

## **EXPLORING THE USE OF GAMES IN TEACHING VOCABULARY AMONG SELECTED JRU STUDENTS**

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Educating students with new vocabulary is a very challenging task. Students usually feel bored, uneasy, and uninterested during vocabulary lessons. With this struggle, exploring the use of games in teaching vocabulary was intended to strengthen unfamiliar words for mastery and retention.

The researcher believed that the intervention of using games would be effective in helping students improve their vocabulary skills. Fifteen (15) respondents were randomly chosen from the fourth (4<sup>th</sup>) year high school level of JRU. Both experimental and descriptive methods of research were used for the one group Pre-Test and Post-Test design, and a survey questionnaire was used for ranking what actions the respondents generally perform when given an uncertain vocabulary. Also, both quantitative and qualitative methods of data gathering, analysis, and interpretation were applied.

Ratings of the effectiveness of the intervention program were based not solely on the Method of Difference Principle of the Pre-Test and Post-Test design, but also on the questionnaires given which showed that the utilization of these vocabulary games indeed improved students' vocabulary and boost students' confidence.