
TRADITIONAL VS ONLINE GAMES: THEIR BENEFITS FOR YOUNG LEARNERS

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Abstract

As young learners like to learn in a fun atmosphere with engaging interactions, the present study argues that when children learn English as a foreign language, implementing games in teaching English can benefit young learners. The research was conducted following the library research method, where the content of the research from previous studies on English for young learners and the benefits of using games in teaching English for young learners were collected with the keywords "young learners", "traditional games", and "online games." The sources were selected from articles published in reputable international and accredited national journals from 2010-2022. The result of this study shows that two types of games can be chosen such as traditional and online games. The implementation of each type of game in teaching has strengths, weaknesses, and suggestions to improve the quality to help young learners learn. Overall, young learners will get more positive impacts due to the implementation of both traditional and online games. They can be recommended as strategies to teach English to young learners.

Keywords: vocabulary; young learners; traditional games; online games

Abstrak

Sebagai pembelajar muda yang suka belajar dalam suasana yang menyenangkan dengan interaksi yang menarik, penelitian ini berargumen bahwa ketika anak-anak belajar Bahasa Inggris sebagai bahasa asing, penggunaan permainan dalam pengajaran Bahasa Inggris dapat memberikan manfaat bagi pembelajar muda. Penelitian ini dilakukan mengikuti metode penelitian perpustakaan, di mana konten penelitian dari studi sebelumnya tentang Bahasa Inggris untuk pembelajar muda dan manfaat penggunaan permainan dalam pengajaran Bahasa Inggris untuk pembelajar muda dikumpulkan dengan kata kunci "pembelajar muda", "permainan tradisional", dan "permainan online". Sumber-sumber ini dipilih dari artikel yang diterbitkan dalam jurnal internasional terkemuka dan jurnal nasional yang terakreditasi dari tahun 2010-2022. Hasil dari penelitian ini menunjukkan bahwa dua jenis permainan dapat dipilih, yaitu permainan tradisional dan permainan online. Implementasi setiap jenis permainan dalam pengajaran memiliki kelebihan, kelemahan, dan saran untuk meningkatkan kualitasnya agar membantu pembelajar muda belajar. Secara keseluruhan, pembelajar muda akan mendapatkan dampak positif lebih banyak karena penggunaan baik permainan tradisional maupun online. Kedua jenis permainan ini dapat direkomendasikan sebagai strategi untuk mengajar Bahasa Inggris kepada pembelajar muda.

Kata kunci: kosakata; pembelajar muda; permainan tradisional; permainan online

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Introduction

Advances in technology and learning are now inseparable, especially with the positive influence that technology has on learning. Technological advances in the 21st century positively impact education (Fadel & Trilling, 2012; Kim et al., 2020; Silviyanti, 2014; Yalcinalp & Avcı, 2019). The use of technology as a medium for teaching and learning is widely implemented for improving students' interest and understanding (Amin & Hanna, 2020; Cahyani et al., 2021; Citrawati et al., 2021; Dantes, Audina, et al., 2022; Dantes, Rinawati, et al., 2022; Dantes, Suryandani, et al., 2022; Dwiyantri & Suwastini, 2021; Kim et al., 2020; Rosdiana & Sulistyawati, 2019; Silviyanti, 2014; Suryanovika, 2020; Yalcinalp & Avcı, 2019). The teaching of English has been utilizing technology to provide better learning experience that suit students' context in the 21st century (Amin & Hanna, 2020; Audina et al., 2022; Ayuningtyas et al., 2023; Dantes, Audina, et al., 2022; Dewi et al., 2022; Harnin et al., 2022; Purwanti et al., 2022; Puspawati et al., 2021; Rahmayanti et al., 2021; Suwastini, Nalantha, et al., 2021; Utami et al., 2021). English is a language globally used among people of different cultures (Adnyani et al., 2021; Daif-Allah & Aljumah, 2020; Maheswari et al., 2020; Philominraj et al., 2018; Sari et al., 2021; Suwastini, Wiraningsih, et al., 2020). As mastering English is beneficial and involves many advantages, it will be good if learned earlier at a young age (Dewi et al., 2021; Listiani et al., 2021; Pransiska, 2017). English is taught starting in the fourth grade of primary school in Indonesia (Sari et al., 2020) because an early introduction to English helps children master the target language. The more familiar children are with English, the easier they can communicate in this target language. Thus, learning English for children should also take advantage of the use of technology.

In accordance with the age stages of students, teaching English to young students has its own challenges and requirements. Young learners are children from 3-15 years old, with unique characteristics that makes them different from adult learners (Bakhsh, 2016; Megawati & Astutik, 2019; Nunan, 2015; Senawati et al., 2021). In addition to making learning successful and meaningful, teachers must know the characteristics, needs and interests of young learners (Ayuningtyas et al., 2023; Dantes, Rinawati, et al., 2022; Mirawati et al., 2022; Senawati et al., 2021; Suwastini, Puspawati, et al., 2021). Pinter (2017) states that young learners enjoy playing and using their imagination. With their playful character, teachers can engage the attention of young learners by using fun activities in learning. Fun learning can invite students to participate actively. Teachers can implement role play and storytelling to induce students' creative imagination (Hutapea & Suwastini, 2019; Senawati et al., 2021; Suwastini, Puspawati, et al., 2021). Furthermore, children are active learners (Ratminingsih, 2019; Suwastini, Puspawati, et al., 2021). To learn a language, they like learning by playing and having fun with movement. The teacher can incorporate fun strategies and invite them to move, so the children enjoy it and have no difficulty receiving lessons. Third, young learners quickly get bored (Suwastini, Puspawati, et al., 2021). In learning a language, young learners need motivation from their teacher, which results in the teacher being responsible for finding exciting teaching methods to encourage them. Therefore, an award, appreciation and encouragement can make them more enthusiastic and active in studying (Nurhayanti, 2015). Fourth, young learners construct meaning from experiences (Juhana, 2014). Children acquire a language firstly from their

surroundings (Adnyani et al., 2021). In this sense, teachers have to supply and accommodate students to gain experiences so that young learners can build knowledge through those experiences. Teachers can give them the freedom to do several activities as they want to make them experience various things (Juhana, 2014; Junaedah et al., 2020). Direct learning experiences are needed since children are active learners and thinkers. They build their knowledge from dynamic interactions in the real environment, learn from the environment, and imitate what they see. Fifth, young learners usually learn indirectly rather than directly (Juhana, 2014). The teacher can provide material objects related to learning, like real objects around them. For example, when they learn about colors, the teacher can invite the students to walk around the garden and then pay attention to the objects around them and their colors. In addition, teachers can also ask young learners to sing and watch TV where these media contains the material being studied. In conclusion, young learners require certain arrangement regarding their characteristics, needs, and interests to assist their learning.

Children should be exposed early to understand the language and its cultures. By exposing them to the language earlier, children will acquire it naturally (Bakhsh, 2016; Daif-Allah & Aljumah, 2020; G. P. R. Dewi et al., 2021; Senawati et al., 2021). Teaching learners at a young age with different needs and abilities is challenging but not difficult (Puspawati et al., 2021). Teachers will face challenges in teaching young learners, such as speaking, discipline and behavior issues (Copland et al., 2014). To address the issues, teachers can use several effective methods in teaching young learners, such as CLT, the activity-based approach, and the whole language approach. These methods give students direct learning experiences (Daif-Allah & Aljumah, 2020; Pekdoğan & Kanak, 2016). Teachers should also be able to identify the problem and difficulties which the students face (Senawati et al., 2021). Thus, teachers are demanded to be creative and innovative in teaching young learners because they quickly get bored (Juhana, 2014; Widiana et al., 2018). They are also demanded to generate attractive learning surroundings to interest young learners (Santosa et al., 2020; Widiana et al., 2018). An accurate representation of the object can help young learners acquire the language from the basic vocabulary (Santosa et al., 2020).

Meanwhile, with the characteristics of young learners, they enjoy games both for fun and learning. There were some opinions that the development of the digital game can endanger and fool student education (Alkan & Mertol, 2019; Kacatl & Klímová, 2019; Rachman et al., 2019; Raja & Nagasubramani, 2018; Ružić-Baf et al., 2016; Simkova, 2014; Suwastini, Dantes, et al., 2020). Before digital games were invented, traditional games existed first. It is suggested that traditional games should be emphasized in children's activities to counter the adverse effects of digital games. On the other hand, many experts argue that digital games can be used as learning media in the context of today's children (Gharehblagh & Nasri, 2020; Santosa et al., 2020; Suwastini et al., 2020). Despite the discussion of which one is better, games are believed to be able to promote education, which highlights how important games are (Suwastini, Dantes, et al., 2020). In this 21st century learning, many studies offer various media and teaching strategies based on digital games in TEFL (Alkan & Mertol, 2019; Kacatl & Klímová, 2019). Hence, involving games associated with language learning is preferable for teaching English for young learners.

However, there were various pros and cons regarding the benefits of traditional and digital games in EFL learning. This study will present a comparison between both kinds of games, more specifically. It focused more on what experts and previous studies have stated regarding digital games and traditional games to improve English language skills among students. This study considered the importance of English as a foreign language, the inevitability of technology, and the fact that young learners are digital natives. These factors pose challenges and opportunities to use technology-based games while considering their comparative benefits and weakness as opposed to traditional games supporting English learning. Therefore, this study will elaborate on the advantages and disadvantages of digital and traditional games to improve young learners' English skills effectively and optimally. The present study also will summarize the effect of previous research that can assist future research studies.

Method

The present study followed George's library research (2008), which has been adapted into qualitative model of library research by Ariantini et al. (2021). Figure 1 illustrates how George's model was adapted into the qualitative design of the present study.

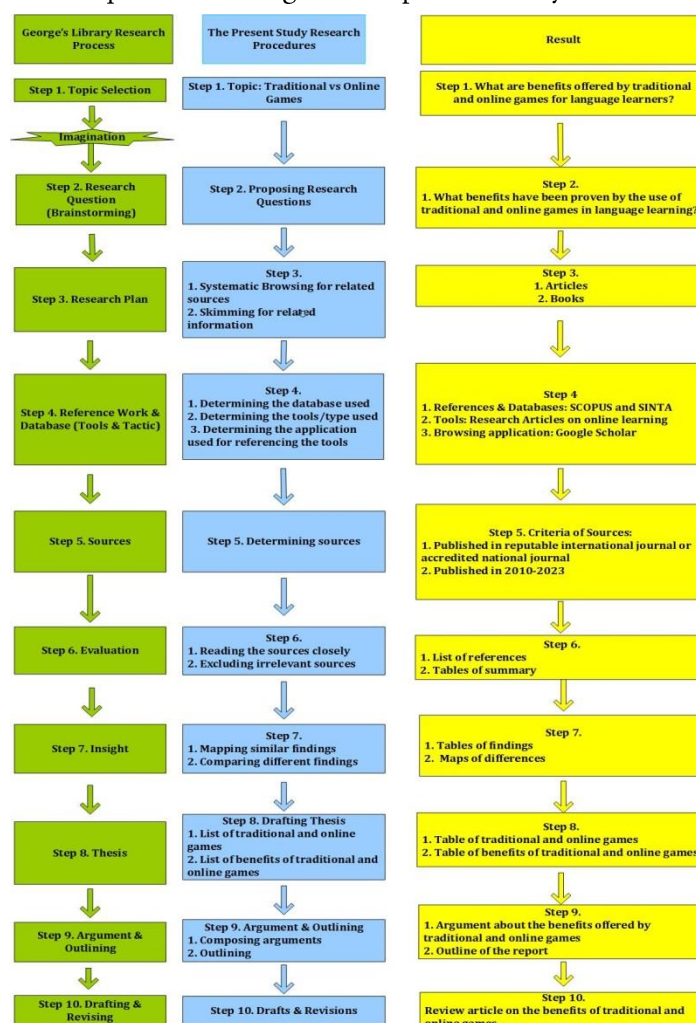


Figure 1. Adaptation of George's Library Research

Figure 1 displays the ten steps taken in the present study. The first step was choosing the topic of the research, namely the comparative benefit of traditional and online games for young learners. The second step was the formulation of the research questions to narrow down the topic of the research. The research questions include: 1) how should English be taught to young learners?; 2) what do previous studies say about teaching English to young learners with traditional games?; and 3) what do previous studies say about teaching English to young learners with online games? With the research questions formulated, the present study continued to browse information and skim for related information. Included in this third step was the decision to conduct the study as library research and choosing George's model (2008), following Ariantini's adaptation of George's quantitative steps into qualitative procedure (2021).

The fourth step in this study was to decide the reference works and the database used to collect the data source. Following the qualitative nature of the present study as research to provide explanation on the argued benefits and weaknesses of traditional and online games, the source of the data would be results of previous studies and experts' opinions. Since the advance of information technology has allowed access to online journals, it was decided that the database used was online database, specifically Google Scholar, where the tools for gathering the data source was Google Search Engine. The application used for referencing the sources was Mendeley. The fifth steps followed, namely determining the sources of data by entering the keywords into the search engine. The keywords were "games for young learners," "young learners," "English for young learners," "online games," "traditional games," "benefits of online games," "benefits of traditional games," "weaknesses of online games," "weaknesses of traditional games." Open access studies were chosen as this research is independent with no funding from parties. The articles selected from the search results were reputable international journals and national journals accredited by Science and Technology Index (SINTA) published from 2010 to include sufficient information of traditional games implementations in English classrooms. The present study did not limit the number of the sources included in this study due to the snowball sampling method implemented in the selection of the data sources. In the end, a total of 67 sources were included in this study.

The sixth step was to conduct a systematic review of the previous studies, while eliminating data sources that did not provide relevant information for answering the present study. Eight articles and books were excluded in this process because they did not directly argue about games for young EFL learners, although they are still cited as supporting arguments related to the online learning context, the nature of young learners, and teaching EFL strategies. This step is closely followed by the seventh step: tabulating similar information into categories of (1) benefits and weaknesses of traditional games for teaching young learners; and (2) benefits and weakness of online games for teaching young learner. Step Eight drafts the categorized data into outline to present the findings comprehensively. With this outline, Step Nine started to compose the arguments and presenting them into drafts of research report in the form of the present article. Step Ten would be an ongoing process of revising the article following suggestions of colleagues and reviewers.

Results and Discussion

The present study elaborates on the advantages and disadvantages of digital and traditional games to improve young learners' English skills effectively and optimally. By adapting library research, the present study summarizes the definition of traditional and online games, suggested games to improve young learners' English skills, and respective benefits and weaknesses of both traditional and online games.

Definition of Traditional Games

Teaching English to children at an age when they actively mimic and learn what is seen is crucial. At a young age, children's brain plasticity is at play. It implies that initial intervention in children's learning is essential. If teachers can utilize the correct method of teaching English to young learners, their brain areas can be strengthened to develop language proficiency. Traditional games are one of the methods perceived to be impactful in teaching young learners. This section will discuss traditional games' general definition, characteristics, and procedure.

Traditional games are fun activities that have existed from ancient times and have survived to the present by adhering to the norms and customs passed down from generation to generation to preserve the values within them (Mulyani, 2016; Muthmainah, 2022; Oktiningrum & Zuhroh, 2023; Sobri et al., 2023; Toharudin et al., 2021). They contain local wisdom values that must be preserved by the present society (Oktiningrum & Zuhroh, 2023; Toharudin et al., 2021; Widiana et al., 2018). Kurniati (2016) also defines traditional games as an activity produced and developed in an area containing its society's values. Both definitions share a similarity regarding the local wisdom value contained in traditional games. Thus, traditional games are heritages that exist in tens of thousands of regions in Indonesia (Astuti, 2017).

Traditional games are usually made from simple materials and contain socio-cultural content (Junaedah et al., 2020; Kawuryan et al., 2018; Widiana et al., 2018). Other characteristics of traditional games include the unknown creator and origin of the games' place. Usually, traditional games propagate from word of mouth, and sometimes the names change regardless of the same basic activity. Children carry out the activity to have fun (Kawuryan et al., 2018). Not only training the affective domain, but traditional games also train children's psychomotor domain as children are required to be physically active (Widiana et al., 2018).

Traditional games can be used as a medium to shape characters or social skills of children, such as cooperation, responsibility, hard work, and care, because it has noble values in the form of local wisdom that can shape children's characters or social skills (Irmansyah et al., 2020). There are three types of traditional games described by (Rusiana & Nuraeningsih, 2016): Physical games, Song games and Physical and Song Games. Physical games are referred to as games that require children to move and be physically active to play the games. Song games involve the participants singing during the play. Physical and Song games combine the previous two games where the players sing and actively move.

All the above types of traditional games can be used as entertainment to spend children's spare time and socialize. Traditional games can also get rid of the boredom that children might have with learning. They are the appropriate method for teachers to deliver materials in a fun way

in the classroom (Bavi, 2018; Widiana et al., 2018). Considering their characteristic, using games in the school would be beneficial and effective. It is a fun way to make them master the language without realizing that they are learning indirectly through games (Nurhayanti, 2015).

Suggested Traditional Games

Traditional games have been proven to be one of the available methods to develop children's language proficiency at an early age. With children-friendly characteristics, traditional games are recommended for teachers to use when teaching children a language. Some suggested traditional games can be classified into some bases, namely: wordplay games, physical activities games, and the combination of word and physical games. The first category of games is wordplay games. These games involve students playing with words to develop their language proficiency. Wordplay games emphasize the use of words and create effectiveness in vocabulary diversity usage for the players. Despite media differences, the focus is still on gamified word usage as the fundamental point. Some wordplay games that previous researchers suggest include an old traditional game from America called "Twister" (Gozcu & Caganaga, 2016), and games by Handfield such as Sorting, Ordering on Arranging games, Guessing games, Information gap games, Search games, Matching games, Labelling games, Exchanging games, Board games and Role Play games (Jena, 2013; Oktiningrum & Zuhroh, 2023; Toharudin et al., 2021). Those games can be applied to teaching languages. Another researcher (Nurhayanti, 2015) suggested that some games, believed to increase students' English skills and proven effective for young learners, can be implemented in the classroom. The first game indicated by Nurhayanti is Bingo, where the teacher provides ten words on the board, and each student selects and writes five presented words. Then, the teacher will choose a word randomly without saying it and giving students its clue. If a student guesses the right word, they have to shout BINGO! And they will be the winner. The second game is Hangman, where the teacher or a student think of a word and draws blank lines for each letter. The other students guess the blank letters. If correct, letters will be filled in. If wrong, Hangman lines will be drawn. If many guesses are wrong, the man will be hanged. The third game is Concentrating Game, which uses cards as the media. The teacher prepares vocabulary and picture cards to pair these words and pictures. The teacher ruffles the vocabulary cards and the picture cards. The way to play, the teacher flips down all the cards and divides them into two, vocabulary cards and picture cards. Students will take one vocabulary card and one picture card. If they get the correct pairs, they will read the vocabulary loudly and have it. The student who has the most pairs of cards will win the game. The last game is Puzzle Dice. The way to play the puzzle dice is by having the students form a word by sticking existing letters. If students have the word, they say/pronounce the word, explain its meaning, and then make a sentence with that word. The student who can collect the most words wins the game.

The second category of games is physical activities games. Physical activities games emphasize using physical interaction to deal with the game activities. This game category requires the players to engage in physical activities during the play, like moving their body parts. Several studies examined physical activity games to determine how practical their application was in classroom learning. Those games include Boy-boyan (Hayati et al., 2017); Gobak Sodor (Irmansyah et al., 2020); Kothekan, Kauman, Ki Lumpag Ki Lompong, Kubuk Raton and Soyang-soyang (Purbarini Kawuryan et al., 2018). Boy-boyan is started with the guard team assembling the tiles.

The throwing team must knock down the tiles from five meters away with a tennis ball. If the tile collapses, the throwing team must arrange the tiles while avoiding the ball thrown by the guard team. Gobak Sodor is played by creating a group. Everyone in the group makes a layered guard by marching backwards while stretching their arms so the opponent cannot pass their territory. Another guard's duty is in the centre line, which moves straight to the other guards. Kothekan is played by using a mortar and pestle ("lesung" and "alu"). The songs played are songs such as gamelan in Wayang. The game is played in groups of five who hold hands and form a circle. Each child makes their sound according to their part as furniture. The position of the palms facing up, touching each other, and the fingers entering between the fingers. The child outside the circle is called "mentas", while one child inside the circle is called "gasangan". The child who holds the stone is called a "sengkang". Kubuk Raton is performed by having children divided into two groups. One person plays the role of the queen, while the others are the soldiers. Each group makes a hole in the ground the size of a leg about ten steps away and facing each other. Each of the soldiers touched each other and deflected each other's chest. The soldier who was touched on his chest was considered dead. Soyang- soyang can be performed by having one of the children sit cross-legged facing to the south, the others standing facing north fifteen paces behind the line. One of the children played the role of a widow with two children. These two children will be mortgaged by their poor mother. These games can be used for teaching young learners in order to motivate and develop their creativity and motor skill.

The third game category combines wordplay and physical activities—some games belong to this category. The first game is The Snake Game (Nurhayanti, 2015). This game is the same as the usual snake and ladder game, but the board on this game provides some vocabulary. The students roll the dice and move their tokens according to the number shown by the dice. Students are required to pronounce the vocabulary they get. It is performed continuously until a student reaches the finish line. The second game is Association Dominoes, where the teacher prepares several word cards containing pictures and vocabulary. Each student in the class is given two cards. The blackboard will have several sections, and the teacher will stick several cards. The way to play is that students stick the cards they have on the blackboard in the section that corresponds or is related to their vocabulary. For example, if the teacher sticks a card with the word "doctor", students can attach the word "teacher" because it is related, which means both are jobs, or they can stick "nurse" because a nurse usually helps doctors in their work. The third one is Go Fish. This game is the same as a concentrating game that uses pairs of vocabulary cards and pictures. However, the difference is that this game is played in a group. Each student is given four cards, with the remaining cards placed in the middle. Each student alternately asks the card to the other students so that they get the right pair. If a student is asked and does not have pairs of cards, the other students say, "Go Fish," which means the student is asked to take the remaining cards in the middle. The game will be over when all cards are matched. The fourth game is Odd Man Out. The teacher gives several groups of words. In each word group, one word with different classes will be filled in: teacher, nurse, doctor, table. The word table is odd and has a different class of words, so the word must be removed or excluded. This game can help students identify the context of vocabulary. The fifth game is Memory Challenge. This game can be used with pair or in a small group. The way to play this game is that each pair or small group is given three minutes to write down the vocabularies they learned and remember in the previous

material, such as animals, fruit, and flowers. The group that has the most vocabularies list will win the game. The sixth one is Pictionary. The students in the class will be divided into two teams, and they will be made to sit across from each other so that they face each other. The teacher will call the team representatives to come forward. The teacher gives the word or phrase, and the representatives draw the word or phrase on the board. The other team members guess the word according to the clue the representatives in front of the class have drawn.

Bakhsh (2016) also recommends other games combining wordplay and physical activities that teachers can apply in their classroom. The first game suggested by Bakhsh is Hot Potatoes. Two chairs are placed in the middle of the class, and their position is back on the blackboard. Two learners chosen by each team will sit in that chair and turn their backs to the board so they cannot see it. Then, the teacher writes one word on the board. When the game starts, team members give clues to the team representative or vocabulary related to the word written by the teacher on the board. Each team is given one minute to make the team representatives mention the words written on the board. The second is called Last One Standing: The students stand up and form a circle, the teacher will give a topic, and the students will say a word related to the topic given by the teacher. The teacher will count to three. Students must sit down if they cannot answer or repeat the previous word. The student who is the last to stand is the winner. The third game is Whisper Down the Alley: The teacher divides the students into two groups. Each group is neatly lined up. The teacher will call a representative from each group to start the game. The teacher will whisper a word or a sentence to the representative. The teacher counts to three then the representatives run to whisper a word or sentence from the teacher. Thus, each student in the line takes turns whispering the word or sentence until the last student. Then, the last student will give the word or sentence he heard to the teacher or write it on the board. The group with the earliest to complete the mission and correctly deliver the word or sentence will win the game.

In conclusion, traditional games can be categorized into three major types. Games that involve the use of vocabulary belong to the first type, which is wordplay games. The second game is physical activities, requiring students to be physically active. The third type of traditional game combines the play of the types above. The third type can be played by having students play with words while physically involved in the game.

Benefits and Weaknesses of Traditional Games

Traditional games are suggested to be used to teach students a language. When teachers involve games, students can have direct experiences learning a language as they are involved in the play. Not only are they fun, but traditional games also have other benefits if used in a classroom. The benefits can be categorized into collaboration, promotion of motoric skills, cost, familiarity with the local wisdom, and improving language mastery.

Games in classrooms are used to motivate students to learn English (Gozcu & Caganaga, 2016; Hayati et al., 2017; Hursen & Salaz, 2016; Jena, 2013; Kadhim, 2018; Tatli, 2018). They actively participate in the game activity and emphasize students' centre learning (Hursen & Salaz, 2016; Jena, 2013). Traditional games foster a fun, enjoyable and competitive atmosphere among students (Gozcu & Caganaga, 2016; Hursen & Salaz, 2016; Jena, 2013; Kadhim, 2018). This game activity indirectly also grows communicative and collaborative skills because it is usually

played in groups (Gozcu & Caganaga, 2016; Jena, 2013; Klimova, 2015; Tuan, 2012). Derakhshan & Davoodi Khatir (2015) state that using the game in learning could create a fun, educating environment, making the students enjoy the learning activities and learn effectively through something they can enjoy. Passive learners who are shy show themselves during class, show their interest and participate in activities (Gozcu & Caganaga, 2016). It means that games can reduce students' anxiety and enhance their confidence. Trajkovik et al. (2018) state that traditional games in language learning are goal-oriented, which creates a willingness for the students to participate in the collaborative process. Thus, applying games in the classroom can trigger intrinsic factors such as students' motivation students interest, create interactive and competitive learning surroundings for young learners and increase communication, which all leads to collaborative skills.

Traditional games improve young learners' social skills and behavior (Irmansyah et al., 2020; Junaedah et al., 2020; Muthmainah, 2022; Oktiningrum & Zuhroh, 2023; Tatli, 2018; Toharudin et al., 2021). The interaction while playing games makes them socialize with friends naturally and shapes their social responsibility and teamwork. This game also affects children's motor skills (Hayati et al., 2017; Junaedah et al., 2020). The movement in activities can maintain children's health, increasing blood circulation, respiration ideal body posture (Hayati et al., 2017; Tatli, 2018).

In addition, traditional games can improve cognitive, physical, creativity, and problem-solving skill (Lestari & Prima, 2017; Tatli, 2018; Widiana et al., 2018). Trajkovik et al. (2018) state that learning activities that students enjoy motivate them to study better. The more they enjoy the process, the more they can learn because motivation is included in their willingness to be involved in the activities (Trajkovik et al., 2018).

As traditional games are used in language learning, local wisdom related to the insertion of moral values in the stories behind the traditional games will also be well-delivered. Integrating traditional games, including the local wisdom and the culture, can create a good integration with language learning, making the learners respect the culture (Albantani & Madkur, 2018; Hidayati et al., 2020). The traditional game is a way to motivate the students to learn and provides a cheap cost. It is because of using the properties that are easy to get and can be improved by the commonly available technology (Trajkovik et al., 2018).

Traditional games also have several impacts on young learners' English proficiency. The increase in students' vocabulary frequently occurs from applying games in the classroom. Game is an effective tool for teaching and developing young learners' vocabulary (Bavi, 2018; Gozcu & Caganaga, 2016; Hursen & Salaz, 2016; Tuan, 2012). It is also revealed that it can help students acquire and memorize new words (Tuan, 2012). While learning new words, this activity also indirectly enhances young learners' fluency, pronunciation and spelling (Gozcu & Caganaga, 2016; Klimova, 2015; Nurhayanti, 2015). It benefits young learners because vocabulary is essential and fundamental to learning a language. Language is built by vocabulary; without its vocabulary, a language will not exist (Ratminingsih, 2017).

Learning grammar is challenging for students. However, games have been argued to offer enjoyable and meaningful learning for students, enabling them to internalize English grammar more easily (Metom et al., 2013; Paris & Yussuf, 2012). Teachers can create games with grammar

elements in English learning activities. Games activity in the classroom indirectly involved and practised four English skills (listening, speaking, reading, and writing) (Gozcu & Caganaga, 2016; Jena, 2013; Klimova, 2015). Klimova (2015) and Tuan (2012) state that games can uplift the learning atmosphere and prevent students from being constantly bored by similar activities. Games can make students relax and reduce their stress after studying hard.

Thus, traditional games offer many benefits to children. The benefits range from collaborative skills, promotion of motoric skills, being cost-effective, and familiarity with the local wisdom to improving language mastery. Considering the many positive benefits that young learners can feel from implementing the game, it is undeniable that there are several weaknesses in this traditional game. Not all students have the same level of capturing the material. If a student does not have the maturity to master the material, games could be useless, and he will not be motivated to learn in this activity (Gozcu & Caganaga, 2016; Hayati et al., 2017). Thus, to play the game, students must be given a sufficient understanding of the material until they are deemed capable enough to master it. Hence, they can improve and mature their previous understanding when the game is played. Playing traditional games is too much fun. It can make the students lose concentration and not focus on capturing the material conveyed through games (Widiana et al., 2018). Therefore, the teacher may not optimally achieve the intended learning goals through the games.

Games are a fun activity. Then students like games for learning. However, students may be discouraged from participating when the instructional design does not include games. Moreover, games can make the students out of control, undisciplined, and noisy, disturbing other classrooms that may need a quiet atmosphere. Some traditional games include rigorous physical activities. Thus, these are more suitable to be implemented in a wide and open space. (Gozcu & Caganaga, 2016; Ratminingsih, 2017). However, every student has a different style of learning. Not all of them like the competition model, so those who do not like game activities will find it challenging to adapt and participate in learning activities such as games (Hayati et al., 2017). This imbalance in learning methods can make it possible for games to be useless to use.

Traditional games can create a highly competitive atmosphere; if they are excessive, they will strongly desire to beat other friends. High competition can sometimes interfere with the comfortable learning atmosphere. Thus, using games in the classroom can make students addicted and trigger them not to want to study seriously anymore. Games must also pay attention to the lessons. Sometimes the teacher provides games in the classroom, but these games are not used to convey the discussed learning material. These games are entertainment without enhancing skill, effect, or learning. Teachers must be more selective and effective in using traditional games in the classroom (Junaedah et al., 2020; Ratminingsih, 2017). Traditional games usually occur in groups (Junaedah et al., 2020). Unfortunately, not all students like this. Some students may feel more capable than their friends, which may induce them to dominate students with lower abilities. Thus, students who can be said to be of low level will not get the opportunity to participate in the group. This situation can affect their preference to study individually.

Aside from their benefits, traditional games also have their drawbacks. These drawbacks include disproportional participation due to students' different English proficiency, challenging classroom management, and a highly competitive atmosphere that may induce student feuds.

Definition of Online Games

In this 21st century learning, technology in education is widespread. Undoubtedly, technology is beneficial and has many benefits in educational activities (Butler et al., 2014; Gamlo, 2019; Klimova, 2015; Mobinizad, 2018; Raja & Nagasubramani, 2018; Rosdiana & Sulistyawati, 2019; Suryanovika, 2020). Parents commonly facilitate their children with gadgets as a medium to support their learning activities. Learning English can utilize technology with its exciting applications, which support educational activity (Aljemely, 2022; Ashrafa et al., 2022; Farhan, 2022; Hasram et al., 2020; Prasetyo, 2022). Through the development of this technology, many online games have been created that can be used on mobile phones/smartphones and computers/pc (Alkan & Mertol, 2019). This section will explain the definition, characteristics, and procedure of playing online games.

Some researchers propose a definition of online games. Online games are activities with goals and fun elements (Klimova, 2015). Playing online games can involve using pictures, videos, and projectors (Farhan, 2022; Prasetyo, 2022). Class activities can integrate online games. Online games are also defined as games that utilize internet networks and technology (Ashraf et al., 2014). Another definition of online games by Prato et al. (2010) is that they are a computerized or electronic version of fun activities achieved using pictures on a screen. An online game is an interactive and exciting educational learning medium suitable to equip the teaching and learning activity in this modern era (Alkan & Mertol, 2019; Ashraf et al., 2014; Ratminingsih et al., 2018; Tatli, 2018). The rise of online games occurs as traditional games are perceived as having some drawbacks. Thus, a more convenient and accessible type of game appears.

The characteristics of online games include their design which is typically made to raise curiosity and astonish the players (Eskasasnanda, 2017). Online games are played by involving some real-life displays to give the players a sense of real-life experience. Another characteristic of online games is virtual transactions within them (Olson, 2010). It is explained that in online games, players are rewarded with coins or other gifts, motivating them to play and gain more. Players' identities in online games are highly undetectable (King et al., 2011). Unlike traditional games, where players can hardly hide their identity, online games provide them invisibility where they can hide or even fake their identity.

Eskasananda (2017) states that to play video games, the game's creator will maintain the challenge at each level. The difficulty level must be balanced so the players will not find it overly challenging or too easy. It is important to note that players will consider the games intriguing if they have challenges. Conversely, players will lose their willingness to play if the games are too complicated. Players are usually provided with rewards for accomplishing the challenges. The rewards range from coins or other gifts to motivate the players.

In today's rapid technological development, online games can be a fundamental tool for teaching young learners considering the characteristics and the procedure of doing them (Ashraf et al., 2014; Butler et al., 2014). Using online games in learning English inside and outside the classroom can be an effective technological tool for young learners to learn a language (Okaz, 2014; Santosa et al., 2020).

Suggested Online Games

Everyone has a different personality, which relates to the type of game they are interested in. Knowing the types of games that interest us can influence and contribute to learning styles and methods that suit us, which can have many positive impacts (Cabrera et al., 2018; Rosydiyah et al., 2022; Saud et al., 2022; Ward et al., 2022). Online games are one of the technological advances that can encourage and stimulate students' cognitive abilities (Adnyani et al., 2019, 2022). There are five types of games, simulation, adventure, role-play, strategy, and quiz (www.game2change.com).

A simulation game is a game related to a student's experience. This game simulates the real world, which can provide an immersive experience for players. This game can offer new experiences to students and share experiences in the game. An adventure game is a game that offers a series of problems where players are required to be able to complete the mission. This game can improve students' exploration and problem-solving skills. Role Playing is a game that puts the player as a character in a fictional world. Players will make choices and develop their character in the process. This game can develop students' communication skills. In a strategy game, players participate and make the right decisions that can affect the outcome. This game can improve students' improving planning and organizing skills. The last is the quiz game, which is a game that provides several questions and puzzles to test the knowledge and skills of the players. Teachers can use Quizzes to test knowledge improvement and provide group competition (www.game2change.com). This section presents suggested online games found in previous studies.

Noemí & Máximo (2014) reviewed several serious games that can influence and accommodate the learning process for young learners. Five serious games are mentioned: Panel Game, Tik Tak Hitzak, Tik Tak Zenbakiak, A Day On The Trail and Island Game. These games are proven to help children in developing some skills. It is not only for English but also appropriate for other subjects. Santosa et al. (2020) develop an android-based digital game application to help primary school children learn English vocabulary. Their application, called "Ori English Learning," provides four modes: vocabulary, practice, quiz and games. This game application is created for primary school students and supplies vocabulary material for a primary grade, e.g. days, months, alphabet, colours, shapes, and weather.

Several suggested online games and applications are recommended, can be downloaded on smartphones, and are believed to help young learners learn basic English. Guaqueta & Castro-Garces (2018) and Ng et al. (2020) discussed these games and applications which can be implemented in learning English: Super Word King: This game is a word search game in English. This game has a refreshing appearance and can be played even when offline. Listening and spelling are involved in this game. It also provides pronunciation of the words from the native speaker and challenges when playing. It has features ranking performance which can challenge the users to compete to get a high ranking. There is no time limit or pressure in the game. It can train them to memorize vocabularies which they have learned before. Duolingo: This online English learning application can be learned from children to adults. This application is free to be downloaded. There is no registration fee. The users learn how to pronounce a correct word from native speakers. This application features daily goal setting, daily practice reminders and a variety

of language courses. It facilitates increasing levels mode so students can monitor their progress in learning English through this application. Memrise: This application is a paid English course application. It is the same as Duolingo, where this application provides material for learning English. Memrise also offers the same features as Duolingo. Meanwhile, the users must pay to subscribe to continue using the features provided in this application. It is equipped with a reminder feature so that users remember to study in the application. Kahoot! is a game application which is simple but fun. It can be used efficiently for various learning and training needs, as a medium for evaluation, giving homework assignments or providing entertainment in the learning process. It can be played with and operated inside and outside the classroom. The use of Kahoot can increase the active role of students in learning. Kahoot is very global. Many teachers have used this application in the school and beyond.

Utku & Dolgunsöz (2018) also recommend online games for learning English, such as Word Search. It is a classic online vocabulary game where users search for English words by swiping up, down, right, left or across. It has very attractive visuals that can be played offline. When playing this game, children will feel challenged to look for the words and think seriously to get the words that need to be searched when it is playing. Crossword puzzles have been around for a long time, and people write them down on paper. Nowadays, there are also free online crossword puzzles. Users will be given a clue to answer the column in the crossword puzzle. Spelling Game: This game is straightforward and free to download. This game trains children to be able to spell words in English. This game provides exciting images and sounds, which are interesting for children. The way to play this game, the users drag and drop letters in the empty column and make a word that matches the clue image given.

According to previous studies, there are two types of online games. They are adventure games and quiz games. Examples of adventure games are Panel Game, A Day On The Trail and Island Game (Noemí & Máximo, 2014). Examples of quiz games are Word search, Crossword puzzles, Spelling games (Utku & Dolgunsöz, 2018), Super Word King, Duolingo, Memrise, Kahoot (Ng et al., 2020), Tik Tak Hitzak, Tik Tak Zenbakiak (Noemí & Máximo, 2014), Ori Learning English (Santosa et al., 2020). In conclusion, various online games can help children learn a language. However, since online games require electronic gadgets, all online games do not involve students' physical activities.

Benefits and Weaknesses of Online Games

Online games offer several benefits to students if the teacher uses them in teaching a language. The benefits of online games in a language class include the heightened motivation of the students, the shift from teacher-centre to student-centre, the increasing mastery of the language, and the promotion of student's independent learning.

Online games have engaged students to learn English, a fascinating, interactive and motivational medium for them (Ashraf et al., 2014; Butler et al., 2014; Gamlo, 2019; Santosa et al., 2020; Zirawaga et al., 2017). It provides attractive audio and 3D visuals that engage young learners' attention and motivates them to learn (Mobinizad, 2018; Raja & Nagasubramani, 2018; Vasileiadou & Makrina, 2017). As online games provide very attractive visuals, they can foster

the creativity and imagination of young learners (Alkan & Mertol, 2019; Noemí & Máximo, 2014). Digital tools are believed to promote students' self-confidence, communicative skill and language performance (Dina & Ciornei, 2013; Gamlo, 2019).

Online games have shifted the teacher centre into a student centre in teaching and learning activities (Butler et al., 2014). Utilizing online games can establish good cooperation and build great cooperative learning. Since online games can be played in groups, they can improve children's teamwork (Okaz, 2014; Ratminingsih et al., 2018; Tatli, 2018). This game provides challenges in the activities and makes the students focus, which can increase their problem-solving skills because they have to complete and win the mission of the game (Scoular et al., 2017; Tatli, 2018). It influences mental characteristics and triggers passive learners to become active in learning (Sabirli & Coklar, 2020). Like traditional games, online games can increase vocabulary knowledge and grammar structure rules (Ashraf et al., 2014; Ng et al., 2020; Sevik, 2020; Utku & Dolgunsöz, 2018; Zarzycka-Piskorz, 2016). Many vocabularies games spread on Google Playstore or App Store that can be played in both mobile operating systems: Android and IOs (Ng et al., 2020; Utku & Dolgunsöz, 2018). The online game can involve all English skills when it is played (Okaz, 2014). This kind of game can enhance students' receptive and productive skills by reading and writing short vocabulary (Gharehblagh, 2020; Ratminingsih et al., 2018; Sevik, 2020; Vasileiadou & Makrina, 2017). The use of technology can encourage the learner to be active and independent in learning (Santosa et al., 2020). The implementation of online games is indeed more accessible than traditional games. Suppose in traditional games, students can only play games in the classroom with their teacher or should gather in one place. In that case, online games can be played anywhere without needing a specific and spacious arena where students should be present simultaneously (Mobinizad, 2018; Raja & Nagasubramani, 2018). Moreover, online games are an easy and freely accessible medium for learners (Okaz, 2014).

Thus, online games are one of the available methods teachers can use to teach a language. The benefits range from the mastery of the language, improvement of students' motivation to learn, and promotion of students' independent learning to the change of focus in teaching.

Everything usually has benefits and weaknesses. Online games are also one of them. Online games are closely related to digital technology and the internet. Despite the benefits, online games also have drawbacks. This section will discuss the disadvantages reviewed in the previous studies. The weaknesses of online games include the cost of playing the games, a sense of addiction, and increasing individualism.

Online games are a technological tool that is costly to use. The students must buy a device to load online games and pay for the internet and quotas (Novrialdy & Atyarizal, 2019; Raja & Nagasubramani, 2018). Thus, this game cannot be implemented in schools whose students have financial deficiencies. It depends on the internet, when internet problems arise, the use of online games in learning will be disrupted.

Playing over the limit can trigger students' addiction to online games and interfere with students health (Raja & Nagasubramani, 2018; Simkova, 2014). Online game addiction can harm the children who experience it. The dangers of addiction to online games include indifference to other activities, causing discomfort when not playing games (Novrialdy &

Atyarizal, 2019). Sometimes in online games, some advertisements are unsuitable for children to read, such as advertisements about sex (Müezzín, 2015).

Since most online games are played alone, this can hinder young learners from interacting and socializing, triggering the young learner to be introverted (Simkova, 2014). Online games are social spaces or new social worlds where players spend time and interact with other people and make friends. It is one of the attractions of online games. However, the world of children is a real world, not a virtual world presented by online games. Children need social interaction to form good relationships (Novrialdy & Atyarizal, 2019). The use of online games for young learners has many positive impacts. On the other hand, using online games less often is recommended for young learners to maintain their health and develop their social values.

Although online games have been reviewed to benefit the players, it still needs to improve in some aspects. The cost of playing the games might be a big issue if online games are played in a school with students from lower-middle-income families. Students might be exposed to the addiction to online games as they are excited. Further, this addiction can lead students to be more individualistic.

Conclusion

Based on the studies that have been discussed, games have many benefits for young learners. It is proven to increase motivation, participation, vocabulary, English proficiency and communication skills. Implementing games can also create a collaborative environment and enjoyable competitive atmosphere. Two types of games can be used in learning: traditional and online. Teachers usually use cards and boards to teach traditional games in the classroom. Traditional games can build students' cooperation and competition when playing in a group. Unconsciously, they can acquire the vocabulary used in the game. The development of technology rapidly has also made games available online. The use of smartphones among young people can assist young learners in learning languages. There are many free and accessible educational games. Young students can take advantage of their free time by playing online games to help them learn English anywhere and anytime. However, the present study is limited to reviewing the existing empirical studies by the time the library research was conducted. Thus, it is necessary to carry out further reviews by taking into account the results of the latest future studies.

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