

**THE USE OF GAME IN INCREASING STUDENTS' LEARNING MOTIVATION****Fariska Wulandari***RiskaDiandra0212@gmail.com*

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Abstract

This research was aimed to find out the students' view of game in increasing their learning motivation. This research is descriptive research that was conducted in Polytechnic of Tonggak Equator in July-September 2021. The researcher chose 40 students of the fifth semester students of English for Business and Professional Communication as the respondents. Based on the questionnaire, it can be known the students' view about game are 65% respondents agree that games motivate students in learning a language, 65% respondents agree that games are useful tools be applied in vocabulary classes, 70% respondents agree that games are effective tools be applied in vocabulary classes, 52,5% respondents agree that games make learning vocabulary become more interesting, 60% respondents strongly agree that games make learning vocabulary become more enjoyable, 47,5% respondents agree that games can reduce the students' anxiety, 62,5% respondents agree that games can increase the students' positive feeling, 37,5% respondents strongly agree that games improve self-confidence because students do not afraid of punishment or criticism while practicing the target language freely, 70 % respondents strongly agree that game is a useful tool in improving vocabulary acquisition in natural way, 67,5% respondents strongly agree that games can create fun atmosphere in the classroom.

Keywords: *students' view, game, learning motivation.*

1.1 Introduction

Motivation is very important in language learning. According to Fachraini (2017, p. 48), "Student who has high motivation would do the best in learning even though the materials were felt difficult. On the contrary, student who has low motivation would get bored and be indifferent in learning even though the materials given were so easy." Students' motivation in learning affects the learning outcomes obtained. Students' motivation in learning will make students focus more attention and interest in the material provided. According to Reena and Bonjour (2010, p. 146), "motivating students in the class room is an integral part of teaching and must spill over to outside the precincts as well. Teaching of English needs to be

made more appealing and attractive to the learners."

According to Riswanto and Aryani (2017, p. 3), "motivation is important in determining how many students will be learning from a learning activity or how much to absorb the information presented to them. Students are motivated to learn something will use higher cognitive processes in learning the material, so that students will absorb the material better." The writer concludes that, motivation is one important factor in the learning process and students need to be constantly motivated to perform better. There are two kinds of motivation, they are intrinsic and extrinsic motivation. "Intrinsic motivation is related to an internal wish to do something" (Oletić and Ilić, 2014, p. 25). Meanwhile, extrinsic motivation according to Reena et al. (2010,

p. 147), can be described as “factors external to the individual and unrelated to the task they are performing”.

Vocabulary has an important role in all language skills. Vocabulary helps people to express their idea. Vocabulary helps people to convey meaning. The linguist Wilkins (1972, p.111) states that "without grammar little can be conveyed, without vocabulary nothing can be conveyed." So that vocabulary plays more important role than grammar. Indeed, people need to use words in order to express themselves in any language, as well as students. In addition, “successful people usually have large vocabularies and a good word recognition skill that enable them to use the right word in the right place at the right time.” (Hancock, 1987, p.1).

In doing communication to others, there are two basic ways of communication, they are speaking and writing such Hancock (1987, p.1) states that there are two basic ways of communication to others, they are speaking and writing. Vocabulary development is essential for both. If the students fail to understand what the lecturer say, one of the reasons could be because of the failure to understand the words that were used. In researcher experience as a lecturer, she noticed the fact that students usually find it really hard to speak English fluently and accurately. They usually consider that speaking activities are boring because they keep on using the same words and immediately, their conversation is interrupted due to missing words. And the main reason for such communication problems is the lack of vocabulary. That is why, vocabulary plays essential role in learning a language.

In a classroom, lecturer meets many characters of students. There are students who have high motivation to learn but there are also students who have low motivation to learn. In explaining the learning materials in the classroom, lecturer will deal with various reaction of students. There are students who respond the lecturers' explanation positively such as

listen to the lecturer carefully, take note while the lecturer is explaining the learning material, discuss the learning materials to their friends but there also students who react or respond negatively such as do not pay attention to the lecturer's explanation, talk with friend beside him, busy with their smartphone or fall asleep. These situations require the lecturer to find out the best way to teach the students effectively and increase their motivation in learning.

There are various approaches, methods and techniques in teaching English. According to Bambang Setiadi, dkk (2008), there are some approaches in teaching a language, there are natural approach, communicative approach, content-based approach, literature-based approach, etc. In teaching method, there are audio-lingual method, direct method, total physical response method and grammar translation method. The various kinds of teaching approach, method, and technique make the teacher able to use it in their class but the teacher must be able to choose the most suitable approach, method and technique that suit with the characteristics of their students.

Game is one the technique that can be used in language learning. Based on the researcher's observation in reading and speaking class, she found that game can increase the students' motivation in language learning. Game can create good atmosphere in the classroom. That is why, the researcher would like to investigate the use of game in increasing students' learning motivation and the benefit of game in increasing the students' learning motivation with research entitled *The Use of Game in Increasing Students' Learning Motivation. (A Descriptive Quantitative Research in the Fifth Semester Students of English for Business and Professional Communication in the Academic Year of 2021-2022)*.

The problem formulations of this research are: 1) What are the students' view of game in increasing their motivation in learning vocabulary? 2) What are the advantages of game in learning vocabulary?

Based on the problem formulated, the objectives of this research are: 1) To find out the students' view of game in increasing the students' motivation in learning vocabulary. 2) To find out the advantages of game in learning vocabulary.

2.1 Literature Review

Motivation is very important in language learning. According to Fachraini (2017, p. 48), "Student who has high motivation would do the best in learning even though the materials were felt difficult. On the contrary, student who has low motivation would get bored and be indifferent in learning even though the materials given were so easy." Students' motivation in learning affects the learning outcomes obtained. Students' motivation in learning will make students focus more attention and interest in the material provided. According to Reena and Bonjour (2010, p. 146), "motivating students in the class room is an integral part of teaching and must spill over to outside the precincts as well. Teaching of English needs to be made more appealing and attractive to the learners."

According to Riswanto and Aryani (2017, p. 3), "motivation is important in determining how many students will be learning from a learning activity or how much to absorb the information presented to them. Students are motivated to learn something will use higher cognitive processes in learning the material, so that students will absorb the material better." The writer concludes that, motivation is one important factor in the learning process and students need to be constantly motivated to perform better. There are two kinds of motivation, they are intrinsic and extrinsic motivation. "Intrinsic motivation is related to an internal wish to do something" (Oletić and Ilić, 2014, p. 25). Meanwhile, extrinsic motivation according to Reena et al. (2010, p. 147), can be described as "factors external to the individual and unrelated to the task they are performing".

Vocabulary plays an important role in language skill. It is the basis for the development of other language skills such Harmer (2001, p. 4) stated that vocabulary is one of the most obvious components of language and one of the first things applied linguistics turned their attention. Moreover, Richard and Renandya (2002, p. 255) stated that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. It means that the role of vocabulary is really important in language learning since it is the basis of students to speak, listen, read and write well.

Vocabulary is very important because it is the starting point that people have to possess when they dealing with languages such Al-Hinnawi (2012, p. 62) stated "vocabulary is the starting point that people should possess when dealing with languages." Moreover, vocabulary is dominant in improving a person's communication skill like Beena Anil (2011, p.46) states that "vocabulary is predominant in improving one's communicative skill. Language is more powerful when it is being used perfectly".

Vocabulary is a set of words in oral and written and in productive and receptive which has meaning such Fran et al (2005, p. 2-3) define that vocabulary as knowledge of words and word meaning in both oral and written language and in productive and receptive forms. In other words, vocabulary is a combination of words which produce meaning.

Vocabulary is the focus of language with its sounds and intended meanings that interlock to allow students to communicate with one another (Nation, 2000: Pyles, 1970). In classroom implementation, vocabulary becomes the guidance that leads students to comprehend every piece of information both oral and written and to produce ideas.

Thornbury (2002, p. 24-25) and Nation (2001, p. 24) classified the types of vocabulary into two types, they are receptive and productive vocabulary.

According to them, there are two types of vocabulary related to the language skills of reading, listening, speaking and writing they are receptive or passive vocabulary which refers to the words that native speakers and foreign learners recognize and understand but it hardly ever used, it is used passively in reading and listening, and productive vocabulary which is utilized actively either in speaking or writing. Productive vocabulary refers to the words which learners use when they speak or write and it called active vocabulary.

Approach, method and techniques are three terms which are important in teaching. According to Anthony (cited in Richards and Rogers, 2001, p.19), “approach, method, and technique have hierarchical arrangement. Approach is the level of theories, method is the plan of language teaching which is consistent with the theories, and techniques carry out a method. In other words, the arrangement of the three is that-approach is axiomatic, method is procedural and technique is implementation”.

Game is one of the methods in teaching and learning a language. The use of game in teaching and learning is quite popular. Based on the researcher interview with the English lecturers and the researcher observation in Polytechnic of Tonggak Equator, some lecturers use game to maintain the students’ motivation in learning and create fun atmosphere in the classroom. Game is a well-organized activity that has objective, rules, competition and communication between players such as stated in The Longman Dictionary of Language Teaching and Applied Linguistics in Richards, Platt, & Platt, (1995, p.89), games are defined as “an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language”.

Game is activity that has rules and a goal but it creates fun as well such as

Hadfield (1984) said, “game is an activity with rules, a goal and an element of fun”. Game gives many advantages when it is used in the classroom, one of them is motivate learners to learn a language such as Ramadhaniarti (2016, p.383) states that “games provide language teachers with many advantages when they are used in classroom. One of these advantages is that learners are motivated to learn the language when they are in a game”. Ramadhaniarti (2016, p.383) also states that “games are useful and effective tools that should be applied in vocabulary classes”. The use of game is a way to make the lessons more interesting, enjoyable and effective but the teachers have to consider the best game for students”.

Game if it is introduced properly, it can be one of the highest motivation techniques. It stimulates the students’ interest such as McCallum (1980, p. ix) states that “games stimulate student interest, a properly introduced game can be one of the highest motivating techniques”. Games are advantageous because it can reduce the students’ anxiety. It can increase the students’ positive feeling as well. It also can increase the students’ self-confidence because the students do not afraid of punishment and criticism while they were practicing the target language freely. This statements in line with Crookal (1990, p.112) states that “games are advantageous because they reduce anxiety, increase positive feeling and improve self-confidence because learners do not afraid of punishment or criticism while practicing the target language freely. In addition, game is a useful tool in improving children’s vocabulary acquisition in natural way as would be normally achieved through play (Angelova & Lekova, 1995; Atake, 2003; Deng, 2006).

3.1 Method

This research is descriptive research. In this research, the researcher conducted the research in Polytechnic of Tonggak Equator. This research was done in July-

September 2021. The researcher chose fifth semester students of English for Business and Professional Communication as the respondents because these students had attended vocabulary subject and had experience of playing game in vocabulary learning in the classroom. The respondent consists of 40 students for filling the questionnaire. There are 6 classes in the third semester. The researcher chose 6 until 7 students from each class with the criteria of willing of being informant of this research, have ever attended and finished vocabulary subject, have experienced learning vocabulary through game at least twice.

In this research, the researcher used questionnaire as the instruments of data collection. The researcher distributed questionnaires to 40 students by using Zoom and WhatsApp and the result of the questionnaire was analyzed quantitatively by using percentage.

4.1 Findings and Discussion

In this research, the researcher spread questionnaire to 40 respondents. The result of the questionnaire can be seen in the table below.

Table 4.2 Games Motivate Students in Learning a Language

Statement	SA	A	D	SD	Total Respondent
Game motivate students in learning a language	35 %	65 %	0 %	0 %	100 %

Based on table 4.2, it can be seen that 65 % respondents agree that games motivate students in learning a language, 35 % states strongly agree, and 0 % states disagree and strongly disagree that games motivate students in learning a language.

Table 4.3 Games Are Useful Tools be Applied in Vocabulary Classes

Statement	SA	A	D	S D	Total Respondent
Games are effective tools be applied in vocabulary classes	40 %	60 %	0 %	0 %	100 %

Based on table 4.3, it can be seen that 60 % respondents agree that games are useful tools be applied in vocabulary classes, 40 % states strongly agree, and 0 % states disagree and strongly disagree that games are useful tools be applied in vocabulary classes.

Table 4.4 Games Are Effective Tools be Applied in Vocabulary Classes

Statement	SA	A	D	S D	Total Respondent
Games are effective tools be applied in vocabulary classes	30 %	70 %	0 %	0 %	100 %

Based on table 4.4, it can be seen that 70 % respondents agree that games are effective tools be applied in vocabulary classes, 30 % states strongly agree, and 0 % states disagree and strongly disagree that games are effective tools be applied in vocabulary classes.

Table 4.5 Games Make Learning Vocabulary Become More Interesting

Statement	SA	A	D	S D	Total Respondent
Games make learning vocabulary more interesting	47,5 %	52,5 %	0 %	0 %	100 %

Statement	SA	A	D	SD	Total Respondent
Learning vocabulary become more interesting					

Based on table 4.5, it can be seen that 52,5 % respondents agree that games make learning vocabulary become more interesting, 47,5 % states strongly agree, and 0 % states disagree and strongly disagree that games make learning vocabulary become more interesting.

Table 4.6 Games Make Learning Vocabulary Become More Enjoyable

Statement	SA	A	D	SD	Total Respondent
Games make learning vocabulary become more enjoyable	60 %	37,5 %	2,5 %	0 %	100 %

Based on table 4.6, it can be seen that 60 % % respondents strongly agree that games make learning vocabulary become more enjoyable, 37,5 % states agree, 2,5 % states disagree and 0 % states strongly disagree that games make learning vocabulary become more enjoyable.

Table 4.7 Games Can Reduce the Students' Anxiety

Statement	SA	A	D	SD	Total Respondent
Games can reduce the student	35 %	47,5 %	10 %	7,5 %	100 %

Statement	SA	A	D	SD	Total Respondent
s' anxiety					

Based on table 4.7, it can be seen that 47,5 % respondents agree that games can reduce the students' anxiety, 35 % states agree, 10 % states disagree and 7,5 % states strongly disagree that games can reduce the students' anxiety.

Table 4.8 Games Can Increase The Students' Positive Feeling

Statement	SA	A	D	SD	Total Respondent
Games can increase the student's positive feeling	32,5 %	62,5 %	5 %	0 %	100 %

Based on table 4.8, it can be seen that 62,5 % respondents agree that games can increase the students' positive feeling, 32,5 % states strongly agree, 5 % states disagree and 0 % states strongly disagree that games can increase the students' positive feeling. Table 4.9 Games improve self-confidence because students do not afraid of punishment or criticism while practicing the target language freely

Statement	SA	A	D	SD	Total Respondent
Games improve self-confidence because students do not afraid of punishment or	37,5 %	37,5 %	25 %	0 %	100 %

Statement	SA	A	D	S D	Total Respondent
criticism while practicing the target language freely					

Based on table 4.9, it can be seen that 37,5 % respondents strongly agree that games improve self-confidence because students do not afraid of punishment or criticism while practicing the target language freely, 37,5 % states agree, 25 % states disagree and 0 % states strongly disagree.

Table 4.10 Game is a Useful Tool in Improving Vocabulary Acquisition in Natural Way

Statement	SA	A	D	S D	Total Respondent
Game is a useful tool in improving vocabulary acquisition in natural way	30 %	70 %	0 %	0 %	100 %

Based on table 4.10, it can be seen that 70 % respondents strongly agree that game is a useful tool in improving vocabulary acquisition in natural way, 30 % states agree, and 0% states disagree strongly disagree.

Table 4.11 Games Create Fun Atmosphere in the Classroom

Statement	SA	A	D	S D	Total Respondent
Game is a useful tool in improving	67,5 %	32,5 %	0 %	0 %	100 %

Statement	SA	A	D	S D	Total Respondent
ng vocabulary acquisition in natural way					

Based on table 4.11, it can be seen that 67,5 % respondents strongly agree that games can create fun atmosphere in the classroom, 32,5 % states agree, and 0% states disagree and strongly disagree.

In this part, the researcher discussed the finding of the research she has done based on the finding of the questionnaire. Based on the questionnaire, it can be known the students view about game are 65 % respondents agree that games motivate students in learning a language. Then, 65 % respondents agree that games are useful tools be applied in vocabulary classes. Moreover, 70 % respondents agree that games are effective tools be applied in vocabulary classes. Furthermore, 52,5 % respondents agree that games make learning vocabulary become more interesting. 60 % respondents strongly agree that games make learning vocabulary become more enjoyable. What the students think about game is in line with what Hadfield (1984) said that, “game is an activity with rules, a goal and an element of fun”. That is why the students enjoy when learning vocabulary while playing a game. Then, 47,5 % respondents agree that games can reduce the students’ anxiety. Such Hadfield (1984) said that, “game is an activity with rules, a goal and an element of fun”, that make the students can reduce their anxiety when they were learning. And because game has an element of fun so it makes the students feel happy and can reduce their stress. The data from the questionnaire also shows that 62,5 % respondents agree that games can increase the students’ positive feeling. Since the students can reduce their anxiety and stress

when they were learning vocabulary because of game so they can increase their positive feeling. Then, 37,5 % respondents strongly agree that games improve self-confidence because students do not afraid of punishment or criticism while practicing the target language freely. Since game has element of fun such as Hadfield (1984) said that, “game is an activity with rules, a goal and an element of fun” so the students can practice the language freely without worry of punishment from the teacher and finally they can improve their self-confidence. From the questionnaire that have spread, 70 % respondents strongly agree that game is a useful tool in improving vocabulary acquisition in natural way. In line with McCallum (1980, p. ix) states that “games stimulate student interest, a properly introduced game can be one of the highest motivating techniques”. By the interest that is owned by the students so it can improve their vocabulary acquisition in natural way. The students’ interest is the first step for them to improve their vocabulary acquisition. And, 67,5 % respondents strongly agree that games can create fun atmosphere in the classroom such Hadfield (1984) said that, “game is an activity with rules, a goal and an element of fun”. The element of fun that is owned by a game makes the learning process become more enjoyable, happy and fun, and that is why the situation in the classroom will be fun as well because of game.

5.1 Conclusion

Based on the finding and discussion, the researcher could draw the conclusions as follow: 1) Based on the questionnaire, the students’ view of game in increasing their motivation in learning vocabulary are: 65 % respondents agree that games motivate students in learning a language. Then, 65 % respondents agree that games are useful tools be applied in vocabulary classes. Moreover, 70 % respondents agree that games are effective tools be applied in vocabulary classes. Furthermore, 52,5 % respondents agree that games make

learning vocabulary become more interesting. 60 % respondents strongly agree that games make learning vocabulary become more enjoyable. 47,5 % respondents agree that games can reduce the students’ anxiety. 62,5 % respondents agree that games can increase the students’ positive feeling. Then, 37,5 % respondents strongly agree that games improve self-confidence because students do not afraid of punishment or criticism while practicing the target language freely. And, 67,5 % respondents strongly agree that games can create fun atmosphere in the classroom. 2) The advantages of game in learning vocabulary are games motivate students in learning a language, games are useful and effective tools be applied in vocabulary classes, games make learning vocabulary become more interesting and enjoyable, games can reduce the students’ anxiety, games can increase the students’ positive feeling, games improve self-confidence because students do not afraid of punishment or criticism while practicing the target language freely, and games can create fun atmosphere in the classroom.

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