

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses about review of related literature which contains two main subjects. They are review of the previous studies and theoretical review.

#### 2.1 Review of the Previous Studies

There are a number of researcher conducted some studies related to the topic. Therefore, the researcher chose four previous studies which are closer to the topic.

The first study was conducted by Yulisa (2018). She wrote *The Influence of Using Kim's Game Towards Students' Vocabulary Mastery at Second Semester of the Seventh Grade of SMP Muhammadiyah 3 Bandar Lampung in 2017/2018 Academic Year*. In her study she aimed to know whether there is a significant influence of using Kim's game towards students' vocabulary mastery or not. Based on the result of the data analysis, it was found that the result of T-test was 0.000. This result is consulted to the score of the value significant generated Sig. ( $p_{\text{value}}$ ) = 0.000 <  $\alpha$  = 0.05. Therefore,  $H_0$  is rejected and  $H_a$  is accepted. In other words, from this research it is known that Kim's game can improve the students' vocabulary mastery. It can be concluded that there is a significant influence of using Kim's game towards students' vocabulary mastery.

The second study was conducted by Fitriyani (2018). Her research is entitled *The Effectiveness of Using Kim's Memory Game for Enhancing Students' Vocabulary (An Experimental Research at the First Grade of SMPN*

*1 Cijaku - Lebak, Banten*). The aim of this research is to find out how the Kim's game is used in teaching vocabulary. The result of the analysis of the research show the value of  $t_o$  ( $t_{\text{observation}}$ ) is 8.62, degree of freedom ( $df$ ) is 48. In degree of significance 5% from 48 ( $t_{\text{table}}$ ) = 1.67, in degree of significance 1% from 48 ( $t_{\text{table}}$ ) = 2.40. Therefore,  $t_o : t_t = 8.62 > 1.67$  in degree of significance 5% and  $t_o : t_t = 8.62 > 2.40$  in degree of significance 1%. The statistic hypothesis states that if  $t_o$  is higher than  $t_t$  it shows that  $H_a$  (Alternative Hypothesis) of the result is accepted and  $H_o$  (Null Hypothesis) is rejected. It means that there is significant influence in using Kim's memory game towards students' vocabulary mastery at the first grade of SMPN 1 Cijaku - Lebak.

The third study was conducted by Suryani and Riandi (2018). They wrote *The Effect of Using Kim's Memory Game Towards Students' Speaking Skill at Tenth Grade Students of SMAN 1 Malingping - Lebak, University Mathla'ul Anwar Banten*. This study aims to determine the effect of using Kim's memory game towards students' speaking skill at tenth grade students of SMAN 1 Malingping - Lebak. The method used in this research is an experimental research. From the result of the research, the researcher found that the students in experimental class got better result than those in control class. this can be seen from the data showed that t-test ( $t_o$ ) is 3.17, while t-table ( $t_t$ ) is 2.00, in other words  $t\text{-test} > t\text{-table}$ . This means that there is significant effect of Kim's memory game in teaching speaking.

The fourth study was conducted by Hajar (2017). Her research is entitled *The Effect of "Kim's Memory Game" on Students' Vocabulary*

*Mastery Viewed from Students' Motivation (An Experimental Study at the Seventh Grade Students of SMP N 2 Pedan, Klaten in the Academic Year 2016/2017)*. In her study, she want to find out whether there is any different influence of high students' motivation and low students' motivation toward students' vocabulary mastery of the seventh grade students of SMP N 2 Pedan, Klaten. The researcher used experimental study. The instrument of this research is vocabulary test and questionnaire. In analyzed the data using ANOVA or multifactor analysis and Tukey test. The research findings show that the students who have high motivation have better vocabulary mastery than the students who have low motivation at the seventh grade students of SMP N 2 Pedan, Klaten in the academic year 2016/2017.

Based on the previous studies above, there are several studies related to improving students' vocabulary skill by using some technique or game have been conducted. It makes the researcher interested and curious to find out the effectiveness of Kim's memory game technique in teaching vocabularies in the learning process. The novelty in this research that Kim's memory game still rare used by teacher for teaching in the classroom. That, the researcher asked some English teachers, they were still unfamiliar with this technique, but they got interest to used this technique for teaching and learning process. This teachnique is easy to used and the students can feel enjoy during the learning process. In addition, using Kim's memory game is interesting and fun to improve students' vocabulary. It makes students fun and enjoyable in learning English in the classroom. In this case, it will study at the seventh grade students vocabulary mastery of MTs Darul Ulum Purwogondo.

## 2.2 Review of Related Literature

### 2.2.1 General Concept of Vocabulary

#### 2.2.1.1 The Definition of Vocabulary

Vocabulary is one of important components which should be mastered by English learners. Harmer (2007:11) states that many people learn English because they have moved into a target-language community and they need to be able to operate successfully within that community. Vocabulary also one of important element language because it affects four language skills, which is reading, writing, listening and speaking. According to Harris (1969:48), vocabulary is the words they should be using in their speech and writing or those they will need merely to comprehend, especially in their reading.

Based on McCarthy, et.al (2010:12), vocabulary is all about words. When we use language we use words all the time, thousands of them. If we know a language well, we know how write its words and how to say its words. If you do not know enough vocabulary you will not be able to say and write everything and also express your feeling. Phillips, mentions his definition of vocabulary is best learned when the meaning of the word is illustrated, for example by a picture, an action, or a real object. The children should then meet and use the word in relevant context in order to fix them in their minds. This helps establish their relationship to other words, so that a vocabulary network is built up (1993:63). Hatch and Cheryl (2001:1), suggested that the term vocabulary refers to a list or set of words for a particular language or a list or set of words that individual

speakers of a language might use. In addition, based on to Bakhsh (2016) vocabulary is the basic part and a key element to learn any language.

From the definition above, it can be conclude that vocabulary is a large number of words that needed for English learners, because without understand vocabulary the learners have difficulties to communication with other people. Vocabulary is one of the important components to support people in communication. Vocabulary should be mastered by students to help them in oral or written communication. Students need to pay attention to some skill of English language such as listening, reading, writing and speaking and also pronunciation, accuracy, fluency, spelling and vocabulary. To master English skills, students should know vocabulary of the language because it supports their skills' improvement. If students have a little vocabulary they are will be difficult to understand the material that give for teacher and also they are cannot build relation with others people. Students also cannot say what they mean and they do not know what the people mean. In order to speak and write English, students need to learn one to two thousand of words.

#### **2.2.1.2 The Kinds of Vocabulary**

According to Thornburry (2002:4), there are two kinds of vocabulary which we have to know, Grammatical words (Function words) and Content words.

## 1. Grammatical Words (Function words)

Function words seem to be mainly used to carry grammatical meaning (Cameron, 2001:82). Based on to Akar (2010:15), these express grammatical relations and may or may not have meaning in themselves. For example, articles, some adverbs (very), prepositions, pronouns, modal verb, conjunctions, auxiliary verb are function words.

### a. Prepositions

Prepositions are words that show a connection between other words. Most prepositions are little words like *at*, *in*, and *on*. Prepositional phrases are groups or words, such as *out of* and *on top of* (Sargeant, 2007:101). According to Harmer (2007:65), preposition is a word (or group of words) which is used to show the way which other words are connected. Example: inside, past, across, down, under, beside, in front of, at, in, on, along, for, with, like, as, of, etc.

### b. Conjunctions

Sargeant (2007:109), argues that conjunctions are words used to link words, phrases or clauses. Based on to Harmer (2007:65), conjunction is a word that connects sentences, phrases or clauses. Some common conjunctions are *and*, *but* and *or*.

### c. Determiners

Determiners or noun signals are special adjectives used before nouns (Sargeant, 2007:44). There are different kinds of

determiners, such as: the articles, demonstrative determiners, quantifying determiners, interrogative determiners and possessive determiners. Example: a, an, my, this, these, many, some, etc.

#### d. Pronouns

According to Sargeant (2007:24), a pronoun is a word that takes the place of a noun. Harmer mention the definition of pronoun is a word that is used in place of a noun or noun phrase (Harmer, 2007:65). There are different kinds of pronouns, such as: personal pronouns, reflexive pronouns, possessive pronouns, demonstrative pronouns, interrogative pronouns and indefinite pronouns. Example: she, we, they, me, her, them, herself, yourself, mine, yours, this, that, those, who, whose, whom, which, many, few, everybody, etc.

## 2. Content Words

Content words are those that carry a lexical meaning, even out of context (Cameron, 2001:82). All nouns, adjectives, almost all adverbs and nearly all the verbs are content words, and teaching vocabulary is concerned with the teaching of meaning, and therefore, with the presentation of content words (Akar, 2010:15). These words belong to the major parts of speech that consist of nouns, verbs, adjectives and adverbs.

#### a. Nouns

Noun is a word that names something either the name of a person, places, ideas or things. Nouns can be used as the subject or

object of a verb. According to Sargeant (2007:7), there are two main types of nouns:

a). Common nouns

Words for people, places and things are called common nouns. Example: table, dictionary, house, school, singer, teacher, paper, work, etc.

b). Proper nouns

The names of particular people, place and things are proper nouns. They always begin with a capital letter. Example: Robin Hood, Mrs. Taylor, Taj Mahal, October, Monday, Mother's Day, Jakarta, China, etc.

b. Verbs

According to Sargeant (2007:52), most verbs describe actions, so they are called action verbs. Action verbs tell what people or things are doing. In addition, based on to Harmer (2007:65), verbs is a word (or group of words) which is used in describing an action, experience or state. Example: climb, dance, sit, run, walk, jump, swim, look, drink, eat, write, etc.

c. Adjectives

Adjectives describe nouns and pronouns. They give you more information about people, place, and things (Sargeant, 2007:32). Adjectives based on to Harmer is a word that gives more information about a noun or pronoun (Harmer, 2007:65). Example: high: a high mountain, short: a short man, black: black shoes,



handsome: a handsome boy, cool: cool weather, stone: a stone wall, paper: a paper bag, etc.

#### d. Adverbs

Sargeant (2007:95) states that adverbs are words that tell you more about verbs, adjectives and other adverbs. Harmer mention the definition of adverbs is a word that describes or adds to the meaning of a verb, adjective, another adverb or a whole sentence (2007:65). There are three types of adverbs; adverbs of manner, adverbs of time and adverbs of place. Example: correctly: the girls answered all the questions correctly, last week: we moved into our new house last week, in the garden: the dog is in the garden, etc.

Content and function words work differently in the language, and will be taught and learn differently. According to Cameron (2001:83), function words will be acquired through repeated use in different contexts. Content words can be taught more directly. Cameron also argues that content words are nouns (e.g.house), lexical verbs (e.g.built), adjectives (e.g.little); function words are modal and auxiliary verbs (e.g.could, was), articles (e.g.a, the), and prepositions (2001:82).

According to Hiebert and Michael (2005:3), generically, vocabulary is the knowledge of meanings of words. They divides words into two forms they are *oral* and *print vocabulary*. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. While, print vocabulary consists of those words for which the meaning is known when we write or read silently. In addition, Hiebert and Michael (2005:3) states

that knowledge of words also comes in at least two forms they are *receptive* and *productive*. Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that well-known, familiar, and used frequently. Conversely, receptive or recognition vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use.

Describing of *receptive* and *productive* according to Akar (2010:17) in Ellis and Tomlinson (1980:64), active/productive vocabulary is a learner's active vocabulary consists of the total number of lexical items which he can accurately use in speech and writing. A learner's passive vocabulary will always be larger than his active vocabulary as he will have heard or read items which he will never need to use, and he will be able to understand approximately many items which he cannot use with any degree of accuracy. While, passive/receptive vocabulary is a learner's passive vocabulary consists of the total number of lexical items which he can understand correctly, and it is one of the teacher's aims to increase gradually the size of the learner's passive vocabulary so that he can eventually read and understand ungraded books (i.e. those not specially written for ESL learners) and can listen with understanding to people speaking on a wide range of topics.

From describing above, the kinds of vocabulary are grammatical words (function words) and content words, oral and print vocabulary, and also receptive and productive vocabulary. Grammatical words (function

words) are words that exist to explain or create grammatical relationships. While, content words are words that have meaning, we can look up the words in a dictionary. Then, oral vocabulary includes those words that we use in speaking and listening. Meanwhile, print vocabulary includes those words that we use in reading and writing. In addition, receptive vocabulary is the words that you understand when you hear or read. Also, productive vocabulary is the words that you use to express yourself in speech or in writing.

### **2.2.1.3 Teaching Vocabulary**

Teaching is not an easy job, but it is a necessary one, and can be very rewarding when we see our students' progress and know that we have helped to make it happen (Harmer, 2007:23). As a teacher should be give interesting ways in teaching and learning process in the classroom. According to Hatch and Cheryl (2001:372), teacher have always been naturally interested in how learners go about learning vocabulary. If we know more about learner strategies and what works and what does not work well, we can help learners acquire more profitable strategies.

Vocabulary is the first important step in language acquisition in English but for teaching vocabulary is not easy to do. Teaching vocabulary is an activity where the teacher gives the student knowledge about vocabulary using our teaching strategy and techniques and how to use it in daily life. Learning vocabulary must be based on attaching meaning to the word, rather than just remembering the form of the word

(Wright, 2006:94). As teacher should give the best facility learning and attention in teaching vocabulary.

Teaching vocabulary is one of the ways to develop English ability of a people when they are want to learn English. Vocabulary is important because is the basic material to master the four language skills that is speaking, reading, writing and listening. If the students have a mastery of vocabulary, it can help them to master the four language skill. Without understanding the new words, the students will get the difficulties to studying English language.

Learning a language involves both deliberate and incidental learning, and these both involve the conditions of repetition, retrieval (recall), varied meetings and varied use, using visuals, and deliberate attention (Nation, 2014:10). A rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform. Learning vocabulary is important as a part of learning English. According to Hadfield (1998:4), the activities that would help the learner through these three processes, they are:

- a. Fix the meaning of the word in your mind.
- b. Make the word your own.
- c. Use the word to communicate with others.

In addition, Hatch and Cheryl (2001:373), describe five essential steps in vocabulary learning based on research into learners' strategies:

- a. Having sources for encountering new words.

- b. Getting a clear image, either visual or auditory or both, for the forms of the new words.
- c. Learning the meaning of the words.
- d. Making a strong memory connection between the forms and meanings of the words.
- e. Using the words.

Looking at the five steps, we can see that each step is in fact something that needs to happen over and over again, so that each time something new is learnt or remembered.

Based on explanation above, we can conclude that vocabulary is an important element in language learning. Students feel that vocabulary learning is boring and difficult to learn, they have to memorize unfamiliar words and spelling without changing their learning habits. As English teachers, we need an interesting technique in teaching vocabulary to help the students understand and remember new words easily during teaching and learning process in the classroom.

#### **2.2.1.4 The Importance of Mastering Vocabulary**

Vocabulary is one of important components of language beside four language English skills which is reading, writing, listening, and speaking. When we want to speak and write we need vocabulary. We cannot communicate with others in a certain language if we do not know much words of the language. It means that without mastering vocabulary, it is

impossible for us to communication with another. Mastering vocabulary can lead students to be success in mastering English.

When we learn vocabulary we also learn grammar because they are important component in English. Thornburry (2002:13), argues that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This is how the linguist David Wilkins summed up the importance of vocabulary learning. If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words. It means that vocabulary is important beside grammar, because vocabulary and grammar needed to communication in English.

Vocabulary becomes an important thing in English, because vocabulary is the first basic important in learning English. When we want to speak, write, read or listen in English, we must used words to express the ideas, feelings or anything. As we know, when we want to speak English sometimes we get trouble because we do not know what we will say in English because we are have less vocabulary. When we mastering vocabulary, we can speak, write, read, or lisen in English easily. It is why vocabulary important for us especially for communication with other people in other countries and also easy to express the ideas, because they have much memory of words it makes them effectively chose words to share their ideas.

According to Polem (2017:7), there are some factors why vocabulary is importance:

1. Vocabulary needed as a tool of communication.
2. Vocabulary is a basic skill to communicate; people will not be able to communicate easily without knowing it. It means vocabulary the basic skill in communication that has to be learnt. Vocabulary can help student in mastering four language skill in listening, speaking, reading and writing.
3. Vocabulary can help students to deliver their thought, feeling and needs to another.
4. Learning some words and phrases in new language allow people to start communicating at once. It means that vocabulary is needed in all language to communicate.
5. Vocabulary is the way we acquire, and then access, new knowledge. It means that vocabulary can be used as a key of opening knowledge.

## **2.2.2 Kim's Memory Game**

### **2.2.2.1 The Definition of Game**

Game is a structured form of play, usually used for enjoyment and sometimes used as an educational tool. Deesri (2002) defines game as an activity with rules, a goal and an element of fun. While, based on Wright (2006:1), the word 'game' to mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. Wright (2006:2), argues that games help and

encourage many learners to sustain their interest and work. Games also provide one way of helping the learners to experience language rather than merely study it. That is why games use to help the students in learning English words.

Games are helpful because they can make students feel that certain words are important and necessary because without those words the object of the game cannot be achieved (Akar, 2010:53). Games used in learning process because one of interesting method to teach students' vocabulary. They are make classes entertaining and sustain effort and interest. Play is purposeful activity and games are a part of playing. As such, games are a very appropriate teaching technique in the young learner classroom (Linse, 2005:57). It is effective to help students in learning vocabulary and they will acquire the lessons easily.

According to Hadfield (1998:4), there are two kinds of games; *Competitive Games* and *Cooperative Games*. Competitive Games in which players or teams race to be the first to reach the goal. While, Cooperative games in which players or teams work together towards a common goal. According to Lewis (2002:16), they are many different types of games which can used in teaching English:

a. Movement games

In these games, the children are physically active. Movement games are generally “rousers” and need to be closely monitored.



b. Card games

Children collect, give away, exchange, sort, and count cards. The cards can have a meaning or value in a game, or simply serve as symbols for objects or actions.

c. Board games

Any games which mainly involve moving markers along a path. Board games can be made by the children as a fun craft activity.

d. Dice games

Dice games are incredibly versatile. Remember that the dice need not only have numbers on the faces. They can have numbers, colours, letters of the alphabet virtually anything you like.

e. Drawing games

Drawing games are special because they span a gap between key functions of the brain. On the one hand, drawing requires creativity and a sensitivity towards the world, the children must be able to understand instructions and describe their art. Drawing games are particularly helpful with shy children who are reluctant to talk.

f. Guessing games

In guessing games, the aim is to guess the answer to a question of some kind.

g. Role-play games

Role-play games can be seen as simple, guided drama activities. Role-plays stimulate a child's imagination and are tests of true communication.

#### h. Singing and chanting games

Singing and chanting games often involve movement, but we decided to list them separately since music plays such an important role in early childhood learning.

#### i. Team games

Team games can belong to the other categories, but also require cooperative team work.

#### j. Word games

These games utilize children's enjoyment of playing with words. They are mostly for older children as they involve spelling and writing.

### **2.2.2.2 The Definition of Kim's Memory Game**

As foreign language we know that English is one of language that should be mastered by people. In learning English, words are important thing for students. They have to fix the meaning of the word in their minds, they have to somehow make the word their own (Hadfield, 1998:4). Students need method that make them easily when they learn and remembering new words. Through game students can learn English vocabulary with easy and fun.

According to Lewis (2002:5), games are fun and children like to play them. One of game that can teachers use in learning process is "Kim's Memory Game". The term of Kim is derived from the story book of Kim, write by Rudyard Kipling. He is regarded as Hero where is trained to be observant. For example, by being asked to remember exactly what was on away before it covered up (Wright, 2006:115). Kim is being trained to be a

spy by the government's intelligence agency. This spy training involved many things, but one is a way of improving his memory. The trainers showed Kim a tray of gems and other stones, he is allowed to memorize them for one minute. After one minute, they cover the tray and ask Kim how many gems and stones he can remember. This process is used by military units and the Boy Scouts as a way to train and improve your memory skills.

Kim's memory game is a game to improve your memory for remembering something. The ability to remember is a key factor in successful language learning. The activities in this game can contribute not only to remember words but also more significantly to general techniques for improving memory (Wright, 1989:92). Kim's memory game is a simple way to build students' memory to remember some object. This game can be played in classwork and pairwork. It can be applied by putting several objects or pictures or cards on the board or table. The objects can be real, on picture cards or on an overhead projector. After twenty seconds the pictures are covered up or hidden from the students. The students then try to remember each one. They can be asked to do this by first of all writing down the names of the objects they remember and then comparing their list with a neighbour's list (Wright, 1989:92).

The basic process for this game is as follows;

1. It takes two or more people to play.
2. Put twenty or more objects under a cloth.

3. Give the players twenty seconds of time to memorize the objects.
4. The objects are covered again with a cloth.
5. Give each players a piece of paper and a pen or pencil. Tell them to write down everything from the tray that they can remember and ask the players to list as many as they can remember.
6. Declare a winner. The person who remember many objects they are the wins and get something of their choice from the tray.
7. Change and give some variation objects and repeat the process over and over to build memory skills.
8. Use the game regularly to improve memory and your skills of observation.

Based on Wright (2006:115), the procedures to playing Kim's Memory Game, there are:

1. Lay the objects and or pictures on the table or display the pictures on the board. Tell the learners that you are going to challenge their powers of observation and memory.
2. Give the learners 20 seconds to look at the objects and or pictures, then hide them with a cloth or sheet of paper.
3. Tell the learners to write down as many object as they can remember. Then, ask them to tell you what they have written.

*Teacher* : *What have you written?*

*Learner 1* : *There was an apple*

*Teacher* : *Good. What else can you remember?*

*Learner 2* : *There was a paper clip and a pen*

*Teacher* : *There was a paper clip, but are you sure there was a pen?*

*Learner 3* : *It was a pencil!*

4. Finally, remove the cloth or sheet of paper and let the learners compare their lists with the objects and or pictures.

Playing Kim's memory game is a good way of developing your student's memory skills and concentration, both skills useful for all learning. Another way of playing this game is to cover the objects, take one object away and ask the students to spot what is missing. You can put more objects on the tray as they get better memories.

Learners need to acquire vocabulary learning strategies in order to discover the meaning of new words. The strategies should be useful within the classroom as well as when learners are in a situation where they unfamiliar words on their own. The strategies should also help children acquire new vocabulary words that they hear and see (Linse, 2005:122). Through Kim's memory game can help students discover the meaning of new words easily. The students could interact, discover, and experiment with their surroundings. Using game not only enhances students' motivation, but also provide an incentive and stimulus to use the language. It makes students fun when learning English in the classroom using interesting method.

As we know that teachers should facilitate vocabulary learning by teaching learners useful words and by teaching strategies to help learners

easy to remember the meanings with their own. According to Hatch and Cheryl (2001:372), teachers have always been naturally interested in how learners go about learning vocabulary. If we know more about learner strategies and what works and what does not work well, we can help learners acquire more profitable strategies. Through Kim's memory game students can be useful to memorize the meaning of new words and also make them relax and fun in the learning process. Improving vocabulary using Kim's memory game to make the learning process more interesting and enjoyable and also to help students improve their vocabulary easily. Kim's memory game can be helpful in teaching vocabulary, because Kim's memory game is interesting and enjoyable in learning and the way make the students and teacher more active and creative.

### **2.2.2.3 The Advantages of Game in the Teaching Learning Process**

Games and playfulness as a way of warming people and helping them to focus their minds are complemented by the way the classroom looks and how you greet them. Music playing, pictures on the walls, the furniture arranged attractively, curious objects, coloured cloths and smiling faces drawn on the board can all help to get the lesson off to a good start (Wright, 2006:11). It means that playing games is a great activity that people of all ages can enjoy. Games can be used for learning and educational experiences. Some games can improve cognitive functions like memory and reasoning. Games feel more like a form of entertainment than a method of learning, because games include rules, measurable goals and competition.

Teaching vocabulary through the use of games has become crucially important for English language learners because they sustain enjoyment and interest in learning and encourage using the language in a fearless and creative manner (Bakhsh:2016). Games important for learners because they will be motivated and interest for learning process. Moreover, the students will want to a win in the game and have the best result they can. Teacher can reward the students with small gifts if they win in the game. According to Lewis (2002: 5-6), they are some advantages of game in the teaching learning process:

1. Playing games is a vital and natural part of growing up and learning. Through games children experiment, discover, and interact with their environment.
2. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language.
3. Games can provide the stimulus.
4. The game context makes the foreign language immediately useful to the children.
5. Games can make your lesson planning easier.
6. Game can serve as a valuable backup if you go through your material too quickly or if something unexpected happens.

Based on Ramadani and Saunir (2013), there are some advantages of playing game in teaching and learning process:

1. Games are engaging. Students are quickly engaged in learning through game.
2. Game match to outcomes. Games can be simplified to match learning outcomes.
3. Variety of setting. Games can be used in a variety of classroom setting, from whole class to individual activities.
4. Gaining attention. Games can be an effective way to gain students attention to learn a specific topic or skill.

In addition, Darfilal (2015:14), states that there are several reasons for why games should be used:

1. they are both motivating and fun what can help activate students who may have been inactive before.
2. They encourage students to communicate and interact what helps building relationships through the friendly atmosphere they create among participants who feel all equal.
3. They give learners a chance to practice the language in the various skills (speaking, listening, reading and writing) in situations from their real life.
4. They break the routine since they add variety to usual classroom activities.



5. They allow students to take on more responsibility and acquire new experiences what results an increase in their confidence level.
6. They create diversity in classes among students of all ages and levels, and diversity is needed for any school work to be progressive.
7. They help learners acquire vocabulary more quickly and easily by doing actions during playing the game.
8. They are valuable for all language learners since they can be easily adjusted for age, level and interests.

#### **2.2.2.4 Characteristics of Junior High School Students**

The age of our students is a major factor in our decisions about how and what to teach. People of different ages have different needs, competences, and cognitive skills, we might expect children of primary age to acquire much of a foreign language through play (Harmer, 2007:37). It is important for teacher to give interest method to improve English skill for students.

Teens are in between childhood and adulthood, and therefore a very special set of considerations applies to teaching them. Being a teenager is exciting because there are so many opportunities. There are so many things that you can do, things that you cannot do that you can still try to do. Also, there are many things that you have to look forward and so many words that you can learn or remember.

According to Brown (2000:92), the characteristic of teenagers are:

1. Intellectual capacity adds abstract operational thought around the age of twelve.
2. Attention spans are lengthening as a result of intellectual maturation, but once again, with many diversions present in a teenagers's life, those potential attention spans can easily be shortened.
3. Varieties of sensory input are still important, but, again, increasing capacities for abstraction lessen the essential nature of appealing to all five senses.
4. Factors surrounding ego, self-image, and self-esteem are at their pinnacle.
5. Secondary school students are of course becoming increasingly adult like in their ability to make those occasional diversions from the "here and now" nature of immediate communicative contexts to dwell on a grammar point or vocabulary item.

In addition, the teenagers have a great capacity to learn for things which interested them. As a teacher, it is important that your students are presented with language that they can understand (Linse, 2005:13). Teacher should provide opportunities for teenagers to learn new experiences in their life. Harmer (2007:15), states some characteristic of adolescents can be defined as:

1. Older children have developed a greater capacity for abstract thought as they have grown up.
2. Their intellects are kicking in and they can talk about more abstract ideas, teasing out concepts in a way that younger children find difficult.
3. Many adolescents readily understand and accept the need for learning of a more intellectual type.
4. Adolescent students have a great capacity for learning, enormous potential for creative thought and a passionate commitment to things which interest them.
5. Adolescence is bound up with a search for identity and a need for self-esteem.

