

**USAGE OF COMPUTER GAMES IN LEARNING VOCABULARY AMONG ESL LEARNERS  
IN MALAYSIA**

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**ABSTRACT**

The power of computer games has widely been recognized in the field of education. Since, they contribute to make language interesting. Computer games increase learners' attention and persistence in learning. Computer games have been popular for several decades to teach vocabulary. Furthermore, one of the essential are vocabulary skill in learning English language. Vocabulary literacy is difficult and will cause stress to few learners. The purpose of this study is to investigate the use of computer games in learning vocabulary among ESL learners in Malaysia. This pilot study employed 30 learners from four. They were exposed to two different vocabulary approaches acquiring were computer games and traditional vocabulary strategies. The extend of the subjects vocabulary acquisition in the two methods was measured by using Pre and Post vocabulary test and two different essays. The results show a major difference between the pre and post vocabulary tests. Findings shows that computer games proved to be more effective in improving vocabulary among ESL learners. Educators should know that preparation is the most effective approach for technology integration in the classroom and engage their learners in a creative language use.

**KEYWORDS:** Computer games, vocabulary acquisition, ESL learners

**1. INTRODUCTION**

**Background of the study**

Developing skills in English is important among ESL learners, mostly to convey good English skills. This is to ensure learners who have been exposed to the vocabulary knowledge, have the capability to master English language. On the other hand, learners with strong vocabulary acquisition have better language skills. In this fast expanding modern technology era, computer games play an important role among the young generations. The main purpose of the study is to examine the usage of computer games in learning vocabulary among ESL learners in Malaysia. Apart from indulging them into entertainment, they also play an important role which is to promote learning. As we already know, children spent most of their time in front of their computer playing games. Introducing syllabuses through computer games will be great way to attract learner's attention. This is because learning through computer games promises a fun and incredible learning environment.

On the other hand, by using computer games allows learning to be more useful and it allow to learn vocabulary in an enjoyable way so it can assist learners to retain target words more quickly. Computer games also provide context in which learners can discuss the outcomes to facilities their understanding and improve children grammar. Schlimme indicates computer games allow learners to target words and vocabulary level may increase. Computer games have been worthy and widely appreciated due to their capability of making learning fun and enjoyable across all ages. Computer games have lots of advantages and is effective in learning vocabulary apart from improving writing skills. Learners will be strongly motivated because computer games usually engage friendly competition among themselves.

Computer games even set up creative cooperative learning environment instead of conventional teaching methods which are still being broadly used in Malaysia. In obtaining second language (L2) acquisition, Vocabulary understanding will be an essential tool. By embracing new words, learners can improve their acquisition of vocabularies. Comprehension and production in second language (L2) can be improved writing vocabularies. Practicing vocabularies through conversations outside classroom allows learners to learn vocabularies informally apart from formal lessons in classroom. Vocabulary has been an important component of general language ability, its importance in second language (L2) writing is widely accepted as well as correlation with reading comprehension.

Vocabulary being a language aspect that was not highlighted at the beginning stages of secondary language acquisition. Traditionally, learners are memorizing vocabulary words and when learners encounter new words they tend to seek help from the dictionary. When education via computer games was introduced, an enjoyable and interesting learning environment were achieved. Learners learning with computer games proved learning vocabulary was easy and exciting. In English, vocabulary is mainly taught as a single words context. Learning vocabulary is not easy and it needs a lot of hard work, so it needs to be understood, produced and manipulate targeted words.

Furthermore, vocabulary games brought fresh Real world class context and allowed learners to put language to use in a comfortable and confident way. Very little without grammar can be transmitted, nothing can be transmitted without grammar (Wilkins 1972). To achieve better understanding and informative communication, Vocabulary plays a vital role especially adding meaning to a particular sentence.

There were sufficient method of mastering been used in vocabulary acquisition. According to Language Teaching and Research (2015), sample of 69 groups of learners were chosen to study the level of vocabulary acquisition. Taken by surprise, 75% of these ESL learners scored 'fair to poor'. Another research also showed that many in a coherent sequence the learners were unable to express ideas fluently and clearly.

If the effects of language learners' inadequate vocabulary are overlooked, the results can be quite severe and their academic performance can be seriously affected. (Hazenberg & Hulstin 1995) not just in language courses, but usually also in general. Limited vocabulary may not understand and can hinder their academic progress by ignoring the content of reading materials. In addressing this concern, using computer games could certainly increase ESL learners' vocabulary acquisition. Looking at the advance technology knowledge among school goers, computer games severely have its capability to master their vocabulary.

The main objective of this study is to examine the learners' perception towards vocabulary learning using computer games in ESL learning and to examine learners' preference of strategy in acquiring vocabulary among ESL learners. The study attempts to answer the following two research questions:

- 1) What are the learner's perception towards vocabulary learning using computer games in ESL learning?
- 2) What are the learners' preference of strategy in acquiring vocabulary among ESL learners?

This research also examines how computer games can be differentiated from conventional vocabulary approaches by learner in vocabulary building.

## **2. LITERATURE REVIEW**

### **Computer games in improving vocabulary**

Learners in this digitization spend most of their time on computer games. Playing computer games has been on their favorite hobby and activity during their free time. Since learners are into the virtual world, these "digital natives" will not be very impressed with the traditional way of teaching which is by using the whiteboard.

Calvo - Ferreer (2017) conducted research on the effect of computer games using vocabulary acquisition. This research has been done with two separated groups. One was the experimental group and the other one was the control group. His experimental group was exposed to the new vocabulary method by using computer games while the control group practiced vocabulary by doing worksheets from an exercise book.

After analyzing the results, the group that has used computer games scored better compared to the control group. This is because learners who use computer games find it challenging and makes them want to answers thus including cognitive conflict within learners to think more critically in order to save their question and adequately respond to the vocabulary acquisition. From this study, we knew that learners

who are frequently playing computer games tend to score better than learners who plays computer games less.

In short the more they game, the larger their English vocabulary tends to be. Costica (2015) mentioned that 21st-century learning is the best way to gain and improve learner's motivation for teaching vocabulary than the traditional way of learning. In this century learners need to gain vocabulary in a proper way to deal with the technological world so that learners will not be left out when the world moves. The first step in learning English is to learn vocabulary. In addition, active learners play an important tool in teaching process which is known as "any learning method allow and improve learners learning process" (Moore 2016). In the other words, active learners refer to introducing learners to different activities such as computer games that allow learners to communicate with their friends or teachers to have higher thinking and not only receive information all the time.

Computer games allow learners to improve vocabulary. This is because computer games give an interesting and fun learning atmosphere for learners to learn (Derakhshan & Khatir, 2015). Lorenzutti & Quispe (2016) also mentioned that computer games motivate and allow learners to participate in the classroom. Learners enjoy playing games and they are not forced to learn through computer games. Computer games help and encourage learners to learn their vocabulary quickly and easily. The colorful and interactive computer games attract learners because they can stimulate more than one sense at a time.

Hence, computer games have a clear and specific goal and it allows learners to pay more attention (Saha & Singh 2016). Therefore, if learners don't get the results, they will put more energy or effort into and the issue and doing the necessary things. Teachers should implement and use computer games in teaching to allow learners to boost their motivation level in learning vocabulary. Computer games are also useful in classroom teaching because it helps the teachers to introduce the topic especially in learning vocabulary in an interesting way. Learners will be interested due to audio and image are involved. Beyond the practicalities of ensuring that game sessions run smoothly, the teacher should also monitor and guide the learners. Teachers should be aware of and understand the game before introducing to the learners.

Schlimme as cited in Vahdat & Rasti - Behbahani,( 2013) mentioned that by using computer games it allows learners to discuss the outcomes in order to gain their understanding of other concepts and can improve learners spelling, reading, spatial abilities and critical analyzing techniques. Among all learners, language learning teaching technique in using computer games have been improving writing skills because it's seen as an appropriate and powerful technique for learners to adapt and learn faster due to the nature of computer games which fits the young generation. Computer games are fun for learners to have physical and cognitive contact, socialization, competitiveness and cooperative. To language learners, vocabulary

is particularly boring when using it in writing skills and for those who were brought up in the modern technology era.

In this digitization era, the The internet opened up worldwide learning opportunities to improve their target vocabularies. By using computer games parents can also monitor and assist their children from home. Computer games allow teachers to assist to create social contexts in which the language is useful and meaningful. Shuang & Jin - Xia (2015) mentioned that a comfortable environment for English teaching and learning is essential for learners to learn English vocabulary. Many people have realized the importance of a peaceful environment and also paying more attention to the usage of computer games in learning vocabulary are by improving writing skills. Many factors that influence the characteristics of the body and mind of the learners were overlook for elementary learners. It must be taken into account that language education, especially for young people, is a challenging task.

Therefore, the best way to teach them grammar is through computer games. Learners participate and learn faster through computer games. Whether computer games are focus of the lesson, the games give the teacher an opportunity to help students successfully acquire new forms and lexis. Computer games should not be complex, as learners tend to find a long list of instructions difficult to understand. Besides that, computer games should also have encouraging words because learners always love to be praised and to be the center of attention. Computer games increase learner's proficiency in grammar. With the assist n guide of grammar computer games, learners will be able to improve in their vocabulary.

### **Vocabulary among ESL learners in Malaysia**

Vocabulary learning is one of the most important learning resources for second language education. Every learner in ESL learning needs to be mastered in vocabulary acquisition. Second language learning highly depends on vocabulary, as the starting point of learning English. In those days, L2 vocabulary has been the great research that every researcher was interested in. Learners who are mastered or good in the vocabulary will be able to construct good communication. Vocabulary is a word that learners are required to use it in their daily lives in order to communicate with people so that they will be able to practice the words daily. Therefore, teaching vocabulary starts with their primary schools. This allows learners to be rich in vocabulary. Teaching vocabulary in the English language is also a compulsory subject in the education system.

English language teachers should be more creative in teaching vocabulary so that learners will be able to pay attention well in the classroom and have an active learning environment. In order to achieve the goal for learners to understand well teacher should use interesting materials to teach vocabulary such as mind-map, using songs, flashcard and etc. Vocabulary learning should also be a learner-centered it allows each

and every individual to learn and understand better. By giving activities individually teachers would be able to monitor learner's proficiency level in acquiring vocabulary acquisition.

(Manual 2016) have mentioned that the activity books that learners have used to defined as an individual activity with the intention to improve every learner's understanding and improve their knowledge skills. Classroom learning should also be fun learning based to make learners to enjoy the classroom environment in order for learners to enjoy learning.

Vocabulary learning is also focused on how learners are adapting the input given by teachers. It is important on how learners are acquiring knowledge in vocabulary learning and how the teachers are delivering the words in the correct order. Most of the learners have a lack of understanding in vocabulary due to lack of confidence in teachers in teaching particular words. Teachers faced difficulties in where to begin to form an instructional emphasis on word learning. Hence, to improve that teachers should be prepared before the lesson and figure the easiest way or technique to be used in order to help learners understanding.

A good teacher should understand and prepare what to the taught before teaching the learners. One of the effective ways of teaching vocabulary is using interesting activity while teaching such as flashcards. Flash card that contains pictures or words in it to ensure learners understand the category and characteristics using the flash card in words help the learners to learn new words to improve their vocabulary. Flashcard allows active learning classroom environment. Since all the learners will be able to participate equally (Joanne, 2016).

By using interesting activity in teaching vocabulary makes the classroom more active, lively and fun learning environment. Thus, learners will be highly motivated and would love to participate in the classroom. The learning activity is important for the teaching-learning process. This is because teachers follow the plan to achieve the goal of teaching and learning.

Many learners that use mother tongue to communicate face difficulties in mastering vocabulary. This is because they tend to get confused when to use past tense or present tense since they always communicate using their mother tongue. Learners that use English every day to speak do not face problems because they practice it in their daily lives. In that, learners that do not practice or uses it have lack of understanding vocabulary.

Most of the learners learn vocabulary it should be born in mind that language learning is a continuously challenging task for young learners in particular. in teaching and learning vocabulary in the classroom would be beneficial for learners to adapt easily, learn faster and understand better. This is because learners

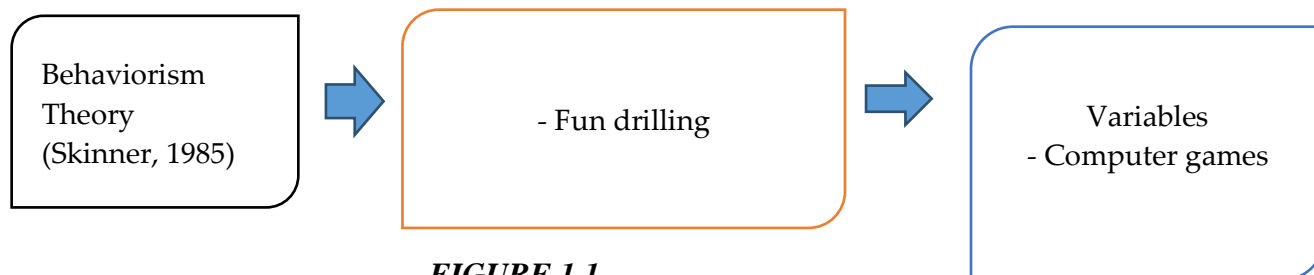
tend to learn faster by using audiovisual that contains picture and voice. By using media, learners will enjoy to learn English vocabulary, make message clear, save teacher energy and motivate the learner to learn.

Vocabulary is very important in learning English. By mastering vocabulary learners can easily learn English. While using visual media, teachers should choose interesting and familiar audio to show learners. Many children love cartoon. Teachers can also teach learners by using famous cartoon. Cartoon make learning interesting and fun stated by (Putrani & Mina, 2015). A productive way of teaching comes from an educator. Teacher chooses the best and interesting teaching aids for the learners to learn effectively. A teacher should attract learner’s attention while teaching in order for learners to pay attention in class. Teachers also play an important role in learning vocabularies since they implement the teaching strategies which allow learners perspective in learning (Iftanti, 2015).

In grammar Vocabulary is closely linked. The lexical structure can literally be separated into grammatical words in the majority of languages. The English language has language skills and components. There are 4 elements that learners should master in vocabulary, pronunciation, grammar and spelling are language elements while language skills are listening, speaking, writing and reading. Therefore, vocabulary is an important language element that learners must master. Learning vocabularies is important because it influences the ability of learners in learning English. Learners who have mastered vocabularies well can learn all the element and skills in the language easily.

Fauzan (2014) stated that suitable material and teaching aids allow learners to learn vocabulary in a better way. In this 21st-century learning process focus on the learner-centered. This is because learners do not participate in class if only the teacher is involving the classroom. Learner’s brain start to think when teachers involve them in the class activity such as finding the meaning when learners participate in class they learn faster. Teaching and learning will thrive if learners can observe and understand the value of learning materials directly. Vocabulary education is more than the introduction of new words, it also teaches context and how to use them in the right order.

**Conceptual Framework**



**FIGURE 1.1**



Figure 1.1 depicts This study is based on an integrated conceptual framework on Behaviourism theory (Skinner, 1985). This study is to determine learners' knowledge in using vocabulary in writing. This study employed students-centered learning. Drilling was used to drill students' vocabulary structure based on behaviourism theory. A quantitative survey was used in this study.

### **3. METHODOLOGY**

#### **INSTRUMENT CONSTRUCTION PROCEDURE**

This pilot study employs an experimental design which aims to investigate the usage of computer games in learning vocabulary among ESL learners in Malaysia. This study employed a pre-test and a post-test to investigate two methods of vocabulary acquisition were computer games and traditional vocabulary strategies.

The questionnaire used in this study is adopted from a researcher by Kanthimathi Letchumanan. As mentioned by Hussein Shokri & Syed Jalal Abdolmanafi-Rokvi (2014) using computer games motivate learners to remember the words since learners give their full participation and concentrate to the words more whether to compare or contrast which represent them, which store the words into student's working memory and long-term memory. This questionnaire will be modified to address learner's level of computer games using vocabulary in learning. The questionnaire is divided into two section. Learners personal details will be Section A and section B will be usage of vocabulary using computer games.

#### **VALIDITY AND RELIABILITY**

##### **RESEARCH INSTRUMENT, VALIDITY, RELIABILITY.**

###### **Pretest-posttest Design**

In this study, pre-test – post-test and questionnaire was used as the instrument data collection. The respondents of the research was 30 learners. The item of the instrument are according to learners' prior knowledge in vocabulary. This instrument was used to compare the results before and after the use of computer games in learning vocabulary. After using the intervention among the experimental group, the same essay topic was given to all the respondents to answer. The researcher was able to differentiate the outcome results of pre-test and post-test of the both group. In this way. The worksheet was adopted from the standard SPM writing paper format Paper 1, Section B Continuous Writing. This is to make sure quality and validity of the task given as pre-test and post-test and pilot test was conducted in SPSS.

#### **SAMPLING AND POPULATION**

This study is a non-probability sampling which does not depend on the use of randomization techniques to select respondents. Purposive sampling was used in this quantitative study to choose suitable class as the respondents in this research. In this research, 15 learners were from 4 setia class with the same year



and similar background and 15 learners were from 4 iswara . Learners from 4 setia were chosen as experimental group and the other 15 learners was chosen as control group for this study. This study were conducted during school hours. The population in this research involved learners from SMK Subang Jaya, Selangor. The sample of the study consists of form 4 students. The participants of this survey was those who are taking English as a compulsory subject in their Sijil Peperiksaan Malaysia (SPM). In order to engage their level of proficiency, the learners English Language results for the Penilaian Menengah Rendah (PMR) learners who obtained grade A will be categorized as High Proficiency (HP) learners. Grade B as Average Proficiency (AP) learners and grade C, D and E as Low Proficiency (LP) learners.

#### **DATA COLLECTION PROCEDURE**

Before conducting this research, the researcher got approval from the supervisor and supervisor agreed to the instrument that the researcher need to use for collecting data. The researcher decided on the suitable worksheet which allows to do pre-test and post-test for the respondents and also adapt the questionnaire to collect survey data from the study. The instrument were submitted to the supervisor before conducting a pilot study. The purpose of the pilot study to ensure validity of the items in the instruments. After that, the researcher write letter to get the approval from the administration of the school.

#### **DATA ANALYSIS PROCEDURE**

Data will be collected, graded and the data will be analyze by using SPSS. The questionnaire which are answered was collected and analyzed using statistic to produce the representation of the data collected.

#### **4. FINDINGS AND DISCUSSION**

This study answered two research questions. The answer for first research question “ What are the learner’s perception towards vocabulary learning using computer games in ESL learning?” are discussed in terms of aspects such as “I like learning vocabulary through the computer games”, “I had fun learning vocabulary using the computer games”, “Learning words through games is more interesting”, “The use of computer games has expanded my vocabulary”, “The illustration on the games were helpful in acquiring vocabulary”, “The activities in the games were interesting”, “I am able to remember the words better by playing the games”, “Computer games is the best technique to improve my vocabulary”, “I am confident with my vocabulary after playing the games”, “Sound bites, picture and graphic helped me learn better.”

No.	Question Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.	I like learning vocabulary through the computer games.	0%	6.7%	20%	36.7%	36.7%

2.	I had fun learning vocabulary using the computer games.	0%	6.7%	10%	50%	33.3%
3.	Learning words through games is more interesting.	0%	0%	16.7%	40%	43.3%
4.	The use of computer games has expanded my vocabulary.	0%	0%	20%	50%	30%
5.	The illustration on the games were helpful in acquiring vocabulary.	0%	3.3%	33.3%	43%	20%
6.	The activities in the games were interesting.	0%	3.3%	6.7%	46.7%	43.3%
7.	I am able to remember the words better by playing the games.	0%	3.3%	13.3%	40%	43.3%
8.	Computer games is the best technique to improve my vocabulary.	0%	3.3%	26.7%	30%	40%
9.	I am confident with my vocabulary after playing the games.	0%	3.3%	33.3%	40%	23.3%
10.	Sound bites, picture and graphic helped me learn better.	3.3%	3.3%	26.7%	26.7%	40%

**Table 1: Learners’ Attitudes towards Computer Games.**

The findings shows that the respondents equally agreed and strongly agreed that they “like learning vocabulary through the computer games”, with the same percentages of (36.7%). (20%) chose neutral, (6.7%) chose disagree and obviously none selected strongly disagree. With respect to the second item that is “I had fun learning vocabulary using the computer games,” it was found that majority (50%) of the respondents chose agree while (33.3%) chose strongly agree and only (6.7%) chose disagree. It was found that majority respondents strongly agreed (43.3%) that “learning words through games is more interesting”, while (16.7%) respondents chose neutral. The results also showed that majority of the respondents chose agree (50%) “the use of computer games has expanded their vocabulary”, while none selected strongly disagree. Majority of the respondents also agreed (43%) that “ the illustration on the games were helpful in acquiring knowledge”. The findings also showed (46.7%) agreed that “the activities in the games were interesting while (3.3%) disagree. Most of the respondents choose strongly agree (43.3%) that “I am able to remember the words better by playing the games, while none choose strongly disagree. (40%) of respondents strongly agreed that “computer games is the best technique to improve my vocabulary”, while (3.3%) disagree on that statement. Majority of respondents agreed (40%) that “I am confident with my vocabulary after playing games while none selected strongly disagree. The results also

showed that (40%) of the respondents chose strongly agree by “sounds bites, pictures and graphic helped me learn better while (3.3%) strongly disagree.

To answer the second research question “ what are the learners’ preference strategy in acquiring vocabulary among ESL Learners?” is discussed in terms of aspects such as “ I always look up the meaning of the new words in my English dictionary”, “I always try to guess the meaning of the new words through the context in which it is used”, “I sometime list down the words in my notebook because writing helps me remember the words”, “I sometimes read and reread the new words several times”, “I never do a mind-map of the new word to relate it with other words”.

**Table 2 :Learners’ Preference for Traditional Strategies**

No.	Question Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.	I always look up the meaning of the new words in my English dictionary.	20%	23.3%	16.7%	23.3%	16.7%
2.	I always try to guess the meaning of the new words through the context in which it is used.	3.3%	6.7%	23.3%	33.3%	33.3%
3.	I sometimes list down the words in my notebook because writing helps me remember the words.	20%	13.3%	33.3%	23.3%	10%
4.	I sometimes read and reread the new words several times.	0%	6.7%	26.7%	43.3%	23.3%
5.	I never do a mind-map of the new word to relate it with other words.	16.7%	16.7%	33.3%	16.7%	16.7%

The findings shows that the respondents equally disagreed and agreed that “I always look up the meaning of the new words in my English dictionary”, with the same percentages of (23.3%) and (16.7%) strongly agreed. It is found that there was an equal percentage of the findings shows that the respondents equally disagreed and agreed that “I always look up the meaning of the new words in my English dictionary”, with the same percentages of (23.3%) and (16.7%) strongly agreed. It is found that there was an equal percentage of (33.3%) agreed and strongly agreed that “I always try to guess the meaning of new words through the context in which is used and only (3.3%) respondents choose (3.3%) strongly disagree. Majority of respondents have chosen to be neutral (33.3%) that “I sometimes list down the words in my notebook because writing helps me remember the words”, while (23.3%) agreed.

Most of the respondents chose agree (43.3.%) that “I sometime read and re-read the new words several times while none chose strongly disagree. The results also showed that (33.3%) of respondents chose to be neutral that “I never do a mind map of the new words to relate it with other words.

## **DISCUSSION**

The findings showed that learners have positive attitude in learning vocabulary through computer games. This is because learners enjoy playing games and it allow them to concentrate better while learning. In all levels of play, learners are exposed to various kinds of vocabulary learning. Majority of learners had fun in learning vocabulary using computer games since they are motivated. As generally friendly contest are involved and cooperative learning environment created. Learning words through computer games are more interesting since majority of the respondents chose strongly agree. After learning and practicing new vocabulary through computer games, many learners have expanded their vocabulary and learners have the chance to speak in a non-stressful manner. Learners enjoy learning through computer games since illustration with games helped with vocabulary learning. This certainly allowed to capture their attention and motivate them. Majority of learners remembered the words better by playing games. Captivating power of computer games might lie their interactive nature. Learners don't just sit and watch, but hey get to participate and involve in the games. When learners participate and focus in the games, they tend to absorb easier. Learners also feel confident with their vocabulary after playing the games since they have learned lots along the way and add on their confidence each time they win the game. Computer games that involve sound bites, picture and graphic helped them better and attract their attention.

Traditionally, games are used in the language classroom for a various purpose. For an example, many educators start their lesson with games. This boosts learner's motivation and enhance their interest to learn the subjects. Few learners often try out the meaning of new words as they favor traditional methods in the English dictionary. But, at the same time half of the respondents do not prefer looking at dictionary for new words as they prefer browsing the internet. Learners always try to guess the meaning of the new words through the context in which it is used. The finding revealed some strategies were preferred and

utilized more often. Many learners list down the words since it allows them to remember the words easier when they write it down. Some learners chose disagree because they were not aware of this strategy and not use to list down new words. Majority of learners learn new words by reading the new words several times as they could remember better and understand the meaning of the word. This helps learners to be more confident when they implement it in their daily routine. In this 21st century, mind map is the best way to allow learners to improve in learning new words. However, many learners do not prefer doing a mind map since they are not aware or they prefer shortcuts. Educators need to implement this in their daily teaching since it allows learners to follow and learn faster.

## **5. CONCLUSION**

Vocabulary learning plays an important role in their daily lives. This study emphasizes on using learning vocabulary using computer games. Learning through computer games are occasionally used to teach and learn vocabulary. In schools computer games are used for a limited time. Educational games are encouraged to be used frequently due to their benefits. Findings has revealed learners have improve their vocabulary through computer games. Many learners prefer learning vocabulary using computer games has it promotes fun learning environment. The advantages and usefulness of computer games in acquiring vocabulary are many. These are inspiring because often friendly competitions are involved and cooperative learning environments are developed. When computer games are being adapted in education system, the environment as well as the outcome will be interesting and fruitful. The learners that use computer games also will always have positive attitude as they become more motivated while learning.

This study has implications for learners and teachers to use computer games in order to improve vocabulary. Teachers should know that educational approach is the most effective one when integrating technologies in the classroom and engage their learners in a creative language use. By using computer games, learners can use the language more effectively. Methods such as using computer games are very interesting tool to teach and learn vocabulary. Computer games can help teachers to create contexts in which the languages are useful and meaningful.

In conclusion, the researcher in this paper has reviewed the importance of computer games in improving vocabulary. The literature review indicates that computer games must include ways for learners to reflect on and explain the happenings. In fact, learning may not happen without time for reflection. Teacher should encourage learners to take advantage of computer games in their learning process. Teachers should also monitor their learners' use of these vocabulary computer games to make sure that the structure and rules of the game do not manipulate the learning process. Learning vocabulary through computer games is one of the effective and interesting way that can be applied in classrooms. The paper also demonstrated how students use technology to improve language skills as it plays a key role in improving the imagination of learners and provides them interesting, fun and exciting alternatives to language learning. In a nutshell,

findings showed computer games provide interaction between teachers to develop thinking skills, promote learner's autonomy, helps them to be more confident and increases learners' motivation by using computer game in improving vocabulary.

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