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New Word Games To Improve The Vocabulary Of Students Islamic Junior's High School Of MTS Zainul Hasan Genggong

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Abstarct

The purpose of this work is to find out the application of word games and their effect on students' learning outcomes when learning new vocabulary at Mts Zainul Hasanain Islamic boarding school in the 2020/2021 academic year. This study was conducted in three periods. The use of word games as a method of teaching English vocabulary begins with the previous actions of the teacher when opening the lesson, preparing word game tasks and communicating the objectives of the material. Then the teacher applies word games in the main activity. The teacher gives instructions on the rules and operation of the word games. In the final task, the teacher asks the students to express their difficulties and problems while making a word game. A later observation is that the learning results of students increase with each cycle, where only five students, or 20%, passed the preparatory cycle using conventional methods. In the first episode, we learned through pun methods. The number of students who reached the final threshold increased to 16, or 6 percent. In the last period, all students can take the post-test using the same method. This shows that the use of pun methodology in the delivery of vocabulary learning materials has significantly improved learning outcomes.

Keyword: *how to learn using the word play method, New learning vocabulary.*

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui penerapan permainan kata dan pengaruhnya terhadap hasil belajar siswa ketika mempelajari kosa kata baru di pondok pesantren Mts Zainul Hasanai tahun pelajaran 2020/2021. Penelitian ini dilakukan dalam tiga periode. Penggunaan permainan kata sebagai metode pengajaran kosa kata bahasa Inggris diawali dengan kegiatan guru sebelumnya dalam membuka pelajaran, membuat tugas permainan kata dan mengkomunikasikan tujuan materi. Kemudian guru menerapkan permainan kata-kata dalam tugas utama. Guru memberikan instruksi tentang aturan dan pengoperasian permainan kata. Pada tugas akhir, guru meminta siswa untuk mengungkapkan kesulitan dan permasalahan mereka saat membuat permainan kata. Pengamatan selanjutnya adalah bahwa hasil belajar siswa meningkat pada setiap siklus, bila menggunakan metode tradisional, hanya lima siswa atau 20% yang lulus pada siklus persiapan. Di episode pertama, kita belajar cara menggunakan metode permainan kata. Jumlah siswa yang mencapai ambang akhir meningkat menjadi 16, atau 6 persen. Pada periode terakhir, semua siswa dapat mengikuti ujian berikutnya dengan menggunakan metode yang sama. Hal ini menunjukkan bahwa penggunaan metode pembentukan kata dalam penyampaian materi pembelajaran kosakata meningkatkan hasil belajar secara signifikan.

Kata kunci: *Cara belajar menggunakan metode permainan kata, Mempelajari kosa kata baru*

.INTRODUCTION

The Indonesian government has decided that junior high school is the level where students learn foreign languages such as English or Arabic for the first time. Therefore, the high school English curriculum is structured in such a way that more parts are given to the teaching of basic vocabulary in order to promote advanced language skills. One of the most important language skills is managing the vocabulary of the target language. It must be administered by language students in every institution in Indonesia. They have difficulty using English if they don't have enough vocabulary. Vocabulary is a collection of vocabularies of written or spoken language with cultural meaning, used by individuals or communities to connect and intermingle in society (Krudysheva and Gubareva, 2020). In addition, learning can be defined as changing behavior for the better and is an effort to develop better associations as a result of understanding. Teaching English vocabulary makes students actively learn and remember new vocabulary resources that can be reinforced as they create personal and related feelings.

Engaging students in vocabulary learning activities can help them stay active and remember words better. Teaching English vocabulary should also include knowing its form and meaning (Hutz, 2018). Therefore, when teaching target language vocabulary, there are some critical foundations for understanding utterances at the most basic level. According to Narzullajevna and Jamshidovna (2021: 73), the following factors would cause difficulties in learning new English vocabulary. First, some words that are difficult to pronounce are more difficult to learn. Some groups of students do not recognize the sound of this word. For example, a group of students could complete certain words with consonant fragments, such as strength, crisps or breakfast. Another is spelling. In most cases, the pronunciation of the word sounds like a spelling imbalance, which is probably the biggest problem with pronunciation or spelling and can lead to learning difficulties.

The next factor is the length and complexity of the words. Mastering long words does not seem to be more difficult than mastering shorter words. However, a suitable method to achieve the immediate goal, high frequency words are likely to be short in English, so students often understand them. Another difficulty is grammar, especially when it differs from the same mother tongue. This means that it often confuses students because language translation is often context-bound and most of it is not absolute. Some rare concepts can also create challenges for the student in the learning process. Games are critical points in teaching English. As stated by Lazizbek, Setora and Sardor (2022: 139), a game is defined as an activity consisting of rules, goals and fun. T

he games are fruitful for both the English teacher and the students. Games can be used to create engaging activities for students that encourage them to participate in classroom activities. It turns out that students learn the language by organizing games in class. Students would respond positively to the use of games to relieve anxiety and nervousness and achieve dramatic learning outcomes (Mihaljević and Nikolov, 2019). The game is about encouraging students to become a gamer. This is an alternative way to encourage students to show their interest in learning. In this way they reduce the burden of learning a second language. Games in language classes make it more convenient to monitor the performance of students and do not disturb the learning and teaching. There are several reasons why teachers should introduce games in foreign language learning. As summarized by Howell, Harris and Zakrajek (2015: 12), games are useful in foreign language learning for a reason. For starters, games encourage students to engage in the learning process and help active students become active students who may not have been active students before. Another benefit of playing in the classroom is to create a more positive and inviting

atmosphere. Third, because students need to practice their English language skills, games are an excellent method that can be used to develop students' skills. Fourth, students' English is found in different contexts through the games they play, allowing them to explore their own experiences and broaden their perspectives. Fifth, the game is an effective way to teach students of all ages about different subjects and can be used by students of all ages. In addition, there are a number of play-related benefits to teaching English.

According to Jones (2020), Jassim and Dzakiria (2019) and Klimova (2015), the benefits of using games in language learning include increasing student motivation and achieving self-development goals; using challenge and competency systems to engage students and motivate them to complete tasks; With the help of games, material is developed for students on the ability to understand the English language; the game offers clear rules and goals; games improve students' thinking, problem solving and imagination; Games facilitate group learning, and teachers can distribute games to students as prizes or awards in the classroom. The first step in the right direction to encourage students to follow the rules of the game is to create a pleasant learning environment. In addition, if the classroom has learning-enhancing features, playing in the classroom can be considered fun learning. Kumar et al. (2016: 33) the idea that education can also be enjoyable is a strong idea that can be used to develop an approach to teaching and learning in the classroom. When learning is enjoyable, students are more likely to participate, smile and feel comfortable. It's easy to tell when students are having fun learning just by watching their facial expressions while playing educational games.

Then, the real learning Through playful learning, senses, curiosity, collaboration, discussion and fun are created. If the student can describe the activity as enjoyable, the learning process is called enjoyable learning. Therefore, students are more engaged when they are provided with fun learning activities. A word game is a type of oral or board game that is often used to test a player's language skills, especially their proficiency in the English language. Word games include puzzles and word search games (Tasneem, 2019). Word games are most often played for entertainment purposes, but they also have educational uses. Students can naturally develop basic language skills such as spelling while playing their favorite games such as Hangman. Researchers have found that adults who frequently engage in word games that require greater vocabulary comprehension have better brain function later in life. Spelling Bee and Wheel of Fortune are just two of his examples of

popular word-based game shows that have been broadcast on radio and television throughout the history of the medium. There are different kinds of word games for children and adults.

Tasneem (2019:1) made a list of puns. The first is a matching game. In this type, the player must create meaningful words from given words. This game has his dual purpose of testing vocabulary and lateral thinking ability. The second is a paper and pencil game. As the name suggests, this type of game requires paper and a pencil or pen. Our goal is simple. It means that the word should be written according to different parameters. Therefore, different games have different rule sets and parameters. For example, players must fill blocks or grids with the appropriate words based on clues. It's arguably the most popular wordplay in history, even in English learning classes around the world. The final game is a semantic game, a word game that forces participants to think above average. This game focuses on word semantics and meaning. A player's knowledge of a specific language is extensively tested. Students, especially children, tend to love to play.

A wise move, therefore, is to encourage them to play constructively and non-violently. For this reason, word games offer several important reasons for improving students' vocabulary (Tasneem, 2019). The main reason is to enhance students' cognitive abilities. Physical exercise is essential for the human body. But you need brain training as well. The main benefit of wordplay is that it enhances cognitive abilities. The more your students play these word game puzzles, the better their brains become. The second reason is to increase vocabulary. Most word games require a deep knowledge of vocabulary. The more words the student knows, the better the results. Plus, you're more likely to collect new words as you play. So playing these games indirectly will help students build more vocabulary. The next reason is to test vocabulary and spelling more rigorously. when students play crosswords Scrabble and hangman must have good spelling skills. There are many great ways to learn to spell words. Various spelling tests are appealing to many players and are now available on social media platforms. The final reason is to overcome the boredom of monotonous study with something more productive. In summary, games are always a fun activity for students of all ages. Teachers should facilitate student learning with things like word games rather than forcing them to learn. Using word games to teach students English vocabulary in the classroom has many benefits for teachers and students, but can also pose challenges (Naderiheshi, 2022).

When this strategy or game is used throughout the educational process, it increases student interest in what is being taught. Because play can lead to unintended acquisition of knowledge, her

second benefit of incorporating play into the teaching and learning process is that it gives students the opportunity to understand what is presented. On the other hand, the first drawback of embedding games in the teaching and learning process is that the students' attention is focused on the game, even when everyone is busy and noisy. May talk or move around excessively. It is difficult for teachers to maintain control when students are in such a state. A second drawback is that teachers do not have enough time to further explain the terminology and clarify the content. Therefore, teachers do not have time to explain other things or help students learn a new language.

Based on the above observations and background, Researchers found a negative phenomenon in the behavior of English lessons for the seventh grade students of Madrasah Tsanawiyah (Mts - Islamic Institute) zainul hasanain genggong pajarakan Probolinggo. Their difficulty in mastering different lexical resources makes their learning outcomes relatively underestimated. Out of 25 students in the study, only 20% of the students are able to pass the minimum graduation threshold of 70 points in the advance process. In the end, it turned out that the average class of the pre-cycle study was 50. This result was far from the minimum limit of class perfection. The observations showed that the teacher did not use the learning environments in the method described in the previous explanation. The results of the pre-cycle observations made by the researchers showed that the fact was that the English teacher still used traditional methods and lacked motivation to make improvements and use methods and techniques. All language teachers must remember that they cannot apply a number of strategies to deliver language material at different levels.

Thus, Hattie, Bustamante, Almarode, Fisher and Frey (2020) suggest that teachers can identify the nature of students and choose appropriate strategies. Teachers should consider the needs, interests and learning styles of students to make the lesson more enjoyable. So every time a teacher teaches, a solid strategy must be devised to introduce the learning material. An effective teaching strategy can be fruitful for both the teacher and the student to achieve their teaching goals in joyful learning. After the strategies, a different teaching technique is the application of the learning method at the procedural level in the classroom, especially common nouns. One of them is to use Yusufovna (2021: 3), Widiastut et al. (2021: 1), Humaidan and Martin (2019: 223) and Gunderson et al. (2019: 89) or pun. Word games and other teaching methodologies are believed to bring benefits and effectiveness to vocabulary learning in different ways (Yusuf, 2018). Games can reduce student anxiety and entertain students.

Another reason is that games generally strengthen the bond between class members and teach students to work together. With an explanation of the facts and issues previously described, researchers conducted classroom action research (CAR). Regarding background, problem identification, and alternative problem solving, the researchers formulated the research questions as follows:

1. How to apply word games to the seventh grade students of Mts Zainul Hasan Genggong in the academic year 2020/2021 when learning new vocabulary?
2. What effect does the application of word games have on the learning outcomes of students in relation to learning new vocabulary in the 7th grade of Mts Zainull Hasan in the academic year 2020/2021?

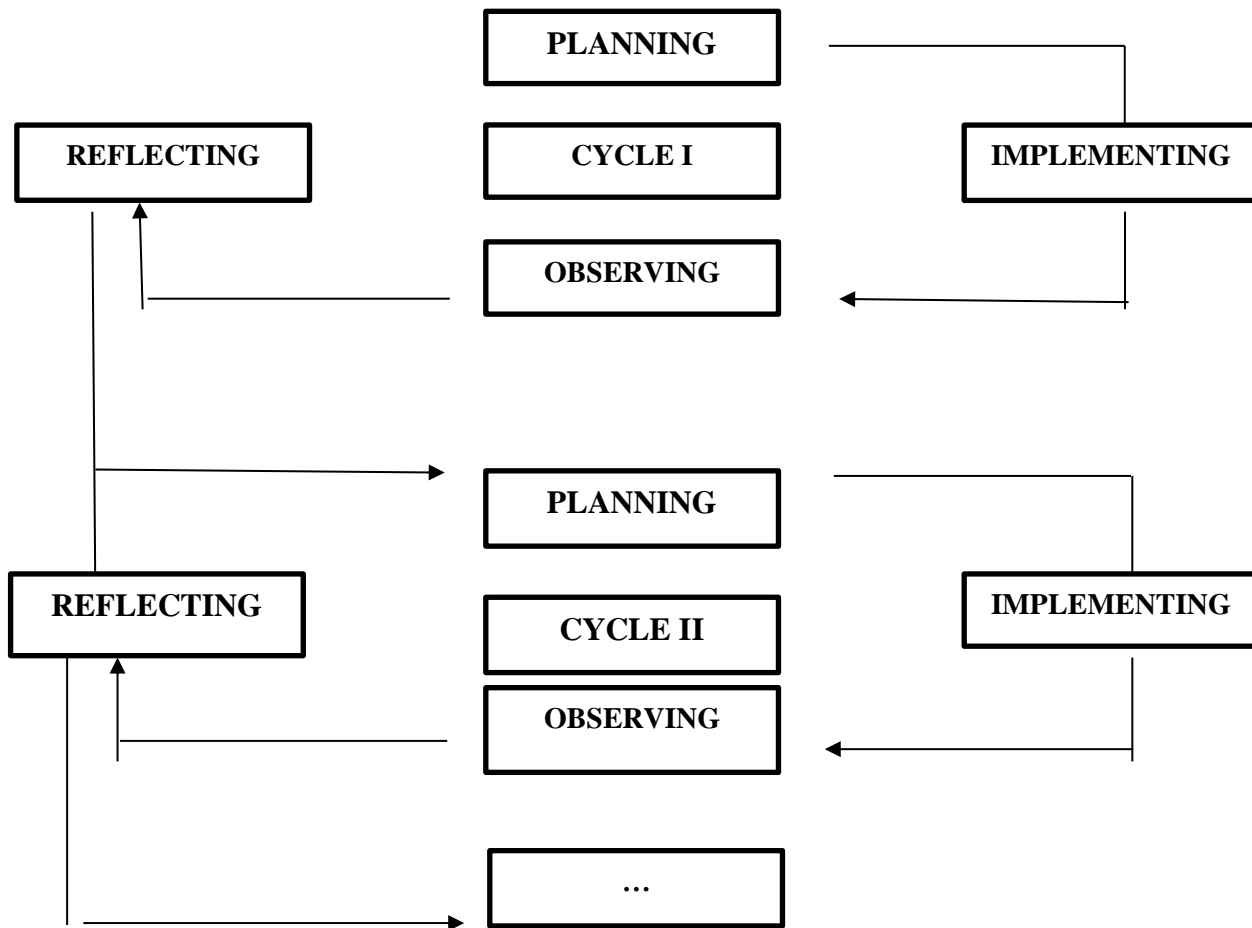
Students, faculty, academic units and researchers are expected to benefit from this study. First of all, it is expected that the results of the students are worth it so that they can enjoy learning English within the content of the game. First, teaching vocabulary through word games would improve the psychology of students and the vocabulary of parallel students. Second, teachers working in Mts Zainul Hasan Genggong can teach vocabulary to get better results according to methods, strategies and approaches that teachers should use in teaching vocabulary. Third, classroom action research would help researchers increase their knowledge through experience to instill positive values as teachers and researchers. Action research has cycles that provide periods of study that emphasize systematic reflection to ensure practical learning. Finally, this work can benefit schools, including realizing the vision and mission of the madrasa. The quality of education will increase if the final result would be obtained with the help of more competent human resources in all areas of knowledge taught to teachers and students.

RESEARCH METHOD

Design of the research

The purpose of the research is to investigate the use of word games by young people and their effect on students' ability to learn new vocabulary. The study was in descriptive qualitative form, conducted in three separate episodes as part of classroom action research. The use of the fish game in teaching English vocabulary begins with the previous actions of the instructor, who open the lesson, plan the word game and communicate the objectives of the topic to the students. After that, the teacher adds puns as part of the main activity. The teacher explains the rules of the

word games and the various activities related to them. As a final task, the teacher asks the students to discuss the problems they encountered while playing word games. PPT



The researcher of this classroom action research plans to implement two cycles in vocabulary teaching using word games. Each cycle consists of four parts: planning, implementing the plan, monitoring the performance and reflecting on the experience. The four phases of the group action cycle are implemented in a spiral-like integrated manner.

Population and Subject

The study was conducted in Mts Zainul Hasan Genggong. This study investigated the method of word games to teach English vocabulary to students. The main subjects of this study were the seventh-grade students of Zainul Hasan Genggong in the flat term of the academic year

2020/2021. There were 25 of them; 13 of them were women and the remaining 12 were men. They introduced word games as a way to learn vocabulary with the theme "This is my world" in English subjects. Mts. Zainul Hasan is located at Genggong, probolinggo. This school was chosen as the research site because it is an example of the use of different strategies in teaching and learning. The main focus of the curriculum is teaching English vocabulary to learn strategies, such as word search games and crossword puzzles based on English themes.

Instruments

During data collection, the researcher used instruments that related to various devices. In this study, the researcher used instruments for testing and observation. An individual is presented in a test as a provocation to get a response or score from them (Johnson, 2019). This study used a written exam for evaluation. Express Entry is a type of test. The test was done because it is simple both in its performance and in explaining the results. The researcher conducted a preliminary study on the experimental devices and then used the results of this study in the overall study. After the teaching and learning, students are assessed with a post-test, which assesses how much their level of knowledge has improved. Students' test scores are used to determine whether their performance increased or decreased after being taught word games. Observation allows the researcher to record all kinds of information, especially information related to the preparation and performance of the researchers, so that the application of the word game follows the expected learning procedures. The subject teacher supervises the researchers in teaching and learning, including the problems that arise during the implementation of class activities. The observation list was used by the researcher in studying teaching methods and their implementation.

Data analysis

In this qualitative study, the material is evaluated based on the theory of Creswell (2018: 267). Since the collection and organization of information involves a wide variety of information, the information should be as detailed as possible. Using word games to teach English vocabulary is the first step in this process, which begins with classifying information into several groups based on all procedures. Data interpretation is the first step in the research presented here. The research results include the results of the researcher's reported research, the use of word games, and students' experiences and responses to learning using the word game methodology in teaching English vocabulary. Having gone through all the previously described processes, it is finally possible to draw some conclusions. In the last session of the class, students are given a post-test in the form of a

short objective exam. The test is given to students on a piece of paper containing pictures as a hint to complete the missing sentences. The assessment indicators given in the questions refer to the use of vocabulary and correct grammar in completing the sentences given for each point.

RESEARCH AND DISCUSSION

Research results

The first research question deals with an issue directly related to the application of puns in a specific situation. Steps to set up a word search game. It begins with apperception and ends with retrosession.

Table 1 .

Procedurs for implementing a word search game

No	Teacher activity	Student activity
1.	The teacher introduces the topic before starting the lesson.	
2.	The teacher introduces new materials and learning objectives	Students pay attention to the teacher
3	The teacher divides the students into groups. There are four students in each group.	Students gather in groups with their friends.
4	The teacher distributes paper with a collection of letters and pictures of animals.They contain animal picture vocabularies which are word clues.	
5	The teacher presents an example, after which the students are asked to look up the vocabulary according to the instructions.	
6	The teacher gives students time to chat with the group	Students discuss the answers with the group.
7	The teacher rewards the group that finds the words correctly as soon as possible.	Students mark the arranged words horizontally, vertically and diagonally.
8	The teacher gives feedback to the students.	Students will receive confirmation

Table 2

Procedures in the implementation of the word search game

NO	Teacher's activity	Students activities
1	The teacher presents tasks related to crosswords.	Students pay attention to the teacher
2	The teacher distributes a piece of paper containing crosswords related to the vocabulary being learned.	
3	The teacher shows examples of answers to the questions filled in the puzzle boxes.	
4	The teacher gives the students time for this.	Students answer the table.
5	The teacher offers prizes to the students who finish first.	Students check their work against the answer key.
6	The teacher gives feedback to the students.	The students receive confirmation.

To answer the second research question of this classroom action research, the researcher plans to use word games as an aid to vocabulary teaching during two cycles. Each cycle consists of four phases: planning, implementing the plan, monitoring the performance and reflecting on what happened during the cycle. The researcher began with a cursory inspection of the test equipment and then used the results of this investigation as the basis for a more in-depth investigation. At the end of the teaching and learning, students take a post-test that measures how much their knowledge has expanded since the beginning of the process. When word games are introduced as a learning strategy, students' test scores are analyzed to see if their achievement has improved.

Table 3

Comparison of student achievements

No	Student Name	Pre-cycle		Cycle I		Cycle II	
		Point	Title	Point	Title	Point	Title
1	Student 1	80	Pass	70	Pass	100	Pass

2	Student 2	30	Failed	40	Failed	80	Pass
3	Student 3	50	Failed	50	Failed	80	Pass
4	Student 4	100	Pass	90	Pass	100	Pass
5	Student 5	40	Failed	50	Failed	100	Pass
6	Student 6	50	Failed	90	Pass	100	Pass
7	Student 7	40	Failed	90	Pass	80	Pass
8	Student 8	40	Failed	50	Failed	80	Pass
9	Student 9	80	Pass	70	Pass	80	Pass
10	Student 10	40	Failed	80	Pass	100	Pass
11	Student 11	30	Failed	40	Failed	80	Pass
12	Student 12	40	Failed	90	Pass	100	Pass
13	Student 13	30	Failed	70	Pass	100	Pass
14	Student 14	40	Failed	80	Pass	80	Pass
15	Student 15	40	Failed	50	Failed	80	Pass
16	Student 16	50	Failed	60	Failed	100	Pass
17	Student 17	90	Pass	100	Pass	80	Pass
18	Student 18	40	Failed	50	Pass	100	Pass
19	Student 19	50	Failed	70	Pass	100	Pass
20	Student 20	30	Failed	60	Failed	100	Pass
21	Student 21	30	Failed	80	Pass	100	Pass
22	Student 22	60	Failed	70	Pass	80	Pass
23	Student 23	90	Pass	80	Pass	100	Pass
24	Student 24	50	Failed	80	Pass	80	Pass
25	Student 25	30	Failed	90	Pass	80	Pass
	Student	50		70		90,4	
	Student	100		100		100	
	Student	30		40		80	

The teacher uses the lecture method to explain the material in class. He uses blackboards and school books as tools. Students are asked to open a few pages of their book. He reads the textbook aloud to show the students what they have learned. Then the teacher asks two or three students to read some of the texts. He then asked the students what the text was about. Finally, he gives the students a task. The classroom situation was initially quite favorable. Pupils behave well and pay

attention to the teacher. When the teacher asks several questions to elicit answers from the students, only a few students answer the questions. Teachers praise them and encourage others to give feedback, such as friends. Most of the students in this class seemed nervous and unresponsive. However, the students seemed calmer when they were given assignments and talking with their friends. The teacher delivers the material, does not rush, and the material taught that day is vocabulary related to the objects around them. The teacher uses words that are at the right level for the students. The topic is familiar to students, so they understand the material faster and are not pressured to guess the meaning of words. The teacher also uses everyday activities as examples when learning vocabulary. At the end of the lesson, only five students out of 25 students exceeded the minimum score of 70 points. With the exception of these five people, they fell short of the minimum requirements. The average grade of preliminary studies is 50. This result is far from the minimum limit of class perfection. Discussion Based on the observations of cycle I and II, for comparison, the learning results of students increase in each cycle, while in the previous cycle, only five students, or 20%, performed with traditional methods. In the first episode, puns were studied and the number of those who passed it increased to 16, or 64 percent. In the last period, 100% of the students were able to pass the post-test with an indicator value that exceeded the minimum score. A similar trend is evident in the grades obtained by the students. The preliminary cycle shows a rather wide range of values, where the lowest value obtained by the students is 30 and the most important value is 100. The learning results of the students varied between 0 and 100 in the first cycle. Better results were achieved in the second cycle, where students scored only 80 and 100. In short, it shows a constant increase of 50 in the pre-cycle, followed by 70 in the first cycle and ending with an average of 90. in the second. cycle . The comparison can be seen in the table above. These results show that what the researchers did in delivering the word game method through the word game method in the VII grade English subjects improved the learning efficiency of the students so that the students understand the taught material. It is clear that introducing pun methods to young learners at Mts Zainul Hasan Genggong effectively improves student performance. Fun and enjoyable environments for target language production in vocabulary learning encourage them to participate in the classroom related to the concepts discussed in the previous sections. Word games are versatile enough to be paired with a variety of individual and group activities. There are many different types of puns, and each requires unique guidelines to follow in the classroom. The students followed these instructions correctly. Therefore, when the teacher asks students to write new English

vocabulary, they form different sentences to practice the terms they have learned. In addition, the teacher emphasizes this topic once again during the lesson. Students have the opportunity to acquire new vocabulary, and it has been proven that learning vocabulary through game-based activities is more easily retained in long-term memory. The results show a certain pattern with previous studies involving game-based learning. Models in which teachers present games and student behavior are motivated without anxiety and confidence issues. At the same time, the games had a significant impact on the students' attitude and performance, which is why their language skills can be developed better. For example, Syafrizal and Haerudin (2018) provide similar results not only for games, but also for some other factors that can help students achieve learning goals in subjects identical to this study. In addition, Mueller and Veinott (2018) reported that word games are useful in improving student learning outcomes for students who suffer from cognitive problems such as delayed memory and poor retention.

SUMMARY

In short, the pun method begins with the teacher giving instructions to the class about the many activities and rules involved in the pun. After that, the teacher leads the word games and the students increase their vocabulary by playing them. After that, the teacher gives feedback to the students, after which they receive confirmation. In addition, based on the comparison of the students' learning results, it can be concluded that the application of word games has a positive effect for the school on the students' learning results in relation to the learning of new vocabulary in the VIIth grade of Mts. Zainul Hasan Genggong. in the year. 2020/2021. Such a conclusion was made after comparing the learning results of the students. Recommendations for teachers are that they should be more creative in teaching lessons in the classroom. In addition, educational institutions play a key role in managing students' skills through creative learning methods such as online or online media. Thus, teachers and schools can work together to help students learn to teach English. Finally, the study looks at seventh graders who have just started learning English and focuses on their English vocabulary. So it would be much better if other researchers come up with different learning style topics or make changes to the word games so that students learn English vocabulary and language at different levels, just like college students.

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