THE ROLE OF GAMES FOR IMPROVING INTEGRATED SKILLS

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Abstract: In this article, it is highlighted that the division of games focused on a particular language skill is, naturally, based on the actual activities implemented. However, it is also natural that such games can also be categorized in some other way since they are based on some particular tools for learners to follow.

Key word: mother tongue, foreign language, vocabulary, game, lesson, skill

In learning a language, both mother tongue and foreign language, vocabulary plays an important role. It is one element that connects the four language skills all together. Vocabulary should be integrated into the teaching of those four skills-listening, speaking, reading, and writing. Teachers cannot teach vocabulary independently, unless the learners especially children as young learners will get confused and maybe frustrated in learning English. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately.

In reality, English as a foreign language is taught separately from the language skills. The teacher gives the vocabulary, asks the learners to write it down in their notebooks, and then finally they have to memorize it for the next meeting. This traditional way is quite boring even makes the learners hate English language lesson.

When teaching or learning English, many students still have difficulty understanding the teachers' explanations. Students' lack of vocabulary mastery is one

of the factors of these problems. Meanwhile, they should master it to improve text comprehension and processing in the students' English subject. However, vocabulary does affect students' speaking skills when communicating messages to others. Similarly, in listening skills vocabulary affects students' understanding of teachers' speeches or explanations during the teaching and learning process. Likewise, mastery of vocabulary is required for reading skills because vocabulary has an impact on their ability to understand a sentence, paragraph, and text. One of the students' goals is to find information and add knowledge. In other words, when it comes to a writing activity, vocabulary is critical in conveying the writer's thought or perspective to the reader.

Integrated Skills

Based on the results of the target population assessment tests, it is accurate to use the integrated skills approach, since most of the student's lack of accomplishment on every single skill (speaking, writing, reading, and listening), which is normally implemented through a "Communicative Language Teaching" methodology. There are also new grammar patterns to be learned in the context of interactions. Students will involve this approach through different activities to practice English including listening tasks, role playing, and stimulating discussions. However, at least for this pedagogical proposal, it will be used to achieve the level required for their current context, which is described in the first part of this document. This approach suggests that it could be useful to interact with the different skills at the same time, because it is basically the system currently used for interacting in a real social context. The integrated skills approach teaching strives for instruction language as a means of communication to serve the purpose it was originally created for, which can be motivational and realistic as well.[1] However, it is know that language instruction is naturally divided into discrete skill sets, typically reflecting speaking, listening, reading, and writing, and usually arranged in this order.[2] But, according to Hinkel, based on the principles of Bloomfieldian linguistic analyses, the structural division of language teaching in the four skill areas has the learning objective of imitating the native speaker.

So, it was a common practice to use the discrete skills approach in EFL classrooms, but subsequently at the end of the 70's by the emergence of the communicative language teaching some linguists supported the idea that to be a competent language user, the learners should develop receptive and productive skills in both spoken and written dissertation. Thus, enhance to integrate all the different skills by using series of activities or tasks which use anycombination of the four skills in a continuous and related sequence.[3]

Role-Playing Games (RPG). This concept in the pedagogy is considered as a method which improves learners' sense of engagement and participation. RPG (Role-Playing Games) is also described as a good way to help learners to feel immersed in a situation more easily, enhancing their motivation, and therefore improving their learning outcomes [4]. Based on these two definitions described above, this project will generally be developed. Additionally, the concept of RPG (Role Playing Game) is deeply related the concept of Gamification in a learning process. Based on the definition made in the previous section of RPG, it is useful to know how the dynamics of a video game in an EFL classroom are spliced, therefore it is key to define the dynamics of Gamification that are usually used in these contexts.. Moreover, people suggest that if integrated skills' teaching is very well implemented, it is not only effective by improving students' language skills and/or language components, but also strengthen the students and teachers' relationship. Therefore, this approach could be well developed by using gamification, since both use interconnected tasks or activities, which endorse the versatility in the implementation of the four skills in a simulated environment, which provides reinforcement in communication and teamwork.

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