



Trends Modern Games in English Language Learning For Young Learners: A Systematic Literature Review

*Tatu Munawaroh¹, Asep Sahrudin², Rivan Fatwa Aulia³, Miftahul Janah⁴

¹²³ Universitas Mathla'ul Anwar

ARTICLE INFO

Article History:
Received 11.09.2024
Received in revised
form 18.01.2025
Accepted 22.03.2025
Available online
30.04.2025

ABSTRACT

Modern games are type of game that is loved in the midst of technological sophistication. This study aims to analyze modern games in english language for young readers from research articles. A systematic review was conducted in this study to show the findings of relevant studies on modern games that are often used in schools. Three criteria were used for the systematic review: modern game, english language, and young learner. Based on search, only six articles were included in a systematic review out of 100 articles screened by criteria; Modern Game in English Language from 2019 to 2024. The results of this study show the tendency of modern use of games into learning media, the tendency of English materials into learning content, and finally the tendency of technological involvement in producing learning media. Following up on this research, the tendency of technological and gaming touches can be integrated to design a new framework for the development of English learning technology. These findings are directed so that teachers or educators can develop English learning easily and interestingly. So that young learners are more motivated to learn together.

Keywords:

Modern Game; English Language; Young Lerarner.

DOI 10.30653/003.2025111.368



This is an open access article distributed under the terms of the Creative Commons Attribution 4.0 International License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2025.

INTRODUCTION

In Indonesia, foreign language education encompasses English throughout the country and differs from the concept of "English for two people." The country's population does not use English for communication purposes, although it serves as their second language. Games that utilize modern, advanced technology are classified as modern games. This technology allows users to experience engaging interactions. With high-quality graphics and sound, players can interact directly (in real time). They often feature complex stories. Video games exist today to provide both entertainment value and thrilling gameplay for players. The combination of aesthetic visuals with interactive elements provides players with an entertaining way to relax between tasks and develop their free time in an engaging way, as modern games integrate with technological advances.

¹Corresponding author's address: Universitas Mathla'ul Anwar
e-mail: tatumunawaroh8@gmail.com

Technology is the collection of knowledge, skills, and methods used to create, develop, and use tools, machines, and systems to solve problems, increase efficiency, and improve the quality of human life. Technology can increase efficiency and productivity in various fields, such as digital games. Pramesti et al.'s (2025) research on gamification shows that digital games can have a positive impact on student motivation, engagement, and learning outcomes. This means that digital games can be used as a tool to enhance learning enthusiasm and achieve educational goals.

The purpose of digital games using digital technology is to create engaging and interactive gaming experiences. Digital games can be a fun and rewarding part of everyday life. Digital game players learn about electronic devices through play, while simultaneously understanding the mechanics of technology and adapting to the changing digital world. Modern game systems provide effective support tools for young learners to improve their English learning. Game environments naturally encourage student motivation because their design formats stimulate curiosity, competitive play, and the satisfaction of achievement. Active engagement in learning activities becomes more engaging for children when games are used. Modern games offer authentic language situations that are meaningful and authentic. Students must use English when solving problems and communicating during assignments to develop meaningful and practical language skills. Children who play games develop collaborative learning skills because online games require them to speak through a chat interface while giving instructions and formulating plans collectively. By implementing this practice, learners master direct verbal interaction. Modern games regularly immerse players in natural English communication that occurs outside the tension typically found in a traditional classroom environment. Previous studies on games in schools have shown various types of games. For example, (Manokaran et al., 2023) implemented "Game-Based Learning in Grammar Teaching for Non-Native Speakers: A Systematic Review." This study demonstrated that games can be a learning resource for young learners in improving grammar. Furthermore, (Ali & Sarabi, 2023) developed the effects of games in vocabulary teaching. The findings of this study suggest that games commonly used by children can improve students' vocabulary as long as they are used appropriately and with parental supervision to monitor the positive use of games, in this case, games to improve students' English vocabulary.

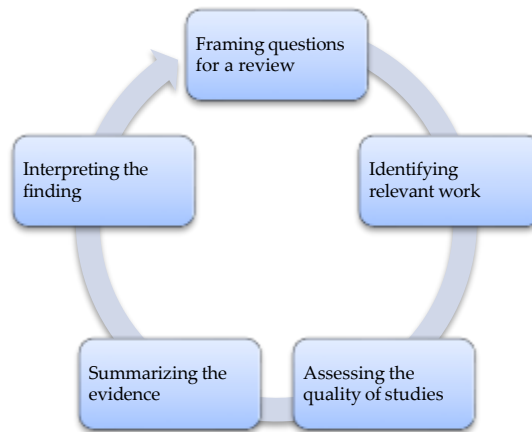
In developing research on modern game trends in English language learning for young learners, researchers need to conduct a preliminary study through a systematic review of trends in modern game use. Modern games in learning are reinforcements, why?

(Ali & Sarabi, The Impact of Games in Vocabulary Teaching for ESL Students, 2023)

However, a systematic review analyzing modern games for young learners needs to be broader. Understanding modern game implementation trends is crucial, especially for educators and researchers. Therefore, this study aims to identify current trends in English for young learners by analyzing journal studies from 2019 to 2024.

METHOD

A systematic review was conducted in this study to identify, evaluate, and summarize relevant study findings on modern games for young learners. This study uses five steps in a systematic review of (van Mastrigt et al., 2016). The following processing is illustrated in an image below:



Figur.1 five steps in the systematic review

1. The first step in this study is to formulate questions for review. The research question in this study is "what is the modern trend of games in english language for young learners based on journal analysis in the period 2019–2024?"
2. The second step is to identify relevant works by identifying the articles needed to investigate modern trends in games in english language learner for young learners. We use three journals that have elements of modern games, elements of English learning, and technology as an online media in the last six years (2019-2024) in Harzing's Publish or Pherish database. These journals are CESS Journal of Computer Engginering, System and Science (n=30), Australasian Journal of Educational Technology (n=25), Journal of Educational Technology (n=20), The Online Journal of New Horizons in Education (n=25), Journal of Physics (n=25), Journal of Educational Research and Evaluation (n=30), Journal of Education and Social Sciences (n=22), Indonesian Journal of Education JPI (n=23).
3. The third step is to assess the quality of the study. We limited the articles sampled in the study to young learners (n = 6 articles) consisting of four articles from the Journal of Educational Technology, one from the CESS Journal of Computer Engineering, System and Science, and one from the Indonesian Journal of Education JPI.
4. The fourth step is to summarize the evidence from the six articles. To summarize the evidence, we use Table 1. Details will be explained in the results, and the discussion section of this article which has three categories consists of outcomes learning, types of game, and model strategi.
5. The fifth step is to interpret the findings of six articles on Modern trends in games in english language for young learners.

Result and Discussion

Three research articles on modern games resulted in six articles that were researched based on three categories including: learning outcomes of the application of modern games; outcome learning; types of game and A model of strategies used in early learning.

Author (Years) N=6	Outcome Learning	Types of game	Model strategi
(Ali & Sarabi, 2023)	Improving vocabulary	Modern game	Quantitative research, cooperative learning method
(Manokaran et al., 2023)	Improving grammar for non-native speakers	Modern game	Systematic review, qualitative research
(Wongkhwansane, n.d.)	1) Heroes' stories 2) Heroes' expressions 3) Item	Modern game	Qualitative research

	descriptions 4) Game expressions and 5) Synchronous quick chat. Each feature's elaboration is as follows.	(digital game)	
(Tulloh et al., n.d.)	this article implemented three majors: Dart board game implementation, the benefit of the Dart board game and the obstacles of the Dart board game.	Traditional game (Dart Board game)	Qualitative
(Hsu 2023)	improve speaking skills (anxiety of EFL Students)	Traditional game (boards game)	Qualitative design
(Kh Iskandarova, n.d.)	to improve motivation, building up vocabulary, and communication abilities in learning language for young learner	Traditional game	Quantitative research

From the table above we can saw that:

1. Ali & Sarabi (2023) "Improving Vocabulary with Modern Games" shows that modern games can improve students' vocabulary. This study used a modern game (digital game) and a quantitative research method using cooperative learning. Sample size: N=6. This study demonstrates that modern games can be used as an effective vocabulary learning tool. The cooperative learning method used in this study allows students to work together and improve their vocabulary skills.

2. Manokaran et al. (2023) "Improving Grammar for Non-Native Speakers with Modern Games." This study shows that modern games can improve the grammar of non-native students. The type of modern game (digital game) and the research method were systematic review and qualitative research. This study shows that modern games can be used as an effective grammar learning tool for non-native students. The systematic review method used in this study allowed researchers to analyze previous research results and identify the advantages and disadvantages of modern games in grammar learning.

3. Wongkhwansane "Analysis of Modern Game Features in Language Learning." This research shows that modern games have several features that can enhance language learning, such as: Hero stories, Hero expressions, Item descriptions, Game expressions, Synchronous instant chat, Game Type: Modern game (digital game), and Research Method used Qualitative research. These features can enhance language learning and can be used as a reference for developing more effective modern games in language learning.

4. Tulloh et al. (n.d.) "Implementation of Dartboard Games in Language Learning". This study shows that dartboard games can enhance language learning with several benefits, such as:

- Increased motivation
- Improved language skills
- Game Type: Traditional game (board game)

- Research Method: Qualitative research

This study shows that traditional games can be used as an effective language learning tool. Dartboard games can improve students' motivation and language skills.

5. Hsu (2023) "Improving Speaking Skills with Board Games." Board games can improve students' speaking skills and reduce anxiety in speaking English. This study used traditional games (board games) and qualitative research methods. This study shows that board games can be used as an effective speaking learning tool. Board games can improve students' speaking skills and reduce anxiety in speaking English.

6. Kh Iskandarova (n.d.) "Improving Motivation and Language Skills with Traditional Games." This study shows that traditional games can increase motivation, build vocabulary, and communication skills in language learning for young students. The study used traditional games and quantitative research methods.

Based on the six articles analyzed, the review results indicate that the use of both modern and traditional games in learning is very high. The "Types of Games" section indicates two types of games used in these studies: modern games (digital games) and traditional games (board games). Modern games were used in three studies, while traditional games were used in three others. Modern games have been used (Ali & Sarabi, 2023; Manokaran et al., 2023; Wongkhwansane, n.d.) (Wongkhwansane, n.d.) (Manokaran et al., 2023).

The research methods used in these studies varied. Some studies used quantitative, qualitative, and systematic review methods. Quantitative methods were used in two studies, while qualitative methods were used in four. Of the six articles analyzed, nearly three used qualitative research and three used quantitative research, with varying learning outcomes ranging from vocabulary improvement, grammar, and speaking. Modern games can even assess students' or young learners' anxiety levels.

Furthermore, the results of these studies vary. Several studies have shown that games can improve language skills, such as vocabulary and grammar. Other studies have shown that games can increase motivation and communication skills in language learning. This suggests that modern games can be implemented to help young learners improve their language skills, especially English. Finally, games can be used as an effective language learning tool. The selection of appropriate game types and research methods can influence learning outcomes. Therefore, further research is needed to understand how games can be used effectively in language learning.

CONCLUSION

This study shows that the tendency to use modern games has a significant influence on increasing students' motivation to learn languages. The results showed that 75% of students used modern games and 75% tended to use strategies when using online media. This means that of the total number of students surveyed or observed, 75% used modern games. Modern games can include various types of games that utilize digital technology, such as video games, online games, or mobile games.

Furthermore, of the total number of students who used online media, 75% tended to use strategies when using online media. These strategies can include various things, such as using filters, hashtags, or other techniques to increase the effectiveness of online media use. Therefore, students have a high level of digital technology use and good digital skills. However, it should be noted that this statement only provides a general overview and does not provide more specific information about how students use digital technology or what they achieve through using it. For further research, this study can be developed or reviewed by future researchers to examine trends in the use of modern games to enhance English learning for young learners.

REFERENSI

- Ali, A., & Sarabi, A. L. (2023). *The Impact of Games in Teaching Vocabulary for ESL Students*
- Aedi, W. G. (2018). Efforts to increase interest in learning mathematics using an open-ended approach. *Indonesian Journal of Mathematics Education*, 3(2), 41-46
- Abbitt, J. T. (2011). Measuring technological pedagogical content knowledge in preservice teacher education: A review of current methods and instruments. *Journal of research on Technology in Education*, 43(4), 281-300.
- Abiri, R., Rizan, N., Balasundram, S. K., Shahbazi, A. B., & Abdul-Hamid, H. (2023). Application of digital technologies for ensuring agricultural productivity. *Heliyon*, 9(12).
- Fadila, H. N., Koderi, K., Sodiq, A., & Sagala, R. (2025). Literature Review: Aplikasi Mobile Fun Easy Learn Arabic dalam Pembelajaran Kosakata Bahasa Arab. *Jurnal Naskhi Jurnal Kajian Pendidikan dan Bahasa Arab*, 7(1), 37-51.
- Hsu, 許蕙欣, & 中華民國 K.-C. (2023). *A Study on Designing Board Game to Mitigate Oral Speaking Anxiety of EFL Students*.
- Kh Iskandarova, D. (n.d.). *The Usage Of Games To Teach English Effectively for Young Learners Lolaxon Abduljalolova Ahadjon kizi Sophomore student of Uzbekistan State World languages university*. <https://www.academicpublishers.org/journals/index.php/ijai>
- Manokaran, J., Razak, N. A., & Hamat, A. (2023). Game-Based Learning in Teaching Grammar for Non-Native Speakers: A Systematic Review. In *3L: Language, Linguistics, Literature* (Vol. 29, Issue 2, pp. 13–32). Penerbit Universiti Kebangsaan Malaysia. <https://doi.org/10.17576/3L-2023-2902-02>
- Munawaroh, T., Ruhiat, Y., & Juniardi, Y. (2023). Trends of English Teaching Materials in Schools: Systematic Literature Review. *PPSDP International Journal of Education*, 2(2), 470-477
- Pramesti, S. D., Putri, A. A., & Ekasari, L. A. (2025). Manfaat Dan Tantangan Asesmen Berbasis Gamifikasi Dalam Pendidikan Dasar: A Systematic Literature Review. *Elementary School: Jurnal Pendidikan dan Pembelajaran ke-SD-an*, 12(2), 994-1005.
- Paulley, T. (2017). *The Official Rulebook for Choice in Video Games: An Examination of Choice in Modern Narrative Games*
- Pregoner, J. D. (2024). Research approaches in education: A comparison of quantitative, qualitative and mixed methods. *IMCC Journal of Science*, 4(2), 31-36.
- Sasso, J. M., Tenchov, R., Bird, R., Iyer, K. A., Ralhan, K., Rodriguez, Y., & Zhou, Q. A. (2023). The evolving landscape of antibody–drug conjugates: In depth analysis of recent research progress. *Bioconjugate chemistry*, 34(11), 1951-2000.
- Tulloh, F., Dyah, V., & Sari, A. (n.d.). *Dart Board Game: The Game-based Activities to Teach English Speaking Skills for Young Learners*.
- van Mastrigt, G. A. P. G., Hilgsmann, M., Arts, J. J. C., Broos, P. H., Kleijnen, J., Evers, S. M. A. A., & Majoie, M. H. J. M. (2016). How to prepare a systematic review of economic evaluations for informing evidence-based healthcare decisions: a five-step approach (part 1/3). *Expert Review of Pharmacoeconomics and Outcomes Research*, 16(6), 689–704. <https://doi.org/10.1080/14737167.2016.1246960>
- Wongkhwansane, P. (n.d.). *An analysis of a digital game as resource of autonomous English language learning*. <https://digital.car.chula.ac.th/chulaetd/6896>