5 The Role of Games in Language Classroom

A Game is defined as an “activity with rules, a goal, and an element of fun” (Hadfield, 1999). It same with moments where many people in their activity play with other friends more pleasant. They play together without bad feeling because the activity that they do make they feel free. The element of fun in games give a chance for students to sharing their ideas but under the rules. Mubaslat (2012) said that games can be used at any stages such as in presentation stages, practice stages, and production stages of activity in the classroom, but it must be suitable and carefully choosen. Games is useful to make students previously be passive to be active. So, games are not only fun and enjoyable, but also can provide excellent practice for improving grammar, vocabulary, pronunciation and the four language skills. In addition, according to the recent literature Klopfer, Osterweil, & Salen (2009) a learning game is defined as a playful activity that is structured by rules for the pursuit of quantifiable outcomes (e.g., win states and points), and incorporates educational objectives (e.g., knowledge acquisition) as its own end. Wood (2001) investigated the use of learning games as a learning tool and concluded that game-like formats could be more effective at capturing learners’ attention than traditional

media such as textbooks. This definition comprises digital and non-digital games used for learning.

Sigurðardóttir (2010) observed that there are several reasons that game is feasible in the language classroom. In the first place, the most important is fun. Due to fun can help activate students who before passive because lack of interest. Second, games also play a big role to build students' relationship and to feel equal with other students. By implementing games in the classroom it can also help create a friendly and positive situation such as a different seat arrangement than usual from game to game. Third, the reason most people want to lean a language especially English is to be able to use in real life like when they do travel in another country, get a better job, make a relationship with foreigners, understand about all of the information by using English, etc. Games can be a good method to practice this skill because students can be easily used to resurrect diverse situations from real life and provide students with practice in their fluency. Games can increase students' confidence level because they do on their own (Langran & Purcell, 1994). Forth, language students have to be exposed to the language in a diverse of situations, which is a need games can fulfil. Fifth, language students need to be emotionally, it means that they have to feel something while they are express to the language. Namely, happiness, excitement, amusement, and suspense allow students to feel positively about their learning atmosphere and so that possible to have a positive effect on language learning. Sixth, games are good for shy students and students who have low confidence. In games, shy and low confidence students get a chance to speak in front of in a group than express in front of the whole class.

Additionally, Langran & Purcell (1994) argues that when playing games is easier to open up and forget the shyness because the situation is not as serious and more emphasis is put on fluency rather than grammatical correctness. Seventh, games can be a good strategy in teaching learning process on diverse subjects because it can trigger students' interest.

In brief, using games in the classroom is important because many students do not have enough occasion to play during their free time and also it can make students be relax for a while. Today, many passive activities such as watching television, playing gadget, and exploring social media are seen as being more exciting than physically playing. This development is not good, and it can have several consequences for community. Based on Piaget, children's games reflect the community and that by playing children learn many of community's rules and regulations (Cole, Cole, & Lightfoot, 2005).

2.1.6 Students' Perception

Perception is a familiar word for many people. Usually perception used to express opinions. According to Gibson, Donelly, & Ivancevich (1991) perception is a process cognitive that used by individual to interpret and understand the environment around it. Then, Gibson also stated that every people must have different perceptions because the way people perceive an object is different as well, although the same object. Coupled with Wagner, John, & Hollenbeck (2014) stated perception is a process in which someone can select, manage, store, and interpret information that has been collected through the five senses. According to Combs (2003), perception happens in one of five senses, there are see something with eyes,

smell something with nose, hear something with ears, feel something with skin, taste something on tongue. Furthermore, Walgito (1981) as cited in Tania, Liando, & Maru (2018) described perception is an impression from someone who someone gets through stimulation, organisation, and interpretation of an object that become integrated activities. It can be defined that a perception comes from the senses organ then people can giving a perception about an object. From a little bit explanation before, it can be conclude that basically perception is an observation by individual or a process of giving meaning as a result of observing about an object, people, event, and so on through the five senses, which is obtained by concluding information and interpretation of the message so that someone can give a response regarding either good or bad or positive or negative about it.

Based on Walgito (1981) as cited in Tania, Liando, & Maru (2018) , perception happens within some stages as follow:

- a. Physical stage, when a stimulus received by senses.
- b. Physiological stage, when the stimulus is received by senses such as seeing, hearing, tasting, sensing, smelling, and then transfered to the brain. Then, an information received that make someone understand, realize, and do evaluation on an object.
- c. Result stage, when an object has been going through previous stages above, then response or impression is formed.

Therefore, perception is subjective, eventhough students are facing a same object or event because they have different experiences towards those object or

event. According to Saks & Johns (2005) there are three components to perception, as follow:

- a. The Perceiver, someone who be aware about something then can make a result of understanding. There are three factors that could influence his or her perceptions: experiences, motivational state, and emotional state.
- b. The Target, is an object from perceptions that form by someone.
- c. The Situation, is a component that has greatly influenced on individual perceptions.

Walgito (1981) also provided some components of perceptions, which are adapted by Tania, Liando, & Maru (2018), there are:

- a. Absorpting, a stimulation is received through seeing, listening, sensing, smelling, and tasting. As a result of received is an impression.
- b. Understanding or comprehending, after someone gets an impression then be organzied, be classified, be compared, and then be interpreted. The process of understand or comprehending is unique and fast, and sometimes affected by prior impression.
- c. Evaluating, is when someone comparing an understanding in criteria or norms subjectively.

Robbins & Judge (2001) further stated that the average personal characteristics of perceiver are mostly attitudes, motivates, interests, expectations, and experiences from the past are more relevant for affecting a perception. Lindsay & Norman (1972) further mention that there are four stages in cognitive process:

- a. Reinforcement as a signal, to help learners to get the response that just happened. Reinforcement is also a signal, signifying to the learners just which conditions are the desire ones and which conditions undesire ones.
- b. Learning and Awareness, learners awarness in learning affect on the result of learning.
- c. Learning by Experimentation, learners reactions towards learning process. In this session, learners' experiences in learning process influence on students' reaction.
- d. The Importance of Expectations, every learner has different goals on learning. In this case focus on students' goal whether their goals have achieved or not yet. If not yet and the learning process is not appropriate with them, how learners solve the problem.

Due to the research aims to investigate students' perception on using games in vocabulary learning, so that this research talks about perception through sense of seeing on using games in vocabulary learning. Students' perception will be greatly influenced by many factors such as students' experiences, feelings, imaginations, marks, memories, and beliefs. Every students could perceive a same object or event but they couldn't give same perceptions. It means that the stimulus given will form choices and actions in response to it. Based on the aim of this study, to investigate students' perception the researcher uses all of stages by Lindsay & Norman (1972). There are learning by experimentation and the importance of expectations. As mention before that to get perception it depends on learners' experience towards an obejct or event. Then, Léger (2009) stated, every learners in

language learning must have their own learning goals and expectation as well that affect on their willingness to contribute in activities. It can be summarized that to know students' perception, the researcher must look for how learner's experience toward using games in vocabulary learning and what are learners' expectation in vocabulary learning in language learning.

Moreover, for the most part recognized that students' perspective is a major role in language learning (Ellis, 1989). In another study, Tarone & Yule (1989) have proved that learners have needs in what may be claimed the 'affective domain', which are at least as important as their needs in 'knowledge domain', as a result many factors that claimed to affect the learning process. It is concepts such as attitude, motivation, self-confidence, and anxiety, those are involve in discussion about what makes a successful language learner. Therefore, students' perceptions affect on what students think and interests to learn. There are some points that a teacher must think how the best way to teach foreign language for language learners, because each learner has different goals, interests, and expectation in language learning. Karaoglu (2008) further stated that teachers need to identify students' purposes and their needs to build up proper strategies in designing lesson plan.

2.2 Review of Relevant Studies

The Research on using games in vocabulary learning have been carried out by some researchers before. Researchers by Wei, Kao, Lu, & Liu (2018), entitled "The Effects of Competitive Gaming Scenarios and Personalized Assistance Strategies on English Vocabulary Learning", this study proposes the integration of

competitive gaming with personalized assistance as a means of reducing anxiety and enhancing the degree of immersion. The board games especially monopoly was used as the basis for the design of a vocabulary-focused competitive game. This study used an experimental design. For Students of English vocabulary, this study showed that personalized assistance strategies will effectively improve English vocabulary skills, especially in competitive gaming scenarios. Moreover, it will increase students' competitiveness with other learners. The result show that competitive gaming scenarios and personalized assistance strategies will together improve English vocabulary acquisition.

In another study entitled "A Constructivist Approach to Game-Based Language Learning: Student Perceptions in a Beginner-Level EFL Context" by York & William de Haan (2018). The aim of study is to investigate board games as a mediating tool for authentic communication through TBLT (Task-Based Language Teaching) approach to language development. Data was collected in the form of a questionnaire, the questionnaire contained both qualitative and quantitative for 115 first and second year Japanese University students. This study revealed that students perceived the framework as successful, but possibly at the expense of accurate language use and grammar and vocabulary acquisition. L1 was used excessively because their low-level of English, lack of saliency regarding game rules, and a lack of policing of L1 usage built into the framework.

Those two researches mentioned earlier are chosen as relevant studies to this research due to the facts that both of the researches mainly focus on using games and involve students of EFL context as the research participant. In

comparison to those two previous researches, this descriptive study mainly focus on using games in language learning as particular context. This study appears to investigate students' perception on the use of games in language learning. The difference between previous research and this research is discussion about types of games. English class at MAN 3 is chosen as the case to illustrate the issue of the study.

2.3 Theoretical Framework

In general, this study contains using games approach as the main topic and types of games as the bounded variable that limit the topic. Meanwhile, single instrumental descriptive study research design was used in this study to investigate students' perception on using games in language learning and types of games. Students' perception on using games is the main unit of analysis in this study, while the types of games is the embedded unit of analysis. One of English course at MAN 3 Sleman is chosen as the case to illustrate the issue of the study.

2.4 Analytical Construct

