

An analysis of using games in learning English toward students' vocabulary mastery in literature review

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Abstract

This research study aims to investigate the effect of game mastery in learning English toward students' vocabulary. This research employed the qualitative method. The data sources of this research are the ten international indexed journals and two national indexed journals. There are many studies about the games for learning, but those articles focus on vocabularies. This study approved that the use of games affected students' vocabulary mastery. By using the games in learning activities, the English teachers are to facilitate the students for improving their mastering in vocabulary. There are some games that can be used to enhance vocabulary skill. They are Scattergories Game, Digital Game Based Learning, Language Games (Crowspuzzle and so on particular primary school. Then, there are Hangaroo Game, and Digital Games for intermediate students. However, this study suggests to the next researcher to analyze deeply an advantage and disadvantage of games to improve students' vocabulary. Because this study still has many limitations to explore the games.

Keywords: Game, Learning English, Vocabulary Mastery

INTRODUCTION

In this era, using games for teaching and learning vocabulary has been very popular for several decades. In the learning process, that encourage students' enthusiastic and participate to active during in the classroom (Helingo: 2022). It can indirectly increase students' vocabulary mastery. Syakir (2020) stated on his study of Developing Students Vocabulary at Elementary School by Using Words Game that can increase students' vocabulary skills. Next,

Wibowo and Syarifah (2018) revealed at their study research that Go Fishing Game can escalate students' English vocabulary. Then, Hadijah, Pratolo, and Rodiyah's study (2020) implied that teachers can use Kahao! As alternative to teach vocabulary and provide fun learning activities in the EFL classroom. Moreover, Alfadli (2020) found that students who use the VR game *House of Language* had greater achievement in vocabulary acquisition rather than those use the traditional method. Therefore, the use of games in English class can facilitate students to mastery or to improve vocabularies.

Games can be used in the process of learning English cannot be conducted haphazardly, but teachers must have their good ways. The ways have been structured or planned, so the teacher can create an understanding from the use of the game. Currently, many games that are suitable to use in improving students' vocabulary mastery, for instance, Go Fishing (Wibowo and Syarifah: 2018), Words Game (Syar: 2020), Kahoo! (Hadijah, Pratolo, and Rodiyah: 2020), VR Game House of Language (Alfadhli: 2020), and so on. That means used games to increase studets' mastering in vocabulary include a traditional game and online game with all genre of games as long as related to learn vocabulary.

According Donmus (cited in Ali Derakhshan: 2015), learning vocabulary through games had attained a lot of attention. It is believed that educational games' value has been increasing in language education (Helingo: 2021) since they help make language education entertaining. So, the learning model is needed for the students as the active learning. That can foster students' curiosity, particular in English. Then, Ahmad Rosidi, Eva Falianti (2017) stated that vocabulary is one aspect of language that must be educated. Learning vocabulary is important due to people can speak, hear, and write well when they know words first. Also, McCarthy et al. argued that vocabulary is all about words. All words are known by someone or used in books, certain subjects. It would be easier for learners to interact with others by having enough vocabulary. Moreover, Wibowo and Syarifah (2018) argued that the using of English as one of international language for communication is determined by mastering on vocabularies. Even, Derakhsan and Khatir (2015) told hat one of the difficult of learning target for English language learners is acquisition of vocabulary.

Consequently, the game is useful to English teachers as a foreign language. It can help the teachers to create contexts in which the language is useful and meaningful (Derakhsan and Kathir: 2015). Teachers use the game to draw or to enhance the interest of students in the course of learning English. Gaudart (cited in Depari, Azwandi, and Syahria, 2018) suggested that

games qualify as acquisition activities, since games can be used to provide understandable feedback. As a method for language learning, games can be used. Therefore, Derakhsan and Khatir (2015) in their study suggested game-based learning activities and techniques in the classroom.

Thus, vocabulary is a crucial factor in English as one of languages for communication. The ways to teach it become important to explore. Therefore, the analysis of using games in learning vocabulary need to be conducted. It can contribute to the students and teachers in selecting the games, in gaining information the advantage of game for learning, or in using the games for learning and to gain the best result for students in English learning which focuses on vocabulary mastery.

METHODS

This type of research used qualitative research and applied library research as an approach. It was to portray the effects of the game on students' vocabulary mastery. The data sources of this research are the ten international indexed journals and two national indexed journals. There are many studies about the games for learning, but those articles focus on vocabularies.

This research study is literature review, so the collecting data is literary data by gathering library materials that are continuous (coherent) with the item being studied. The data in the literature is collected and analyzed through:

1. Browsing

Researchers look for articles related to the title that will be research material or study material. The authors looked at the reverence of articles in journals that have been indexed internationally or nationally which investigated on game for learning vobcabulary.

2. Analyze

After browsing some articles in the journal, the authors selected to share the articles that related to the title of this study. Before the authors downloaded the articles, the authors analyzed the results or findings of each article at the beginning.

3. Download

After the authors analyzed it, the authors downloaded and made the articles as the data of this study.

4. Cite

After downloading, the authors entered the articles review stage. The results of the study made a research library design in tabular form. The authors wrote the article identities, results, and methods on it.

Then, the technique to analyze data used data analysis method which refers to the data identities, results, and methods. Last, the authors draw a conclusion. It came from the articles result as the data in this study

RESULTS AND DISCUSSION

Results

The results of article review on using game in learning English to promote students' vocabulary mastery are presented in the following table:

No	Games	Description	Level/Grade	Result
1.	Digital Games	Using the L game A Noire Implementation This game fosters student vocabulary is the use of digital games in the pursuit process. The researcher uses language in this game which is easy for the students to understand.	Intermediate EFL learners'	Digital games are effective in intermediate EFL, Implement digital games within the education system, learners will be more willing to learn English specifically in English
2.	Language Games (Crowspuzzle)	game language usage in the classroom by including vocabulary in each game session, there is a definite, crossword puzzle in the game language. Every game has its own unique features, so that in each game students have to do something special.	Elementary EFL Learners	Language games are effective in English learning. The use of language games has a very significant effect on participants' retention and recall of vocabulary. Language games are effective methods for teaching English vocabulary to students in Iran
3.	Language Games	Games must have opportunities for students to focus on and explain what's happening in order to effectively facilitate learning. In reality, learning can't take	primary EFL students	The use of language games have a major effect on participants' retention and reminder of vocabulary. Language games are useful for teaching techniques in

		place without time to reflect.		Iranian English The students.
4.	Games As A Tool	Using Games. Two steps are crucial to understand while playing games to teach young children vocabulary, to group the learners, and to provide knowledge and guidance on the game. These steps will be briefly mentioned in this section.	young learners	Vocabulary teaching is effective for young learners with the implementation of vocabulary. The learning cycle is split into three, namely; 1.Group the students 2. Give the clarification and Game Instruction about the Game
5.	Digital Game Based Learning	Digital game features such as challenges, control, interactivity, and feedback have shown significant differences between the DGBL method and the IML method group to attract and enjoy students.	Primary School Students'	Research findings on the benefits of digital game-based learning as well as the benefits of interactive multimedia applications in learning English primary school vocabulary in an effort to provide a 21st-century learning environment for the children of the digital generation.
6.	Scattergories Game	Scattergories Game when young learners are very involved in their generation, teachers will take advantage of A fun technique to help the function. One strategy that can be used is in the training process, using sports.	Primary School Students'	Scattergories played by looking at the features of young learners could be introduced as a fun method for teaching young learners vocabulary. This is a classic board game that is played with cards with letters and groups. The game can be a solution providing an active learning process for young learners. You need students to compose words based on the letter and divisions.
7.	Hangaroo Game	The game Hangaroo will enhance the learning practices of students and also incorporate the	Intermediate Learners	Based on the finding, students using Hangaroo game not only learn from the teacher, but also learn from other students.

		accounting learning operation. During the learning process, the researchers can clearly and apply authentic materials.		Hangaroo Game is the development of collaborative learning models. It is part of cooperative learning, because a grouping system is used in the learning process and good cooperation between students is needed.
8.	Language Games	Language games are known to develop a fun learning atmosphere, add encouragement, and foster team collaboration and teamwork skills. When students used games to describe new words, identify matching pairs, solve puzzles, complete board rush, play ball games, and answer true or false questions, their learning could be fun, engaging, and motivating.	Primary School In Sarawak	Students achieved better results through language games than conventional instruction after learning vocabulary. Results of the research show students use fun vocabulary lessons to teach productive writing.
9.	Game A Case Study In Instructional Material And Media Development Class	The observation was made in about 3 sessions. The meeting shall refer to distribution content to the use of games in delivering material. How to engage students so that they are involved in learning, are not only focused on teachers but also students, ultimately teachers and students work together for an engaging learning experience in a specific way.	Intermediate Learners	Effects Of Using Game On Students' Vocabulary Mastery: A Case Study In Instructional Material And Media Development Class find out how games could improve students' vocabulary mastery. The data on students' progression had been elaborated in the reports, reflection, and summary in each session. After implementing games in the lessons, the classroom observations showed that the students were very enthusiastic when it came to playing the games.

Discussion

Vocabulary is one of the crucial elements in learning language. Vocabulary plays a significant role in building the language for communication. Ur (2009) claimed that vocabulary can be established as the words we teach in the foreign language. Similarly, McCarthy et al (2010) stated that vocabulary is all about words. All words are known by someone or used in books, certain subjects.

Based on these two opinions, vocabulary has a role in the fluency of the language communication of students that has been learned in words and books, based on these two views. In the instruction of those four skills, vocabulary should be incorporated: listening, speaking, reading and writing. Teachers cannot independently teach vocabulary unless the students, particularly children as young learners, become confused and maybe lazy in learning English.

As an educator, Game is a way for an educator to present the material and test the material being learned by making an outstanding appearance for students as a teacher hopes to conquer these three forms. Games can help each student to maximize the learning potential. According Ayesha Perveen, Muhammad Asif and Sidra Mehmood (2016) stated that Vocabulary is one of the core elements of language aptitude and reflects how well learners listen, speak, read, and write. The language ability of learners can be improved by vocabulary improvement.

As stated by Azar (2012), who considered the importance of vocabulary in learning a foreign language, this element should be mastered and developed. Otherwise, the children's vocabulary will be limited and, consequently, they will find it difficult to learn the language skills. According to Taheri (2014) learning vocabulary through language games, classmates have the ability to follow a shared objective of discovering the exact vocabulary. That is accessible only to one student who supports his/her classmates while they are in the proximal growth zone (students in a group have knowledge about the expected context, but they don't know the actual word) (Bhatti et al., 2021). Authors agreed that the use of games is an appropriate way to increase students' vocabulary.

It can be extended to young learners as an interesting exercise in vocabulary teaching. It is a classic board game with letter cards and category cards that are played. The game will serve as a solution to provide an active learning process for young learners. Students are expected to write vocabulary based on the categories and letters.

CONCLUSIONS

This study approved that the use of games affected students' vocabulary mastery. By using the games in learning activities, the English teachers are able to facilitate the students for improving their mastering in vocabulary. Thus, using games are useful not only for the students but also for the teachers. There are some games that can be used by the teachers or students to enhance vocabulary skill. They are Scattergories Game, Digital Game Based Learning, Language Games (Crowspuzzle and so on particular primary school. Then, there are Hangaroo Game, and Digital Games for intermediate students. However, this study suggests to the next researcher to analyze deeply an advantage and disadvantage of games to improve students' vocabulary. Because this study still has many limitations to explore the games.

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