



FUTURE SCIENCE

TEACHING ENGLISH WITH GAMES

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NOUN

VERB

TENSES

ADJECTIVE



Teaching English with Games

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PREFACE

First, I want to thank Allah as the Almighty for the blessing and guidance until the chapters of this book has been finished completely. Next, my personal thank goes to the publisher of this book Future Science for the patience to layout, to design, to revise and to publish the book.

This is a new edition of teaching english with games in the classroom. It explains the concept of teaching, approach, and methods in teaching with a variety steps in teaching english through games. There are 12 chapters that entitle: (1) Introduction of teaching english (2) Kinds of games in teaching english (3) Teaching grammar with games (4) Teaching writing with games (5) Teaching speaking with games (6) Teaching listening comprehension with games (7) Teaching reading comprehension with games (8) The roles play of the games in teaching english (9) Recommended kind of games in teaching english (10) The implementation of teaching english using games (11) Teachers' perception on the use of games in english language teaching (12) Related theories of teaching english with games.

This book is expected to be useful for the readers to enrich the knowledge of Teaching English as a Foreign Language (TEFL). Last but not least, I would like to thank you, the readers for your interest, time and trust to work with this book.

Pematang Siantar, December 2024

Editor,

Bertaria Sohnata Hutaaruk

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CHAPTER 1

INTRODUCTORY OF TEACHING ENGLISH

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1.1. INTRODUCTION

Pedagogical theories of English language teaching (hereafter ELT) have been developed since the mid-19th century (Pemberton, 2024). This development would be driven by technological and global communication needs. The shift also marked the integration of sophisticated and accessible digital tools and online materials or resources, which even enhance teaching and learning experiences (Kovalenko & Skvortsova, 2022). This evolution even led to the emergence of hybrid learning models that integrate traditional classroom teaching with online learning components. This resulted in varied teaching strategies that should pay attention to the students' learning styles and needs (Kovalenko & Skvortsova, 2022). Additionally, the emphasis on students' autonomy and personalized learning has gained prominence, supported by adaptive learning technologies and data analytics (Kovalenko & Skvortsova, 2022).

Lately, games are potent tools in ELT. Recent studies showed that games could help foster engagement, motivation, and practical language use (Klimova, 2014; Kovalenko & Skvortsova, 2022; Palmer & Rodgers, 1983; Wong & Yunus, 2021; Yaccob & Yunus, 2019; Zakharova, 2022). Games that require interaction foster an immersive learning environment. Through an immersive learning environment, students can actively participate, thus increasing their engagement levels

(Kovalenko & Skvortsova, 2022). This active involvement is necessary, as engaged students are more likely to retain information and develop better language skills (Palmer & Rodgers, 1983). Then, games have the elements of competition and collaboration, which could help build motivation for the students and improve their language proficiency while enjoying the learning process (Wong & Yunus, 2021).

Moreover, games allow for contextual language use, enabling students or learners to practice vocabulary and grammar within meaningful contexts (Zakharova, 2022). This practical application reinforces language concepts and builds students' confidence in using the English language outside the classroom setting (Klimova, 2014). Then, the immediate feedback or comments provided during gameplay help students recognize their strengths and areas for improvement that could promote a growth mindset (Yaccob & Yunus, 2019). To this point, integrating games in ELT could enhance motivation and engagement and equip students with the necessary language skills relevant to authentic situations.

As a result, due to the importance of games, which is the topic of this book, this chapter will elaborate a brief history of English language teaching methodologies and the positions of games toward the methodologies. The English language teaching methodologies discussed in this chapter are the Grammar-Translation Method, Direct Method, Audiolingual Method, Total Physical Response, Communicative Language Teaching Approach, and Task-based Language Teaching.

1.2. GRAMMAR-TRANSLATION METHOD

The Grammar-Translation Method (hereafter GTM) was introduced as the earliest method used in language teaching. This method primarily focuses on the translation of texts and the learning of grammatical rules. It was created to assist students in

1.9. CONCLUSION

This chapter introduces the pedagogical theories that have shaped the field of English language teaching (ELT). The histories showed that, at the beginning, English language teaching activities were limited to rote learning and memorization, which were introduced in GTM. Then, as times change, theories of learning, technological, and global communication needs brought better teaching methodologies for English. During the process, games stand out as potent tools to help bring a joyful and comfortable learning atmosphere for the students in learning the English language. Further chapters will provide types of games that could be utilized in ELT in terms of teaching language skills and components.

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CHAPTER 2

KINDS OF GAMES IN TEACHING ENGLISH

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2.1. INTRODUCTION

The teaching of English has rapidly evolved alongside advancements in technology and innovations in learning methods. One increasingly popular approach to enhancing students' language skills is the use of games in learning. In English language teaching (ELT), the use of games has become one of the effective and engaging learning strategies. As a pedagogical tool, games can create an interactive, enjoyable learning atmosphere and motivate students to actively participate in the learning process (Zheng et al., 2023); (Cattoni et al., 2024); (Peterson, 2010). Also, games provide students with the opportunity to apply language skills in a contextual and real manner, which ultimately accelerates the achievement of learning objectives. Games is not only source of entertainment, but also a way to build emotional intelligence. The facial expressions and sounds children make while playing games reflect their feelings, thoughts, and moods (Kozlov et al., 2024). It is also effective learning strategies to comprehensively improve language skills. A variety of games, ranging from traditional to digital, offer different approaches to enhancing English language skills, such as listening, speaking, reading, and writing. An analogue game is a type of game that occurs outside of the digital realm, such as a board or card game. In contrast, a digital game is one that is played entirely within a computer (Becker, 2017). In this chapter, various kinds of games that can

be applied in English language teaching will be discussed, along with the benefits and challenges of their use in the classroom.

2.2. TRADITIONAL GAMES

Traditional games are games that do not require digital technology and often involve physical activity or direct interaction among students. Some examples of traditional games used in English language learning include.

1. Hangman

Hangman is a simple word game often used in English teaching to help students develop vocabulary, spelling, and language comprehension skills. This game is highly interactive and can be tailored to various language skill levels, from beginners to more advanced learners. This simple game helps students expand their vocabulary by guessing letters to form a hidden word. Through this game, students learn to think about the structure of words in English as well as understand the importance of the order of letters in a word. Hangman offers an interactive and fun way to learn a language. Its flexibility and ease of use make Hangman suitable for various learning situations, both in the classroom and individually. Hangman can be used for various language levels, from beginners to advanced, and can be tailored to different learning topics. This game is very easy to play in the classroom, whether using a whiteboard, paper, or even in digital form. As a game, Hangman creates a fun learning environment that motivates students to learn more.

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CHAPTER 3

TEACHING GRAMMAR WITH GAMES

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3.1. INTRODUCTION

Teaching is a process that involves both the teacher and students within the classroom. Key components include materials, approaches, methods, and techniques. For effective teaching, a teacher must conduct an analysis before beginning the teaching and learning process. This involves understanding the students' backgrounds, variations, and needs, as well as determining the most appropriate materials, approaches, methods, and techniques. Teaching is a complex task that requires careful planning and creativity to ensure a successful learning experience. Additionally, creating a positive and engaging classroom environment is essential to keep students interested and comfortable.

Teaching is an art that involves a dynamic relationship between the teacher and students in the classroom. In the teaching and learning process, both the teacher and students play active roles. They engage in various activities such as building rapport, discussing the material, and participating in other tasks that support learning. Success in teaching is not solely determined by the interactions between the teacher and students, but also by the overall performance and engagement of everyone in the class. Teaching can be considered successful when there is a strong connection between the teacher and students, and when students grasp the material and are able to apply it effectively. Teaching a language is challenging because

language encompasses a vast range of functions and meanings. A language teacher must employ effective strategies, suitable methods, and appropriate techniques in the classroom. To meet these demands, teachers need extensive knowledge, stay current with developments, and remain open-minded.

What is grammar? According to Fromkin and Roadman (1998): Grammar is the grammar of a language. So grammar is what we know. It represents our linguistic ability. The also stated that grammar is the traditional term for the system underlying our language use. Based on the above definition, we can conclude that a grammar is a theory or a set of statements that formally and explicitly states which strings of the basic elements of a language are allowed. In other words, grammar is a description of a language and the rules of that language that speakers must follow to form well-formed sentences.

Teaching grammar to young learners presents challenges, as grammar is an essential component of language that must be imparted to students. While grammar may not always be crucial in casual speech, it is important for explaining and describing correct procedures. For young learners, grammar instruction needs to be adapted to suit their developmental stage. Although teaching English grammar can be challenging for both teachers and students, it doesn't have to be difficult or unpleasant. Incorporating enjoyable learning games can make the process more engaging and effective (Ibrahim, 2016).

Games create a positive atmosphere in language classrooms and are well-documented as effective tools for enhancing learning. One major advantage of using games is that they make learning enjoyable, encouraging students to be active participants rather than merely attending class out of obligation. When students have fun, they are more engaged, which leads to improved performance and a positive learning cycle. Games have clear objectives and outcomes, and according to Hadfield,

inhibitions. This approach keeps students motivated and reduces their stress levels. The practical section of the study illustrated that teaching grammar through games is an effective and efficient strategy, leading to satisfaction for both students and teachers.

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CHAPTER 4

TEACHING WRITING WITH GAMES

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4.1. INTRODUCTION

Writing is a vital language skill that helps students express, organize, and communicate their ideas effectively, developing over time as they learn to structure their thoughts (Harmer, 2004; Oshima & Hogue, 1982 in Widiastuti & Arifin (2021)). Writing is a foundational skill in education, essential for students' academic success and future career development. It allows students not only to express ideas clearly and creatively but also to develop logical thinking, communication skills, and the ability to structure arguments. Writing in various forms, whether essays, reports, or personal reflections, is a primary mode of learning and assessment across many subjects, and mastery in this skill builds confidence and empowers students to perform well across disciplines.

However, despite its importance, many students struggle with writing due to challenges such as lack of motivation, difficulty organizing thoughts, limited vocabulary, and grammar issues. The pressure to meet academic standards often leads to anxiety, making the writing process seem daunting, disconnected, or even monotonous. Additionally, some students experience writer's block, which can impede progress and stifle creativity. Addressing these barriers requires innovative approaches that make the learning process more engaging and relatable for students.

In recent years, there has been a shift towards incorporating games into educational settings, particularly as a tool to support writing instruction. With most written communication now occurring electronically, young learners are already adept at quick, informal writing, such as through instant messaging and social media platforms. Leveraging this familiarity, games can create a dynamic, interactive environment that encourages skill development in a low-pressure, enjoyable setting. For instance, digital games often offer immediate feedback and present challenges that adapt to the player's skill level, fostering a supportive learning experience similar to Vygotsky's Zone of Proximal Development.

Games in education, as outlined by Prensky, integrate elements like rules, objectives, outcomes, feedback, and interactive storytelling—features that parallel the writing process. When applied to teaching writing, these elements support engagement, creativity, and a sense of accomplishment in students. For example, story-based games encourage students to think outside the box, while team-based games foster collaboration and peer feedback, allowing them to practice writing in a supportive environment. By transforming writing exercises into engaging, game-like activities, teachers can motivate even reluctant writers to participate actively, reducing writing anxiety and helping students improve their skills.

Writing games promote skill development in multiple ways:

- a. **Engagement:** Games capture students' attention through competition, rewards, and a sense of accomplishment. This can help students remain focused and enthusiastic about writing tasks.
- b. **Creativity:** Story-based games, for example, can inspire students to think outside the box, helping them generate new ideas and explore different writing styles.

- ✚ Level: Beginner to Intermediate
- ✚ Materials: Story cubes or dice with images (or create image cards)
- ✚ Procedure:
 - 1) Roll the story cubes to display a set of images.
 - 2) Students use each image to create parts of a story.
 - 3) They write a story that includes elements related to each image.
 - 4) Share stories with the class for feedback.

In summary, The Story Cube is an innovative tool that fosters creativity and storytelling skills among its users. By utilizing illustrated cubes to represent various narrative elements, it provides a dynamic way for individuals to express their ideas and craft engaging stories. Its application by trainers, psychologists, and educators underscores its value in developing communication skills and enhancing professional growth. As participants interact with The Story Cube, they not only improve their storytelling abilities but also cultivate a collaborative environment that encourages the free exchange of thoughts and creativity.

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CHAPTER 5

TEACHING SPEAKING WITH GAMES

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5.1. INTRODUCTION

Speaking is one of crucial aspect to be taught. Speaking in English also becomes one of crucial aspects to be mastered. By mastering speaking skill, people are able to communicate in a wider field, they are able to communicate and build good relationship to other people from various countries. Mastering speaking skill cannot be gotten automatically. It needs a long process and practice. As what proverb says “the more we practice, the more perfect we are”. It can be said that to have a perfect speaking skill, we have to practice so hard and to practice a lot. Unfortunately, sometimes people are confused how to start to practice speaking, what materials should be learned first, and the way they practice speaking. Otherwise, there are several barriers found by people to practice speaking, for instance their shyness, their lack of vocabulary, grammar, their lack of motivation, and un-pleasure teaching environment. In order to overcome those problems, the writer suggests games as a solution to help people to practice speaking. These communicative games to teach speaking will be explained more in this chapter.

5.2. SPEAKING

According to Houn & Em (2022) speaking means the way of building and delivering monologue, dialogue, and conversational meanings using various symbols (verbal and non-

verbal) based on context. Phann et al (2023) adds that speaking means a skill which enables speakers and listeners to build interaction in order to sending information and sharing idea. English is a language which people are able to connect globally. Furthermore, Karpovich et al (2021) defines speaking is the procedure when people express their idea into meaning using language both of in the form monologues or dialogues. They said the nature of dialogue also makes speaking a process of negotiating meanings between or among interlocutors, using social and contextual knowledge to achieve transactional and/or international purposes.

From the experts' explanation above, it can be summarized that speaking means an interaction between speaker and interlocutors. They (both of speaker and listener) use variety symbols to communicate to reach their purposes. The purposes of speaking are to transfer information, to share idea, knowledge, or feeling, to connect building, and etc.

Speaking is challenging because it does not only mouthing but also we have to be able to transfer information in order to make interlocutors understand. According to Tomasello (2010), human communication is a complex process. In a communication itself, there are several indicators that must be considered, as stated by Rahmawaty and Suwarjo (201); 1) grammar; 2) vocabulary; 3) understanding; 4) eloquence; and 5) pronunciation. In line with them, Ashudi (2016) states the indicators of speaking are 1) choice of words; 2) intonation; 3) pronunciation of words; and 4) smoothness. Furthermore, Fitriani (2014) explains the indicators of speaking include: 1) fluency of speech; 2) the accuracy of word choice (diction); 3) sentence structure; 4) reasoning; and 5) eye contact.

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CHAPTER 6

TEACHING LISTENING COMPREHENSION WITH GAMES

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6.1. INTRODUCTION

As the basis of a process of receiving knowledge in humans, the ability not only to listen but the advanced process of hearing is a determinant for humans in understanding the material given both academic and non-academic sources. Humans generally have an ability known as cognitive ability which is acquired when humans first get access to basic education at home and advanced basic education in the school environment. According to (Ramoo, 2024) normal humans in the phase of acquiring knowledge have 4 basic abilities, namely; (1) reasoning, (2) problem solving, (3) interpretation, (4) critical thinking. The four basic abilities as mentioned and of course occur in the basic learning process are inseparable from the role of parents where parents at that time play the role of 'teachers' in providing the intake needed by the individual himself. In the learning process, there are 3 theories, namely behaviorism theory, cognitivism, and constructivism.

Behaviorism is a theory based on behavior in students both individually and communally. Behaviorism in the learning process is a condition where how to provide understanding to teaching students, it not only includes simplifying the material but also how to ensure that the teaching material is not delivered repeatedly. Behaviorism is not only centered on the level of acceptance of teaching materials but also on how to explore the

interests and attractiveness of teaching participants, especially in creating a conducive and sustainable learning environment.

In addition to behaviorism, cognitivism is one of the theories that processes where at this stage there is a phase where the function of the brain as a micro-processor like a computer processes data both from the initial stage and the final stage. (Kurt, 2023) argues that in cognitivism, the working system of the human brain is said to have almost the same as a computer where there are storage devices, operating systems, and data processing applications as well as decision support system. Human brain, as it is said, has almost the same as a computer work system where at the time of the data processing process can occur an event where the data is not stored sequentially or randomly. Random events in the process of processing information received by the human brain are not permanent because the random storage is still in the temporary processing stage.

The teaching-learning process in the digital era cannot be separated from the role of ICT as a tool and acceleration in supporting the delivery of material in both conventional and non-conventional learning conditions. The use of ICT technology as conveyed by (Stianingsih & Al Farisi, 2024) the efficiency in the use of technology, especially ICT technology, is the creation of more dynamic, modern, sustainable, and flexible learning conditions. There is no doubt that ICT-based education transformation will be more forward-looking in facing the acceleration of growth that occurs in the era of globalization and Industry 4.0.

The application of ICT technology media in learning activities has been outlined previously through the regulation of the Minister of Education and Culture No. 68 of 2014 (Permendikbud Nomor 68 Tahun 2014), which as mentioned teachers are facilitated by ICT media in carrying out learning

required not only to teach academically but also to be able to create an active and interactive learning environment, this is certainly inseparable from the individual role of a teacher who must understand the psychological conditions in the learning environment itself. Gamification itself cannot be applied without considering the needs and readiness of supporting infrastructure for implementation, especially in English learning. Digital-based gamification still needs time, which can be said to be quite specific in its application to the learning environment, because in addition to the limited time given and the readiness of local infrastructure in each region, not to mention the independence of teaching participants with different social and economic backgrounds. In English learning, especially in listening comprehension, gamification is one of the right alternatives for long-term application. In addition to listening comprehension, gamification can also be a separate principle in learning English, especially the principle of 'learning by accident'.

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CHAPTER 7

TEACHING READING COMPREHENSION WITH GAMES

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7.1. INTRODUCTION

Reading comprehension is the ability to understand, interpret, and derive meaning from the written text. It goes beyond merely recognizing words; it involves grasping the ideas, themes, and emotions conveyed by the author. This skill is fundamental to effective communication and is essential for success in both academic and everyday contexts. The importance of reading comprehension in learning cannot be overstated. It serves as the foundation for students to engage with a variety of subjects, enabling them to understand instructions, analyze information, and develop critical thinking skills. (ÖZER ŞANAL, 2023).

Reading comprehension is the cognitive process of understanding and interpreting written texts. It involves several interrelated skills, including the ability to decode words, grasp the meaning of sentences, and connect ideas within and across paragraphs. When a reader engages with a text, they actively construct meaning by drawing upon their prior knowledge, experiences, and contextual clues. This process requires both the identification of vocabulary and the ability to understand how words fit together to convey larger concepts. Effective reading comprehension also includes the ability to analyze the text's structure, recognize the author's purpose, and identify themes and main ideas. Ultimately, reading comprehension is not just

about understanding the literal content but also involves critical thinking, inference-making, and synthesizing information to form deeper insights. Mastering this skill is crucial for academic success and lifelong learning, as it enables individuals to engage thoughtfully with a wide range of texts, from literature to technical manuals, and facilitates meaningful communication in everyday life (Marsa et al., 2021).

7.2. IMPORTANCE OF READING COMPREHENSION IN LEARNING

Reading comprehension is a vital skill in the learning process, impacting a student's ability to acquire knowledge across various subjects. When students can understand what they read, they can better grasp new concepts, whether in science, literature, or social studies. This understanding helps them retain information and apply it in different contexts. Moreover, reading comprehension fosters critical thinking skills. As students analyze texts, they learn to evaluate arguments, identify biases, and make informed conclusions, which are essential skills both in and out of the classroom. Additionally, engaging with diverse materials enhances vocabulary development. A strong vocabulary allows students to express themselves more clearly and comprehend complex ideas more easily. Effective reading skills also improve communication, as students learn how different authors convey their messages. This understanding can inform their own writing and speaking styles. (McNamara et al., 2023).

7.3. BENEFITS OF USING GAMES IN TEACHING

Using games in teaching offers numerous benefits that significantly enhance the learning experience for students. One of the most notable advantages is that games make learning fun and engaging. When students enjoy the activities, they are more

and interactive classroom where students thrive and enjoy their learning experiences (Putra, 2021).

7.10. CONCLUSION

In summary, teaching reading comprehension with games offers numerous benefits that enhance the learning experience for students. Games make learning more engaging and enjoyable, capturing students' attention and increasing their motivation to participate. They foster collaboration and social interaction, allowing students to learn from each other while developing essential communication skills. Furthermore, games provide immediate feedback, helping students recognize their strengths and areas for improvement, all within a supportive and dynamic environment. Given these advantages, it is essential for teachers to incorporate more games into their reading instruction. By doing so, educators can create a more interactive and effective learning experience that not only reinforces comprehension skills but also nurtures a love for reading. As students engage with texts through play, they develop critical thinking and analytical skills that are vital for their academic success. Therefore, teachers are encouraged to explore various types of games and strategies to enrich their lessons, making reading comprehension an exciting journey for all learners.

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CHAPTER 8

THE ROLES PLAY OF THE GAMES IN TEACHING ENGLISH

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8.1. INTRODUCTION

The demand for mastering English in this modern era makes teacher brainstorm the ideas for teaching English. Moreover, the students now are smarter than the past ones by the effect of life advanced. Besides, Merdeka Curriculum (Kurikulum Merdeka) gives the freedom for teacher and students in going through the learning process by doing and having those courses directly, as well as interacting with them. General English language learning at the Primary and Secondary Education levels in the national curriculum provides opportunities for students to broaden their horizons related to themselves, social relationships, culture, and job opportunities available globally.

Besides, by the increasing globalization, many students are learning English to communicate with people from different cultures. English language learning increasingly emphasizes intercultural competence, which teaches students how to communicate with people from different cultural backgrounds politely and effectively. So, the focus of English language learning today has shifted from the traditional grammar-centered method to a communicative approach that focuses on the use of language in real contexts. This approach emphasizes speaking and listening skills, with the aim of enabling students to communicate effectively in everyday situations. Moreover, Content and Language Integrated Learning is an approach where

students learn English while studying content from other subjects such as science, mathematics, or history. This phenomenon is increasingly common in bilingual and international schools, as it helps students learn a language while gaining knowledge in various fields.

The explanation above becomes guide for choosing the alternative ways in teaching English to be more fun. Collaboration among teacher and students can adopt games like roles play so the students can learn and go through the learning material directly by playing roles they like. For example, in the learning material about Sports and Health, the students can play roles to be doctor/health counselor/athlete and they have conversation about it as if they were. The students are able to convey ideas, thoughts and feelings verbally in social interactions.

8.2. THE ROLES PLAY OF THE GAMES IN TEACHING ENGLISH

The history of role playing goes back to ancient Greece, when games were used as educational tools. The first action may have occurred when the teacher taught the student: "I must act as if I were a customer to serve me." The student did his part. The teacher acts as a potential client. The game was used as a teaching method after which they talked about their work (Dorathy & Mahalakshmi, 2011). Weil et al. (2000) stated that role playing is a learning method that allows students to assume certain roles in simulated situations to understand certain concepts, ideas, or problems. It is an approach that facilitates learning through direct participation and interpersonal exploration. Role Play activities encourage motivation of learners in an entertaining way and provide a rich of language (Altun, 2015). Specifically, some benefits from the

8.4. CONCLUSION

English learning process has shifted from grammar translation method to content language integrated learning and collaborative learning. Those make teacher try to be able create real life atmosphere in the class. It is why that role playing can be implemented to help the class be contextual. The Role-Playing method can make students more interested and involved not only in learning about a concept but also integrating knowledge into behavior through classifying problems, exploring alternatives and seeking creative solutions. In the other hand, for implementing, both teacher and students have to pay attention to the possibility that can make it failed. In the beginning, teacher creates script in the form of situation that may be roled by the students. Students can consult their processed script to their teacher before performing. While students are performing, teacher can observe, make notes, guide, motivator and feedback provider.

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CHAPTER 9

RECOMMENDED KINDS OF GAMES USED IN TEACHING ENGLISH

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9.1. INTRODUCTION

In language education, using games as part of teaching methods has become increasingly popular. Game-based learning is a way of acquiring new concepts and skills by using both digital and non-digital games (Grace, 2019). The use of games in education can lead to significant improvements in both learning and educational outcomes (Kula, 2021; Syafii, 2021). Game-based learning is aimed at balancing theoretical content with learning through games. It enables students to engage with challenging learning environments, explore concepts, and achieve specific learning outcomes (Chen et al., 2018). Games are more than just fun; they are effective teaching tools that improve student involvement, motivation, and learning results. Integrating games into English language instruction can change a conventional classroom into an engaging learning space, allowing students to enhance their language abilities in an enjoyable and interactive manner. Plass et al. (2015) argue that the key characteristics of an educational game are primarily shaped by its interactivity. The interactive nature of games encourages active participation, which is crucial for language acquisition and retention. The incorporation of games into English language teaching presents numerous benefits for both students and educators. By providing a variety of engaging and interactive activities, teachers can create a stimulating learning

environment that promotes language development. This chapter will explore into specific game types and their applications, equipping educators with the necessary tools to enhance their teaching practices and support student learning in English.

Theoretical frameworks in second language acquisition highlight the importance of interaction and communication in learning a new language. Games create opportunities for authentic interaction among learners, allowing them to practice their speaking, listening, reading, and writing skills in a contextualized setting. Ashok et al. (2013) noted that games are widely regarded as a valuable tool in language learning, as they can enhance learners' language use while fostering an enjoyable atmosphere and positive interactions among students. In his TED talk, Brown (2008) remarked that games are more than just a source of fun; they hold essential importance. By engaging in game-based learning, students are more likely to take risks, make mistakes, and learn from them, ultimately leading to a deeper understanding of the language. Several types of games can be integrated into English language teaching, each catering to different aspects of language learning. For instance, word games enhance vocabulary acquisition, while role-playing games encourage students to use language in real-life scenarios. Furthermore, collaborative games foster teamwork and communication skills, essential components for language learners. This chapter will categorize and analyze these games, offering examples of how they can be effectively utilized in the classroom.

This chapter explores six different types of games that can make learning English more enjoyable and effective. Each section looks at a specific type of game, starting with icebreakers that help students feel comfortable, then moving to vocabulary and grammar games that support key language skills. There are also games that focus on pronunciation and intonation

Answer: "She will read a book." Students are divided into teams and start at one station. When they complete the task, they race back to tag the next teammate, who then proceeds to the next station.

- (3) **Tips for Implementation:** Ensure that each challenge varies in difficulty to accommodate all student levels, and encourage discussions within teams about their answers.

d. TWO TRUTHS AND A LIE (GRAMMAR EDITION)

- (1) **Purpose:** To practice identifying grammatical errors and improve critical thinking skills.

- (2) **How to Play: Preparation:** Instruct each student to write down three sentences about themselves: two that are true and one that contains a grammatical error.

Example Sentences:

- (2a) "I have a dog." (2b) "I go to the gym every day." (2c) "I goed to the store yesterday." (Error: "goed" should be "went."). Students take turns reading their sentences aloud while the rest of the class tries to identify the lie and point out the grammatical mistake.

- (3) **Tips for Implementation:** Encourage students to explain why the chosen sentence is incorrect, reinforcing their understanding of grammar rules in a fun and engaging manner.

e. GRAMMAR BINGO

- (1) **Purpose:** To reinforce vocabulary related to grammar through a fun and interactive format.

- (2) **How to Play: Preparation:** Create Bingo cards featuring various grammar terms (e.g., "verb," "adjective," "simple past," "subject," "predicate"). Prepare a list of definitions or examples to call out. For instance: "A word that describes an action" (Answer: "verb"). "Change the sentence to past tense: "They play

way. Through activities such as vocabulary, grammar, pronunciation, and cultural awareness games, students can build language proficiency across various aspects of communication while feeling motivated and supported. These games create a more interactive learning environment, fostering positive student interactions and boosting their confidence in using English. Additionally, games offer authentic contexts for practicing language skills, which can improve retention and application. For instance, role-playing and storytelling games encourage creativity and real-world language use, while cultural games connect English learning with students' local heritage, deepening their sense of pride and cultural awareness. As educational paradigms shift toward more student-centered approaches, the integration of games into language education not only enhances proficiency but also nurtures critical life skills, preparing students for broader communicative contexts beyond the classroom.

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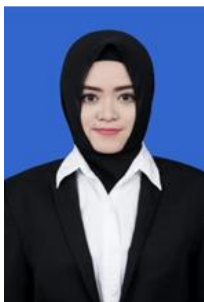
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CHAPTER 10

THE IMPLEMENTATION OF TEACHING ENGLISH USING GAMES

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10.1. INTRODUCTION

Language is an instrument of communication that form a symbol system sound that produced by human speech to inform or ask other humans particular things, also it can express feelings, emotions, ideas or share knowledge or experiences (Oviogun et al., 2020). Furthermore, learning a new foreign language provide the individual ability to communicate and connect with people from all over the world.

English is an international language that use in many fields, such as science, technology, diplomacy, tourism, politics, education, etc. English become an important tools for the student to receive, to process and share ideas with every people from all over the world (Ardhianto, 2017). However, if english not our first language or mother tongue it become tough to learn that. The mother tongue language is the language the child first acquires when speaking. Teaching english in the community that didn't use english as their daily language, very challenging. Game is one approach to motivate students in learning english. Game contribute many advantages for english language teacher. The advantage of using games in the language class are it can help learners mastering their english without getting bored and it can encourage the student to practise English without making the student realize that they are asked to do that. (Saputra et al., 2021)

Teaching is a mutual process between teacher and students. According to Bennion (2015), teaching is the activity of training, acquisition of knowledge, the inculcation of ideals, and the rebuilding of permanent interests. Teaching language must reflect the way we understand language. Language is more than just the symbol, it involves social practices of interpreting and making meanings. English has become a global language. It implies that the English language is a means of communication that is applied internationally by people to convey with others, like transfer information, ideas, feelings, messages, etc. (Farizawati et al., 2021). Teaching English language especially for a country that uses English as a second or foreign language, needs variety in teaching method. One of the methods to make teaching English language as fun and interactive one, that is using games in the classroom. Based on Bendo (2019) experiment, the use of games in English class could contribute in valuable and relevant setting for the utilization of the language, motivated participants and collaborated each other, reduced anxiety, and helped students to learn English language. Definition of games according to Oxford Learner's dictionary is an activity that you do for fun with certain rules that you can win or lose. According to Sari (2022) that teaching English through games are useful and effective. This method conducts real world context into the classroom, so it can increase the flexibility and communicative way of the students in English class.

10.2. IMPLEMENTATION

Recently, people need to be able to communicate using English language in order to fulfill the challenge of globalization.

In English language, there are four basic language skills that the teacher must teach and the students must learn; that are skills of reading, listening, writing and speaking. For example skill of listening, the teacher should encourage the students to develop

		<p>direction</p> <ol style="list-style-type: none"> 3. The blindfolded student enter the maze accompanied by their partner to reach the finish line 4. The student must use directions such as go straight, turn right, turn left, step over, go up, u turn, etc
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Source: Go Overseas (2024)

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CHAPTER 11

TEACHERS' PERCEPTIONS ON THE USE OF GAMES FOR ENGLISH LANGUAGE TEACHING

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11.1. INTRODUCTION

The integration of game-based learning has become an everyday part of English-language teaching. With advancements in technology, the use of games has mushroomed in English language teaching. Many studies have examined teachers' perspectives on applying games to English language learning. Understanding teachers' perceptions is crucial since it affects the way they teach and interact with students. If teachers have a positive perception of the use of games, they tend to be more enthusiastic and creative in their application, thereby increasing learning effectiveness and students' outcomes. Understanding these perceptions helps curriculum developers and education policymakers craft training programs that align with teachers' requirements and preferences. Teachers' perceptions of teaching methods have a direct impact on their students' attitudes. When instructors view games as valuable and efficient tools, students are likely to experience similar advantages, thereby boosting their motivation and engagement in learning. Teachers' perceptions are indicators of their readiness to implement new learning approaches. This insight helps determine whether educators feel ready or require additional support to incorporate methods such as game-based learning and aids in estimating the impact on teaching and learning processes.

The concept of gamification involves applying game-like elements to non-gaming contexts, while serious games are not stereotypical processes but rather broad approaches that aim to incorporate the principles and components of games into educational methods (Buck, 2017). Gamification serves as a strategy for captivating individuals, stimulating action, facilitating learning, and tackling challenges by employing game mechanics, aesthetics, and game-oriented thinking (Harahap & Daulay, 2022). According to Rulyansah et al. (2023), educators prioritize gaining adequate pedagogical skills to effectively implement various game-based teaching methods in their classrooms. Drawing from their classroom experiences, teachers identified three key areas related to the competencies required to make informed decisions about instructional strategies: 1) developing the curriculum, 2) offering guidance, and 3) evaluating student abilities. Rulyansah et al. (2023) further emphasized that numerous significant projects are currently in progress, highlighting the increasing significance and attention given to researching teacher competencies and implementing related policies on the use of games in teaching.

11.2 TEACHERS' PERCEPTION ON THE ADVANTAGES OF THE USE OF GAMES FOR ENGLISH LANGUAGE TEACHING

From the teacher's perspective, there are some of the main benefits of using games in English teaching, including increasing student motivation and enthusiasm, making it easier to understand the material, encouraging collaboration and interaction, building student confidence, improving language skills, encouraging independent learning, and offering immediate feedback. Previous research, although limited, has identified teachers' perceptions of the use of games for learning. Most studies show that teachers have a positive attitude towards

challenges teachers face, such as limited time, resources, and lack of training.

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CHAPTER 12

RELATED THEORIES OF TEACHING ENGLISH USING GAMES

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12.1. INTRODUCTION

English serves as a language for various purposes, including academic reference and learning through communication media. Learning English provides many benefits, not only in terms of broadening access to knowledge, but also in terms of expanding networks and professional career opportunities. Teachers use various methods in English language teaching to enhance learners' motivation, enabling them to absorb the information and materials. To achieve the goals of English learning, the teacher must be creative and innovative in finding and selecting techniques and methods to engage students' interest so that they enjoy learning English (Sukirmiyadi, 2018).

Games are one of the most popular methods of teaching English. Teachers often use games to create enjoyable learning experiences, releasing students from pressure. Games play an important role in English language teaching and learning because they not only provide a relaxed atmosphere for students but also encourage them to be more active and creative in communicating using English (Hieu, 2021; Yolageldili & Arikan, 2011).

Every level of English language instruction can incorporate games. For young learners, games are a part of their daily lives. Teaching using interactive games can enhance student participation and enthusiasm in English language class (Uyen,

2023). Similarly, for both high school students and adult students, besides being a unique medium for teaching real English communication, games also enhance cooperation among students, facilitate vocabulary acquisition (Ghyama, 2021), and create a more relaxed English language learning atmosphere (Hieu, 2021).

With numerous benefits offered by games in English language teaching, both for students and teachers at various educational levels, this chapter specifically discusses theories related to teaching English using games. We anticipate that teachers will acquire a thorough understanding of the theories that apply to the context of games in English teaching and learning.

12.2. THE ROLE OF GAMES IN LANGUAGE LEARNING

Byrne (Hieu, 2021) defines games in foreign language teaching as a type of enjoyable and engaging rules-based play that involves competition and cooperation among students or student groups in language-related activities. Meanwhile, Haldfield (Ghyama, 2021) defines games as an activity with rules, objectives, and elements of fun. The purpose of language games is to develop and enhance language skills such as spelling, pronunciation, reading, listening, etc. There are many studies presenting the advantages of using games in teaching.

a) Games create opportunities to practice language skills (Bendo, 2019) and enhance students' language proficiency.

All English language skills can benefit from games, making it easier for students to improve their language skills. Integration in language games fosters language acquisition, develops linguistic skills, and helps students make progress in foreign language learning. Students also feel more

students' lack of language, anxiety, lack of technology facilities, lack of preparation, and others.

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