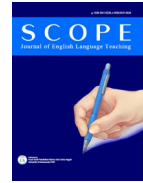




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Research Article

Mobile Game Based Learning (mgb) Contributes EFL Learners in Vocabulary and Motivation

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KEYWORDS

Mobile game-based learning
 EFL Learners
 Vocabulary
 Motivation

ABSTRACT

Mobile game-based learning is an effective tool for combining learning and motivation, since teaching is a basic component of games. This research focuses on contribution of MGBL in achieve EFL learners vocabulary mastery and motivation in learning English. A systematic literature review that was carried out utilizing numerous sources of literature and database that are qualified in Scopus index with total of 15 Journal articles were collected and analyzed carefully. The findings show that MGBL has significant contribution toward EFL learners' vocabulary mastery; enhances motivation and long-term memory. The impact of this research is crucial for achieve a harmonious equilibrium between the use of MGBL and the specific requirements of English as Foreign Language (EFL) learners. In doing so, it is imperative that the incorporation of such learning tools aligns with the established curriculum, thereby guaranteeing optimal results for those seeking to acquire language proficiency.

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INTRODUCTION

In today's globalized world the most recent advancements in technology have led to the development of new, creative ways to teach languages that are meant to replace the old ways of doing things. With the rise of internet access and computers, there are more ways to teach and learn languages, especially in Indonesia. There are new challenges in the field of education because of the skills needed by generations to come and the needs of a group of students who have grown up in a digital world (Sessions et al., 2019). Besides, technology on the teacher side has helped teachers a lot, therefore encouraging and managing both online and offline classrooms. Technology gives teachers a lot of resources and chances, such as new tools,

methods, and techniques for teaching and learning languages (Naaman et al., 2021).

However, Prensky (2002) suggested that an improved method for students to acquire knowledge might be to play real games while they learn. This way, students might have amusement while learning better. On the other hand, digital technology has been a big part of making digital learning tools possible that will enable students to have effective and distinct educational experiences while also giving them the Freedom to learn and an overwhelming desire to work together that leaves over formal learning (Bahari, 2022). So, Education that uses game-based learning provides an essential part of language acquisition as technology advances. Thus, gamification in the classroom is a regulatory exercise with regulation as an objective and a component of enjoyable (Al et al., 2022)

Within the framework of this investigation, the foundational theoretical framework underpinning Mobile game-based learning refers to a learning innovation that succeeds and leads future learning promoting learning via games. Mobile games were attractive to the proficient in technology demographic. Consequently, academics are examining the potential of MALL to enhance second-language acquisition through the use of gaming. English language training incorporates gamified mobile applications due to their advantageous influence on students' attitudes and performance (Abdullah Alhebsi & Gamlo, 2022).

There is some evidence to explain that vocabulary is an essential component of a language, which makes the learning of new words a crucial element of language pedagogy (Zou et al., 2019). Since vocabulary knowledge serves as the foundation of listening, reading, speaking, and writing. Other studies that reported the benefits of gamification improved vocabulary (Al et al., 2022; Andreani & Ying, 2019; Elaish et al., 2019; Li, 2021; Tang & Tang, 2020; A. T. Wu et al., 2017). In most studies in the field of the relationship between gamification and vocabulary, the study was conducted by quantitative methodologies, including quasi-experimentation, controlled archival research, and questionnaire surveys, to investigate the consequences of research and development activities. The research findings demonstrate statistically significant effects.

Over the last decade, MGBL has had significant growth in educational games are an effective tool for combining learning and motivation, since teaching is a basic component of games (Tang & Tang, 2020). Regarding motivation theory, empirical research has yielded evidence on the utilization of internal and extrinsic motives in the domain of foreign language learning. Intrinsic motivation is participating in activities that are personally fulfilling and enjoyable. Extrinsic motivation, on the other hand, pertains to the pursuit of specific objectives, such as avoiding punishment or obtaining a reward. (Hsu et al., 2017).

In Naaman et al., (2021) study, the findings indicated the significant influence of extrinsic motivation, such as provides and points, as potent motivational stimuli, in contrast to intrinsic motivation, on university students studying English as a Foreign Language (EFL). The utilization of MGBL such as Kahoot, Quizlet, and Nearpod in both synchronous and asynchronous learning contexts was seen to stimulate intrinsic motivation in EFL learners' English vocabulary. This was attributed to the presence of competition, curiosity, and engagement, which are crucial aspects in fostering motivation. (Tamba et al., 2022). In addition based on the previous explanation this study more focuses on how MGBL contributes to EFL learners'

motivation and vocabulary achievement in learning foreign languages.

METHOD

Search Strategy

A literature search was conducted independently through several databases, including Eric, IEEE Access, Routledge, Hindawi, Science Direct, JSTOR, SAGE, Taylor and Francis, and Wiley. In this research, researcher conducting by using Boolean system search strategies because they allow researchers to construct complex search queries by combining keywords with logical operators such as AND, OR, and NOT. Moreover, any discrepancies were further discussed among the authors.

This study is supported by a comprehensive evaluation of the systematic literature review, a process undertaken systematically by using popular databases such as Eric, IEEE access, Routledge, Hindawi, Science Direct, JSTOR, SAGE, Taylor and Francis, and Wiley. The method applied to this literature review has been carefully selected. The selected journals are exclusively accessible for publication throughout the time frame spanning from 2017 to 2022. The selected academic journals have been intentionally matched with a variety of pertinent search terms and keywords in order to facilitate a comprehensive examination. The provided keywords and search terms encompass a range of subjects, namely mobile game-based, Vocabulary, Motivation.

Inclusion and selection criteria of studies

The purpose of this study, articles was selected for inclusion in the review if the following inclusion criteria were:

1. Published in the last 6 years.
2. The article was written in English
3. the study selected which explored related to gamification toward vocabulary and motivation.
4. the study explores about EFL vocabulary and motivation problem
5. the study focuses on mobile game-based using a tools
6. the study measures the impact and the relationship of mobile game-based learning to improve vocabulary and motivation.

Regarding towards the seventh criterion, an exclusion of studies occurred if:

1. If they were book, personal point of view from blogs or articles
2. If the study are not related with mobile game based learning, vocabulary, motivation and tools.
3. It is not accessible

This Figure shows the flow chart of the study selection and sampling process.

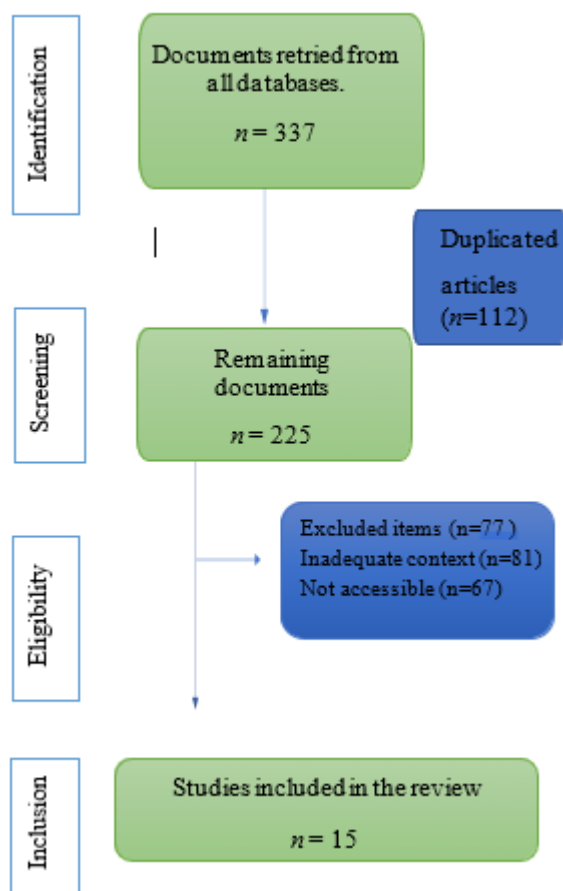


Figure 1. Flow chart of sampling and selection process

Tabel 1. Data Extraction

No	Study	Year	Publisher	Method
1	Ahmed, at. al	2022	Hindawi Educational Research International	Quantitative
2	Joni Tzuchen Tang	2020	Routledge : Interactive learning environment	Quantitative
3	Elaish, et al	2018	IEEE Access	Research and Development
4	Di Zou, Yan Huang, Haoran Xie	2019	Routledge : Computer Assisted Language Learning	Quantitative

5	Rui Li	2021	Sage	Quantitative
6	Ting-Ting Wu, and Yuch-Min Huang	2017	JSTOR	Quantitative
7	Wiwik Andreani, Yi Ying	2019	Science Direct	Mix method
8	Zhonggen Yu	2023	Sage	Quantitative (Quasi-Experiment)
9	Stephan J. Franciosi	2017	Educational Technology	Quantitative (Quasi-Experiment)
10	Siti Nazleen Abdul Rabu, Zuliana Talib	2017	Innovate teaching and learning journal	Quantitative (Quasi-Experiment)
11	Ting-Ting Wu	2018	Wiley Journal of computer-assisted learning	Quantitative (Experimental)
12	Amal Abdullah Alhebshi, Nada Galmo	2022	Arab word English journal	Quantitative
13	Nurulhuda Ibrahim, Chan Chun Sheng, Low Kah Yan	2022	Journal of Information System and Technology Management	Research and Development
14	Saman Ebadi; Zhila Amini; Nouzar Gheisari	2023	Eric	Mix Methods
15	Mohtar, at al	2022	Eric	Quantitative

RESULTS AND DISCUSSION

Findings

The findings of this study are presented through the use of written sections or tables of information, as depicted in the selected papers. A total of 15 journal publications were collected and thoroughly examined. In general, the evidence from the journals indicates that mobile game significantly influences the development of vocabulary acquisition proficiency and motivation toward EFL learners. The objective of this study was to examine the likely impact of mobile-based learning as a tool for increasing vocabulary and motivation in learning English as Foreign Language (EFL) learners. A significant number of research reviews are focused on investigating the impact of mobile game-based learning or gamification on students' vocabulary acquisition and motivation in the context of English language learning. Literature reviews are often used by educators as instructional aids, particularly within the realm of vocabulary acquisition and student motivation. Furthermore, other literature reviews have examined notable comparisons of mobile game-based learning through the utilization of MGBL, including Quizizz, Wordwall, Pow Pow, Kahoot, and word search puzzles (Tsai, 2018). These studies have found that these games have a more pronounced impact on the teaching and learning process when compared to traditional methods (Al et al., 2022).

Some research literature reviews focus on examining the impact or significance of incorporating MGBL into vocabulary instruction, while also considering the motivation levels of English as Foreign Language (EFL) learners. The proliferation of mobile phones has had a profound influence on contemporary society and the human experience. There has been a significant transformation in their efficacy in terms of job performance, interpersonal communication, and social interaction. In addition to this, the integration of technical advancements and advancements in the field of education has the potential to foster a transformative educational environment (Chen et al., 2020). Thus, some previous literature which state suggested the efficacy of MGBL in enhancing vocabulary acquisition among English as Foreign Language (EFL) learners. Specifically, this approach has been found to enhance students' enjoyment of the learning process, foster greater independence in vocabulary memorization, and improve overall motivation to learn English (T. T. Wu, 2018). In addition, Further research has also shown that the use of MGBL may aid the development of long-term memory retention while acquiring vocabulary (Tang & Tang, 2020). Numerous studies indicate the utilization of MGBL is not limited to

enhancing an individual's proficiency in MGBL, but can also be effectively used by female participants, including middle-aged women (Abdullah Alhebshi & Gamlo, 2022; Mohtar et al., 2023).

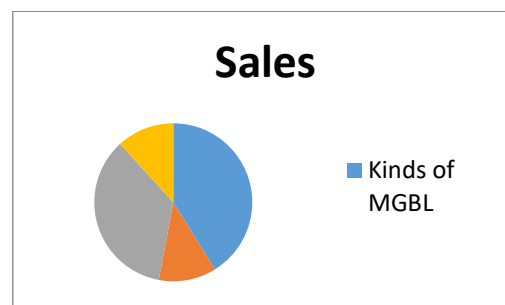


Figure 1. Kinds of MGBL

Discussion

This study aims to find the significant contribution of mobile game-based learning toward EFL learners' vocabulary and their motivation in learning English using a systematic review of selected journals from eligible databases. It can be seen that most of the research is done using quantitative research and some use research and development and the topic still lacks resources. Although the prevalence of notable findings, it is essential to acknowledge and address some aspects that need more comprehension and future deliberation. To gain familiarity with the diverse range of applications available and assess their effectiveness, it is necessary to examine the suitability of the advancements made in different studies for implementation in Indonesia. Therefore, in Indonesia, students are also familiar with technology-based learning, as it is mandated by the curriculum requirements.

Based on the results of this study it can be shown that there are several types of analysis in previous studies that focus more on the use of applications such as Quizizz, Wordwall, Pow Pow, Kahoot, word search puzzles, Kingsoft Powerword, in MGBL-based learning which can be a learning medium that allows students to participate and be motivated in every MGBL-based learning. Moreover, in this study, the researchers applied learning methods in foreign language acquisition with the aim that students can enjoy learning more. Significant positive results are shown in each application used. Furthermore, there are studies that examine the impact of MGBL in more real-life practices such as learning experiences with MGBL. The results showed that learners can enjoy applying and retraining vocabulary based on their experience and demonstrated motivation or a high enough level of confidence to affect performance in real-life practice. Thus, students who already have experience in MGBL learning can apply and continue to practice on their smartphones and can continue to do wherever they are, so that their level of motivation can continue to increase significantly shown by these students. The focus of MGBL

efficacy is to see the significant level of students' enjoyment in foreign language learning. This study also focuses on the independence of vocabulary memorizing being fostered. The results show that the level of enjoyment in this study has a significant effect. Not only focusing on vocabulary memorizing but also fostering motivation at the long-term memory level while acquiring a language. On the other hand, research that focuses on middle-aged female participants who have stereotypes that are difficult to adapt to the use of MGBL is also involved. This study focuses on the attitude of participants in utilizing MGBL to improve foreign language acquisition. The results of this study show a positive attitude toward the application of MGBL by showing very significant questionnaire results indicating participation in the learning process using MGBL methods in middle age.

The previous research discussed the positive side and the diversity of applications used based on MGBL in the learning process which aims to increase vocabulary mastery and motivation. The relevance of this research is that it focuses more on the depth of MGBL to contribute to the world of education, especially in mastering foreign languages. With this research, readers can briefly see previous research that has examined various MGBL studies in the learning process. On the other hand, researchers also hope that this research can be one of the references and considerations for teachers to continue to develop and apply the MGBL method in every lesson in line with the times, especially in the application of an independent learning-based curriculum where learning resources can be from anywhere. The inquiry pertains to the extent of alignment between the qualities inherent in MGBL and the specific requirements of English as a Foreign Language (EFL) learners, as well as the curriculum in place (T. T. Wu, 2018).

CONCLUSION

The integration of MGBL has made significant contributions to the educational process, particularly in the acquisition and mastery of vocabulary. However, it should be noted that English as a Foreign Language (EFL) learners have reported that their utilization of mobile game-based learning has resulted in improved long-term memory retention. Additionally, from a psychological standpoint, these learners have demonstrated increased motivation and a heightened interest in learning through the implementation of MGBL strategies. The user did not provide any text. Nevertheless, the practical implementation of mobile MGBL must also include the integration of educational outcomes aligned with the curriculum. The government can consider the use of MGBL in the world of education, especially in developing learning platforms or media such as the Merdeka Belajar program provided by the government. The Merdeka

Belajar program is one of the methods centered on student freedom and comfort in the learning process (Wardoyo et al., 2021). In addition, students are free to develop an interest in exploring learning resources and learning media. However, this research focuses on the contributions that MGBL has made in various fields, both in mastering material or focusing on vocabulary, long-term memory, teaching media used by teachers, and effective use of learning media by teachers in the classroom. So, it is hoped that this research can be an appropriate reference in the use of MGBL media to increase vocabulary and motivation in learning English, especially in the context of EFL learners.

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