

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter describes all the findings of the data collected and its analysis. Data of this research is presented in the findings while analysis of the research data is elaborated in discussions.

#### **4.1 Findings**

In this part, the findings were presented from three different types of data collection sources. As stated earlier, the aim of this study is to investigate students' perception on using games in language learning and to identify the types of games that used by English class at MAN 3 Sleman. These data were categorized into certain themes and coding to support findings and discussion of this research.

##### **4.1.1 Interview**

The first data collection technique is interview. The interview involved three students, including one female of X-IPA 3, one male of X-IPA 3, and one female of X-IPA 1. From interview sessions, this research will be know how students' perception on using games in language learning. In this case, the participants would convey the data based on their point of view related to students' perception on using games in language learning. Furthermore, for participants from X-IPA 3 was interviewed in same times and places at MAN 3 Sleman and for participant from X-IPA 1 was interviewed at KFC Artos Mall Magelang and all of interview sessions doing by face-to-face. The two students as participant who was joining on

guessing games at X-IPA 3 and one student who was joining on matching games at X-IPA 1. Hopefully, these participants could give rich data related to this research which is the result of interviews as the main data source in this research. However, this research supported another two sources as well which are from observation field notes and lesson plan as document analysis. The excerpt from transcript of the interview can be seen in the table 4.1 below.

**Table 4. 1** Transcript of Interview Questions

<b>Transcription 3</b>		
<b>Respondent</b>	<b>: Student C</b>	
<b>Time</b>	<b>: 14.00-15.00</b>	
<b>Date</b>	<b>: December 30<sup>th</sup>, 2018</b>	
<b>Place</b>	<b>: KFC Artos Mall Magelang</b>	
<b>I : Interviewer, R : Respondent</b>		
<b>Subject</b>	<b>Line</b>	<b>Transcription</b>
<b>I</b>		Well, what do you think about using games in vocabulary learning?
<b>R</b>	1	For me using games in vocabulary learning is very fun because from that game we learn from the beginning the ways to find the meaning of vocabulary so that we can keep remembering it until now.
<b>I</b>		What do you need/ plan/ would you like to do make studying English vocabulary more effective?

<b>R</b>	2	All I need in vocabulary learning to make it more effective is there must be something memorable and easy to remember, for example is any process of finding vocabulary to remember it for a long time
<b>I</b>		For the example ?
<b>R</b>	3	For the example, eat means “makan” nah it must there is a someone who practice it. So that we can remember that eat means ‘makan’.

#### **4.1.2 Observation**

The second data collection technique is observational field notes. The observation of this research was conducted in three meetings in X-IPA 1, X-IPA 2, X-IPA 3 with same the teacher but different times and topics. The first observation on October 24th 2018 in X-IPA 3 that consists 31 students but one student was absent, and the topic was about descriptive text. The second observation on November 1st 2018 in X-IPA 1 and the topic was about derivation. Next, the third observation on November 3rd 2018 X-IPA 2 and the topic was about derivation. During the observation, the researcher made field notes which will used as data to this research. The researcher focused on the whole activities to analyze how using games in language learning that occurred in the class.

**OBSERVATION SCHEDULE**

<b>OCTOBER 2018</b>						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

<b>NOVEMBER 2018</b>						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

During observation the researcher found that there were two games who the teacher used. There were guessing games and matching games. Wherein, the teacher used guessing games to teach about descriptive text, and for matching games to teach about derivation. In X-IPA 3, the teacher used guessing games due to at the moment the material was about descriptive text. Then, in X-IPA 1 and X-IPA 2 teacher used matching games to teach about derivation and with the same

media. The teacher used games based on appropriate with the material which will teach. Then, the researcher took notes during the class and it which will later be used to analysis on using games in language learning in the English class at MAN 3 Sleman. The findings of observation field notes result is presented in the table below. Below table 4.2 is the example of the retyped observation field notes which for the full observation field notes can be seen in appendix.

**Table 4. 2** Observational Field Notes

Meeting	Date	Topic	Note
1	October, 24 <sup>th</sup> 2018	Describing the Historical Places	<p>The teacher gave greetings first then asked some questions about students' experience. Review the material in their last meeting. It was about descriptive text. Furhtermore, the teacher explained about descriptive text briefly. The teacher told students about the learning objective that want to achieved in descriptive text. The teacher explained about what are the activities that will learned in this meetings. It was guessing games about historical places in Sleman. After finished, the teacher and students reviewed about the games, Finally, the activity have done and the teacher closing the class with greetings.</p> <p><b>Comments:</b></p> <p>The teacher did not monitor well when games was running, so that any groups who disappointed because they felt that they raised their hand first than other groups but the teacher chose another groups to answer.</p>

### **4.1.3 Documentation**

In this research, the documents that were analyzed were lesson plan and pictures. Another documentation will be presented in this sub-chapter are some pictures during using games in language learning in the classroom. For lesson plan is gained from the teacher and some pictures was taken by the researcher.

Based on lesson plan, the teacher allocated 6 x 45 minutes so she divided into three meetings and 90 minutes for each meetings. However, the teacher applied games in the first meeting. In every meeting; the first 20 minutes is to prepare students psychologically and physically to be ready to receive the lesson; the next 60 minutes is to discuss about the material; and the last 10 minutes is for closing the class.

**Figure 4. 1 Lesson Plan**

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)	
Nama Satuan Pendidikan	: MAN 3 SLEMAN
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/1
Materi Pokok	: Description Text
Alokasi Waktu	: 6 x 45 menit (3 Pertemuan)
A. Kompetensi Inti	
1. Menghayati dan mengamalkan ajaran agama yang dianutnya.	
2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli, (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menenmpatkan diri sebagai cerminan bangsa dalam pergaulan dunia.	
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahunya tentang ilm pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan penegetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.	

The figure 4.1 shows the lesson plan that used by the teacher to teach about descriptive text. The teacher made planning while teaching learning process about descriptive text from time allocated, amount of meetings, the learning objectives, and the steps to teach it.

**Figure 4. 2** Learning process while guessing games



In figure 4.2 describes how the teaching learning process by using guessing games was running. In the picture, it can be seen from the picture, how the class formation that possible for the students to interact with their groups during competitive games. The teacher just monitored from the in front of the class during competitive games in order to by improving their interaction with their members groups, hopefully it can improve students' willing to speak by English. The teacher allowed the students to discuss and guess what the historical places that their friends described. The other documents that used in this research can be seen in the appendix.

#### 4.1.4 Coding

According to Saldaña (2015), a code in qualitative research is most often in form a word or short phrase that symbolically assigns for a part of language-based or visual data such as transcript interviews, participant observation field notes, documents, photograph, journals, e-mail correspondence, literature, artifacts, video, and so on. In this case, the researcher creates the code system for all of data that have collected namely transcript interviews, observation field notes, and documentations.

**Table 4. 3** Coding

Data Sources	Coding	Sampling
Observation	O/LE/1	‘O’ (for observation) means the data was gathered from observation notes, ‘LE’ is the theme, which is abbreviation from Learning by Experimentation, ‘1’ means it is from observation note on meeting 1.
Interview	I/1/IE/4	‘I’ (for interview) means the data was gathered from interview, ‘1’ for participant 1, ‘IE’ is the theme which is abbreviation from Important of Expectation, ‘4’ means it is from interview transcript line 4.

---

Documentation	D/LP/R/1	‘D’ means the data was gathered from documentation, ‘LP’ means it is from Lesson Plan, ‘R’ means it is Reinforcement,, and ‘1’ means it is from meeting 1.
---------------	----------	--

---

#### 4.1.5 Thematizing

Thematizing means thought about the topic of interest to the researcher and its suitable with the result of interviews, so that interviewing is designed with the aim of thematizing the participants’ experience as well (Warren, 2002). Therefore, the researcher clarified the collected data through interview into several themes which were broken down into more specific sub-themes.

**Table 4. 4** Thematizing

Construct	Theme	Theme-Code	Sub-Theme	Sub-Themes Code
<b>Perception</b>	Students’ perception	SP	- Reinforcement	R
			- Learning by Awareness	LA
			- Learning by Experimentation	LE
			- Importance of Expectation	IE
<b>Games</b>	The Type of Games	TTG	The Types of Games	TTG

---

## 4.2 Discussion

The aim of this research is to investigate students' perception on using games in language learning at MAN 3 Sleman. There are two parts of analysis in this discussion. The first is students' perception on the use of games and the second one is the types of games that used in English class at MAN 3 Sleman.

### 4.2.1 The Types of Games

The researcher has done to observation in three different classes and found out that there are some games that suitable with the types of games in vocabulary games. According to Hadfield (1999) there are 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 session, the researcher explained about matching games first. There are two session in matching games. First, there is a cooperative games and the second is a competitive games.

**Table 4. 5 Observational Field Notes**

Metting	Date	Note	Coding
2	Nov, 1st 2018	There were three flashcard; root word, suffix, and translation which the students must match between root word, suffix, and translation that suitable in each words. So that, <b><u>the students discussed with their groups first to match and select the flashcards that suitable with the word and correctly.</u></b> Based on observation, the students' reaction were enthusiastic to play it.	O/TTG/2

The data from observational field notes O/TTG/2 showed that the first thing that the teacher did was cooperative games in matching games. The aim of this session is to know students' understanding about derivation and also the meaning in each word. Then, the data interviews confirmed the data above.

“From the beginning, divided into some groups, each group consists six students and then we was given some flashcards. There are many types of flashcards, first flashcards which consist root words, second flashcards which consist derivation, third flashcards consist translation and forth blank flashcards to we write the result of matching between verbs or adjectives with derivation. **After that, we must matched them with the derivations and translations...**”  
(I/3/TTG/5)

The participant C explained the process of matching games. There are two sessions in matching games. First, the teacher asked to students to match between root words, derivation, and translation and then discuss it together with their groups.

**Figure 4. 3** Learning Process in matching games



The picture above described the situation on matching games when students do match on some flashcards. In detail, the students were matching root word flashcards to derivation flashcards and then the result of match them the students must match again to translation flashcards. It is part of cooperative games because the all of members group have same goal to match all of flashcards correctly.

Then, the second session is competitive games. It supported by the participants' statement from interviews below.

**“After finished, we write them on the white board and then we compete with other groups in pair groups for example group 1 compete with group 2, group 3 compete with group 4 and group 5 compete with group 6. So, after we matched between verbs or adjectives flashcards with derivation, we matched them with the translations but all of the flashcards are closed and randomly. The teacher asked us to find and match them and for groups who finished first, they are the winner” (I/3/TTG/5)**

It proved through the picture below and supported from the observation field notes that identified as competitive games.

**Figure 4. 4** Competitive Games's situation



That is the example of competitive games in matching games. They must guess and match between vocabulary and translation.

**Table 4. 6** Observational Field Notes

Metting	Date	Note	Coding
2	Nov, 1st 2018	<b><u>The next stages, the teacher divided again into some groups to compete in pair of groups.</u></b> It's to test students' memorization. <b><u>For the group who can match it well and faster, they are the winner.</u></b>	O/TTG/2

In the second observation claimed that there is next stages after cooperative games and it is competitive games wherein the teacher divided again into some groups.

Furthermore, the data interviews (I/1/TTG/5) and (I/2/TTG/5) come from the participant A and participant B which are they were joining in guessing games.

“Firstly, one class divided into some groups, every group has one student to come forward to take the flashcard tourisms then that student must describe it to members group based on the clues on the flashcard and then members group give response what is the historical places that our friends describe, **who is quick to answer it will get a star and for groups who get many stars will be the winner**” (I/1/TTG/5)

“Eee... the yesterday activity, firstly is divided, in one class divided into 6 or 5 groups nah from each students will later eee will called to go forward one by one nah each students will asked eee to tell about the tourism place that there is around Jogja and Central of Java nah in activity will tell it to her/his friends then his/her friends will guessed and then in one class there were 6 groups from that 6 groups will **who was faster eee to guess eee what was decribe by that one students, they will be the winner**” (I/2/TTG/5)

**Figure 4. 5** Competitive Games in Guessing Games



The picture above revealed that while guessing games all of groups compete to guess what was the historical place that their member groups have described and try to answer it faster than the other groups in order get points.

Observational field notes by the researcher also confirmed the data above.

**Table 4. 7** Observational Field Notes

Metting	Date	Note	Coding
1	Oct, 24th 2018	The teacher gave instructions how to play guessing games and also the rules of games. Firstly, the teacher divides students into 5 groups and each groups consists 6 students. Then, the teacher explains the rules of games. First, one of members group go forward to see the flaschard that the teacher gives, then the students was given 1 minute to think how to described it to their groups. Second, that student come back to their groups to described the historical place and their members group must guess it what's the historical place. <b><u>Third, for a group that success to guess it faster and correct will</u></b>	O/TTG/1

---

**get the point. After that, the other members group go forward alternately to describe the historical place that the teacher gave. Furthermore, the groups who has many points will be the winner.**

---

Based on the data above the participant A and participant B revealed that all of activities in guessing games as a part of competitive games. It happened while all groups try to answer quickly to get points and to be the winner in this games. Meanwhile, the participant C showed that after they doing cooperative games with their own groups in the next session to test their memorization it is through compete with other groups. It relevant on the previous research by Wei, Kao, Lu, & Liu (2018) that in same way, these aspects as trigger leaners' sense of competition and desire for cooperative behavior to get rewards. At the same time, flow theory shows that when skills and challenges are well balanced, learners enjoy higher level of focus, excitement, and satisfaction, and their levels of anxiety is decreased.

#### **4.2.2 Perception**

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, and 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. 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. Lindsay & Norman (1972) further mentioned that there are four stages in cognitive processes; reinforcement as a signal, learning and awareness, learning by experimentation, and the importance of expectations. However, in this research just find data that involve learning by experimentation and the importance of expectations.

#### 4.2.2.1 Reinforcement as a signal

Reinforcement means 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. There are some points that involves in reinforcement stages such as feedback, reward, and punishment. However, in this case the data that obtained was about reward that the teacher gave.

**Table 4. 8 Transcscript of Lesson Plan**

Meeting	Part of Lesson Plan	Theme	Coding
1.	1. <u>Memotivasi dan mengkondisikan suasana belajar agar menyenangkan sambil menyiapkan siswa secara psikis dan fisik agar siap menerima pelajaran.</u> 2. <u>Memberi brainstroming berupa permainan <i>guessing games</i>.</u>	Learning by awareness	D/LP/R/1

From data above the teacher gave a reinforcement in the form of games as a reward to students with the aim to create fun atmosphere while preparing students psychologically and physically. Thornbury (2002) further supported that the importance of building a relaxed and playful atmosphere in the classroom can to overcome student fears of inaccuracy that can often interrupt the learning process. In addition, the teacher decided to applied competitive games in the begining of the lesson, hopefully students could also learn to concentrate and to think carefully in order to be the winner in games.

**“...who is quick to answer it will get a star and for groups who get many stars will be the winner”** (I/1/R/5)

**“...who was faster eee to guess eee what was decribe by that one students, they will be the winner”** (I/2/R/5)

From data interviews above proved that in guessing games, the teacher gave points or stars as rewards to a group who can guess the historical places faster and correct. And also, observational field note supported the previous data and it can be seen in the table below.

**Table 4. 9 Transcript of Observational Field Notes**

Meeting	Date	Note	Coding
1	Oct, 24th 2018	<b><u>Furthermore, the groups who has many points will be the winner.</u></b>	O/R/1

#### **4.2.2.2 Learning by awareness**

Learning by awareness means learners awarness in learning affect on the result of learning. In this context, students were aware that the function of games

who the teacher gave was to help students' vocabulary knowledge. It supported by data interviews below.

**“...When describing the historical place based on clues to members groups, I can practice my vocabularies knowledge, which one vocabulary that suitable with this historical place.**

When give clues to members group is spontaneously mentioned vocabularies that suitable to describe it.” (I/1/LA/4)

**“...recalling vocabulary because the game as a trigger to recall on new vocabulary. If we forgot the new vocabularies, we can recall it through games that we have played”** (I/2/LA/4)

**“That game has affect on my vocabulary learning because except it adds my new vocabularies, I can find the ways to find the meaning of those vocabularies”** (I/3/LA/4)

From data interviews above proved that by implementing games students were aware that it can help them to memorize new vocabularies easily. It supported by Huyen & Nga (2003) that students seem easier to memorize new vocabularies that they learn well when it is applied in comfortable environment.

**Table 4. 10 Transcript of Lesson Plan**

Meeting	Part of Lesson Plan	Theme	Coding
1.	<b><u>Guru dan peserta didik menyimpulkan fungsi sosial, dan struktur teks deskripsi teks.</u></b>	Learning by awareness	D/LP/LA/1

From data above it showed that students have awareness towards what they learn.

**Table 4. 11 Transcript of Observational Field Notes**

Meeting	Date	Note	Coding
1	Oct, 24th 2018	<u>During games the students looked enjoy with the games and all of groups can guessed it what the historical places that their friends described quickly</u>	O/LA/1

It means that students have awareness on the games that the teacher gave because they understand the instruction from the teacher and they can played the games well or suitable with the instruction.

#### **4.2.2.3 Learning by experimentation**

Learning by experimentation means learners reactions towards learning process. In this session, learners' experiences in learning process influence on students' reaction. There are correlation between learning in the environment, the action and the outcomes that able to help students to choosing the appropriate ways for their learning process (Lindsay & Norman, 1972). The result of interviews, the participants conveyed their perception about using games in language learning based on their experiences when played guessing games and matching games in English class.

**“I think using games in English learning is good and effective because the students do not get bored and it also make the class is conducive and it’s fun as well because we do not reading and listening constantly, those are less good because our brains cannot absorbed well.”** (I/1/LE/2)

**“In my opinion, using games in vocabulary learning is very effective because English as a foreign language for us so we rare**

**use it. If we learn it eee for sure we use unique ways in order not getting bored.** (I/2/LE/2)

**“...because I think games eee because the situation in class is not always condusive I mean sometimes we were sleepy, getting bored with the previous lessons if we used games for sure we will go motivated again and we also what’s .. initially if we used games for sure we will like that lesson nah if we have been liked for sure we also will excel in the lesson”** (I/2/LE/13)

The students’ perception stated that using games in language learning are effective, fun, and not get bored. It means that by using games in language learning students keep struggling with the lesson. It coupled with the aim of educational games is to motivate and teach students with an atmosphere who they can do practice in this subject (Can, 2003). Furthermore, it supported by lesson plan (D/LP/PL/CS/9/1). Based on the lesson plan, the teacher hopes that before the lesson takes place it should be better if give motivated and condition the atmosphere well first.

**Table 4. 12** Transcript of Lesson Plan

Meeting	Part of Lesson Plan	Theme	Code
1	<p>3. ....<b><u>mengkondisikan suasana belajar agar menyenangkan sambil menyiapkan siswa secara psikis dan fisik agar siap menerima pelajaran.</u></b></p> <p>4. Memberi brainstorming berupa permainan <i>guessing games</i>.</p>	Planning-Choosing strategies	D/LP/PL/CS/1

And also it supported by observation field notes. Wherein, when the teacher asked wheather students want to using games in the class again or not and the students give possitive responses.

**Table 4. 13** Transcript of Observational Field Notes

Meeting	Date	Note	Coding
1	Oct, 24th 2018	“The teacher asked to students “ <u>how was the games? do you want to play games again?</u> ” . <u>then, the students’ replied that they wanted to play games again in the next meeting because they think that the games was so fun.</u> ”	O/LE/1

According to the observational field notes above, it supported by Alcorn (1986); Kuzu & Ural (2008) as cited in Donmus (2010) that the combination between games and education can become educative and education environments can be entertaining. It has proven based on students’ responds that they want playing games again in the next meeting. It can be conclude that games are not merely to provide as enjoyable activity but also to make students keep struggling with the lesson.

#### **4.2.2.4 Importance of expectation**

In this case for the importance of expectation, every learner has different goals on learning. In this session 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. In the result of data interviews below showed that

there are some expectation on using games in language learning from the participants.

**“Ya, in my expectation in this games there is not only historical places in one place like Yogyakarta but also it can add historical places from the place that less famous in order become famous. Then, yesterday for the flashcards there are some vocabularies as clues to easy describe it but I think it should be removed to be more challenging”** (I/1/IE/14)

**“My expectation with this game, the historical places are not only in local but the historical places in another cities or overseas because we rare know them so it will be challenging”** (I/2/IE/15)

From data interviews above showed that the participant A and B has expectations for guessing games but their expecatations are not appropriate with the real situations. However, through guessing games their goals in language learning are achieved. It supports by data interviews from participant A and participant B below about wheather by using games affect on their language learning.

**“In my opinion, there is affect in my vocabulary learning because when described the historical place to members group is spontaneous at the time. There were gave clues and gave responses about the historical places based on the clues that the teacher have given. When describing the historical place based on clues to members groups, I can practice my vocabularies knowledge, which one vocabulary that suitable with this historical place.....”** (I/1/IE/4)

**“Yes of course ! because games is our routines ya hehe so we are not getting bored during playing game. Nah, in addition if its game using english either online or offline, it must become a unique activity and also fun”** (I/2/IE/3)

The data interviews above are appropriate with lesson plan. Wherein, the teacher’s expectation on students’ achievement on descriptive text material students

are able to know and understand the function of descriptive text. It can be seen on the table 4.11 below.

**Table 4. 14 Transcript of Lesson Plan**

Meeting	Part of Lesson Plan	Theme	Coding
1.	Kompetensi Dasar	The	D/LP/IE/1
	3.4 <u>Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.</u>	Importance of Expectation	
	Indikator Pencapaian Kompetensi (IPK)		
	3.4.1 <u>Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang bangunan bersejarah terkenal dan atau tempat wisata</u>		
	3.4. 2 Menjelaskan tujuan, fungsi dan manfaat teks diskriptif sederhana.		
	4.4 Teks Deskriptif		
	4.4.1 <u>Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.</u>		
	4.4.1.1 <u>Menangkap informasi didalam teks deskriptif sederhana tentang bangunan bersejarah terkenal dan tempat wisata.</u>		
	4.4.1.2 <u>Merespon makna dalam teks deskriptif, lisan dan tulis, sederhana tentang bangunan bersejarah terkenal dan tempat wisata.</u>		

<p>4.4.2 <u>Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.</u></p>	<p>4.4.2 Menyusun teks deskriptif sederhana tentang bangunan bersejarah terkenal dan tempat wisata.</p>
--	---

And also it supported on the observational field notes by the researcher during games was running.

**Table 4. 15** Observational Field Notes

Metting	Date	Note	Coding
1	Oct, 24th 2018	<p>During games the students looked enjoy with the games and <b><u>all of groups can guessed it what the historical places that their friends described quickly.</u></b> However, they felt difficult when mentioned the name of historical places in English. So that, just some of groups who can mentioned the name of historical places in English....</p>	O/PL/CAWK/1

It means that the students understand with vocabularies that their members group used while described. For the reason, vocabularies that used by the describer as clues to describe those historical places that they got. Then, for the student as a describer they must choose vocabularies that suitable with the historical place flashcard well in order their groups can guess it correctly. By using guessing games

it can encourage students to identify which one vocabularies that they must use to describe.

Meanwhile, for participant C her expectation on matching games is not suitable with what she thinks but it has possitive response.

“Ya mba, of course because usually in vocabulary learning using memorization method but in this game used brain teaser that not get bored. **Actually, my expectation with this game it might be very bored but apparently it was very fun.**” (I/3/IE/14)

**“That games affect on my vocabulary learning because except it adds my new vocabularies, I can find the ways to find the meaning of those vocabularies”** (I/3/IE/4)

Participant C showed that matching games has benefit in her language learning. Besides the games is fun, through matching games she can find the ways how to find new vocabularies. It can be conclude that matching games can help her in language learning.

Based on data analysis interviews above shows that students’ expectation that in English class there are activities which make them to remember the vocabulary that they have learnt easily and also not get bored. The students claimed that using games in language learning can fulfill their learning needs and supports them to learn foreign language. In addition to Wood (2001) investigated that 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. Nation (2001) further noted that knowing meaning and hopeful can make the learning of meaningful easier