

The Implementation of Games in Vocabulary Learning at the English Education Department FBS UNIMA

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ABSTRACT

The foundation of English is vocabulary, which must be acquired. Reading, listening, writing, and speaking are all made easier with a strong vocabulary. The purpose of this study was to determine whether or not the usage of language games can enhance students' learning achievement in acquiring English vocabulary, given that mastering English vocabulary is essential and important. The outcomes of this research are anticipated to improve vocabulary knowledge. Since this study relies on data and statistics, it adopts a quantitative methodology. The authors use the pre-experimental approach in their investigation. There are two tests: the initial test, which is administered prior to therapy, and the final test, which is administered following treatment. According to the study's findings, the post-test score (score of 7) is greater than the pre-test score (4.8). This proves that games are a highly effective way to improve kids' interest in vocabulary. Since learning becomes interactive and can pique students' imaginations, it can be concluded that the learning model that incorporates educational games will increase student interest in learning. Additionally, instructional games will give pupils a fresh way to learn.

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INTRODUCTION

In this modern era, people demand to be able to speak more than one language. According to Rao (2019) "a language is a tool for communication that plays an important role in daily activities". Without communication, we will be left behind. Shablack & Lindquist (2019) even assert that language can help human emotional development. It is also important that language can help human in intercultural communication (Seregina, T., Zubanova, S., Druzhinin, V., & Shagivaleeva, 2019). Several studies also reported the role of language for education

purposes (Wong, B. O., Blythe, J. A., Batten, J. N., Turner, B. E., Lau, J. N., Hosamani, P., ... & Magnus, 2021); (Grazzani, I., Ornaghi, V., Conte, E., Pepe, A., & Caprin, 2018); (Johnson, K. E., & Golombek, 2020). One of the most common used language for various purposes in the world right now is English.

Ilyosovna (2020) explains that English is regarded “as the first foreign language. English is the most common language used in commerce, business, technology and education.” English also become the widely used language in education field (Dafouz, E., & Smit, 2020); (Rao, 2019); (Mahapatra, S., & Mishra, 2019); (Redondo, B., Cózar-Gutiérrez, R., González-Calero, J. A., & Sánchez Ruiz, 2020). Because of its important roles, English is taught in the school as a subject. It is also happened in Indonesia which English is a compulsory subject in junior high school, senior high school and even in universities.

There are many components need to be mastered to learn English better. Those components can be divided in two: skills and knowledges. The skills consist of the four skills need to be mastered in language learning: listening, speaking, reading and writing (Nan, 2018). The knowledges consist of the grammar, pronunciation and vocabulary (Katawazai, R., Haidari, M., & Sandaran, 2019). Mahdi (2018) believes that vocabulary is “one of the important points of English learning”. It serves as the foundation of a language and one of its components. Students should be taught vocabulary building because of this. Having a large vocabulary is preferable since it will give kids a stronger foundation for learning, and easy vocabulary is the greatest option for students (Schmitt, N., & Schmitt, 2020). Hariyono (2020) states, “vocabulary can be defined, roughly, as the words we teach in the foreign language.” Other vocabulary should not be overlooked when teaching and studying English to foreigners because people cannot communicate without it. To further increase students' knowledge of vocabulary, teachers should think of effective ways of learning.

There are so many ways that can be done by the teacher using the methods of learning to increase students' vocabulary achievement. One method used is the “game”. The game is one method that may encourage students in various skills such as listening, writing, reading, and speaking (Al Zoubi, 2018). By playing students can increase their knowledge of English vocabulary (Hao, Y., Lee, K. S., Chen, S. T., & Sim, 2019). However, the game should be selected in accordance with the curriculum provided. One goal of this teaching is to further increase students' in finding the English words that exist around us (Guan, N., Song, J., & Li, 2018). Many also found problems in learning vocabulary. To help pupils grasp and comprehend

during the class, teachers are supposed to focus more on the learning process. When using props, teachers need to be creative. Playing language games can be a choice in teaching, because by playing language games, students are more challenged to play and not get bored during the lesson (Syafiqah Yaccob, N., & Md Yunus, 2019). Hopefully, it will be useful primarily to increase the knowledge of teaching English.

REVIEW OF LITERATURE

Vocabulary

One of the language knowledge that students must acquire in order to learn a new language is vocabulary. Delatu et al., (2020) If students do not have a wide vocabulary, they will have trouble using English. Anyone who lacks a sufficient vocabulary will have difficulty speaking, reading, listening, and writing. Learning a new vocabulary will aid individuals in gaining, comprehending, and boosting the process of knowledge transferable for a better life. The size and applications of vocabulary unquestionably boost the prospects for advancement or success in any profession, including computer science, technology, economy, politics, tourism, and education. Vocabulary plays important role in mastering English. Hornby (1995) as cited in Wahyuni (2020) defines vocabulary as: 1) The total number of words in language; 2) All the words know to a person or used in a particular book, subject, etc; and 3) A list of words with their meanings, especially one that accompanies a text book in a foreign language. According to Uchihara, et. al. (2019), vocabulary can be defined as the entire amount of words in a language.

There are two types of vocabulary in a person. The active vocabulary comes first. These are the words that are utilized in writing and speaking. The second is the passive vocabulary or recognition that a person understands when reading and listening (Nault, 1984). Words are essential to communicate well in a language if she/he has a limited number of vocabularies. It can be noticed that little children learn to speak in isolated words at first and then in chain of nouns and verbs.

Games

There are some techniques that should be used in the teaching and learning process to make the class lively, and one of them is game (Fithriani, 2018). According to Nfon (2018) a game is anything entertaining, yet serious, including competing for predetermined goals and according to regulations. Another definition about games is given by Wehrle, R., Wiens, M., & Schultmann, (2022)

who define a game as an activity in which collaborating or competing decision-makers attempt to accomplish their goal within the confines of the rules.

Based on the statements above, game gives a chance for the students work together on the completion of the specified task, reaching a goal and providing them with the motivation. There are three basic criteria of games that should be played, according to Finocchiaro (1969):

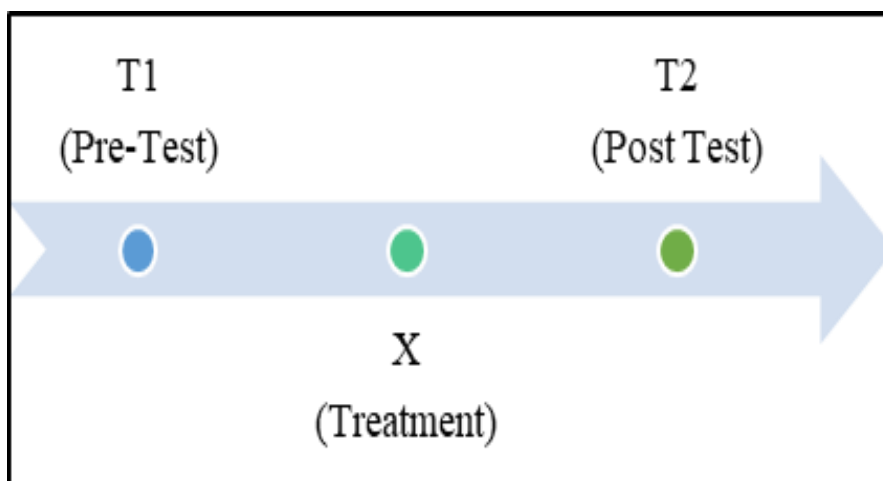
- 1) Game should lend interest and variety to lesson
- 2) Game should increase the students' understanding of English
- 3) Game should induce the students to produce the new language.

Basically, the game makes children active and enjoyable in learning, especially in language learning (Sinaga, R. R. F., & Oktaviani, 2020). If the games are created with learning in mind, they can be an excellent—even necessary—part of a curriculum that keeps kids' minds busy.”

RESEARCH METHOD

This study uses a quantitative approach because it will use numbers and statistics. In this study, the writer applied the pre-experimental method. There were two tests that were given: the pre-test, which is the given before gives a treatment and, the post-test, which is the test which given after given a treatment. This can be seen in the following diagram:

Figure 1. Steps of Pre-Experimental Design



Regarding pre-experimental design, Mohajan (2020) stated that experimental studies are ones in which the researcher purposefully modifies certain conditions or circumstances to examine their impact on a different phenomenon. For the data collection process, the writer gave the students a pre-test and post-test. The Pre-test was given before the game started to determine the extent of increase students' vocabulary. Post-test was given after the game end to determine the ability of students to which the material had been given. In this study the writer used achievement tests, a vocabulary test that serves as a research instrument designed and used to evaluate the effect of technical vocabulary game for the achievement of students. The achievement tests in this study was the test match word and the meaning of the word contains 20 items in the form of an objective test.

The collected data was presented in frequency distribution table, computation of mean score (\bar{x}), standard deviation (S) of each class and it was shown in a graphic polygon. The data then analyzed using the mean score formula proposed by Sudjana (1989) as follows:

$$\bar{x} = \frac{\sum x}{n}$$

The \bar{x} refers to the mean scores of students, the $\sum x$ is the total number of students' scores, and the n is the total number of students.

FINDINGS AND DISCUSSION

Findings

In this section, it can be seen how statistics can help put together all data to get the final conclusion of the research. The data were obtained from pre-test and post-test given to the students. The data were organized by placing them in the data frequency distribution. This section organizes the information collected and this research the writer used frequency polygon. Finally, the data were transcribed into percentile scores. To present the data on frequency distribution, the following is the scores of the students in pre-test and post-test put in the table.

Table 1. The scores of the students in pre-test (X₁)

Number of Students (N)	Pre-test (X ₁)
1	2
2	5
3	3
4	5
5	9
6	2
7	4
8	3
9	7
10	3
11	4
12	2
13	7
14	3
15	10
16	6
17	2
18	8
19	5
20	9
21	4
22	2
23	7
24	4
25	3
26	6
27	9
28	2
N = 28	$\sum X_1 = 136$

Where:

N = The total number of students

$\sum X_1$ = The total score of students in the pre-test

The data in table 1 were the pre-test data, the lowest score was 2 and the highest score was 10. The range of values used is 1 to 10, and the standard score was 7, and there were only seven students from twenty-eight the total number of students have pass the standard score, and the rest twenty-one students did not pass the standard score.

Table 2. The scores of the students in post-test (X₂)

Number of Students (N)	Post-test (X₂)
1	3
2	9
3	6
4	8
5	10
6	5
7	8
8	6
9	9
10	4
11	8
12	6
13	9
14	4
15	10
16	8
17	3
18	9
19	7
20	10
21	5
22	6
23	8
24	7
25	4
26	8
27	9
28	7
N = 28	∑X₂ = 196

Where:

N = The total number of students

∑ X₂ = The total score of students in the post-test.

The data in table 2 were the post-test data, the lowest score was 3 and the highest score was 10. The range of values used is 1 to 10, and the standard score was 7, it is same for standard in pre-test. There were fourteenth students from twenty-eight the total number of students have pass the standard score, and the rest fourteenth students did not pass the standard score. The data showed that 50:50 students have past the standard score and did not pass the standard score.

The results of the pre-test and the post-test are then computed to see the gain of each student. Gain is required because information gain is a technique for selecting features. In the information gain process, features are rated, and the feature with the highest ranking is the most pertinent and has a close relationship to the associated data set. The gain can be used to describe the improvement in vocabulary learning for each student. The gain of each student is described in the table below.

Table 3. Computation the result of pre-test (X₁) and post-test (X₂)

Number of Students (N)	Pre-test (X ₁)	Post-test (X ₂)	Gain
1	2	3	1
2	5	9	4
3	3	6	3
4	5	8	3
5	9	10	1
6	2	5	3
7	4	8	4
8	3	6	3
9	7	9	2
10	3	4	1
11	4	8	4
12	2	6	4
13	7	9	2
14	3	4	1
15	10	10	-
16	6	8	2
17	2	3	1
18	8	9	1
19	5	7	2
20	9	10	1
21	4	5	1
22	2	6	4
23	7	8	1
24	4	7	3
25	3	4	1
26	6	8	2
27	9	9	-
28	2	7	5
N = 28	$\sum X_1 = 136$	$\sum X_2 = 196$	

The data in Table 3 showed that there were 2 students did not get the gain, and the minimum gain is 1 and the maximum gain is 5, it can be concluded that there is an increase in the score of the post-test compared to the score of the pre-test. The total score of the pre-test is 136 and the total score of the post-test is 196. It means that there is an increased score of 60.

The data collected from the pre-test and post-test are analyzed to see the frequency distribution. The purpose of the frequency of distribution is to see the frequency of each score obtained by the students. Tables 4 and 5 describe the frequency distribution of the pre-test and the post-test.

Table 4. The Frequency distribution of the pre-test (X₁)

Scores (X ₁)	Tally	Frequency Distribution	%
10		1	3.5
9		3	10.7
8		1	3.5
7		3	10.7
6		2	7.1
5		3	10.7
4		4	14.2
3	++++	5	17.8
2	++++	6	21.4

The result of the data analysis shows the following fact: There were 28 students taking part in the test. The highest grade in pre-test is 10 and achieved by students. Three students got 9, score 8 there is a student each score, three students got 7, two students got 6, three students got 5, four students got 4, five students got 3 and six students got the score 2.

Table 5. The Frequency distribution of post-test (X₂)

Scores (X ₂)	Tally	Frequency Distribution	%
10		3	10.7
9	++++	5	17.8
8	++++	6	21.4
7		3	10.7
6		4	14.2
5		2	7.1
4		3	10.7
3		2	7.1

While in post-test there were three students got the score 10, five students got 9, six students got score 8, three students got 7, four students got 6, two students got 5, three students got 4, and two students got the score 3. The next step is to count the raw score of the pre-test and the post-test in order to obtain the cumulative percentages. It is used to make a comparison between the result of the pre-test and post-test. Table 6 describes the computation of the raw score.

Table 6. Computation of raw score in the pre-test (X₁) and the post-test (X₂)

No.	Score Pre-test (X ₁)	X ₁ ²	Score post-test (X ₂)	X ₂ ²
1	2	4	3	9
2	5	25	9	81
3	3	9	6	36
4	5	25	8	64
5	9	81	10	100
6	2	4	5	25
7	4	16	8	64
8	3	9	6	36
9	7	49	9	81
10	3	9	4	16
11	4	16	8	64
12	2	4	6	36
13	7	49	9	81
14	3	9	4	16
15	10	100	10	100
16	6	36	8	64
17	2	4	3	9
18	8	64	9	81
19	5	25	7	49
20	9	81	10	100
21	4	16	5	25
22	2	4	6	36
23	7	49	8	64
24	4	16	7	49
25	3	9	4	16
26	6	36	8	64
27	9	81	9	81
28	2	4	7	49
N = 28	$\sum X_1 = 136$	$\sum X_1^2 = 834$	$\sum X_2 = 196$	$\sum X_2^2 = 1496$

The following is the computation of the standard deviation of the pre-test (X_1).

$$N = 28$$

$$\Sigma x_1 = 136$$

$$\Sigma x_1^2 = 834$$

$$\bar{x} = \frac{\Sigma x_1}{n}$$

$$\bar{x} = \frac{136}{28}$$

$$\bar{x} = 4.8$$

$$sd = \sqrt{\frac{\Sigma x_1^2 - \frac{(\Sigma x_1)^2}{n}}{n - 1}}$$

$$sd = \sqrt{\frac{834 - \frac{(136)^2}{28}}{28 - 1}}$$

$$sd = \sqrt{\frac{834 - \frac{18496}{28}}{27}}$$

$$sd = \sqrt{\frac{834 - 660.5}{27}}$$

$$sd = \sqrt{\frac{173.5}{27}}$$

$$sd = \sqrt{6.42}$$

$$sd = 2.53$$

The following is the computation of the standard deviation of the pre-test (X_1).
The following is the computation of standard deviation of the post-test (X_2).

$$N = 28$$

$$\Sigma x_2 = 196$$

$$\Sigma x_2^2 = 1496$$

$$\bar{x} = \frac{\Sigma x_2}{n}$$

$$\bar{x} = \frac{196}{28}$$

$$\bar{x} = 7$$

$$sd = \sqrt{\frac{\Sigma x_2^2 - \frac{(\Sigma x_2)^2}{n}}{n - 1}}$$

$$sd = \sqrt{\frac{1496 - \frac{(196)^2}{28}}{28 - 1}}$$

$$sd = \sqrt{\frac{1496 - \frac{38416}{28}}{27}}$$

$$sd = \sqrt{\frac{1496 - 1372}{27}}$$

$$sd = \sqrt{\frac{124}{27}}$$

$$sd = \sqrt{4.59}$$

$$sd = 2.14$$

The data of the raw score and the standard deviation of the pre-test and post-test is used to calculate the mean of the pre-test and the post-test. Table 7 presents the comparison between the mean of the pre-test and post-test.

Table 7. Recapitulation of mean score and standard deviation of X₁ (pre-test) and X₂ (post-test).

Group	Mean score	Standard Deviation
Pre-test (X ₁)	4.8	2.5
Post-test (X ₂)	7	2.1

The mean score of the pre-test is 4.8 and the mean score of the post-test is 7 it means that the result of the post-test is better than the pre-test, Where the data shows that there is a significant increase in test results with an additional 2.9 points. The result of the pre-test indicates that the students' ability in optimizing English vocabulary by using Games has increased. So, this technique can be applied in developing students' interest of English vocabulary. Finally, this research shows that the application of Games to increase students' interest of vocabulary and solve the problem of teaching vocabulary.

Discussion

In teaching learning process, Godfroid et al, (2018) assert that vocabulary included as "one part of the substance of language, because it is one of the most important aspects of language." Godfroid et al., (2018) advocate that a language's vocabulary is made up of all the words that can be combined according to certain rules. There are four kinds of vocabulary, such as oral, writing, listening, and reading (Dakhi, S., & Fitria, 2019). Oral vocabulary consists of words that are used actively in speaking. The written vocabulary varies greatly from the spoken vocabulary. Oral vocabulary is needed to communicate, mastering vocabulary in English is very necessary for fluent communication. Listening vocabulary is the words that someone respond, with meaning and comprehending in other's speech. Reading vocabulary is the words that someone respond with meaning and understanding in other's writing (Mamaghe et al., 2020).

Vocabulary is the important aspect in a language must be built at the very beginning of teaching. Teaching English vocabulary is the purpose in the teaching of English. Basically, teaching English in junior high school emphasizes on the mastering of simple words in making up a language. English can be used by a speaker if she or he mastered a collection of English vocabulary. Also, it lets her or him develop English skill in listening, reading, speaking, and writing. Even though students are frequently unaware of it, using games to teach English vocabulary is quite interesting because games are a learning approach in English classes. Students can gain a lot from games incorporated into the classroom's teaching and learning

process. First, games prevent teachings from being dull. Instead, games foster a supportive learning atmosphere in the classroom where the focus is on the student's education (student-centred learning). Even reticent and inactive kids typically respond well to games. Students are more motivated and inspired to participate more actively in class when playing games. Next, a lesson plan with games included can lessen the stress associated with learning English. Students who play games might unwind or become less uptight while studying English. Language students frequently believe they must achieve rapidly in order to grasp the language they are learning. Other circumstances that can cause kids to feel worried include fearing criticism from their teachers or ridicule from their peers when they make mistakes. Games are crucial to prevent situations like this since they can aid in lowering kids' tension and boosting their positive emotions and self-confidence. Students won't experience anxiety when playing games since the casual environment and attitude that it's simply a game make them feel that a mistake made throughout the game won't be deadly. With a sense of freedom, they will be able to practice the language they are learning. They will instantly remember more of what they have learned in class because to the enjoyable learning experience that games provide.

After implementing the game in learning, a test is needed to find out the benefits of the game in its implementation. Knowing the difference in student learning outcomes can be measured through the results of the pre-test and post-test scores. Pre-test is a test conducted to measure students' initial abilities before participating in learning activities. While the post-test is a test carried out after students follow the lesson. The data from the two tables bellow reinforces the finding that the implementation of games in teaching English has a positive impact and can improve student learning outcomes. There were 28 students taking part in the test. The highest grade in pre-test is 10 and achieve by a student. Three students got the scores 9. Score 8 there is a student each score, three students got 7, two students got the score 6, three students got 5, four students got 4, five students got 3 and six students got the score 2. Chart 1 describes the frequency distribution of the scores in the pre-test.

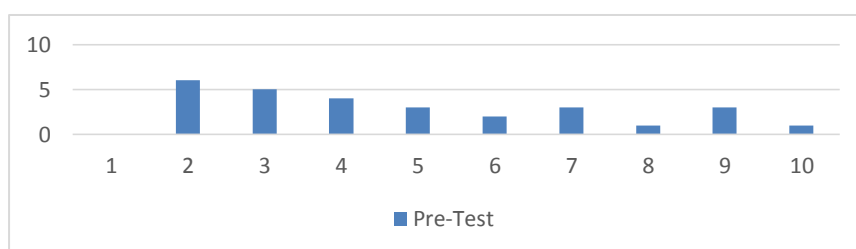


Chart 1. Frequency Distribution of Scores in pre-test (X1)

The Pre-Test is administered before to the practical activities to gauge student comprehension of the content that has not yet been performed. Because the post-test demonstrates the final competency success in the sense of exhibiting the level of content mastery after obtaining lecturer learning, the pre-test reflects the initial competency level of student knowledge prior to getting lecturer learning. Pre-test activities are completed for 10% of the time before teaching activities are given and can also be seen as a test of the students' level of knowledge of the content to be taught. The highest grade in post-test is 10 and there were three students got the score 10, five students got 9, six students got 8, three students got 7, four students got 6, two students got 5, three students got 4, and two students got the score 3. Chart 2 describes the frequency distribution of the scores in the post-test.

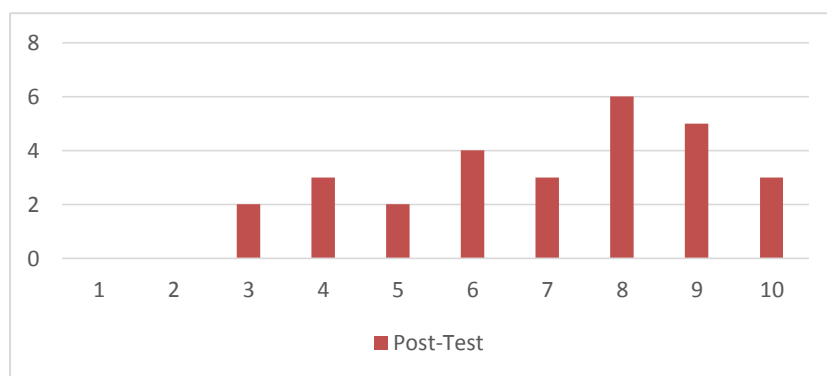


Chart 2. Frequency Distribution of Scores in post-test (X2)

The post-test, which is the teacher's evaluation activities following each presentation of the subject, is the reverse of the pre-test. Finding out how much knowledge students have of the content given is the goal. The last test administered following the conclusion of instruction is referred to as the post test. This test must be completed as a tool for gauging student learning progress and assessing educational initiatives. To assess students' understanding of the teaching materials (knowledge and skills) after participating in a learning activity, and to help them repeat or draw inferences from the lessons they have already attended so that what they have learned will stick with them. Chart 3 below describes that in pre-test there was a student that got score 10, three student that got score 9, score 8 there is a student got each score, three students got 7, two students got 6, six students got 5, four students got 4, five students got 3, and six students got score 2. While in post-test, there are three students that got 10, five students got 9, six students got 8, three students got 7, four students got 6, two students got 5, three students got 4, and two students got score 3.

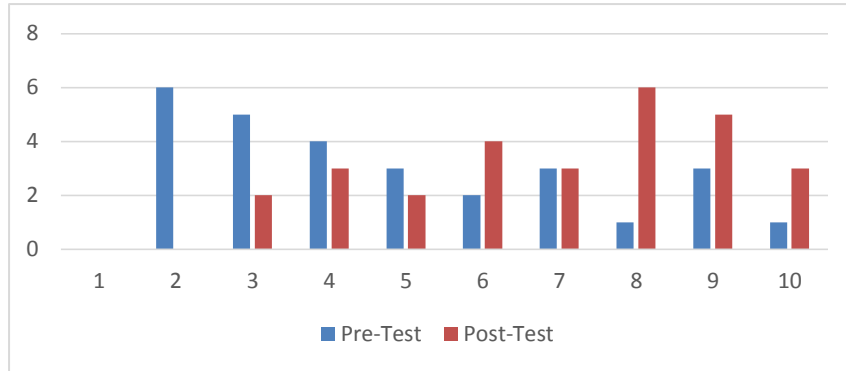


Chart 3. Frequency polygon of pre-test (X1) and post-test (X2)

The cumulative frequency of a data group is shown as a frequency polygon. Graphs or diagrams are used to display frequency polygons. Different data sets may be easily compared in a single graph thanks to frequency polygons. The frequency distribution is an organization of data that categorizes the amount of data into different groups based on size, from smallest to largest. The purpose of using data that has been transformed into a frequency distribution is to make information easier to display, interpret, and read. In Table 1 and 2, the total score in post-test were higher than that of the pre-test. It means that the mastery of vocabulary of students treated by Games has been improved. As shown in table 3 and table 4 above, the students in pre-test and post-test have the same highest score. The highest score in post-test was 10 and there were three students got that score, while the highest score in pre-test was 10 and just a student got that score. The lowest score in post-test was 3, while in pre-test was 2. There were two students in post-test got score 3. And there were six students in pre-test got score 2. This indicates that their learning achievement in post-test and pre-test were different.

Learning vocabulary is a very important part of learning a language. The more words one knows, the greater the ability to understand what is heard and read and the higher the ability to be able to say what one wants to say or write. In terms of the level of learning English, it is not suitable if you are still in the vocabulary mastery stage, but learning and mastering vocabulary as much as possible will really help to improve your English skills. English learning media is the media used by teachers to make it easier for students to understand English subjects. With the existence of learning media, the process of teaching and learning activities is expected to be more effective and meaningful, one of which is game learning media. Games indirectly help train communication skills. Games can also help students to get rid of barriers when it comes to actually speaking English and this is a common problem faced by learners. Many previous studies have proven the effectiveness of

games in learning English, on the basis of game-based learning theory, game-based learning is intended to help guide educators and instructional designers in their development such as perspective, narrative, embodiment, and immersion.

Playing is a fun activity for everyone. Because playing will strengthen the demands of motor development, cognitive, psychomotor, language, social, values and attitudes to life. In the game the child will get the body and soul development he needs. Many people believe that games are not just for kids and that adult English language learners will have fewer communication issues than kids, however this is untrue. Adult learners frequently experience greater anxiety when speaking up in class and trying new things. However, they may be less hesitant to express their opinions in a competitive (but still friendly) setting, such as that produced by activities like games. They can communicate with their teammates more effectively through games. Adult learners' energy and motivation levels can be maintained with the aid of games. The point that is no less important about games in learning is that with language games students become more active, confident, passionate, and motivated. In addition, learning is more fun and not boring. What is no less important in implementing games is knowing what are the characteristics of games or more educational games for learning. Not just focusing on games, but how games are applied and implemented and student responses to games.

Teacher plays an important role in teaching learning process (Lawrence, J. E., & Tar, 2018). In teaching English as a foreign language, the teacher needs to vary way of teaching in order to get the students interest and attention to the lesson (Getie, 2020). In the process of teaching and learning, there are several factors that can influence the success of goals in school. They are curriculum, materials, methods, teachers, students and techniques. However, in essence, the learning outcomes will come from the students themselves; student commitment is one of the main factors in the learning process and achieving learning goals; factors such as those mentioned above are supports that can help and influence student learning outcomes.

Tomasik, M. J., Helbling, L. A., & Moser (2021) see teaching as an act teaching profession. All other professions are made feasible by the work of teachers in primary and secondary schools, colleges, and universities; hence teaching might be viewed as the foundation of all other professions. Furthermore (Harvey, S., Pill, S., & Almond, 2018) defined teaching as demonstrating or assisting someone in carrying out a task, giving guidance in a course of study, dispensing knowledge, or causing to know or understand. Building and promoting learning, as well as providing the environment and resources necessary for learning, are all parts of

teaching. The teacher plays a crucial part in games that are conducted in the classroom or at school. The instructor must watch, elaborate, serve as a role model, conduct evaluations, and organize lessons. Naturally, there must be a plan or strategy for every task or action you perform. A strategy is a collection of plans that can support the execution of an action in line with the established objectives. We aim to be able to carry out an action effortlessly, rapidly, successfully, and efficiently with the aid of a strategy. It would be excellent to first comprehend the meaning of the strategy itself before further comprehending the meaning of strategy. An overview of the techniques and strategies will be provided, here, in addition to the pupils' own devotion, the position of the teacher takes on an unreasonable amount of importance in the teaching and learning process, with the development of online games and online game applications to boost vocabulary, the novelty of games in teaching English vocabulary has significantly increased. As a result, you can blend live-action games and online games in the classroom, But it is also undeniable that online games also need signals, pulses, and gadgets for students for the continuity of online games and to anticipate this, manual games must still be maintained and can still be applied.

CONCLUSION

From the data analysis described in the previous chapter, it can be seen that the mean score in post-test was 7, while, in pre-test 4.8. It shows that post-test was higher than those of the pre-test. There was a significant difference between the achievement of the second semester students, who have learned vocabulary by using games and those who have learned vocabulary without using games technique. However, the standard deviation in post-test was 2.1 and the pre-test was 2.5. It can be concluded that the result of this research showed, the scores of post-tests were higher than those of pre-test, using games in teaching vocabulary was very effective and fun, and games gave motivation to the students in retaining some words.

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