

## THE ANALYSIS OF GAME USAGE FOR SENIOR HIGH SCHOOL STUDENTS TO IMPROVE THEIR VOCABULARY MASTERY

Hafidz Tresna Yudha<sup>1</sup>, Berlinda Mandasari<sup>2</sup>  
*Universitas Teknokrat Indonesia<sup>1,2</sup>*

hafidztresna1198@gmail.com<sup>1</sup>, berlinda@teknokrat.ac.id<sup>2</sup>

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### Abstract

Vocabulary plays an important role in learning English. Learning vocabulary in English is not easy, especially for students in vocational high school. In addition, they have special characteristics that are very different from adults. With emphasis on these different characteristics, it can be concluded that teachers who teach vocational learners have a challenging task to be able to motivate them in the learning process. In this case, teachers must be more creative and keep their students away from boredom while learning English vocabulary. They must prepare material to be given to students and also choose appropriate techniques to use. By doing these things, they can make students have a great interest in the learning process. They must be able to choose and use teaching techniques that can make the learning process more fun, interesting, and exciting for students. One such technique is to use games in the classroom. Using games can provide many benefits for teachers and students. This research aimed at identifying students' improvement on their vocabulary mastery after learning English using game. The participant of this study is students of junior high school in Lampung province. Data gathered through questionnaire. The data then analyzed by using Creswell method. The result shows that using games in learning English vocabulary is very effective, because using games is very fun and matches the characteristics of children as learners.

**Keywords:** games usage, vocabulary understanding, language learning

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## INTRODUCTION

To have a great English, students ought to master in aspects of English, those are language skills and component skills. Language skills are involving reception such as listening and reading and production such as speaking and writing. To support those skills, students need to master in component skills such as vocabulary, grammar, and pronunciation (Chiriana, 2015). Teaching English has been compulsory in senior high school in Indonesia. The purpose of teaching English to high school students is to apply English either in school or society. By mastering English, the senior high school students are expected to able to communicate or gain information using English. In senior high school, the teaching of English should emphasize the students to achieve high proficiency in four skills, i.e., listening, speaking, reading, and writing (Allen, 1977). Unfortunately, in real condition it is hard for teachers to encourage their student's motivation to learn English, they are: the shyness of students in performing their ability, large students in a class, and the students do not use the English as a medium to communicate in the class. Since language learning is included into a hard task, teachers are faced a big challenge to find techniques so that the students can be very active in learning English..

According to Jumariati (2010), vocabulary learning is the important aspect in learning a foreign language. It is vital to know a lot of words to make a progress in learning foreign language (Richard, 2001). Vocabulary is a powerful meaning carrier. In line with Richard (2001), vocabulary is an essential part of language finesse and supply a lot of bases for how well students speak, listen, read, and write. In reality, foreign language such as English is taught separately from the language skills. Vocabulary is the most important language aspect (Saputri, 2017). The teacher gives the vocabulary, ask 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 very frustrating and it can make the learners hate English language lesson. Scott (2002) stated without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Only with sufficient vocabulary one can express his ideas effectively, can

understand the language task and foreign language conversation. Both mother tongue and foreign language, vocabulary plays an important role when learning a language. According to Kamil & Hiebert (2007) they broadly define vocabulary is knowledge of words and word meanings. Richards (2001) says that vocabulary is one of the components of language and one of the first things applied linguists turned their attention too. The four language skills are connected all together to one element. Vocabulary should be integrated into the teaching of those four skills-listening, speaking, reading, and writing. Vocabulary cannot be taught by teacher independently, unless the learners will get confused and maybe frustrated in learning English.

According to Sudiran (2014), teaching vocabulary is not simple. The teacher should notice the most effective media for teaching English vocabulary. To have a great English, students ought to master in aspects of English, those are language skills and component skills. Language skills are involving reception such as listening and reading and production such as speaking and writing. To support those skills, students need to master in component skills such as vocabulary, grammar, and pronunciation (Chiriana, 2015). Language learning cannot be separated from learning vocabulary. Tarigan (1984) says that language skills mostly rely on the mastery of vocabulary. Media is something that can deliver information and support English teaching-learning activity effectively. In order to communicate well and fluent in a foreign language, students have to acquire an adequate number of words and should know how to use them accurately. From the facts above, since English vocabulary mastery is demanded in this globalization era in order to support the four English skill (Ur, 2000).

One of the techniques that can be used is by using learning games. Learning by using learning games not only bring joyful activities but also introduce the students the concept towards the learning objective (Pho & Dinscore, 2015). By using learning games teachers will create an atmosphere that will invite the students' desire to learn the language. Based on Jien et al. (2018), the students learn 90% of what they have practiced and they only learn 10% of what they read and hear. A game is an activity with rules, a goal and an element of fun (Haldfield, 1998). The students will learn more effectively when they have the feeling that they are making good progress and games provide opportunity for students to practice and conquer their fear. The use of learning games can fulfill the needs of today's children (Mattheiss et al, 2009). Ersoz (2000) believes that learning games are highly motivating in foreign language teaching because they are amusing and interesting, they can be used to give practices in all language skills and can be used to practice all types of communication aspect. Kemmis (1990) states that there are many advantages of using games in the classroom. Learning games provide a context for useful communication, which takes place as the students seek to understand how to play the game and they communicate about the game. Doing learning games in the classroom, learners are served with a type of communicative language practice as conventional exercises, but in a meaningful way by using language as living communication to delivered information also opinion.

There are hundred types of games that can be used in English Language teaching. There are two ways in classifying language games based on Hadfield (1999). First, she divides the language games into two types which is linguistic games and communicative games. When the game focused on accuracy it can called as linguistic games, such as supplying the correct antonym. On the other hand, when the game focused on successful exchange of information and ideas it can called as communicative games, such as two people identifying two pictures which are similar to one another but not exactly alike and they have to find the the differences between those pictures. The use of correct language, though still important, is secondary to achieving the communicative goal. Games have the important part of student's development in learning language (Anyuegbu et al. 2012).

Based on the explanation above about the use of learning games to learn English. The researcher is interested to conduct research entitles "The Analysis of Game Usage for Senior High School Students to Improve Their Vocabulary Mastery".

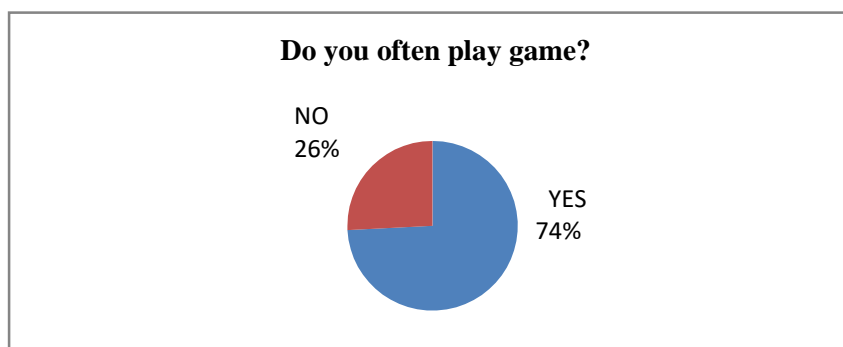
## **METHOD**

Researchers used qualitative research because the researcher wanted to analyze how Game Usage for Senior High School students to improve their vocabulary mastery by using open-ended Questionnaire. The data of questionnaire are processed based on collecting, analyzing, interpreting, and writing the results of a study based on Creswell (2012). Questionnaire developed by researchers as a tool for data collection in this analysis. This research took place in one of the Senior High School in Lampung which is SMKN 9 Bandar Lampung. Researchers chose Senior High School students with the consideration that students have a tendency to play games on their learning time. Besides that, the dominant use of technology which is gadget make the researcher prefer high school students to be the object of research.

## FINDINGS AND DISCUSSION

The research question is based on a survey:

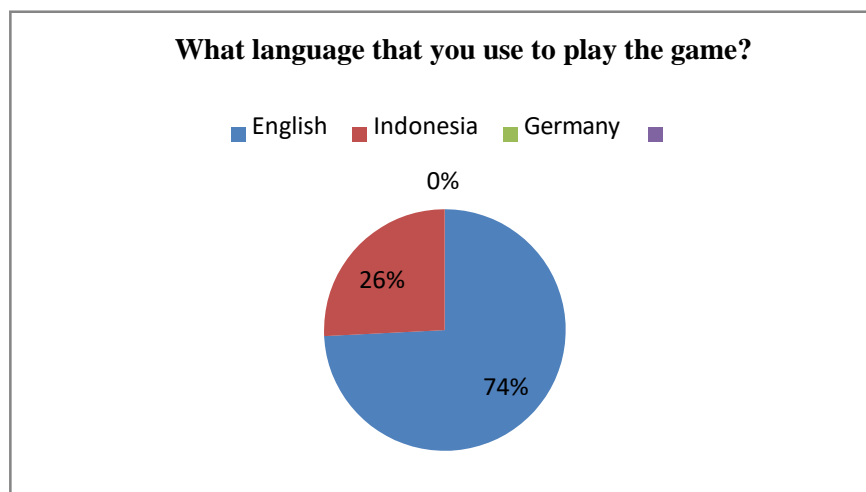
**“Do you often play game?”**



The above 1<sup>st</sup> chart clearly describes the students at SMKN 9 Bandar Lampung level stated that they like to play games with a percentage of (74%) to the statement. A sizable number of (26%) say “NO”. Mobile games are one of the largest mobile application areas and one where users are often willing to pay for services according to Penttinen et al. (2016). From the first chart, we can see almost all of the students often play game since mobile games are very easy to access whenever you are and wherever you are. The mobile online game that provided in Play Store usually using English as their communication language. By communicate using English, they required to know a lot of vocabularies to communicate. Azar (2012) says that games improve students’ communication skills and hasanopportunity to use the target language. Hatch and Brown (1995) describe vocabulary as a list of words for a specific language which will be utilized by every language speaker.

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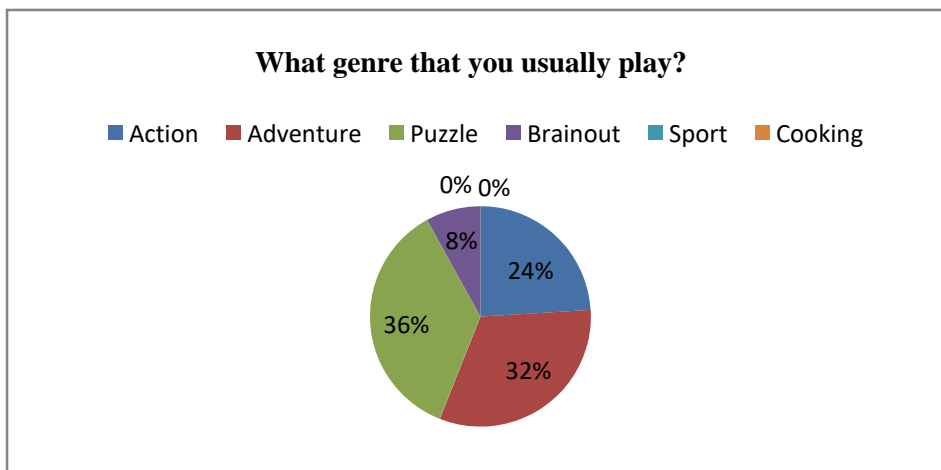
**“What language that you use to play the game?”**



The above 1<sup>st</sup> chart clearly describes the students at SMKN 9 Bandar Lampung level stated that they like to play games with a percentage of (74%) to the statement. A sizable number of (26%) say “NO”. Mobile games are one of the largest mobile application areas and one where users are often willing to pay for services according to Penttinen et al. (2016). The mobile online game that provided in Play Store usually using English as their communication language. By communicate using English, they required to know a lot of vocabularies to communicate. Azar (2012) says that games improve students’ communication skills and hasanopportunity to use the target language. Hatch and Brown (1995) describe vocabulary as a list of words for a specific language which will be utilized by every language speaker. The data analyzed in 2<sup>nd</sup> chart highlighted that out 30 respondents (74%) chosen “English” to the statement, while (26%) chosen “Indonesian” language to the statement, and (0%) chosen “Germany” language. So, English is more widely used in games. There are a lot of games that using English

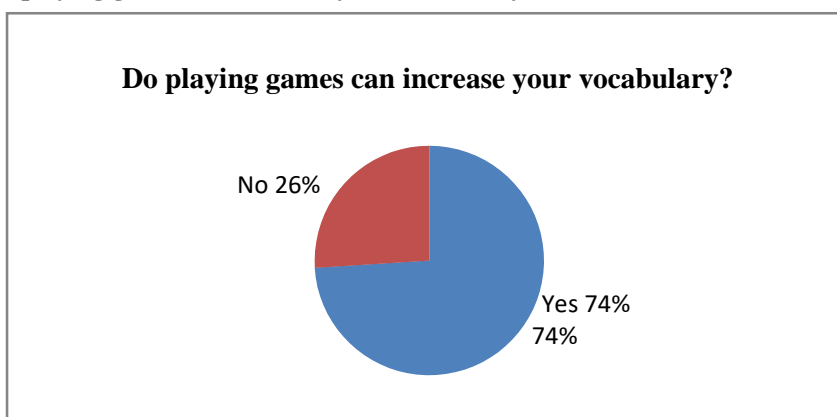
as their language, the developer choose English as the language because English is an international language, so the developer does not need to add more language to their games. Video games contain vast amounts of pre-written dialogue and texts, as well as the opportunity for spontaneous player-to-player communication. For example, the video game World of Warcraft contains over 6 million pre-written words, making it a huge source of linguistic input (Blizzard Entertainment, 2014). However, multi-player games, such as World of Warcraft, often also feature a social layer as players can chat and communicate with each other, allowing players to receive additional opportunities for language input.

The research question is based on a survey:  
**“What genre that you usually play?”**



The data analyzed in 3<sup>rd</sup> chart that (36%) respondents chosen “Puzzle” genre each time they play a game. Another sizable number of (32%) respondents chosen “Adventure” then (24%) chosen “Action” genre to the statement. In this era, almost every student plays a different genre of games based on their age, maturity, and opportunity. Different students take different roles of games. They can find different words or meaning from their perspective (Alemi, 2010). Additionally, even though Sundqvist and Wikström (2015) found that video games were beneficial for vocabulary acquisition, they did not specify which games could be the most appropriate games for vocabulary acquisition.

The research question is based on a survey:  
**“Do playing games can increase your vocabulary?”**



The analysis of data in 4<sup>th</sup> chart revealed that (74%) respondents say “Yes” to the statement that playing games can increase personal vocabulary. Another (26%) “Disagree” to the statement. This is because students have a chance to "use their imagination and creativity" during activities like games in the classroom; therefore they are motivated to learn. When students were interested in learning the material, they would give more attention to the lesson given. Games can enhance the student’s vocabulary in flexible and communicative way (Huyen and Nga, 2003). Donmus (2010) stated to gain information about using learning games with the support of social networks in foreign language education, students continuously interacting while playing game benefited from

learning games for their learning. Games played through social networks motivate students and help them to construct their own leaning.

## CONCLUSION

Learning vocabulary has been considered a boring subject for a long time and the traditional way of learning vocabulary by mere copying and remembering has shown to be less than effective. This research reveals that games contribute to vocabulary learning if they give students a chance to learn, practice and to review the English language in a pleasant atmosphere. From the research, we found that students are demanding a new way of teaching vocabulary, and they themselves are in search of a new way of learning this subject as well. They also give positive views about teacher's teaching vocabulary through game.

Vocabulary is the first and foremost important step in language acquisition. Students who want to learn English as their foreign language have to learn that element first. In a classroom where students are not comfortable with the second language, the teacher should make the language learning interactive and interesting with the introduction of appropriate vocabulary exercises. Students need an enjoyable technique in learning a new language in order to avoid their boredom. One of them is game. Games offer the students a fun-filled and relaxing learning atmosphere. There are many benefits of using games in learning vocabulary. However, games are fun and they make the learning process closer to the acquisition process, which makes students learn in more natural way. The unforgettable moments when they play the game will help students to memorize the acquired vocabulary easily or it will encourage students to have long term memory about the vocabulary. By playing game, the students will be motivated in learning English vocabulary. It also encourages and increases cooperation. In this case, it is assumed that students' views about teaching English vocabulary through game would be fun, interesting, challenging and effective. This study expected it would be useful for the contribution of strategy in teaching vocabulary in Senior High School level especially at SMKN 9 Bandar Lampung. This study is also expected the result of this research would be useful for the next researchers who are interested in teaching English through game in every level of education. This is not to prove any hypothesis and confirm that these views are the best one.

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## **BIOGRAPHY OF AUTHORS**



Hafidz Tresna Yudha is an active student in the English Education study program, Faculty of Arts and Education, Universitas Teknokrat Indonesia.



Berlinda Mandasari is an English education lecturer at Universitas Teknokrat Indonesia. Her research interest focuses on teaching English as a Foreign language, Language Assessment, and teaching media. She has ever been awarded research Grants in 2018 and 2019 from the Ministry of Research, Technology, and Higher Education for the program of Penelitian Dosen Pemula (PDP). Now, she is working on the research on Blended Learning as well as accomplishing a handbook of Pre-intermediate grammar to publish.