ການປັບປຸງການຮຽນຄຳສັບພາສາອັງກິດໂດຍການນຳໃຊ້ Hangman Game ໃນກຳລະນີສຶກສາ ຂອງນັກຮຽນຊັ້ນ ມ 6 ທີ່ໂຮງຮຽນມັດທະຍົມສົມບຸນ ປາກອູ [1]

ສີປະເສີດ ປານຟອງເພັດ[2], ພອນສະຫວັນ ວັນຄາລັກ ,ຄຳໝັ້າວ່າງ ຍົງຕົງ , ສຸກສະຫວັນ ພົມມະນີສອນ
ແລະ ອາດສະໝາ ແກ້ວປະສີດ

ພາກວິຊາຄູພາສາ ຄະນະສຶກສາສາດ ມະຫາວິທະຍາໄລ ສຸພານຸວົງ

ບົດຄັດຫຍໍ້

ການຄົ້ນຄວ້າວິໄຈໃນຫົວຂໍ້: "ການປັບປຸງການຮຽນຄຳສັບພາສາອັງກິດໂດຍການນຳໃຊ້ Hangman Game ໃນກຳລະນີສຶກສາຂອງນັກຮຽນຊັ້ນ ມ 6 ທີ່ໂຮງຮຽນມັດທະຍົມສົມບຸນ ປາກອູ" ການຄົ້ນຄວ້າຄັ້ງນີ້ມີຈຸດປະສົງເພື່ອ 1) ສຶກສາຜົນການນຳໃຊ້ເກມ Hangman Game ຊ່ວຍໃນການຮຽນຄຳສັບພາສາອັງກິດ 2) ສຶກສາຄວາມເພິ່ງ ພໍໃຈຂອງນັກຮຽນຕໍ່ກັບການສອນໂດຍໃຊ້ Hangman Game ຊ່ວຍໃນການຮຽນຄຳສັບພາສາອັງກິດ ຂອງ ນັກຮຽນຊັ້ນ ມ 6 ທີ່ໂຮງຮຽນມັດທະຍົມສົມບຸນ ປາກອູ. ກຸ່ມທົດລອງທີ່ໃຊ້ໃນການຄົ້ນຄວ້າແມ່ນ ນັກຮຽນປີທີ 6 ທີ່ໂຮງຮຽນມັດທະຍົມສົມບຸນ ປາກອູ ຈຳນວນ 22 ຄົນ ໃຊ້ການຈັກສະຫຼາກໂດຍໃຊ້ຫ້ອງເປັນໜ່ວຍຊຸ່ມ.ເຄື່ອງມືທີ່ ໃຊ້ໃນການສຶກສາຄັ້ງນີ້ປະກອບມີ ແບບທົດສອບກ່ອນ ແລະ ຫຼັງການຮຽນ ເພື່ອປະເມີນຜົນສຳເລັດທາງການຮຽນ ຄຳສັບພາສາອັງກິດຂອງນັກຮຽນ ແລະ ແບບສອບຖາມຄວາມເພິ່ງພໍໃຈ ຈຳນວນ 20 ຂໍ້ ກໍໄດ້ຖຶກນຳໃຊ້ເພື່ອປະເມີນ ຄວາມເພິ່ງພໍໃຈຂອງນັກຮຽນຕໍ່ກັບການສອນໂດຍໃຊ້ Hangman Game ຊ່ວຍໃນການຮຽນຄຳສັບພາສາອັງກິດ.

ຜົນການຄົ້ນຄວ້າພົບວ່າ: ການນຳໃຊ້ Hangman Game ສາມາດປັບປຸງການຮຽນຄຳສັບພາສາອັງກິດຂອງ ນັກຮຽນຊັ້ນ ມ 6 ທີ່ໂຮງຮຽນມັດທະຍົມສົມບຸນ ປາກອູ ມີຄ່າດັດສະນີປະສິດທິຜົນໂດຍລວມເທົ່າກັບ 0.97 ຫຼື 97.00%. ນັກຮຽນມີຄວາມເພິ່ງພໍໃຈຕໍ່ກັບການຈັດການຮຽນ-ການສອນຄຳສັບພາສາອັງກິດ ໂດຍນຳໃຊ້ Hangman Game ຂອງນັກຮຽນຊັ້ນ ມ 6 ທີ່ໂຮງຮຽນມັດທະຍົມສົມບຸນ ປາກອູໂດຍລວມຢູ່ໃນລະດັບສູງ.

ສະຫຼຸບແລ້ວການຈັດການຮຽນ-ການສອນຄຳສັບພາສາອັງກິດ ໂດຍນຳໃຊ້ Hangman Game ຂອງ ນັກຮຽນຊັ້ນ ມ 6 ທີ່ໂຮງຮຽນມັດທະຍົມສົມບຸນ ປາກອູ ທີ່ສ້າງ ແລະ ພັດທະນາຂຶ້ນ ມີປະສິດທິຜົນເໝາະສົມ, ສາມາດນຳໄປໃຊ້ໃນການຈັດກິດຈະກຳການຮຽນ-ການສອນໃຫ້ກັບນັກຮຽນໄດ້ຢ່າງມີປະສິດທິພາບ, ສິ່ງຜົນໃຫ້ ນັກຮຽນມີຜົນສຳເລັດທາງການຮຽນສູງ ແລະ ນັກຮຽນມີຄວາມພໍໃຈໃນລະດັບສູງ.

ຄຳສຳຄັນ: ການວິໄຈໃນຊັ້ນຮຽນ, Hangman Game, ຄຳສັບພາສາອັງກິດ, ໂຮງຮຽນມັດທະຍົມສົມບຸນ

---

[2] *ຕິດຕໍ່ຜົວພັນ:*

ສີປະເສີດ ປານຟອງເພັດ ພາກວິຊາຄູພາສາ ຄະນະສຶກສາສາດ ມະຫາວິທະຍາໄລສຸພານຸວົງ,

Tel: +856 020 95803434, E-mail: sipaseuth2008@gmail.com

The Enhancement of Learning English Vocabulary Through Hangman Game: A Case Studyof Sixth Year Students At Pakou Secondary School

Sipaseuth PANFONGPHET, Phonesavanh VANDALAK, Khamlavang YONGTONG, Souksavanh PHOMMANEESONE, Vathsana KEOPASITH

Department of Language Pedagogy, Faculty of Education, Souphanouvong University

Abstract

This research aimed to study on improving students' learning English vocabulary among the sixth year students at Pakou secondary school. The objectives are to find out how Hangman Game can improve the sixth year students in learning English vocabulary and to study the students' satisfaction towards the use of Hangman Game the in learning English vocabulary at Pakou Secondary School. The sample group of research consisted of 31 students, 16 males and 15 females who were studying in year six, at Pakou secondary school by using lucky draw method from classes. The equipment of research composed of the test form for learning achievement which include four multiple choice questions in 20 questionnaires. There are implementation and behavior evaluation forms consist of 15 questionnaires for satisfaction evaluation. Data was collected through pre-test, post- test and questionnaires for satisfaction evaluation and the Program SPSS (Statistical Package Social Science version 24) was deployed to analyze the pre-test, post-test and the questionnaires.

The results of research clearly shown as followed:

1) Hangman Game can improve students in learning English vocabulary and motivate the fifth year students at Pakou secondary school is total 0.97 or 97.00%.

2) The students satisfied teaching and learning English vocabulary by using Hangman Game which was created to develop students in learning English vocabulary, and students were satisfied in high level.

Keyword:

Classroom action research, Hangman Game ,Vocabulary, Secondary school.

1. INTRODUCTION

English is a worldwide language which has high parts and significance within the society of all the countries in the world. It is mainly used in communication between nations, socio-economy and accessing information. English has important role in the world. The different growth of languages makes it the most popular among the other international language. Nowadays, English is widely used in all sectors. International affairs, such as education, economy, sports, science, medicine, and security, always involve English as the medium. Thus, the Lao PDR has considered English as the imperative subject that should be taught from primary school year 3 up to university. On the other word, in Laos, English is highly promoted to learn because it is chosen to be a language for communication internationally. Hence, all employees are trying to study to ensure that they can use English effectively, due to the government has provide English subject in the education system after Laos has become a member of ASEAN in 1997 an acceded to the EU (European Union) ASEAN cooperation agreement in 2000, which it to take part in a wide range of joint cooperation programmers. Since then, the government of Lao PDR has agreed to accept the English language in learning and teaching in Laos.

Neman and Dwyer (2009) defined that Vocabulary is the essential part of every language and it is very important for every country in the world. Vocabulary can be defined as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)". Vocabulary is a list of word with their significance may be more than just a single word but it expresses in a single concept for example: English phrases, compound nouns, and prefix or suffix.

One technique for teaching English vocabulary is game. Games can be used as one of the educational techniques in teaching English. Vocabulary can be practiced and emphasized through games. Hangman game can be used as one of many teaching media in which students are given a chance to learn English more fun, enjoyable, relax, and they will be more motivated. Hangman Game is very entertaining, and a really good pastime for students as well, since apart from being fun it can be a good chance for students to learn new words and improve spelling. According to Rebecca (1990) defined that Hangman Games can break the tension and help the students to avoid boredom in learning English. Based on the statement above, the researcher believes that Hangman Game was an effective solution to improve their vocabulary. Hangman is a game which students try to guess what letters are in the word before a complete picture of their man getting hanged appears, with one element of the man and scaffold being added for each time they choose a letter that is not in the word, and the original game the only thing the students say is the letters of that alphabet. Webster online dictionary defined that Hangman game as a guessing game where one has to guess the word an opponent is thinking of by guessing one letter at a time, and involving the gradual drawing of a stick figure hanging from the gallows. One way of adding language is to get them to use full sentences when guessing and giving feedback. To play, the teacher thinks of a word from the simple to the more challenging and writes out blank spaces that are designated for the words' letters. One way to prevent the students from getting discouraged is to encourage them to call out vowels, and it is good games that can enhance students' memorize the vocabulary well. Especially, vocabulary

in the lesson more interesting and achieve more from the game.

Based on this fact, the researcher would like to study the enhancement of English vocabulary through Hangman Game. Because, English vocabulary is the most challenging and difficult. Furthermore, learning vocabulary was uninteresting and the teacher had no interesting techniques to teach. So the researcher is very curious about finding an approach to motivate students in learning English vocabulary and Hangman Game is one of the most interesting methods in teaching vocabulary. So the researcher decided to conduct this research to investigate whether Hangman Game will improve and motivate the students in learning vocabulary.

The purposes of this study are to find out how Hangman Game can improve the sixth year students' learning English and to study the students' satisfaction towards the use of Hangman Game in learning English vocabulary at Pakou Secondary School.

2. THE RESEARCH INSTRUMENT AND METHOD OF STUDY

2.1. The research Instrument

This research is the classroom action research and the instrument of this research as bellow:

1. The research instruments were pre-test, post-test and questionnaires. Pre-test is used to test students before using Hangman game. After finished teaching, post-test is used to test students' knowledge and satisfaction after using the Hangman game in learning English vocabulary.

The test was designed and conducted for evaluating student's knowledge, intelligence and familiarity based on the English Text Book for Secondary School. The researcher divided it into two tests such as: pre-test and post-test. Two tests comprised into four parts of questions and

each part is different. It took 60 minutes to complete the tests.

- The pre-test was designed to test before teaching students at Pakou Secondary School by using Hangman Game to learn English vocabulary. It consisted of 4 s which have 30 items and it took one hour for this test.

- The post-test was used to test the achievement of teaching by using Hangman Game to learn English vocabulary. It was used after teaching by using Hangman Game. The post-test was the similar way of the pre-test, but it reorder places items and changed some words in each items in each option and it also takes one hour as pre-test.

- The questionnaire was designed to gain the true data from students of teaching and learning English vocabulary by using Hangman Game, the researcher gave the questionnaires to students. This questionnaire had two parts: part one is personal information which consisted of 3 questions and part two is general information there consisted 15 questions about students' satisfaction.

2.2. Data collection was as bellow:

The researcher collected the data at Pakou Secondary School, Pakou District, Luangprabang Province.

Firstly, for the pre-test, post-test and questionnaires, they were showed to gain relevant information about the improvement of the students' learning English vocabulary through using hangman game to enhance sixth

Secondly, the researcher obtain a permission from the Dean of Faculty of Education for submitting to the director at Pakou Secondary School, in Pakou District, Luangprabang Province. The tests and questionnaires were collected by the researchers before being used.

Thirdly, the researchers observed about one week of teaching and learning

English process and then the researcher brought the pre-test to test the target students' achievements about vocabulary before using Hangman game.

Fourthly, the researcher used Hangman game to motivate students to learn English vocabulary.

Finally, the researcher brought the post-test to test the students' knowledge of knowing English vocabulary after using Hangman Game and after that administer the questionnaires to evaluate the students' learning English vocabulary before and after using Hangman game.

2.3. Data analysis

The technique of data analysis in this research was descriptive analysis (percentage) and the analysis of qualitative the researcher used Program SPSS (VERSION 24.0) to analyze the pre-test and post-test, as well as questionnaires of students by statistically presenting the mean score ($\bar{X}$), Standard deviation (S.D) and percentage in order to evaluation students' enhancement in learning English vocabulary before and after using Hangman Game.

- Criteria for students' vocabulary achievement

The researcher brought the scores of each student from the pre-test and post-test to calculate and compared with the criterion of the rule of Lao General Education of July 6, 2010, No. 451 which is adapted by school agreement of Pakou Secondary School, Pakou District, Luangprabang Province.

A five point Likert Scale was used to measure the level of students' satisfaction for learning English vocabulary. Such scale was used in the questionnaires to spiffy the level of agreement or disagreement through Hangman Game.

3. RESULTS OF DATA ANALYSIS

Table 1: Result of the Pre-test

No	N	$\bar{X}$	S.D
1	31	5.68	1.32

According to table 1 it shows the students could get the scores by themselves, with the mean score of 5.58 and the standard deviation of 1.32.

Table 2: Result of Post-test

No	N	$\bar{X}$	S.D
1	31	8.32	0.97

Based on table 2, it shows that the students' score significant improved comparing with the pre-test that shown with the mean score of 8.32 and the standard deviation of 0.97.

Table 3: Comparing the result of the pre-test and post-test

$\bar{X}$ of the pre-test	$\bar{X}$ of the post-test	Total of $\bar{X}$ of pre & post-test	S.D of the pre-test	S.D of the post-test	Total of the result of S.D	T	Sig
5.68	8.32	2.64	1.32	0.97	0.30	8.74	0.00

According to table 3, it shows that the mean score on the post-test 8.32 is plentiful greater than the mean score of the pre-test 5.68. The total mean score of the pre-test and the post-test were 2.64. The standard deviation of the pre-test was 1.32, the standard deviation of the post-test was 0.97 and the total standard deviations of the pre-test and post- test were 0.30. The total average of the test (T) was 8.74 and the sig of the tests yielded 0.00. If the sig of the tests a less than 0,01 (sig < 0,01) that it is significantly different between the pre-test and the post-test. Therefore, it could be improved the sixth year students' learning English vocabulary through Hangman Game after 40 days or 8 weeks.

- Students' satisfaction about using Hangman Game in the classroom

The researcher used Five-point Likert Scale and Rensis (1932), was use to rank the degree of students' satisfaction about using Hangman Game.

Mean range of the interpretation

Mean range	Interpretation
4.55 - 5.00	Strongly agree
3.51 - 4.50	Agree
2.51 - 3.50	Undecided
1.51 - 2.50	Disagree
1.00 - 1.50	Strongly disagree

Table 4: The Students' satisfaction about student conferences

No	Satisfaction	Mean	S.D	Interpretation
1	Students are enthusiastic when learning English vocabulary by using Hangman Game.	4.45	0.85	Agree
2	Students are happy when their teacher uses Hangman Game to teach English vocabulary.	4.52	0.57	Strongly agree
3	Students are interested in learning English by using Hangman Game.	4.45	0.50	Strongly agree
4	Teacher gets students to do trainings in groups during class.	4.52	0.67	Strongly agree
5	Hangman Game helps students to develop their knowledge.	4.52	0.62	Strongly agree
6	Hangman Game can improve students' learning English vocabulary.	4.52	0.72	Strongly agree
7	Hangman Game is a good technique that provides opportunities for students to improve themselves in learning English vocabulary.	4.06	0.77	Agree
8	Hangman Game is a media as the technology helps to increase students' motivation to study English vocabulary in the class.	4.35	0.75	Agree
9	Teacher explains clearly for you before using Hangman Game.	4.52	0.72	Strongly agree
10	Hangman Game makes good atmosphere while learning English vocabulary in class.	4.45	0.72	Agree

No	Satisfaction	Mean	S.D	Interpretation
11	Hangman Game not only motivations students to learn, but also to identify English word classes and remember better.	4.35	0.79	Agree
12	Hangman game help students memorize English vocabulary.	4.42	0.62	Agree
13	Hangman Game is motivating.	4.35	0.79	Agree
14	Teaching techniques with Hangman Game have strongly positive effects on student satisfaction.	4.42	0.79	Agree
15	Play Hangman Game is part of technology that helps to improve and develop learning strategies.	4.06	0.77	Agree

From the questionnaire's result on table 6, it shows that the students strongly agreed with the statement that through Hangman Game. It could increase students' English vocabulary, with the highest mean of 4.52 and standard deviation 0.57. It could be conclude that after they have been studying English vocabulary, it made they felt happy, understood the rules to play and worked in groups during learning English vocabulary by using Hangman Game in class. Therefore, it has shown on the next item that Hangman game could develop their knowledge, good atmosphere, much enjoyed and students are happy when the teacher used Hangman Game to teach English vocabulary, with the higher mean score 4.45 and the standard deviation 0.72 and the item that shown the lowest mean score was 4.06 and the standard deviation 0.77 as well as students agreed with play Hangman Game in the classes as the technology helped to improve the students' motivation to study.

To sum up, after students learnt English vocabulary through Hangman Game has shown that students very satisfaction Hangman Game was a method could increase students' English vocabulary.

Otherwise, Hangman Game could develop their knowledge. Therefore, Hangman Game made a good atmosphere and it was also brought fun to students. Furthermore, it could help memorize English vocabulary easier. Moreover, Hangman Game was a good technique that provides opportunities for students to improve themselves in learning English vocabulary.

4. DISCUSSION THE RESULTS OF RESEARCH

According to the data collected from the tests were gained from the pre-test and post-test. It has shown that the Mean scores of the post-test after using Hangman Game in learning and teaching process was higher than the mean score of the pre-test. On the other hand, the result of the questionnaire shown 5 items they were strongly agree (see on the table 8) and other items they also agree with. From the resources could say that after using Hangman Game in learning English vocabulary like worked, spent time, and learnt together with their classmates in the classroom made the obviously is increase in students' English vocabulary. Therefore, it means that after using Hangman Game could make the significant is increase in students' vocabulary scores by

using Hangman Game. There was improving result after the researcher taught by using Hangman Game. Hangman Game can improve students' vocabulary achievement, so this effectiveness of Hangman Game to improve the sixth year students' English vocabulary at Pakou Secondary School was success. Manan, (2016) stated that the use of Hangman game could motivate the students in learning English. Therefore, Novriana, Asrori, & Martono (1999: 32) said that the improvement can be seen if the mean score in post-test is higher than mean score in pre-test.

5. CONCLUSION

The objectives of the research are to find out how Hangman game can improve the sixth year students' learning English vocabulary and to study the students' satisfaction towards the use of hangman game in learning English vocabulary. The participants of the study were 31 sixth year students at Pakou Secondary School, Pakou district, Luangprabang Province. The instruments were pre-test, post-test, and questionnaires.

Regarding to the data collected from the test gained from the pre-test and the post-test have shown the mean scores of the post-test after using Hangman Game in learning English vocabulary was 8.32 while the mean scores of the pre-test before using Hangman Game in learning English vocabulary was 5.68. Then, the finding of the questionnaires about students' satisfaction that shown the students strongly agreed with the statement that through Hangman Game. It could create students' English vocabulary, with the highest mean of 4.52 and S.D 0.72. In addition, participants of students also completed the questionnaires by giving their own information as the results: students were happy when the teacher used Hangman Game to teach English vocabulary, with the

higher mean score 4.52 and S.D 0.72. It could be sum up from the result above that the use of Hangman Game as media and it is a good technique of teaching English vocabulary because it could improve the students' scores after being taught through Hangman Game and it was also create student's English vocabulary, had good atmospheres and students were happy. Therefore, it could help them remembering and learning English vocabulary can be seen in the enhancement of their achievement in pre-test, post-test and the questionnaires that could improve their learning.

6. ACKNOWLEDGEMENT

7. REFERENCE

ASEAN.(2010). General Education. Ministry of Education and sports. No. 451, Laos.

Anggrarini, O. N. (2015). Enriching the students' vocabulary by applying Hangman Game wiralodra Indrumayu University. Vol 3, No 19, p 65-70.

Andrew, W., David B., & Michael B. (1984). Games for Language Learning, new edition, Cambridge: Cambridge University Press p.2.

Bret, H. & Bret, L. (2011). Samples and Population. Madison: Department of Statistics University of Wisconsin, p.5.

Betteridge, Wright, A. & Buckby, M. (2006). Games for Language

Learning. Cambridge: Cambridge University Press.

Borden, V. M. H. (1 9 9 5). Segmenting student markets with a student satisfaction and priorities survey. Research in Higher Education 3 6 (1): 73-88.

Chang, S. A. S, & Webb. (2 0 1 2). Second Language vocabulary Growth. RELL Journal, p 126-133.

Cameron, L. (2001). Teaching Languages to Young Learners. Cambridge: Cambridge University Press.

Dee, Jay, R., Alan B., Henkin, & Lee, D. (2 0 0 3). Structural antecedents and psychological correlates of teacher empowerment. Journal of Educational Administration. Vol. 41, NO 3, p 257-277.

Dely, U. (2 0 1 2). Analysis dam Implements Algorithm Runt Bali (backtracking) Pada Permian Hangman. Universities Sumatra Utara, p. 8.

Evi, A, Susilawati, E. F. & Slam, U. (2017). Teaching vocabulary by using Hangman Game to eight grade students SMP DDI SSA Pontianak. English Education study program: FKIP Untan Pontianak.

Eko, W. & Hidayat. (2 0 1 5). Increasing Vocabulary Mastery of the Seventh Grade Students through Hangman Game. E-Journal of English Language Teaching Society (ELTS) Vol. 3 No 2. p. 5.

Fellani, J. (2005). The Comparison between Learning Vocabularies. Bandung: Indonesia University of Education, p.53

Good. (1 9 7 3). The measurement of satisfaction. Chicago: Chicago University Press, p 209.

Gibson. (2 0 1 0). Measuring Students' Satisfaction for Quality Education in an E-Learning. Unitar University. E-Journal Vol. 2, No. 1.

Greenal, S. (1 9 9 8). Language Games and Activities. Hulton: Hulton Educationa and sports. Hulton University, Publications Ltd. P 84.

Harmer, & Jeremy. (1 9 9 1). Teaching Vocabulary. English Teaching Professional, Issue 13, p 150.

Hadfield, & Jill. (1 9 8 5). Elementary Vocabulary Games. Nelson.

Hermer. (1 9 9 8). The Practice of English Language Teaching, London: Longman, p 3.

Hornby. (1955). Oxford Advanced Learner's Dictionary, fifth edition Oxford: Oxford University Press, p. 486.

Huang, O., & David, C. (1996). Simulation, Gaming, and Language Learning, New York: Newbury House Publisher, P. 1.

Coady, James, Huckin, & Thomas. (1 9 9 7). Second Language Vocabulary Acquisition. United States: Cambridge University Press.

IlkerEtikan, S. A., Musa, & Rukayya, S. A. (2 0 1 6). American Journal of Theoretical and Applied Statistics. Vol. 5, No. 1. p. 1-4.

Jeremy, & Harmer. (1 9 9 9). Teaching Vocabulary, English Teaching Professional, Issue Thirteen, p. 3.

John, & Haycraft. (1 9 9 7). An Introduction to English Language Teaching, England: Longman, P. 44.

Jill, & Hadfield. (1 9 8 5). Elementary Vocabulary Games. Nelson, P.4

Jucar,Y.A. (2 0 1 5). Research Method in Language Teaching, USA: Prentice Hall, p 11.

Kasemson, & Zaodong. (2004). the form of statements in Satisfaction tests. Social. Soc. Res. No 18, p 7.

Likert, R. 1932-1933. Technique for the measurement of attitudes. Arch. Psychol, No. 22, Vol. 140, p 55.

Lamport, S. (1993). Linking Student Satisfaction and Retention. New York: Newbury House Publisher. Retrieved on March 4th.

Lo. (2010). Consumer satisfaction with an action sports event. The Reading Matrix Inc: United States. Vol 16, No 2, p 199-208.

Lewis,G. & Bedson, G. (1993). Games for Children learning English vocabulary. Oxford: Oxford University Press. P 25.

Igurgeirsson. (2010). Motivations for play in online games cyber-psychology behavior. New York: Longman, P 11-12.

Letcher, & Neves. (2010). A case study of student and faculty satisfaction with online courses at a community college. An unpublished doctoral dissertation: University of California.

Maria, & Toth. (1995). Children's Game, Teacher resource book. USA: Mc Millan Heinemann, p 6.

Michael, J. & Wallace. (1987). Teaching Vocabulary, English Language Book Society. London: Heinemann Education Book, p.104

McWhorter, K.T. (2005). Reading Across the Discipline. New York: Longman, P 18.

McCarthy, & Michael. (1990). Vocabulary. Oxford: Oxford University Press.

Morse. (1967). Increasing Vocabulary Mastery of the Seventh Grade Students through Hangman Game. E-Journal of English Language Teaching Society (ELTS) Vol. 3 No. 2, p 81.

Muussie, & Wei, C. (2012). Students' satisfaction: How students feel about their Learning and how it affects their performance. New York: Lexington Books, p 35.

Nation. (2001). Vocabulary, Semantic, and language Education. New York: Cambridge University Press.

Newton. (2001). Philosophical investigations. Oxford: Blackwell.

Nurul, A. A. (2006). The Attitude and Motivation of English Language Teachers towards the Use of Computers. Malaysian Online Journal of Instructional Technology (MOJIT), Vol. 3, No. 1, p 57- 67.

Noriana, A. & Asrori, M. (2006). Improving vocabulary mastery through Hangman Game to elementary school students. English Education study program: Sebelas Maret Surakarta University.

Norcross, J. C., Gerrity, D. M., & Hogan, E. M. (1993). Some outcomes and lessons from a cross-sectional evaluation of psychology undergraduates. Teaching of Psychology, p 93-96.

Ruhizan, M. Y., & others. (2001). Proses Kognitif Pelajar Cemerlang dan Tidak Cemerlang. Jurnal: Pendidikan University.

Room. (1964). Satisfaction in the making Understanding the Child. Cambridge: Cambridge University Press No. 4, p 13-15.

Rowley. (1996). Predicting Student Satisfaction with Academic Advising. The Mentor: An Academic Advising Journal.

Ruhizan, Mohd, & Yassin (2001). Satisfaction Surveys Results. Cambridge: Cambridge University Press. Retrieved March 4th.

Sandra, J., Savignon, & Margie, S. Berns. (1978). Initiatives in Communicative Language

Teaching II. Addison: Wesley publishing company, p 209.

Savingon & Berns. (1 9 7 8). Simulation, Gaming, and Language Learning. New York: Newbury House Publisher.

Shell. (1 9 7 5). Theory of attitude measurement. Psychol: Rev 3 6 , p 252-268.

Soeparno. (1 9 8 2). Language Teaching Media. Yogyakarta: PT. Intern Prewar, p.64

Stephen, Mark, & Silver. (1982). Games for the Classroom and English-Speaking group. English Teaching forum, Vol 20, April, p. 29.

Schmitt, N. & Carthey, M. (1 9 9 7). Vocabulary: Description, Acquisition and Pedagogy. Cambridge: Cambridge University Press, p. 40.

Suharsimi, A. (2 0 0 6). Prosedur Penelitian: Suatu Pendekatan praktik, 1 3 th Ed, Jakarta: PT. Rineka Cipta, p. 131.

Tang, S. M., & Lim, K. T. (2 0 0 2). Hubungan Antara Kualiti Pengajaran dan Pembelajaran dengan Kepuasan Pelajar: Satu tinjauan. Vol 3, No. 1.

Toth. (1 9 9 5). Using communicative language games in teaching and learning English. Taiwanese primary schools. No. 7 Vol. 1, p 126-142.

Wallace, L. & Marry. (1 9 8 2). Vocabulary Building and Word Study. New York: Mc.Graw-Hill Book Company, p. 207.

Wallace, L & Marry. Vocabulary Building and Word Study. New York: Mc.Graw- Hill Book Company, p.26