

THE ROLE OF GRAMMAR GAMES IN ENHANCING ENGLISH LANGUAGE SKILLS: A SYSTEMATIC LITERATURE REVIEW

Ratu Nidaul Inayah

UIN SMH Banten

221230094.ratu@uinbanten.ac.id

Lutvia Febrianti

UIN SMH Banten

221230085.lutvia@uinbanten.ac.id

Nafan Tarihoran

UIN SMH Banten

nafan.tarihoran@uinbanten.ac.id

Abstract

Grammar games have become an effective pedagogical tool in teaching English, providing an engaging and interactive alternative to traditional grammar instruction. This systematic review uses the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analysis) framework. Findings from 11 empirical studies published between 2019-2024, sourced from ScienceDirect (5), Mendeley (3), PubMed (3). explores the role of grammar games in enhancing English language skills, particularly in improving grammar comprehension, motivation, and retention among learners. By analyzing previous research, this study highlights the advantages of both digital and traditional grammar games in fostering student engagement and active participation. Findings indicate that grammar games promote meaningful learning experiences, reduce anxiety, and encourage collaborative learning. Additionally, integrating gamification elements, such as rewards and challenges, enhances learners' motivation and overall language proficiency. While digital games offer instant feedback and personalized learning paths, traditional games provide face-to-face communication and kinesthetic learning opportunities. The study concludes that combining digital and conventional grammar games can optimize grammar instruction, making language learning more effective and enjoyable.

Keywords: *Digital games, English Language Teaching, Grammar Games, Traditional Games.*

INTRODUCTION

Grammar games have become a widely recognized educational strategy for teaching English, offering an attractive and interactive alternative to traditional grammatical instructions. Unlike conventional methods that rely on memorization and repetitive exercises, grammar games encourage active participation and make learning more comfortable and practical. Using games in language education is consistent with the constructivist learning theory. This points to more effective

knowledge receiving when students actively participate in problem-solving and experimental training. Furthermore, the teaching of the Language of Communication (CLT) emphasizes the importance of essential interactions in the coverage of language, and grammar games contribute to this interaction and provide a contextualized practice of grammatical structures. As we focus on the demand for efficiency and learning approaches, the role of grammar games in improving English skills continues to attract attention among teachers and researchers.

In many educational contexts, grammar is often perceived as a complex and monotonous aspect of language learning, leading to motivation and limited student retention. Traditional learning of grammar, focusing primarily on the apparent memory of rules and mechanical exercises, has been criticized for its lack of interaction and applicability. As a result, researchers and practitioners have explored alternative education strategies to make grammar education more interactive, comfortable, and practical. Grammar games have been introduced as a solution to these challenges. This strengthens grammatical structures and promotes active learning, critical thinking, and communication. Thanks to the integration of technologies in education, digital grammatical games have expanded opportunities for students to participate in a more personalized and adaptive way of interacting with grammar. Given the growing accent of students focused on students, there is an increasing need to study the influence of grammatical games on the English language, thanks to a systematic review of existing literature.

Several previous studies highlight the effectiveness of grammar games in English learning. A study by Yacob and Yunus (2019) revealed that incorporating language games in grammar education is quite profitable for learners with English as a second language (ESL). Their research showed that grammar games improve students' understanding of grammar structures, motivation, and active participation in learning. In contrast to traditional methods that rely heavily on memorization, grammar games offer a more natural and communicative approach to grammar acquisition (Syafiqah Yacob & Md Yunus, 2019). Furthermore, a study by Ali, Ali, and Amin (2020) investigated the effects of grammar games on adult learners' motivation to study English grammar. Using a quantitative research approach, this study revealed that language games significantly increase student motivation, commitment, and comfort in learning grammar. Before the implementation of grammatical games, only 20% of students expressed interest in teaching grammar, but after integrating this method, the number increased to 96%. In addition, the study showed that the games created a healthy competitive environment that encouraged students to be more active and confident in using the English language (Dr. Syed Shujaat Ali et al., 2020). In another study, Maxmanazarova and Abdurasulova (2023) emphasized that grammar games are

translated into the grammatical formation of monotonous work in fun and engaging activities. Their research shows that games improve student participation, contextualized understanding of grammar, critical thinking, and problems in problem-solving. Plus, they discovered two digital platforms, such as Kahoot! Quizlet Live and traditional games like Scrabble and Grammar Bingo positively impacted language learning by increasing motivation to collaborate, communicate, and understand grammar more profoundly and significantly (Maxmanazarova and Abdurasulova, 2023). These three studies collectively illustrate the critical possibilities of grammar games that improve grammar education. Whether in ESL training, adult education, or language training with technology strengthening, the results consistently confirm that game training contributes to motivation, involvement, and a deeper understanding of grammar in studying English.

Previous research has explored the benefits of grammar games, but few have investigated their effectiveness across different learning styles and proficiency levels. Furthermore, limited research compares digital and traditional grammar games in terms of grammar maintenance and impact on real-life applications. This study aims to fill these shortcomings by analyzing how grammar games support long-term grammar retention, with different play formats providing different levels of efficiency for various learners.

This study attempts to answer four main questions. 1) How do grammar games affect students over time from the rules of grammar? and 2) What differences exist between digital and traditional grammar games to improve grammar learning? The objective is to provide more in-depth information on the role of grammar games in improving language acquisition and provide practical recommendations for educators on optimizing game-based learning strategies. 3). How do different types of grammar games (e.g., competitive and cooperative games) affect students' understanding and retention?

RESEARCH METHOD

The research method used in this study consists of several important components that support the implementation of a systematic literature review, including the description of the type of research, data collection techniques, data sources, types of data, and procedures for data analysis. The type of research adopted in this study is a systematic literature review which aims to explore and synthesize various empirical studies that discuss the role of grammar games in enhancing English language skills. This type of research was chosen because it allows the researcher to comprehensively map existing studies, identify patterns and trends, and provide conclusions based on evidence from previous research. A systematic review is highly appropriate to answer the research problem posed in this study, as it relies on secondary data extracted from credible and peer-reviewed

scientific publications, without the need to collect new primary data from the field. In this way, the review guarantees transparency, objectivity, and the possibility of replication in future research related to the use of grammar games in English language teaching.

The process of data collection was carried out through a systematic search across several reputable international databases widely recognized for their quality and indexing standards in the fields of education and language learning. The databases selected in this study include Scopus, PubMed, ScienceDirect, and Taylor & Francis Online. The choice of these databases was based on the assumption that they provide access to high-quality, peer-reviewed articles related to language learning, including the implementation of grammar games in English teaching contexts. The time span applied to this search covered articles published from 2019-2025, thereby ensuring that the data sources reflected recent developments and innovations in the use of grammar games as part of English language learning strategies.

All articles found during the search process were managed using Mendeley Desktop, a reference management tool that assisted in storing citations, organizing articles, and detecting duplicate records. The use of this software ensured that the articles reviewed were unique and no duplication occurred, which is important for maintaining the integrity and credibility of the review results. The data sources for this study consist of secondary data in the form of scientific articles published in international peer-reviewed journals indexed in the aforementioned databases. These articles were required to meet specific inclusion criteria, namely: articles published within the last five years (2019–2025), articles involving populations relevant to language learners such as school or university students, articles published in the English language, original research articles (not reviews, editorials, or opinion pieces), and full-text availability to allow in-depth analysis.

The type of data used in this review is qualitative data as reported in the original studies. Qualitative data might include descriptions of students' attitudes, motivation, and engagement in learning activities involving grammar games.

For the data analysis process, the researchers applied a multi-stage procedure aligned with the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework. Initially, all article titles were reviewed to identify relevance based on the research topic. Irrelevant titles were excluded from further consideration. The next stage involved reading the abstracts of the remaining articles to determine whether they met the inclusion criteria related to research focus, population, and methodology. Articles that failed to provide sufficient information or were not relevant to the role of grammar games in language learning were discarded. The final stage of the selection process required a thorough reading and assessment of the full text of each article to confirm its suitability for inclusion

in the systematic review. Articles that did not meet the established standards, such as lacking empirical data or focusing on topics unrelated to grammar games or English language skills, were excluded from the final analysis.

During the analysis phase, essential information was extracted from each article, including research design, sample characteristics, type of grammar games used, measured outcomes, and study conclusions. These data were then synthesized to identify recurring themes, effective strategies, advantages, challenges, and the overall impact of grammar games on learners' English language skills. By systematically comparing the results of various studies, this review was able to present a comprehensive and objective evaluation of the effectiveness of grammar games as a pedagogical tool in English language education.

RESULT AND DISCUSSION

Findings

Based on a systematic search conducted across four online research platforms—Mendeley, ScienceDirect, Taylor & Francis, and PubMed—several relevant articles on *"The Role of Grammar Games in Enhancing English Language Skills"* were identified. Initially, 20 studies had been included in the review, and the latest search identified 20 additional studies. Following the screening process, two duplicate articles were removed, and seven articles were excluded after abstract screening due to their lack of relevance to the inclusion criteria. As a result, 11 full-text articles were deemed eligible for further analysis. The PRISMA flow diagram (Figure 1) presents the article selection process, following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 guidelines.

Figure 1. PRISMA

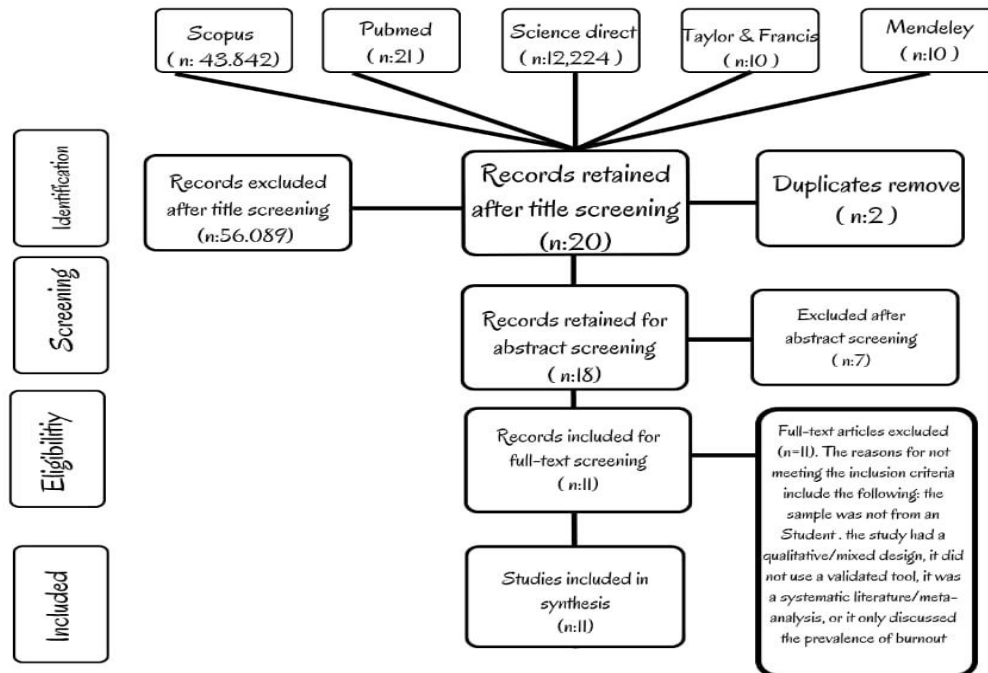


Table 1. Previous Studies

No.	Authors	Country	Mean Characteristics	Variable	Study Design	Measure	Findings
1.	Nur Syafiqah Yacob, Melor Md Yunus (2019)	Malaysia	Investigates the role of language games in enhancing grammar learning for ESL learners.	Language games, grammar acquisition, motivation	Literature review of past studies on language games in ESL learning	PRISMA process for study selection. -Thematic analysis of fluency, interest, and motivation in grammar learning.	- Language games improve grammar proficiency by making learning interactive and engaging. - Games boost motivation and participation, reducing anxiety in ESL learners. - Digital and non-digital games both

							contribute to fluency and communication skills.
2.	Tengku Nazatul Shima Tengku Dato Parisa, Rahmah Lob Yussof (2023)	Malaysia	Investigates the effectiveness of board games in teaching grammar to Pre-TESL students at UiTM Pahang.	Use of <i>Time Trap Board Game</i> in grammar learning.	Quantitative research with experimental and control groups.	<ul style="list-style-type: none"> - Pre-test and post-test on grammar proficiency. - Two sets of questionnaires to measure students' perceptions. - Data analysis using SPSS. 	<ul style="list-style-type: none"> - Board games improve students' engagement and reduce fear in learning grammar. - Students develop self-confidence and acquire grammar structures unconsciously. - Majority of students prefer using board games over traditional methods.
3.	Gregor Vnucko, Zdena Kralova, Anna Tirpakova (2024)	Slovakia, Czech Republic	Investigates the impact of digital gaming on EFL university students' language attitudes, vocabulary knowledge, and academic success.	Digital gaming, language attitudes, academic achievement, vocabulary learning.	Mixed-method research with questionnaires, interviews, vocabulary tests, and GPA analysis.	<ul style="list-style-type: none"> - Questionnaire on gaming habits and attitudes toward English. - Language Attitude Scale. - Vocabulary test (25 items). - GPA analysis. - Semi-structured interviews with 10 frequent gamers. 	<ul style="list-style-type: none"> - Gamers showed significantly higher vocabulary scores than non-gamers. - No significant difference in GPA between gamers and non-gamers. - Gamers had more positive attitudes toward English learning. - Role-playing and action-adventure games

							<p>contributed most to vocabulary improvement.</p> <ul style="list-style-type: none"> - Frequent gaming correlated positively with vocabulary acquisition but not overall academic achievement.
4.	Zanyar Nathir Ghafar, Murad Hassan Mohammed Sawalmeh (2023)	Iraq, Oman	Investigates the role of language games in facilitating grammar learning for ESL/EFL students.	Language games, grammar learning, student engagement.	Literature review of past studies on language games in ESL/EFL learning.	<ul style="list-style-type: none"> - Review of various studies on language games in grammar learning. - Analysis of different game-based teaching methods. - Comparison of digital and traditional games. 	<ul style="list-style-type: none"> - Language games enhance grammar acquisition, fluency, motivation, and student engagement. - Digital and physical language games both contribute to improved learning outcomes. - Interactive and communicative methods foster a deeper understanding of grammar structures.
5.	Nurul Aini (2023)	Indonesia	Investigates the effects of game-based learning in EFL grammar classes, focusing on student engagement	Game-based learning, grammar instruction, student motivation	Literature review of studies on grammar-based games in EFL learning	<ul style="list-style-type: none"> - Analysis of various game-based learning approaches. - Comparison of traditional and communicati 	

			and learning outcomes.			ve grammar teaching methods. - Review of students' perceptions and attitudes toward game-based learning.	
6.	Lalita Vistari S.W.D. (2019)	Indonesia	Investigates the use of role-playing games to improve English speaking skills among university students.	Role-playing games, speaking skills, student engagement.	Classroom Action Research (CAR) using the Kemmis & Taggart model over four cycles.	<ul style="list-style-type: none"> - Pre-test and post-test to assess speaking proficiency. - Observation sheets to track student participation and engagement. - Descriptive statistical analysis. 	<ul style="list-style-type: none"> - Role-playing games significantly improved students' speaking skills. - Average speaking scores increased from 50.81 (pre-test) to 66.84 (post-test). - Students showed higher confidence, expanded vocabulary, and better pronunciation. - Role-playing fostered active participation and reduced fear of speaking English.
7.	Ali, Ali & Amin (2020)	Pakistan	50 undergraduate students (31 male, 19 female), age 19-22, native Pashto speakers, non-English majors	Motivation for learning English grammar through language games	Quantitative study, experimental design	A 5-item questionnaire with a Likert scale (measuring interest, satisfaction, effort, tension, choice,	Language games significantly increased motivation, engagement, and interest in learning grammar. Students

						usefulness, competition, and experience)	reported higher satisfaction, more significant effort, reduced tension, and a stronger sense of competition when using games compared to traditional methods.
8.	Feruza Maxmanazarova Ismailovna & Abdurasulova Xumora (2023)	Uzbekistan	Language learners focus on grammar learning through games	Effectiveness of grammar games in language learning	Qualitative analysis, literature review	Review of different types of grammar games (interactive platforms, board games, card games), pedagogical benefits, and student engagement	Grammar games enhance engagement, promote active learning, improve comprehension, and foster collaboration and problem-solving skills. They make grammar learning more enjoyable and effective compared to traditional methods.
9.	Rosalinda (2021)	Indonesia	41 fifth-grade students, with a sample of 17 students, learning Arabic at SDN 09 Dewantara	Effectiveness of language games in Arabic learning	Action Research with three cycles	Pre-test and post-test, observation, and interviews	Language games significantly improved students' motivation and learning outcomes in Arabic. The average score increased from 4.49 (Cycle I) to 6.96 (Cycle II) and reached

							9.05 (Cycle III), showing a perfect mastery level (Mumtaz)
10.	Yuen-kuang Cliff Liao, Lihsin Evelyn Chang, Chen-Ching Chang (2020)	Taiwan	Meta-analysis of 38 studies involving 3,356 students from various grade levels and subjects	Comparison of game-based learning (GBL) and traditional instruction (TI)	Meta-analysis	Effect Size (ES) calculation from quantitative data across studies	GBL is more effective than TI, with a mean effect size of 0.39. Students using GBL scored higher than those using TI, particularly in language arts, math, and science. GBL was more effective in elementary and secondary education, while results were mixed for preschool and college levels. Computer-based games were more effective than non-computer games.
11.	Tran Duy Khiem (2023)	Vietnam	27 studies on tertiary-level EFL learners using digital game-based language learning (DGBLL)	Effects of digital games on second language learning	Literature review	Analysis of game types, research methodologies, and learning outcomes	Digital games enhance vocabulary acquisition, lexical retention, reading/listening comprehension, writing, and communication skills. Games

							also increase motivation and willingness to communicate. Learners perceive digital games as engaging but note challenges such as cognitive overload and interface complexity.
--	--	--	--	--	--	--	---

Sources: Scopus, PubMed, ScienceDirect, and Taylor & Francis Online.

The selected studies primarily focus on the role of game-based learning in enhancing English language skills, particularly grammar and speaking proficiency, among ESL and EFL learners. These studies originate from various countries, including Malaysia, Indonesia, Iraq, Oman, Slovakia, and the Czech Republic, indicating a broad global interest in innovative language learning approaches. The participants range from university students to younger learners, with most studies emphasizing the effectiveness of interactive learning methods, such as language games, digital applications, and role-playing activities. The research designs vary, with some employing experimental techniques, such as pre-tests and post-tests. In contrast, others utilize literature reviews or mixed-method approaches to assess the impact of game-based strategies.

Most studies measure learning outcomes through standardized assessments, thematic analysis, and qualitative observations, evaluating engagement, motivation, fluency, and grammatical accuracy. Findings consistently suggest that game-based learning fosters a more interactive and stress-free learning environment, encouraging active participation and enhancing retention of grammar rules and speaking skills. Digital and traditional games improved vocabulary acquisition, sentence structure comprehension, and learners' confidence in communication. Additionally, several studies highlight that integrating communicative tasks within game-based methods helps bridge the gap between theoretical grammar knowledge and practical language use, making learning more contextualized and meaningful.

Of the 11 studies reviewed, 4 used systematic literature review (Aini, n.d.; Nathir Ghafar et al., 2023), 1 used Action Research with three cycles (Tran, 2023), 1 used Meta-analysis (Cliff Liao et al., 2010), 1 used Qualitative analysis (Maxmanazarova &

Abdurasulova, 2023), 2 used Quantitative study (Mazaimi & Sary, 2023; Paris & Yussof, 2013), one used Classroom Action Research (CAR)(Vistari & Stabn Sriwijaya, 2019), and 1 used mixed-method approach(Vnucko et al., 2024).

These studies employed a range of research methodologies to explore the effectiveness of game-based learning in English language acquisition. The systematic literature reviews synthesized findings from previous research, providing comprehensive insights into how language games enhance grammar learning, student engagement, and motivation. The action research study followed a structured three-cycle intervention process, allowing researchers to observe and refine instructional strategies based on iterative feedback. The meta-analysis consolidated data from multiple studies, offering a statistical overview of the overall impact of game-based learning.

Analysis/Discussion

Grammar Games Affect the Memory of Grammar Rules Over Time

Language Games to Stimulate Learning Interest: "Grammar teaching that relies too much on rules and memorization makes learners lose their interest and motivation" and adds that "games are the most suitable for learning second language grammar." It is stated that learning grammar in various communication situations through active games is more interesting than doing grammar exercises with workbooks. In addition, implementing various classroom activities and learning strategies is essential to help learners with multiple needs, as this can encourage learners to participate and engage in grammar lessons. Undoubtedly, language games have activities that suit the language needs of ESL learners. For them to learn in an effective and supportive environment. "games can offer an immersive environment where extensive use of the target language is made," which is similar to digital games as "learners can practice foreign language learning and use it independently through activities they enjoy, and drive the learning process outside the classroom." Both non-digital and physical and digital language games arouse ESL learners' interest in participating in the usually dull grammar lessons besides being applicable in lessons even if the classroom is not equipped with modern technological tools. The context provided to match the targeted grammar items allows ESL learners to learn effectively, resulting in an authentic time and place being used. They are informed about the forms of words that should be used in certain situations. Moreover, through language games, learners have greater autonomy in learning grammar as they can make a reasonable connection between their knowledge and usage.

Using games in grammar teaching has revealed that "grammar games encourage, entertain, and improve fluency." This is contrary to traditional language learning, which emphasizes grammar exercises and limits the overall practice of

English usage through interaction. Language games also allow ESL learners to work with a partner and in groups, giving them more opportunities to use the language themselves and progressively improve fluency. Role-playing is an obvious example of play, which requires learners to be creative and spontaneous. In addition, ESL learners experiment, explore, and cooperate through play. They develop their language skills by interacting with others and learning from mistakes. Based on this research, it is implied that language games, which are learner-centered learning and a 21st-century style of teaching and learning, focusing on learner-directed learning, are highly recommended to replace traditional teaching methods to improve and develop ESL learners' fluency in using the target language. Learners can reduce anxiety, build confidence, and portray positive emotions and behaviors because they are not afraid of using the target language interactively. Language Games to Motivate Learners Motivation needs to be instilled for ESL learners to have the drive to learn the grammar of a second or foreign language. Some learners are "motivated because they know the importance of grammar in constructing sentences." Therefore, they usually realize the need to improve their grammar skills to be fluent in English but are not always ready to learn the rules directly. Since teaching and learning strategies influence learners' perseverance in learning grammar, a language game like TBLT would fit perfectly into the scenario. Refers to the mental state experienced when performing a challenging activity within the comfort zone between boredom and anxiety and finding pleasure in completing the task, ensuring the activity is not too difficult or easy to avoid frustration and boredom.

Differences in Effectiveness Between Digital and Traditional Grammar Games in Enhancing Grammar Learning.

Digital game-based language learning (DGBLL) has been proven to enhance various aspects of language acquisition, including vocabulary learning, long-term lexical retention, and reading and listening comprehension (Tran, 2023). Additionally, research by (Vnucko et al., 2024) found that university students who frequently play games exhibit more positive attitudes toward language learning and achieve higher vocabulary scores than non-gamers. The effectiveness of games in language learning is further supported by (Cliff Liao et al., 2020), who found that game-based learning surpasses traditional instruction, particularly in language and science education. These findings align with the Connectivism Theory (Siemens, 2005), which emphasizes that learning does not solely occur through direct teacher interaction but through engagement with digital networks and information-rich experiences. In the context of DGBLL, learners construct language understanding through virtual world exploration, communication with other players, and responding to in-game challenges.

Moreover, language games improve linguistic comprehension and motivate learners to participate in learning actively. Studies by (Syafiqah Yaccob & Md Yunus, 2019), (Nathir Ghafar et al., 2023), and (Aini, n.d.) demonstrated that games enhance motivation and reduce anxiety in second-language learning. Similar effects were observed in (Dr. Syed Shujaat Ali et al., 2020), where students who learned through games reported higher satisfaction, more significant effort, and lower tension than traditional methods. These findings align with Gamification Theory (Deterding et al., 2011), which asserts that game elements such as challenges, rewards, and social interaction can enhance learner engagement and motivation. In a gamified digital environment, students are more encouraged to complete learning tasks enthusiastically due to the competitive and exploratory elements that drive them to continue learning.

However, despite its significant benefits, there are challenges in implementing DGBLL. Some studies indicate that game interface complexity and high cognitive load can hinder learners (Rosalinda, 2021). Additionally, research by Ismailovna & Xumora (2023) highlights that not all language games have the same impact on grammar comprehension, especially if they are not designed with clear learning objectives. Therefore, according to the Connectivism Theory, educators must ensure that the games used in learning are designed to provide students with flexible and repeated access to relevant information (Aniuranti et al., n.d.). Similarly, games must balance challenge and learner skill levels to maintain motivation without causing frustration for gamification to be effective. Thus, by integrating these theoretical approaches, DGBLL can be optimized to enhance second-language learning outcomes (Bouzaiane & Youzbashi, 2024).

Based on the existing literature and previous studies, research on gamification in language learning has generally shown positive results. Gamification has increased student motivation by incorporating game elements such as points, prizes, and leaderboards, which enhance engagement and persistence in language learning activities. Additionally, gamification can improve learning outcomes by creating an interactive and immersive learning environment, facilitating active learning, problem-solving, and language production, all of which enhance language skills and proficiency. Moreover, gamification activities promote higher levels of engagement and participation among language learners (Wulandari & Safitri, 2024). Integrating game elements and mechanics makes learning more enjoyable, encouraging students to interact more actively (Rachman et al., n.d.). It also fosters collaborative learning opportunities as learners work together, provide peer feedback, and engage in problem-solving activities, enhancing language skills and developing interpersonal and teamwork abilities. Another key benefit of gamification is the provision of immediate feedback and progress tracking, allowing students to monitor their performance, identify areas for improvement, and stay

motivated through visual representations of their progress and achievements(Vistari & Stabn Sriwijaya, 2019).

Furthermore, motivation plays a crucial role in the English language learning process, as it serves as a driving force that sustains learners' efforts and commitment over time. When faced with the challenges and complexities of language acquisition, motivated learners remain engaged and actively participate in various language learning activities. They willingly invest their time and energy in practicing the four fundamental language skills—listening, speaking, reading, and writing—which ultimately leads to significant improvements in proficiency.

The power of games in language learning is undeniable. They have the incredible ability to engage learners and create a positive learning environment. Games offer various options to suit different learning styles and age groups, making them an effective tool for teaching grammar. Interactive online platforms such as Quizlet Live, Kahoot! and Blooket provide engaging quizzes, games, and activities that help reinforce grammar concepts in a fun and interactive way.

Grammar games also offer numerous pedagogical benefits, effectively supporting language learning by promoting active learning. These games encourage students to think critically, apply their knowledge, and participate in interactive activities, making learning more engaging and effective. For instance, one example of a grammar game in action is Grammar Bingo, where players listen for specific grammar structures or vocabulary words and mark them on their Bingo cards, reinforcing their understanding through play. To ensure the success of grammar games, it is essential to establish clear and concise rules that are easy for students to understand and follow. Well-structured games with clear objectives can enhance the learning experience, keeping students motivated while improving their grammar skills naturally and enjoyably.

Grammar games significantly enhance students' retention of grammar rules over time by transforming the learning process into an engaging and interactive experience(Toliboyeva & Shakarova, n.d.). Traditional methods of grammar instruction often rely on rote memorization and repetitive exercises, which can lead to disinterest and difficulty in long-term retention. However, grammar games create a more dynamic and enjoyable learning environment, encouraging students to internalize rules through meaningful practice. Games allow learners to repeatedly encounter grammar structures in various contexts, reinforcing their understanding and helping them apply the rules naturally. The interactive nature of these games fosters deeper cognitive engagement, making it easier for students to recall and use grammar rules accurately in both written and spoken communication. Furthermore, games often involve problem-solving and strategic thinking, requiring students to actively analyze and apply grammatical structures rather than passively memorizing them. This approach aligns with the Connectivism Theory (Downes, 2012; Siemens,

2005), which emphasizes learning through interaction, collaboration, and real-world connections, all present in well-designed grammar games(Hashim et al., 2019).

The effectiveness of grammar games can vary depending on whether digital or traditional. Digital grammar games offer unique advantages due to their ability to provide instant feedback, adaptive learning paths, and immersive experiences. Platforms such as Kahoot! and Quizlet Live allow students to receive immediate feedback on their answers, helping them identify and correct mistakes in real-time. This real-time reinforcement significantly improves retention by addressing errors promptly, preventing the formation of incorrect language habits. Additionally, digital games can incorporate gamification elements such as leaderboards, points, and rewards, increasing motivation and engagement. According to Gamification Theory (Deterding et al., 2011), incorporating game mechanics into learning can enhance motivation, participation, and skill acquisition. Digital games also allow students to practice grammar beyond the classroom, enabling self-directed learning and fostering a sense of autonomy in language acquisition(Syakira et al., 2024).

On the other hand, traditional grammar games, such as board games, card games, and role-playing activities, offer their benefits. These games encourage face-to-face interaction, teamwork, and communication skills, which are crucial for language development. Unlike digital games that rely on technology, traditional games can be implemented in any classroom setting, making them accessible regardless of technological resources(Cliff Liao et al., 2010). Moreover, traditional games often involve kinesthetic elements, such as moving game pieces or physically acting out grammar concepts. These can benefit learners who retain information better through hands-on activities(Fayoris Hafiza & Pratolo, 2024). While traditional games may not provide instant feedback like digital games, they promote deeper social engagement and foster a supportive learning environment where students learn from each other. Both digital and traditional grammar games contribute to effective grammar learning, but their impact depends on the learners' needs, preferences, and the overall classroom setting(Zhong & Wakat, 2023). Therefore, a balanced integration of both types of games can provide the most comprehensive approach to grammar instruction, ensuring that students remain engaged and retain grammar rules effectively over time(Fithriani, 2022).

CONCLUSION

In conclusion, grammar games are a powerful tool in enhancing students' retention of grammar rules over time by transforming the learning experience into an engaging, interactive, and meaningful process. Unlike traditional rote memorization methods, grammar games allow learners to apply grammatical structures in various contexts, reinforcing their understanding through repeated exposure and active participation. This aligns with Connectivism Theory, which

highlights the importance of learning through interaction and real-world connections, and Gamification Theory, which emphasizes motivation and engagement through game mechanics. By integrating grammar games into language instruction, educators can create a dynamic and enjoyable learning environment that encourages students to internalize and use grammar more effectively in written and spoken communication.

However, the effectiveness of grammar games differs depending on whether they are digital or traditional. Digital grammar games offer advantages such as instant feedback, adaptive learning paths, and immersive experiences that enhance motivation and engagement. These games allow students to practice independently, track their progress, and receive immediate corrections, making them particularly useful for personalized learning. On the other hand, traditional grammar games foster face-to-face communication, teamwork, and kinesthetic learning, which are valuable for language acquisition in social and interactive settings. While digital games leverage technology to provide an engaging learning experience, traditional games offer a hands-on approach that supports interpersonal skills and collaborative learning.

Ultimately, both digital and traditional grammar games play crucial roles in improving grammar learning, and their effectiveness depends on learners' needs, preferences, and classroom resources. A balanced integration of both methods can create a comprehensive learning strategy that maximizes student engagement, motivation, and retention of grammar rules over time. By embracing the strengths of both digital and traditional games, educators can foster a more effective, enjoyable, and lasting approach to grammar instruction, ensuring students develop strong language skills in an interactive and supportive learning environment.

REFERENCES

- Aini, N. (n.d.). *The Effects of Game-Based Learning in EFL Grammar Class*.
- Aniuranti, A., Faiza, D., Wulandari, Y., & Nahdlatul Ulama Purwokerto, U. (n.d.). *Enhancing Students' Understanding Of English Grammar Through Literary Works And Exploring Students' Voice On Their Use*.
- Bouzaiane, B., & Youzbashi, A. (2024). The Role of Digital-Game Based Language Learning in EFL Vocabulary Learning and Retention: A Case Study at a Higher Educational Institute in Oman. *Journal of Language Teaching and Research*, 15(5), 1660–1669. <https://doi.org/10.17507/jltr.1505.27>
- Cliff Liao, Y., Evelyn Chang, L., & Chang, C.-C. (2010). *Game-based Learning vs. Traditional Instruction: A Meta-Analysis of Thirty-Eight Studies from Taiwan*. <https://www.researchgate.net/publication/277849555>
- Dr. Syed Shujaat Ali, Muhammad Waqar Ali, & Tariq Amin. (2020). *Enhancing Adult Learners' Motivation for Learning English Grammar through Language Games*.

- Research Journal of Social Sciences and Economics Review (RJSSER), 1(3), 143–150. [https://doi.org/10.36902/rjsser-vol1-iss3-2020\(143-150\)](https://doi.org/10.36902/rjsser-vol1-iss3-2020(143-150))
- Fayoris Hafiza, A., & Pratolo, B. W. (2024). A systematic review of the effectiveness of game-based learning in English language teaching. *International Journal of Education and Learning*, 6(2), 56–64. <https://doi.org/10.31763/ijele.v6i2.1312>
- Fithriani, R. (2022). Communicative Game-Based Learning in EFL Grammar Class: Suggested Activities and Students' Perception. *JEELS (Journal of English Education and Linguistics Studies)*, 5(2), 171–188. <https://doi.org/10.30762/jeels.v5i2.509>
- Hashim, H., Rafiqah M. Rafiq, K., & Md. Yunus, M. (2019). Improving ESL Learners' Grammar with Gamified-Learning. *Arab World English Journal*, 5, 41–50. <https://doi.org/10.24093/awej/call5.4>
- Mazaimi, Z., & Sary, I. (2023). Perbandingan Efektivitas Pembelajaran Tradisional dan Pembelajaran Berbasis Video Di Sekolah Menengah Atas. 2(1), 72–79. <https://doi.org/10.56854/tp.v2i1.221>
- Nathir Ghafar, Z., Hassan Mohammed Sawalmeh, M., & Author, C. (2023). *Journal of World Englishes and Educational Practices Use of Language Games to Facilitate Grammar Learning by ESL/EFL Students: A Literature Review*. <https://doi.org/10.32996/jweep>
- Paris, T. N. S. T. D., & Yussof, R. L. (2013). Use of 'Time Trap Board Game' to Teach Grammar. *Procedia - Social and Behavioral Sciences*, 105, 398–409. <https://doi.org/10.1016/j.sbspro.2013.11.042>
- Rachman, A., -Barati, B., Putu Wulantari, N., Nurmalia Sari, M., Jola Uktolseja, L., Rofi, A., Saraswati Tabanan, I., Pahlawan No, J., Peken, D., Tabanan, K., Tabanan, K., Halu Oleo, U., Hijau Bumi Tridharma, K., Kambu, K., Kendari, K., Tenggara, S., Muhammadiyah Sungai Penuh, S., Martadinata No, J. R., Sungai Penuh, P., ... Sungai Penuh, K. (n.d.). The Role Of Gamification In English Language Teaching: A Literature Review. *Journal on Education*, 06(01).
- Syafiqah Yaccob, N., & Md Yunus, M. (2019). Language Games in Teaching and Learning English Grammar: A Literature Review. *Arab World English Journal*, 10(1), 209–217. <https://doi.org/10.24093/awej/vol10no1.18>
- Syakira, S. A., Priyana, J., Lestari, A. E., Dewi, I. L., & Pujiasih, E. (2024). ENHANCING GRAMMAR TEACHING IN AN INDONESIAN SENIOR HIGH SCHOOL THROUGH THE USE OF GRAMMAR WHEEL. *English Review: Journal of English Education*, 12(2), 499–508. <https://doi.org/10.25134/erjee.v12i2.9350>
- Toliboyeva, G., & Shakarova, S. (n.d.). *International Conference ADVANCED METHODS OF ENSURING QUALITY OF EDUCATION: PROBLEMS AND SOLUTIONS* 827 THE ROLE OF GRAMMAR IN THE ENLARGEMENT OF THE ENGLISH VOCABULARY. <https://doi.org/10.2024/63k38j89>
- Tran, D. K. (2023). Digital Games and Second Language Learning among Tertiary-level EFL Learners: A Critical Review. *EIKI Journal of Effective Teaching Methods*, 1(2). <https://doi.org/10.59652/jetm.v1i2.9>
- Vistari, L., & Stabn Sriwijaya, S. W. D. (2019). MENINGKATKAN KETERAMPILAN BERBICARA BAHASA INGGRIS MAHASISWA SEKOLAH TINGGI AGAMA

- BUDDHA NEGERI SRIWIJAYA TANGERANG BANTEN DENGAN PERMAINAN SENI PERAN. In *Jurnal Vijjacariya* (Vol. 6).
- Vnucko, G., Kralova, Z., & Tirpakova, A. (2024). Exploring the relationship between digital gaming, language attitudes, and academic success in EFL university students. *Heliyon*, 10(13). <https://doi.org/10.1016/j.heliyon.2024.e33301>
- Wulandari, S. A., & Safitri, S. (2024). PENERAPAN METODE GAME BASED LEARNING DALAM MATERI SEJARAH BANDUNG LAUTAN API DI KELAS XI IPS SMA NEGERI 4 PAGAR ALAM (Vol. 2, Issue 1).
- Zhong, X., & Wakat, G. (2023). Enhancing grammar proficiency of EFL learners through corpus-integrated lessons. *Ampersand*, 11. <https://doi.org/10.1016/j.amper.2023.100139>