IMPROVING STUDENTS' VOCABULARY LEARNING USING FINDING WORD GAMES: CLASSROOM ACTION RESEARCH

Christian Totti, Tri Kurniawati, Ageung Darajat
Email of corresponding author: christiantotti07@gmail.com
English Education Study Program, Language and
Art Faculty, IKIP PGRI PONTIANAK

Hamzani Wathoni
School of Education, Flinders University, Australia

Abstract

This study aimed to enhance eighth-grade students' vocabulary acquisition using Finding Word Games, employing a Classroom Action Research approach. Data was collected using observation sheets and vocabulary tests and analyzed with content analysis and measurement techniques. The study was conducted with 20 students (11 male and 9 female) in Class VIII C at SMP Santa Monika, Kubu Raya, West Kalimantan. In the first cycle, the average vocabulary test score was 65.4, with a 10% completion rate, and the highest score was 78. By the second cycle, the average score improved to 77.1, with an 80% completion rate, and a peak score of 85. This represented an 11.7-point increase in average scores and a 70% improvement in completion rates between cycles. Findings suggest that the integration of Finding Word Games as an instructional tool can significantly improve students' vocabulary learning, offering an engaging and effective method for vocabulary instruction.

Keywords: Vocabulary Learning, Finding Word Games, Classroom Action Research (CAR).

INTRODUCTION

Learning English is inseparable from learning vocabulary. Without understanding vocabulary, students cannot understand or use vocabulary related to certain materials (Nunan, 2015). In English, vocabulary is one of the elements that are taught to students besides grammar and mechanics (Hidayat, 2016). Vocabulary is one aspect and crucial part of learning English well (Astriyanti, 2016). Nagy (2010) revealed "vocabulary size is related to comprehension and conceptual understanding, and it is a predictor of reading ability and overall academic achievement". Without ignoring the other elements and skills, vocabulary is the main support of the student's language skills. According to Fauzani (2022), vocabulary itself means "word richness" that is used as a benchmark for language skills. It implies the ability to understand the meaning, nuances, and connotation of the words chosen and to use them appropriately to convey the message effectively".

In this era, technological advances are so great that they can be used as a learning medium that can be used, especially in learning vocabulary. According to Utimadini (2023), "technology can reduce the language learning barriers, as one of the vocabulary barriers must be overcome by students, therefore, technology must be used to overcome the learning barrier". Thus, learning a language always involves the study of that language's vocabulary. The authors hope with this research can direct students to master adequate vocabulary in English, especially in the modern era that our daily life uses technology to learn efficiently.

Many students are less interested in learning vocabulary because they consider it difficult to understand, especially vocabulary they have just heard, so they start to feel lazy and unmotivated to learn what they consider difficult. "One crucial factor contributing to these challenges is the continued use of conventional teaching methods, where teachers primarily rely on delivering lectures and presenting students with lists of vocabulary to memorize" (Pacheco, 2021). During the authors's teaching practice at SMP Santa Monika Sungai Raya Kubu Raya the authors did a pre-observation and found that most of the students lack English vocabulary. This is understandable because English is not the mother tongue of the first language. In addition, the authors found other main problems in vocabulary that were faced by the students, such as word spelling, pronunciation, and recognizing the meaning of the words. Also, the students were not in high spirits when encountering unfamiliar words given either from a book or the teacher. They thought learning English was difficult to make they didn't want to learn it. This is particularly understandable because the authors also experienced that the traditional way of learning with all your heart and memorizing is not only difficult but also fun in helping the students to retain the new vocabulary that they have learned.

Based on the problems mentioned above, the authors believes that motivating and interesting media should be used to replace the dull way of improving English words. The medium that the authors would like to propose is Finding Word Games. Finding words is defined as one of the games applied to make learning easier and fun. To find words in letters arranged irregularly in a table, this learning can also be used to increase students' accuracy and sense of competitiveness in learning by finding as many words as possible according to the context in the learning media.

The study concluded that the implementation of games did help the students to improve their vocabulary mastery (Chesy, 2018). Games are also appropriate to be used in teaching vocabulary (Octaviani, Handayani & Hamer, 2019). Applying games in the

classroom can be one of the effective strategies for teaching vocabulary (Huyen & Nga, 2003; Linse, 2005). The authors are confident that using Finding Word Games can help students expand and learn new vocabulary in English (Fitria, 2023). Moreover, several research studies have been carried out to explore the usefulness of Finding Word Games as one of the media in its connection with vocabulary learning. For example, the study conducted by Hidayat (2016: 25). The participants of this research were seventh- grade students at SMP in Gresik, East Java. Another positive finding came from Tamba and Sari (2022: 55), who concluded that using Word Games can make vocabulary attainable in children, and results in long-term word knowledge. Also, research conducted by Nguyen (2021: 114), this study discovered that using games created a motivating, enjoyable learning atmosphere, and allowed students to participate more actively in classroom activities, allowing them to learn and gain lexical knowledge more easily. The study focused on Finding Word Games as a medium in teaching vocabulary to eighth-grade students.

The Definition of Vocabulary Learning

There are various definitions put forward by experts. This section tries to give a glimpse at those definitions of vocabulary learning. According to Richards and Schmidt (2013), "vocabulary is a set of lexemes, including single words, compound words, and idioms." In other words, vocabulary does not only include words but the combination of words that form new words is also considered as vocabulary. Learning is an activity to increase understanding of a field of study or a skill.

According to Fitria (2023), "vocabulary learning is an activity of learning or the ability to understand and use words contained both in spoken and written language". "Vocabulary learning is indispensable because the more vocabulary a person has, the easier it is for him/her to convey and receive information, and even vocabulary can be used as a measure of someone's intellect" (Vossoughi and Zargar, 2009). "The vocabulary learned by students is seen to be based on the learning of synonyms, antonyms, and words of terms" (Nation, 2019).

Based on the definition above, the authors conclude that vocabulary learning is reasoning in understanding vocabulary well and precisely contained in both speaking and writing.

The Aspect of Vocabulary

Ur (1997: 60-62) "states that some aspects that the learner should be mastered, and the teacher should be taught to help the learners in mastering the vocabulary. They are namely, Meaning, Word Use, Spelling, and Pronunciation". As for the meaning of words, it can be classified according to the form that the word is attached to. "Word meaning can be classified into three forms: lexical, morphological, and syntactic meaning. Lexical meaning is the literal meaning of a certain word" (Richards & Schmidt, 2013: 116). For example, house, the lexical meaning of this word will always refer to the building where people live. The word (morpheme) is used to describe morphology. According to Richards and Schmidt (2013: 341) morphemes are the smallest units that convey information about a word's meaning or function. In contrast, a word's syntactic meaning refers to its grammatical arrangement in a sentence. In addition, a word's relationship to other words can help determine its meaning. The relationship is frequently reflected in a word's denotation and

connotation. Synonyms, antonyms, denotations, and connotations are frequently grouped together as the components of word meaning.

The capability to use the word effectively is important, Nation (2019) stated "there are some ways to draw attention to the use of words by quickly showing the grammatical pattern the word fits into (countable/uncountable, transitive/intransitive, etc)", give several similar collocations, state the boundaries of use of the word (formal, informal, impolite, only used with children, etc.), and give a well-known word that describes the lexical group or series to which the word corresponds.

Spelling is composing words with the essential letters and diacritics contained in the standard request and plan of the letters that structure or are important for a word, the most common way of framing words by organizing the letters.

According to Ur (1997: 60) some important points should be considered when teaching vocabulary that is formed (pronunciation and spelling). The learners must know what a word sounds like (its pronunciation) and what it looks like (its spelling)".

"Pronunciation of a language is the main components of speech that combine" (Kenworthy, 1992: 3). The individual sounds that make up speech as well as the pitch (the way the voice rises and falls to convey meaning) are examples of these components. Phonetic transcription is also related to pronunciation. Since the phonetic record addresses discourse sounds reliable, it tends to be utilized as a dependable manual for have control of the communicated in language.

Based on the explanation above, the authors concluded that those aspects of vocabulary mastery are very important. Authors decided to include meaning, word usage, spelling, and pronunciation into the vocabulary mastery blueprint test indicators.

Vocabulary in Language Learning

Vocabulary is integral to language learning, serving as the foundation for reading comprehension, oral fluency, and overall communicative competence (Nation, 2019; Ur, 1997). In EFL contexts, vocabulary knowledge significantly affects students' ability to engage with and understand English language content, influencing their motivation and confidence levels (Nagy, 2010). Authors have emphasized that vocabulary knowledge is multidimensional, encompassing not only word meanings but also pronunciation, contextual usage, and syntactic functions (Richards & Schmidt, 2013; Kenworthy, 1987).

The significance of vocabulary in language learning cannot be overstated, as it serves as the foundation for effective communication and comprehension across all language skills. Vocabulary knowledge is widely recognized as a critical component of language proficiency, influencing reading, writing, listening, and speaking abilities. Research indicates that vocabulary depth and breadth are equally important, with both dimensions contributing to overall language competence (Enayat & Babaii, 2017; Alqallaf & Ahmed, 2021). For instance, Enayat and Babaii emphasize that at lower levels of language proficiency, vocabulary size is paramount, suggesting that instructional strategies should focus on expanding learners' lexical knowledge and associations (Enayat & Babaii, 2017). This aligns with findings by Al-Khasawneh, who notes that limited vocabulary can severely restrict language comprehension and production, highlighting the necessity of vocabulary development for academic success (Al-Khasawneh, 2019).

Moreover, the relationship between vocabulary knowledge and other language skills is well-documented. For example, Stæhr's study reveals a significant correlation between vocabulary size and listening comprehension, indicating that vocabulary

knowledge is almost as crucial for listening as it is for reading (Stæhr, 2009). Similarly, Proctor et al. demonstrate that vocabulary knowledge in a learner's first language can predict reading comprehension in a second language, underscoring the interconnectedness of vocabulary across languages (Proctor et al., 2006). This interdependence suggests that effective vocabulary instruction can enhance overall language proficiency, as learners who possess a robust vocabulary are better equipped to engage with complex texts and communicate effectively (Alqahtani, 2015).

In addition to the cognitive aspects of vocabulary acquisition, emotional intelligence and learning strategies also play a vital role. Tilwani et al. found a positive correlation between emotional intelligence and vocabulary knowledge, suggesting that learners who employ effective cognitive strategies are more likely to succeed in vocabulary acquisition (Tilwani et al., 2022). Furthermore, Jiang's research on semantic transfer highlights the importance of vocabulary learning strategies, particularly in formal educational settings, where reliance on translation can impact vocabulary retention and usage (Jiang, 2004). This is echoed by Zhang and Graham, who emphasize the role of listening in vocabulary learning, noting that learners often acquire vocabulary incidentally through exposure to language in context (Zhang & Graham, 2020).

Finding Word Games

Word games like "Finding Word Games" (sometimes called "Word Search") require players to arrange letters into boxes. Finding and marking every word hidden within the box is the aim of this puzzle. The arrangement of the words might be diagonal, vertical, or horizontal.

Teachers may utilize the game as an enjoyable approach for pupils to acquire vocabulary as they are going through the process. Vossoughi and Zargar (2009) stated that "the exciting nature of playing games can facilitate vocabulary learning". "Games can offer students an effective learning vocabulary activity without feeling pressured. A game has many benefits for language learning because it offers students a fun-filled and relaxing learning atmosphere" (Wulanjani 2016: 79). Hadfield (1998) stated kinds of games can be applied by teachers in teaching and learning vocabulary and one of them is the "search game". Furthermore, the "word search puzzle game" which categorized as a search game was used for teaching vocabulary in this research. In addition, Salen & Zimmerman (2003: 80) define "puzzle as a special kind of instructional game in which there is only a single correct answer".

Authors concluded that word search puzzles or also known as word search games are educational puzzle games in which the letters of words are arranged randomly in a box or table. This conclusion is based on the statements of Hadfield (1998: 6) and Salen & Zimmerman (2003: 80). The goal of this puzzle game is to find the words hidden in the box. The word arrangement can be vertical, horizontal, or diagonal.

Procedure of Finding Word Games

Implementing the Finding Word Games strategy can be done in various ways. Teachers, as the main factor determining the success of learning in the classroom, need to understand further the applications that can be conveyed to students well and easily understood.

The teacher makes a table of word search games in implementing Finding Word Games as a teaching medium for students. This aims to make learning more enjoyable where students can play and broaden their knowledge by playing to find words that have been displayed randomly in a table. According to Astriyanti (2016: 46), there are many ways that can be developed in implementing games as a learning medium depending on the teacher who is central to implementing this games media. The following are the steps taken in implementing Finding Word Games as a teaching medium: (1) Prepare a table containing vocabulary plus random letters in a table with many rows and series according to the teacher's wishes; (2) Explain the Finding Word Games learning procedures to students; (3) Divide students into several study groups; (4) Each group will compete to find complete words with one of the representatives of the advanced group and circle the vocabulary contained in a table; (5) A representative of the advanced group will be asked to read the vocabulary correctly; (6) Other groups will also be asked similar things; (7) Make conclusions and discuss with students regarding the learning that has been carried out.

METHODS

Research Design

This study adopted Classroom Action Research (CAR) as its primary research design. CAR, as explained by Cohen et al. (2002), is suitable for any educational setting where problems impact participants and where iterative actions are taken to enhance educational outcomes. The methodology of CAR is structured around four distinct phases: planning, implementation, observation, and reflection. These phases are organized into cycles, typically repeating as necessary to achieve the desired outcome.

The study also incorporated both qualitative and quantitative approaches. The qualitative approach aimed to capture the dynamics of the classroom, providing insights into the process of vocabulary instruction. Observations and field notes documented the teaching-learning experience and student responses to the Finding Word Games. The quantitative approach was used to measure improvements in students' vocabulary knowledge, evaluated through vocabulary test scores taken before and after the intervention. This combination of methods allowed for a robust examination of both the processes and outcomes associated with the instructional approach.

Participants

The participants in this study were 20 eighth-grade students from SMP Santa Monika Sungai Raya Kubu Raya for the Academic Year 2023/2024. The class comprised 11 male and 9 female students, all within the age range typical for eighth grade. The students were at a developmental stage where vocabulary knowledge is critical for enhancing literacy and overall language skills. Selecting only one class was deliberate, allowing the researchers to focus closely on this small group to capture in-depth insights while maintaining consistency in the teaching context.

This class was chosen as a representative group of the school population to examine the effectiveness of the Finding Word Games intervention on vocabulary acquisition. The students were all at a similar level of vocabulary proficiency prior to the study, as determined by a pre-test, ensuring a consistent baseline to measure changes in vocabulary knowledge following the intervention.

Instruments

The study utilized several instruments to gather data, including a) Vocabulary Tests: Vocabulary tests were developed to assess the students' mastery of vocabulary before and after the intervention. These tests included multiple-choice and fill-in-the-blank questions designed to measure both the breadth and depth of vocabulary knowledge. b) observation Checklists: During each session, an observation checklist was used to systematically document students' engagement levels, participation, and reactions to the Finding Word Games. The checklist allowed for consistent recording of observed behaviors across different sessions. c) Field Notes: Field notes were maintained by the researchers to record specific details and interactions during the intervention sessions. These notes complemented the structured observation checklist by capturing additional qualitative information, such as any notable reactions from students, challenges encountered, or spontaneous interactions that arose during gameplay. d) Reflection Logs: At the end of each cycle, reflection logs were completed by the researcher to document self-reflections on the intervention's effectiveness and areas for improvement. This practice aligns with CAR's self-reflective nature and helped in planning subsequent cycles.

Data Collection Methods

Data collection was conducted over multiple cycles, with each cycle including all four phases of CAR: planning, implementation, observation, and reflection. The process was as follows:

1. Planning: Before each cycle, the researcher designed the vocabulary games and prepared any additional materials. Goals were set for each session, and the vocabulary words to be emphasized were chosen based on curricular standards and observed student needs.
2. Implementation: During the implementation phase, the Finding Word Games were integrated into regular classroom instruction. The games involved various word recognition, word matching, and vocabulary application activities, all designed to engage students actively and reinforce vocabulary usage in context.
3. Observation: While students participated in the games, the researcher and one assistant observed and recorded behaviors and interactions. The checklist was used to ensure consistency in observations, while field notes captured additional qualitative insights.
4. Reflection: Following each cycle, the researchers reviewed the data collected and made any necessary adjustments to the games or instructional approach. This reflective process informed the planning for the next cycle, ensuring that each round built on the lessons learned from the previous one.

Data Analysis Methods

The data analysis combined both qualitative and quantitative techniques to provide a comprehensive understanding of the intervention's impact. The qualitative data, which consisted of observation checklists, field notes, and reflection logs, was analyzed thematically. Key themes were identified around student engagement, motivation, and interaction levels during the games. The qualitative analysis helped to reveal patterns in student responses and to understand the classroom environment during the intervention. Quantitative data analysis focused on the vocabulary test scores. Pre-test and post-test scores were compared using basic descriptive statistics to determine any improvements in

students' vocabulary knowledge. The scores were averaged for the whole class to measure general trends and then examined individually to identify specific areas of improvement for each student. A paired-sample t-test was applied to ascertain if the improvements observed were statistically significant, providing evidence of the intervention's effectiveness in enhancing vocabulary mastery.

Each cycle's outcomes were reviewed to measure progress towards the study's objectives. Any significant findings from each cycle's data were documented, highlighting successful aspects of the intervention and areas that required modification.
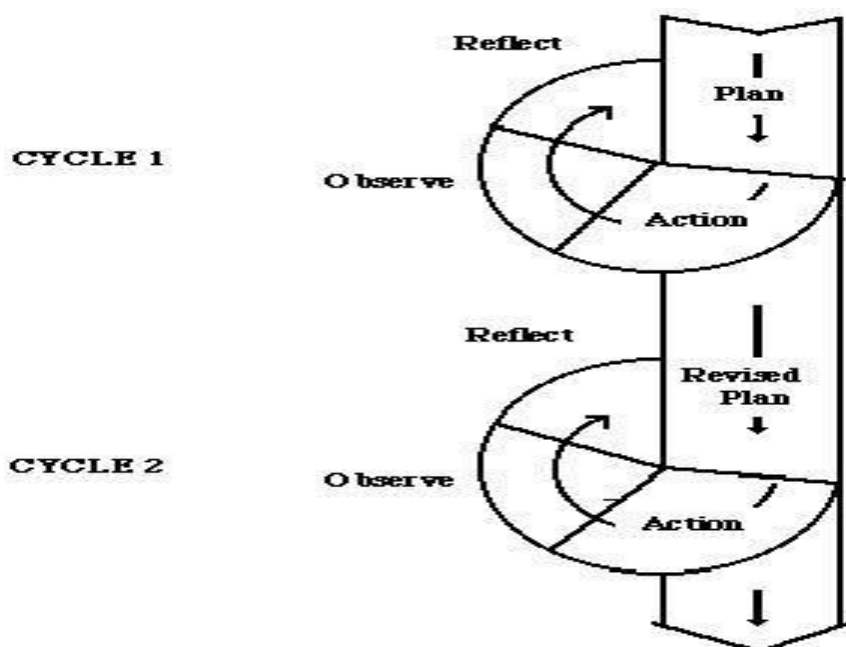

Figure 1. CAR Model-based on Kemmis and Mc Taggard (1988)

RESULTS

This study employed Classroom Action Research (CAR) to address vocabulary learning deficiencies among eighth-grade students at SMP Santa Monika Sungai Raya Kubu Raya. CAR, an iterative methodology, allows educators to plan, implement, observe, and reflect on interventions within the classroom setting to improve instructional outcomes (Cohen, Manion, & Morrison, 2018). The intervention aimed to engage students in vocabulary learning using the "Finding Word Games" technique over two cycles, allowing for reflection and adaptation after each round. Here, we outline the findings from each cycle, discuss the intervention's effectiveness, and reflect on its impact on classroom dynamics and vocabulary acquisition.

Cycle 1 Results

The initial phase of Cycle 1 focused on planning and preparing teaching materials centered on adverbs of frequency, formatted to simplify vocabulary learning for students. The intervention used a group-based PowerPoint presentation featuring keywords and examples to enhance comprehension and support a collaborative learning environment. The "Word Search Game" was introduced to make vocabulary learning more interactive

and engaging, which initially appeared to motivate students. However, as the lesson continued, students showed a decline in engagement, with many failing to pay attention during the Word Search Game (Burns, 2017; Kemmis, McTaggart, & Nixon, 2014). This disengagement resulted in a passive classroom atmosphere, characterized by a lack of interaction and minimal student questions, signaling challenges in fully engaging students with the intervention.

The reflection following Cycle 1 identified several critical issues. The observation checklist and field notes revealed that the classroom atmosphere remained relatively unresponsive, with students struggling to connect meaningfully with the game-based learning approach. Disengagement and classroom noise suggested that students felt bored or disconnected from the lesson content, highlighting the need for more effective classroom management and adaptable instructional methods (Stringer, 2020). Furthermore, the rigid structure of the group-based PowerPoint activity may have inadvertently discouraged participation, as students seemed uncomfortable with the level of public engagement required. This challenge is consistent with previous research suggesting that student-centered interventions must align with student preferences and comfort levels to achieve engagement (Creswell & Guetterman, 2019).

Due to the unsatisfactory test outcomes observed at the end of Cycle 1, it was clear that adjustments were necessary to improve the intervention's effectiveness. The authors decided to modify the instructional approach to accommodate students' preferences and address the observed barriers to engagement (Mertler, 2019).

Cycle 2 Results

In the planning for Cycle 2, several modifications were made to the teaching materials and the game format to enhance student participation and minimize performance anxiety. The content was still delivered through PowerPoint; however, the researchers distributed printed versions of the Finding Word Games materials to each group, allowing students to work collaboratively at their desks rather than approaching the front of the classroom. This change was implemented to address student discomfort observed during Cycle 1, as several students had previously felt reluctant to participate publicly (Kemmis et al., 2014; Burns, 2017).

The results from Cycle 2 indicated significant improvements in both engagement and classroom atmosphere. Observations recorded a noticeable increase in student attention, as well as more active participation in the Finding Word Games activity. Allowing students to work within their groups created a comfortable, supportive environment that encouraged collaboration. This adjustment led to better classroom management and a more focused, less disruptive learning experience. Students appeared more willing to explore vocabulary actively and interact with their peers, suggesting that the new approach facilitated a conducive environment for learning (Stringer, 2020; Creswell & Creswell, 2018).

The test results at the end of Cycle 2 demonstrated marked improvements in student performance, with 16 out of 20 students achieving scores above the minimum criteria. This success is attributed to the positive classroom atmosphere, effective student collaboration, and improved instructional format that better suited students' needs. The outcome suggests that Finding Word Games, when modified to fit the classroom context and student preferences, can serve as an effective strategy for vocabulary acquisition (Cohen et al., 2018; Mertler, 2019). Overall, students displayed greater interest in the vocabulary exercises and responded positively to the group-centered format.

DISCUSSION

The findings from both cycles highlight the importance of adapting educational interventions to align with student needs and preferences, supporting previous research on the iterative nature of Classroom Action Research. As demonstrated in this study, the success of an intervention relies on flexible instructional methods that accommodate students' comfort levels and foster a supportive learning environment (Creswell & Guetterman, 2019; Mertler, 2019). In Cycle 1, the rigid structure and public nature of the activity discouraged engagement, reflecting Burns' (2017) findings that student-centered approaches must actively consider students' individual responses to instructional formats.

By contrast, the modifications made in Cycle 2 allowed students to collaborate in smaller groups, providing an environment where they could engage more openly and confidently. This result aligns with Stringer's (2020) assertion that effective CAR requires iterative reflection to understand the needs of each unique classroom setting. The more personalized approach in Cycle 2 encouraged students to engage more meaningfully with vocabulary learning, ultimately enhancing both individual performance and overall classroom dynamics.

These outcomes indicate the value of Classroom Action Research as a reflective and adaptive approach to education. By providing insights into how students interact with different teaching methods, CAR allows educators to adjust instructional strategies to better meet the needs of their learners. As Cohen et al. (2018) emphasize, such adaptability is essential to achieving sustained improvement in educational outcomes.

The study demonstrates that the Finding Word Games technique, when appropriately modified, can significantly enhance vocabulary acquisition among eighth-grade students. Future research could explore additional adaptations of game-based learning in vocabulary instruction, further examining strategies to optimize student engagement and learning outcomes in diverse classroom contexts.

CONCLUSION

This study was conducted to the Eighth-grade Students of SMP Santa Monika, Sungai Raya, Kubu Raya in the Academic Year of 2023/2024 to improve the students' vocabulary learning by applying Finding Word Games. Based on research findings, it can be concluded that the application of visualization, using Word Find Games can help students learn vocabulary. The students can memorize better because they have visual image implementation of the vocabulary they learned. Another interesting point is that the students worked in groups, they encouraged the students to work actively with their classmates. When the students are active involved, they can reapply it well, such as answering correctly when learning is in progress. Additionally, the Finding Word Games can improve the students' vocabulary learning. It could be seen in quantitative data. In the implementation of the first cycle, the average score obtained in the vocabulary test was 65, 4 with the percentage of students who completed it being 10% and the highest score obtained was 78 from a student. Meanwhile, in the second cycle, the average score obtained was 77, 1 with the percentage of students who completed it being 80% and the highest score obtained was 85 from one of the students. From the cycle comparison results that have been presented, there is an increase in the average score of students reaching 11 and 7 with a students' completion percentage reaching 70%.

Authors would like to provide several suggestions that may be useful in implementing

Word Finding Games in improving student vocabulary learning for teachers, students and other authors for further study, such as: The teachers should know their students' character and behaviour well. Because certain vocabulary learning did not work well if the teacher and the students do not have good chemistry. Teachers must be able to place themselves as the students. Secondly, the teachers should also show patience if the students' learning result is not satisfying yet; more and more reflection can be achieved for the teacher in improving students' vocabulary learning. Thirdly, the students must follow the procedure carefully in the learning process, because it will help them to improve their vocabulary. If they have many difficulties, they can ask the teacher. Finally, the authors hope that the other authors can take this research as reference and develop it better, because this research tries to provide brief knowledge to other authors to conduct similar research in other schools. Apart from that, the results of this research can be used as a basis for conducting further related research.

REFERENCES

Al-Khasawneh, F. (2019). The impact of vocabulary knowledge on the reading comprehension of saudi EFL learners. Journal of Language and Education, 5(3), 24-34. https://doi.org/10.17323/jle.2019.8822

Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. International Journal of Teaching and Education, III (3), 21-34. https://doi.org/10.20472/te.2015.3.3.002

Alqallaf, A. and Ahmed, M. (2021). Vocabulary size and depth of knowledge: a study of bahraini efl learners. International Journal of English Linguistics, 12(1), 58. https://doi.org/10.5539/ijel.v12n1p58

Astriyanti, D., & Anwar, K. (2016). Improving Students' Ability in Vocabulary Mastery Through Index Card Match. *Edukasi: Jurnal Pendidikan*, *14*(1), 40-52.

Burns, A. (2017). *Research and practice in applied linguistics: Action research in language teaching*. Routledge.

Cambridge University Press.

Chesy, L., Susilawati, E., & Bunau, E. (2018). The Use of Word Search Puzzles to Teach Students' Vocabulary Mastery. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)*, *7*(9).

Cohen, L., Manion, L., & Morrison, K. (2002). Research Methods in Education. Routledge.

Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.

Creswell, J. W., & Guetterman, T. C. (2019). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). Pearson.

Enayat, M. and Babaii, E. (2017). Reliable predictors of reduced redundancy test performance: the interaction between lexical bonds and test takers' depth and breadth of vocabulary knowledge. Language Testing, 35(1), 121-144. https://doi.org/10.1177/0265532216683223

Fauzani, F. A. (2022). Implementation of Using Word Game to Improve Students'
    Vocabulary Mastery During Online Learning at the Seventh Graders of Ban
    Nonsawan School. *IDEAS: Journal on English Language Teaching and Learning,*
    Linguistics and Literature, *10*(1), 33-42.

Fitria, T. N. (2023). The Effectiveness of Word Search Puzzles Game in Improving
    Student's Vocabulary. *Pioneer: Journal of Language and Literature*, *15*(1), 50-
    67.

Hadfield, J. (1998). *Elementary Vocabulary Games: A Collection of Vocabulary Games*
    and Activities for Elementary Students of English. Longman.

Hidayat, N. (2016). Improving students' vocabulary achievement through word games.
    JEES (Journal of English Educators Society), *1*(2), 95-104.

Huyen, N. T. T., & Nga, K. T. T. (2003). Learning vocabulary through games. *Asian EFL*
    Journal, *5*(4), 90-105.

Jiang, N. (2004). Semantic transfer and its implications for vocabulary teaching in a second
    language. Modern Language Journal, 88(3), 416-432.
    https://doi.org/10.1111/j.0026-7902.2004.00238.x

Kemmis, S., & McTaggart, R. (1988). The Action Authors Planner. *Victoria,*
    Australia: Deakin University.

Kemmis, S., McTaggart, R., & Nixon, R. (2014). *The action research planner: Doing*
    critical participatory action research. Springer.

Kenworthy, J. (1987). *Teaching English Pronunciation*. Longman.

Linse, C. T. (2005). *Practical English Language Teaching: Young Learners*. McGraw-Hill.

Mertler, C. A. (2019). *Action research: Improving schools and empowering educators* (6th
    ed.). Sage Publications.

Nagy, W. (2010). The word games. *Bringing Reading Research to Life*, 72-91.

Nation, P. (2019). The different aspects of vocabulary knowledge. In *The Routledge*
    Handbook of Vocabulary Studies (pp. 15-29). Routledge.

Nguyen, N. V. (2021). Using Word Games to Improve Vocabulary Retention in Middle
    School EFL Classes. In *Proceedings of the AsiaCALL International Conference*
    (Vol. 621, pp. 97-108).

Nunan, D. (2015). *Teaching English to Speakers of Other Languages: An Introduction*.
    Routledge.

Octaviani, R., Handayani, I., & Hamer, W. (2019). Applying board race game to increase
    students' vocabulary mastery in Uttayan Suksa Krabi School, Thailand. *Journal of*
    English Education Studies, *2*(2), 101-110.

Pacheco, E. (2021). *Effective Strategies to Strengthen Academic Vocabulary in K-5 English*
    Language Learners. Greensboro College.

Proctor, C., August, D., Carlo, M., & Snow, C. (2006). The intriguing role of spanish
    language vocabulary knowledge in predicting english reading comprehension.
    Journal of Educational Psychology, 98(1), 159-169. https://doi.org/10.1037/0022-
    0663.98.1.159

Richards, J. C., & Schmidt, R. W. (2013). *Longman Dictionary of Language Teaching and*
    Applied Linguistics. Routledge.

Salen Tekinbas, K., & Zimmerman, E. (2003). *Rules of Play: Game Design Fundamentals*.
    MIT Press Cambridge.

Stæhr, L. (2009). Vocabulary knowledge and advanced listening comprehension in english

as a foreign language. Studies in Second Language Acquisition, 31(04), 577. https://doi.org/10.1017/s0272263109990039

Stringer, E. T. (2020). *Action research* (5th ed.). Sage Publications.

Tamba, N., Ginting, F. Y. A., & Sari, A. S. P. (2022). Improving Students' Vocabulary Mastery Through the Application of Word Wall Strategy to the Tenth Grade Students of SMA GKPI Pamen Medan. *Kairos English Language Teaching Journal*, 47-57.

Tilwani, S., Asif, M., Hussain, Z., Patra, I., & Sarabani, L. (2022). The impact of emotional intelligence on cognitive strategy uses of Saudi English foreign language students' vocabulary knowledge. Education Research International, 2022, 1-10. https://doi.org/10.1155/2022/3451109

Ur, P. (1997). *A Course in Language Teaching: Practice and Theory*.

Utimadini, N. J. (2023). Exploring Perceptions of Machine Translation as a Tool for EFL Learning. *Jurnal Pendidikan Bahasa*, *12*(2).

Vossoughi, H., & Zargar, M. (2009). Using word-search-puzzle games for improving vocabulary knowledge of Iranian EFL learners. *Journal of Teaching English as a Foreign Language and Literature*, 1(1), 79-85.

Wulanjani, A. N. (2016). The use of vocabulary games in improving children's vocabulary in English language learning. *Transformatika: Jurnal Bahasa, Sastra, dan Pengajarannya, 12*(1), 76-83.

Zhang, P. and Graham, S. (2020). Learning vocabulary through listening: the role of vocabulary knowledge and listening proficiency. Language Learning, 70(4), 1017-1053. https://doi.org/10.1111/lang.12411