Fostering Vocabulary Enhancement through Language Games in the Context of Blended Learning Environment

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Abstract :

Numerous obstacles inhibit English as Second Language (L2) learners from grasping new vocabulary; nonetheless, one of the major challenges is the nominal time devoted to vocabulary instruction. Predominantly, semantic and conceptual relationships could augment cognitive skills and in turn, develop reading comprehension and writing proficiency. However, conventional vocabulary learning such as rote learning seems likely to further diverge the controversy over language learning, in which linguists-technologists are squared off against memorization technique, in which students are encouraged to remember the vocabulary through repetition often without having to understand the reasoning or relationships involved. This research is carried out to introduce games as an apparatus in a hybrid learning environment where students participated with their peers to develop a self–regulated approach to vocabulary enhancement. The aims on the efficacy of vocabulary learning through vocabulary games for L2 Learners was proved to be accurate based on the results obtained from the experiment conducted. It was also observed that from the three vocabulary games, homonyms helps is the most effective in increasing vocabulary learning for L2 learner compared to crossword puzzle and wordsearch.

I. INTRODUCTION

English is an interesting yet a difficult language to master, a simple grammatical or vocabulary error could leave someone flustered in public while conversing with someone who has mastered the language (Zhang & Li, 2011). Vocabulary learning is one of the most important aspects in mastering the English language for L2 learners (Schmitt, 2008). Vocabulary learning comprises of words that enables L2 learners to enhance better communication. However, L2 learners find it rather boring to keep practising vocabulary through exercises and reading therefore, by introducing games, L2 learners would be more interested in learning vocabulary (Neyadi, 2012). This research was carried out in a blended learning environment which L2 learners leveraged on vocabulary learning by helping each other through faceto-face communication (Isabelli, 2013). Furthermore, this research introduced a combination of three vocabulary games as a tool within the context of blended learning environment.

II. RESEARCH OBJECTIVE

A. *To identify the efficacy of games as a teaching apparatus in order to enhance vocabulary learning for L2 learners.*

B. *To determine the effectiveness of the combination of three vocabulary games; wordsearch, crossword puzzle and homonyms.*

III. RESEARCH BACKGROUND

Common perception among the L2 learners of English language that it is extremely difficult to learn and even acquire adequate amount vocabulary if the utilization is impoverished by lack of practice. Vocabulary games can help improve second language acquisition for L2 learners and university students. University students in particular are determined and focused on improving their vocabulary to write better academic essays (Coxhead, 2012) and typically for L2 learners, they might easily get frustrated from tutorials and reading therefore instead of just reading, introducing creative approach in learning would result in enhancement of erudition of vocabulary in a faster and more effective way through the use of vocabulary games (Wells & Narkon, 2011). It is noted that in a hybrid learning environment, enhancing vocabulary learning is more effective as compared to pure face-to-face learning (Melton, Graf, & Chopak-Foss, 2009). Hence, for the purpose of this research, three types of games were used to determine the effectiveness of games in enhancing vocabulary attainment; wordsearch, crossword puzzle and homonyms.

IV. PROBLEM STATEMENT

English is deem as a universal language and is widely used and vocabulary is one of the pivotal facets when learning English. L2 learners find mastering English difficult because it is not their mother tongue and when someone does not speak good English, they are perceived as individuals of a lower status in the social hierarchy (Coxhead, 2012). Despite such circumstance, there are other ways to improve vocabulary bank but vocabulary learning can also be mastered through vocabulary games and not only does it help improve vocabulary proficiency but it also help with memory enhancement (Neyadi, 2012). Using games such as crossword puzzles, word search and scrabble, students are able to improve their vocabulary through learning new words from the games. Not only that they could acquire new word, students are also able to enjoy the games with their friends and play at their own pace (Corbett, 2010). This research would like to specifically focus on how certain types of vocabulary games (word search, crossword puzzles, and homonyms) are able to affect a student's vocabulary acquisition in a hybrid learning environment. The three games that are introduced for the experiment can be enjoyed with friends and can be completed at their own leisure.

V. LITERATURE REVIEW

This research introduces games as a pedagogical tool to boost vocabulary learning for L2 learners within a blended learning environment. Two variables were identified; the first variable is enhancement of vocabulary

through games and the second variable is the efficacy of the combination of three vocabulary games; wordsearch, crossword puzzle and homonyms.

A. *Vocabulary Enhancement through Games*

Vocabulary enhancement through games for L2 learners helps motivate students with less vocabulary input to gain more vocabulary learning. An article from Neyadi shows that through the usage of flashcards, it helps the memory of students on the learning of vocabulary and improving their vocabulary usage (Al Neyadi, 2012). L2 learners with learning disabilities find it demotivating when they are unable to learn vocabulary in class and one way of motivating these students is by introducing games in class, that way they would learn new vocabulary and will be more interested in learning more (Wells & Narkon, 2011). Vocabulary games also keep vocabulary learning interesting and entertaining. For L2 learners who enjoy challenges, they will take part in the games not only to learn but also they will have the motivation to win the game however, the level of difficulty should not deter them from doing so. For instance, games ought to be approachable and at a level that contributes to permitting everyone to experience accomplishment in vocabulary learning (Silver & Perini, 2010). Furthermore, using games to augment vocabulary learning for L2 Learners will promote active learning, as well as collaboration, and interactivity. An article by Lebedová, students work cooperatively in team or pair will craft an affirmative learning atmosphere, growing relations among students and reassuring them to meaningful cooperation (2011). An article by Ali Sorayaie Azar remarks that L2 learners pay extra attention in discovering across games because they do not sense like they are being comp elled to learn (2012).

According to Tuan, games have more assenting result towards vocabulary learning by which it is a method to aid L2 learners to discover new words and even to recall those words. Games also allows L2 learners to use meaningful and functional vocabulary that is utilized in real contexts and because of that, it is able to furnish a chance for L2 learners to use the vocabulary that they have learnt (2012). Vocabulary games also aid L2 learners to be able to grasp vocabulary meaning and develop communicative skills. It is noted that with vocabulary games, L2 learners are able to boost their self-esteem, motivation and spontaneity, as well as enhancing intonation and constructing confidence (Sung & Ching, 2012). Nonetheless, this does not mean that all types of games are applicable in improving the L2 learners' vocabulary; games like role-playing games (RPGs) have significant drawback due to the "point-and-click" style. As a result, vocabulary achievement for L2 learners is not attainable since there is an evidence of limited output practice. Plainly clicking on a word and attending to the input do not promise that a word will be learned, and being able to assume the meaning from a context does not guarantee that the comprehension of words has been acquired (Cornillie, Jacques, De Wannemacker, Paulussen & Desmet, 2011). In an article by Muhanna, even though vocabulary games are deem apt in vocabulary discovering, but, from time to time games do craft setbacks for both students and teachers since games are not effective if the instructors do not clarify the tasks in engaging the games (2012).

B. **Effects of Hybrid Learning on Student Learning**

Various researches were done, and a majority believed that hybrid learning is able to positively affect how students are able to grasp knowledge easily. However, then comes the question of "what is hybrid learning?" Hybrid learning refers to integrating the use of both traditional face-to-face learning and technology-based learning. This in turn grants the student with more flexibility on how they are able to overlook their own learning (Wichadee, 2013). As a side note, hybrid learning is often used interchangeably with another term known as blended learning. Lin (2008) stated that hybrid learning can be used to build up active student learning and that hybrid learning was enrich learning environment (Lin, 2008). In a study done by Isabelli (2013), she mentioned that a majority of the Spanish students of University of Nevada, Reno expressed that they very much prefer the hybrid course over traditional face-to-face learning (Isabelli, 2008). The research done by Bonakdarian, Whittaker & Yang (2010) also supports that hybrid learning can positively affect student learning. They mentioned that hybrid courses are able to yield a more efficient, effective and engrossing learning environment as compared to purely face-to-face or online learning (Bonakdarian, Whittaker & Yang, 2010). Intrinsically, games are able to create a hybrid learning environment for students in a way that games are able to provide a more relaxed and enjoyable method for learning.

Hybrid learning has been proven to be effective; however, some believe that hybrid learning does have its setbacks. For example, what if there were those who did not have the necessary computing proficiency, facilities and the sense of readiness to utilize the online part of the hybrid? They would have difficulty navigating through various computer uses such as the Blackboard (or in Sunway University more commonly known as E-Learn), online games, social networks (such as Facebook and Twitter). Being in such predicament might cause them to lose interest or feel demotivated to utilize its purposes. Although it takes time, this particular problem may be fixed. In this sense, students should familiarize themselves with the online course managing system used by their current institute (Lin, 2008). Besides, there have been studies that show how certain educational games can be fused together with hybrid learning. However, most educators and even students themselves view the current educational games as irrelevant or uninteresting. Some believe that if these educational games are designed with the idea of incorporating hybrid learning in mind, it would be able to augment a student's learning capabilities (Paavilainen, Saarenpää, Seisto, & Federley, 2009). Even so, some believe that games are just for leisure and entertainment and not for educational purposes. Nonetheless, there are various educational games that have been created for the purpose of enhancing a person's learning abilities such as, a person can take their time and be free of worry to make any mistake in a game. Any mistakes done during the game can be learnt from and one would not be penalized for making such mistakes. As opposed to traditional face-to-face learning, some may feel embarrassed or may get penalized for making the slightest mistakes and will then lead to the person to be demotivated or stressed. Thus, it can be concluded that games are able to construct a hybrid learning environment for the benefit of the students.

C. Vocabulary Learning for L2 Learners

English language is used in many countries as a vital communication tool. It may be difficult for L2 leaners to master this language because English is not their primary language. One of the important elements to comprehend English language is by improving the vocabulary (Schmitt, 2008). Learning vocabulary does not increase the student's vocabulary bank but it also enhances good language skills while communicating (Li, Zhang & Changyu, 2011). In

order to improve your proficiency, practice is required. Based on article by Natsuko Shintani, the research uses input based task which would enable negotiation in class with students which would result in them understanding the vocabulary learning. At the same time, without realizing the student would actually learn the vocabulary through conversing which requires them to speak in English daily (2012). Vocabulary errors are unacceptable for university students when writing an academic essay, based on the article, university students put in their hearts and mind in writing the best essay without any vocabulary or grammatical error to avoid humiliation (Coxhead, 2012).

Vocabulary lessons can sometimes burden students with boredom thus making them lose interest in learning vocabulary. Therefore games are introduced to make the learning fun and interesting. Not only does learning vocabulary through games invoke interest but it also helps in vocabulary development (Vossoughi & Zargar, 2009). Besides that, vocabulary learning can also help with memory enhancements since the methods used in teaching vocabulary can help with instant memorization (Karpicke, 2009). Moreover, in this hi-tech era where everything is almost computer based, studies showed that students in South Korea used spoken text and visual text through the use of computer to enhance their vocabulary learning and an improvement was documented in their students' vocabulary acquisition (Kim & Gilman, 2008). Vocabulary learning is easier to master by practicing the same vocabulary words because through this method, the student does not only master the vocabulary but also helps with memory enhancement. Through recycling words, memory skills help with vocabulary learning (Karpicke, 2009).

Vocabulary learning is one of the many problems faced by an L2 learner. It depends on the individual on how they practice their language in order to improve daily. Some might refer to various movies or decide to read a book. Others might opt to have conversations with those who are proficient in their English language. There is a variety of different methods, but what would be the most efficient method for students who are currently in the technological generation? It has clearly been proven through researches that have been done that games and hybrid learning (separately) are indeed able to improve language learning.

VI. METHODOLOGY

A. *Participants*

The study was conducted in Sunway University. A total of 40 Sunway University students took part in the experiment on enhancing vocabulary through games. Two groups of 40 students were divided into Group A and Group B. ADTP students were selected for this experiment because were qualified as tertiary level L2 learners.

B. *Procedure*

Group A (experimental) consisted of 20 students experienced the intervention of games. First, they took a pretest in the experiment starting with a pre-test. Subsequently, they choose one of the three games; wordsearch, crossword puzzle and homonyms. After playing the game, they sat for the post test to observe whether the game facilitated them in their vocabulary acquisition. Group B consisted of the remaining 20 students who were placed as the controlled group where they only sat for the post test.

C. *Instruments*

Three games were used for this experiment; wordsearch, crossword puzzle and homonyms. The wordsearch game consists of descriptive words which uses variety of vocabulary words. The crossword puzzle however had Holiday puzzle like St. Patricks Day, Christmas and Thanksgiving which helps students learn more about the event. The homonyms however had random words with definitions that the students had to relate with word shown to them. The students however had more fun playing homonyms compared to the other games and some even made a remark that the crossword puzzle did not help them as much as the other two games. Besides the games, the participants had to sit for a pre-test and a post-test. Questions for the tests were taken from a TOEFL Vocabulary Exercise book in order to gauge the appropriate level of the English language of the participants. Both tests consisted of 10 questions.

VII. RESULTS

TABLE 1: RE-TEST AND POST-TEST RESULTS

Group A		
N = 20		
	Mean Marks	Standard Deviation
Pre-Test	4.25	41.73%
N = 20		
Post-Test (Wordsearch)	6.17	18.96%
N = 20		
Post-Test (Crossword) Post-Test	7.14	24.82%
(Homonyms)	9	9.07%
Group B		
N = 20		
Post-Test	6.2	32.93%

Table 1 shows the results obtained from the experiment that was carried out. Students from Group A are the only ones who went through with the pre-test and games. The mean mark for the pre-test was 4.25 with a standard deviation of 41.73%. The students then chose from three different games and answered the post-test soon after the game ended. The mean mark of the post-test for students who played wordsearch was 6.17 with a standard deviation of 18.96%. Students who opted for the crossword puzzle obtained a mean mark of 7.14% with a standard deviation of 24.82%. Those who decided to play homonyms obtained a mean mark of 9.00 with a standard deviation of 9.07%. On the other hand, students from Group B who only went through the post-test had a mean mark of 6.2 with a standard deviation of 32.93%.

A. Questionnaire

1) Part A: Vocabulary Enhancement through Games

TABLE [1]: VOCABULARY ENHANCEMENT THROUGH GAMES

	Group A	Group B
Vocabulary Enhancement through Games		
Strongly Agree	18.42%	3.75%
Agree	49.38%	42.50%
Neutral	27.63%	39.38%
Disagree Strongly	3.95%	13.75%
Disagree	1.97%	0.65%

	Group A	Group B
Standard Deviation		
Strongly Agree	10.90%	4.43%
Agree	17.21%	14.14%
Neutral	13.71%	12.08%
Disagree Strongly	7.31%	15.06%
Disagree	3.92%	1.77%

Table 2 above shows that 67.8% of students from Group A have a positive attitude towards using games as a vocabulary learning tool with 18.42% who strongly agrees and 49.38% who agrees. For Group B, 46.25% have a positive attitude towards utilizing games for vocabulary enhancement with 3.75% that strongly agrees and 42.5% who agrees. Furthermore, students who decided to be neutral have a percentage of 27.63% and 39.38% for Group A and B respectively. On the other hand, 3.95% and 1.97% of students from Group A chose disagree and strongly disagree respectively. For Group B, the percentages for disagree and strongly disagree are 13.75% and 0.65% respectively. The sum of standard deviations for students with positive perspectives towards vocabulary enrichment through games is 28.11% and 18.57% for Group A and B respectively. The standard deviations for those who are neutral are 13.71% and 12.08% for Group A and B respectively. Furthermore, students who had a negative perspective on using games for vocabulary learning have a total standard deviation 11.23% and 16.83%

for Group A and B respectively.

	Group A	Group B
Strongly Agree	7.90%	5.63%
Agree	45.40%	34.48%
Neutral	35.53%	46.25%
Disagree	9.21%	13.75%
Strongly Disagree	1.05%	0.00%

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[1]) *Part B: Hybrid Learning Environment*

Table 3 shows that 53.3% of the students in Group A have a positive perception toward hybrid learning where 7.90% strongly agrees and 45.40% agrees. In Group B, 40.11% of the students have a positive perception towards hybrid learning in which 5.63% strongly agrees and 34.48% agrees. The percentages of students who are neutral towards hybrid learning are 35.53% and 46.25% for Group A and B respectively. On the other hand, 10.26% of the students from Group A have a negative impression on hybrid learning where 9.21 disagrees and 1.05% strongly disagrees. For Group B, 13.75% have a negative perception towards hybrid learning in which 13.75% disagrees and 0.00% strongly disagrees. Standard deviation of students in Group A that have a positive attitude towards hybrid learning is 29.82%; 8.44% strongly agree and 21.38% agree. In Group B, the standard deviation is 14.26%; 5.63% strongly agree and 8.63% agree. The standard deviation for students who are neutral is 13.42% for Group

	Group A	Group B
Standard Deviation		
Strongly Agree	8.44%	5.63%
Agree	21.38%	8.63%
Neutral	13.42%	7.44%
Disagree	11.85%	11.88%
Strongly Disagree	13.03%	0.00%

A and 7.44% for Group B. In contrast, the standard deviation for students in Group A who have a negative perception towards hybrid learning is 24.88%; 13.03% strongly disagree

and 11.85% disagree. While in Group B, the standard deviation is 11.88%; 0.00% strongly disagree and 11.88% disagree.

3) Part D: Vocabulary for L2 Learners

TABLE 4: VOCABULARY LEARNING FOR L2 LEARNER

	Group A	Group B
Vocabulary Learning for L2 Learners		
Strongly Agree	40.10%	8.78%

	Group A	Group B
Agree	39.99%	45.82%
Neutral	17.29%	39.15%
Disagree	2.63%	6.25%
Strongly Disagree	0.00%	0.00%
	Group A	**Group B**
Standard Deviation		
Strongly Agree	14.38%	8.75%
Agree	8.82%	14.51%
Neutral	10.37%	11.22%
Disagree	3.98%	8.76%
Strongly Disagree	0.00%	0.00%

Table 4 shows that 80.09% of students from Group A have a positive attitude towards vocabulary acquisition; 40.10% strongly agree and 39.99% agree. In Group B, 54.60% of students have a positive attitude towards vocabulary acquisition; 8.78% strongly agree and 45.82% students generally have a positive view on vocabulary acquisition. 17.29% of students from Group A are neutral towards vocabulary acquisition while for Group B the percentage is 39.15%. On the other hand, 2.63% of students from Group A have a negative impression on vocabulary acquisition; 0.00% strongly disagrees and 2.63% disagree. 6.25% of students in Group B have a negative perception of vocabulary acquisition; 0.00% strongly disagrees and 6.25% disagree. Standard deviations of students who have a positive attitude toward vocabulary acquisition in Group A are 23.3%; 14.38% strongly agree and 8.82% agree. For Group B, the standard deviations are 23.26%; 8.75% strongly agree and 14.51% agree. The standard deviation for students who are neutral is 10.37% for Group A and 11.22% for Group B. Furthermore, the standard deviations for students with a negative perspective toward vocabulary acquisition in Group A are 3.98%; 0.00% strongly disagree and 3.98% disagree. In Group B, the standard deviations are 8.76%; 0.00% strongly disagree and 8.76% disagree.

VIII. DISCUSSION

The purpose of this research was to find out whether or not vocabulary games enhance vocabulary learning and which games offer more vocabulary enhancement to L2 learners. Based on the results obtained from the experiment we have gathered confirmatory feedback. Three games we used to test the vocabulary enhancement of L2 Learners in Sunway University from the American Degree Transfer Program. The three games were wordsearch, crossword puzzle and homonyms. Based on the results obtained, it can be said that homonyms was the most useful to the students vocabulary learning compared to crossword puzzle and wordsearch.

Homonyms helps with the memory of the students' vocabulary. Based on an article, through vocabulary games, students have the ability of instant memorization and they tend to recycle that new found vocabulary in everyday conversation (Neyadi, 2011). In addition, vocabulary games not only help students memorize but it also

triggers interest in learning vocabulary. Based on the article, those with learning disability easily give up learning vocabulary but through vocabulary games they invoke interest in the subject and are quick to learn new vocabularies (Wells & Narkon, 2011). Based on the survey conducted, the experimental group responded that vocabulary enhancement through games is positive compared to the controlled group which shows that the experimental group. Based on the experiment done, it can be deduced that vocabulary acquisition through games is effective. Based on the observation done while the experiment was carried out, students from Group A (experimental) paid more attention and it is noted that they did not feel that they were being forced to learn new vocabulary but they were having fun while learning new vocabulary which concludes the improvement of result from the Pre-Test to Post-Test. Games can induce relaxation and fun for students, therefore aid them to learn and maintain new words easily (Azar, 2012). Other than that, Group A also achieved higher percentage on vocabulary games advancing the extra learning values in contrast to the ordinary vocabulary exercises. Luu Trong Tuan supports that students are motivated by the relaxed and hilarious atmosphere, youthful learners are keen to seize portion in the learning procedure in a subconscious manner (2012).

Learning in a hybrid learning environment is able to help students to improve in their learning capabilities and allow them to be more responsible. Through the traditional face-toface learning, the students are able to improve their learning while the online system (the use of technology) such as the Blackboard and the Internet (in this case where the students can access the online games) are able to provide a different learning experience as well as motivate them to be more responsible (Wichadee, 2013). From the questionnaire, 53.30% and 40.11% of students from Group A and Group B have a positive impression on the use of hybrid learning. As opposed to the traditional face-to-face learning, students feel that the game itself poses as a hybrid learning environment. Through this method, students can enjoy the games with their friends, enjoy it at their own leisure, and will not be afraid to get penalized if they get the answer wrong. The students realize that the knowledge that they are able to gain from learning sessions (either face-to-face or online) is more effective and efficient through hybrid learning (Bonakdarian, Whittaker & Yang, 2010). These three games that were introduced to the students in the experiment included word search, crossword puzzle and homonyms. Out of the three games, students who tried out homonyms had a notable increase in their post-test score. Those who played word search and crossword puzzles also had an increase in scores but not as apparent as homonyms. During the experiment, the students took their time, and some had played with their friends and made a few mistakes along the way. Nonetheless, the students enjoyed the game and did not worry about their mistakes because it was just a game. Through their mistakes they were able to learn a few new words as compensation. However, according to a research written by Di Xu and Shanna Smith Jaggars, there have been a few results that show the online course of hybrid learning may be quite difficult for some students to cope with. From the difficulties that they face, there is a high probability that it will inhibit the progress of the students learning. Furthermore, some students commented that they were facing technical complications which could eventually cause the student to feel awkward and be demotivated to study (2011). Hence, this particular problem can explain the 10.26% and 13.75% of students from Group A and Group B respectively who have a negative impression of hybrid learning as a booster for learning.

Vocabulary enhancement is vital for all L2 learners who wish to speak good English. As mentioned in the introduction, English can only be perfected by daily conversation. Based on an article, the writer says that vocabulary is the uttermost important element in mastering the English language (Coxhead, 2012). Based on the experiment result, vocabulary learning for L2 learners has a higher mean value in Group A than in Group B. This is because the experimental group observed improvement in their vocabulary level after participating in the vocabulary game and were able to answer the post-test question which shows the effectiveness of vocabulary games in vocabulary learning. Some students were happy to have learnt new words of vocabulary when they were playing the vocabulary games. Vocabulary enhancement through games showed higher percentage of agrees and strongly agrees than vocabulary enhancement through movies, books and face-to-face conversation. Through these results we can say that students preferred and found games to be more effective vocabulary learning. Based on an article by Jaeyoung Jung and Sabine Graf, states that through vocabulary games students have more fun in learning which makes students increases students interest in vocabulary learning (Jung & Graf, 2008). Group B had a higher percentage of one-to-one conversation compared to games, movies and books for vocabulary learning. This could be because Group B finds easier learning vocabulary from a third person party than from vocabulary games however they scored lower mean value in their post-test which concludes that one-to-one conversation does not entirely helps with vocabulary learning. Group A has higher percentages of agree on recycling a new vocabulary upon learning it than Group B. Group A without realizing had instant memorization of new vocabularies through the vocabulary games particularly homonyms and that helped them with their post-test. Based on an article, vocabulary learning is different in an individual level, students learn vocabulary through reading, writing, and listening, and they all help in long term memorization (Zhang & Li, 2011). Another article supporting this statement says that through retrieval learning memory enhancement can help the students learn better (Karpicke, 2009). During their pre-test there were certain words that were also repeated in the post-test. That way the students would remember those words through repeated vocabulary and also understood the meaning.

IX. CONCLUSION

The objective of learning vocabulary through vocabulary games for L2 learners was proved to be effective based on the results obtained from the experiment conducted. It was also observed that from the three vocabulary games, homonyms helps more in increasing vocabulary learning for L2 learner compared to crossword puzzle and word search. From the experiment conducted it was observed that through the vocabulary game, homonyms, students gained instant memorization. This was helpful to them when they answered their post-test after playing the vocabulary game. Neyandi states that through vocabulary games, students' memories improve better on vocabulary learning (2011). The effect of hybrid learning environment which was also another contributing factor to the vocabulary learning for L2 learners and positive results were obtained from the experiment proving the factor. Besides that, vocabulary learning in general is important for all L2 learners to write good academic essays for university. Vocabulary learning in university level is important for university student to help with their academic essay and subject (Coxhead, 2012). This research has shown that vocabulary games primarily homonyms aid in vocabulary learning and the combination

of these games; wordsearch, crossword puzzle and homonyms can be used as a pedagogical apparatus in learning vocabulary for L2 learners.

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