A THESIS

THE USE OF VIDEO GAMES IN LEARNING ENGLISH VOCABULARY

Presentes as A Partial of The Requirement for The Bachelor's Degree (S1) in English Language Teaching Faculty of Teacher Training and Education Muhammadiyah University of Mataram

By:

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2019A1B012

ENGLISH EDUCATION PROGRAM
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MUHAMMADIYAH UNIVERSITY OF MATARAM
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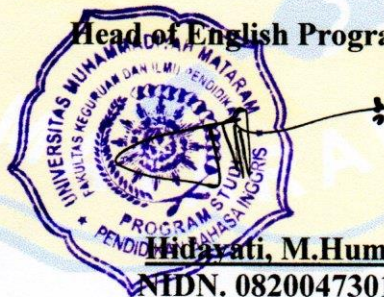
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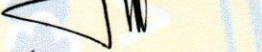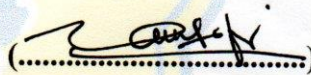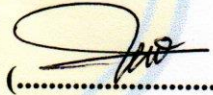A Thesis by   : Intan Dzulkhairani

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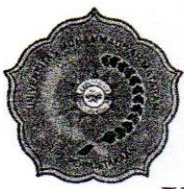
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MOTTO

I don't care about my sadness and my happiness situations, because I don't

know which one is better for me.

---Umar Bin Khatab---

If you chase the man, then you will get disappointment. But, if you pursue

knowledge to improve yourself, you can get a better mindset. Humans can

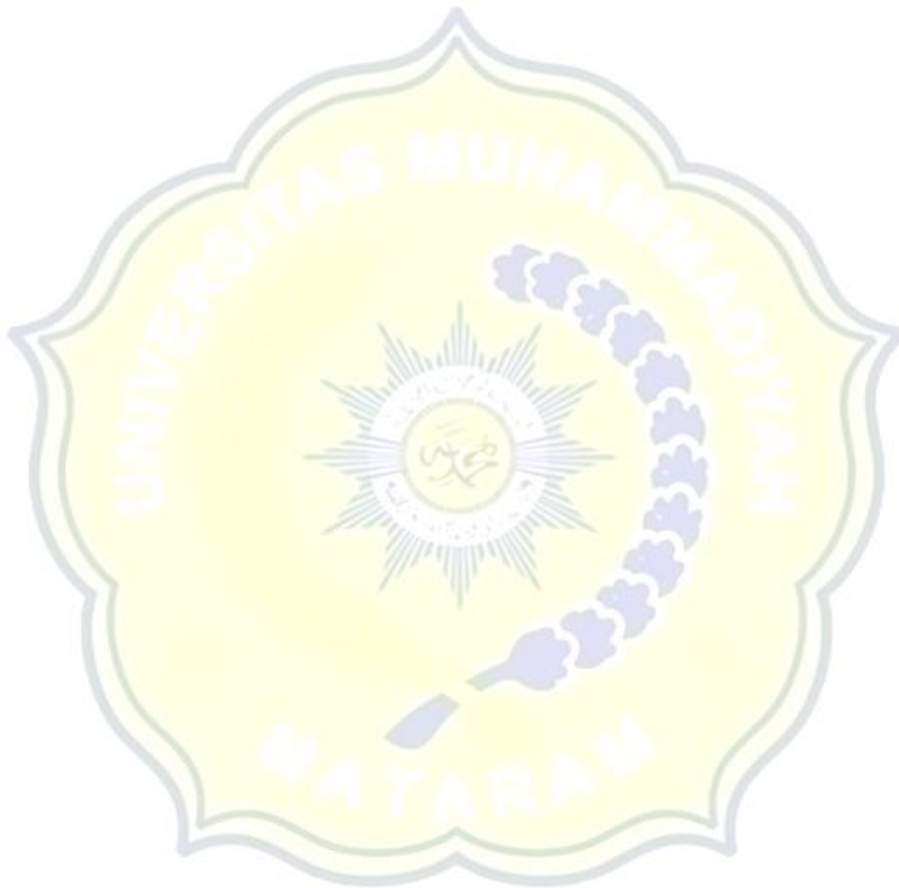betray while knowledge will never.

--Papa--

I am restful because I believe that something that passes through me, is not

destined for me. And something that is meant for me, will never miss me.

---Intan Dzulkhairani---

DEDICATION

For my self

ACKNOWLEDGMENT

Alhamdulillah, all praises to Allah SWT for His grace so that the writer can complete the thesis with the title "THE USE OF VIDEO GAMES IN LEARNING ENGLISH VOCABULARY" This work was created as one of the requirements for obtaining a bachelor's degree in the English Language Education Study Program at the Muhammadiyah University of Mataram.

The writer realises that this thesis could not have been completed without the help and support of various parties. For that, on this occasion, the author would like to thank these parties.

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The writer realises that this thesis is still far from being perfect. Therefore, suggestions and constructive criticism are very welcome. Finally, writers hopefully, this thesis will be beneficial to the advancement of the educational world.

Mataram, 4 Desember 2022

Intan Dzulkahirani

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ABSTRACT

Video games seem to be a new trend brought to technology for the purpose of fun and have been proven in the field of education as a possible learning medium. They will soon be replaced by new devices that cannot be considered an alternative to learning. Video games are great for learning. Different types of games can have different effects, especially on students' vocabulary acquisition (Gee 2003, 2008). Playing games is a central feature of video games; that's what makes them good or bad. The researcher then analyzed the quality of the teaching and learning process by using video games such as trivia games to acquire and increase vocabulary, which was the aim of this study, especially as a medium for discussion activities. This study used the classroom action research method with instruments in the form of observation and vocabulary tests, which were applied to 25 fifth-semester students majoring in mining as participants in the non-native English education program. Based on the findings on the test, the average score of students increased from 52, or 8%, to 73.2, or 72%. On observation, students are more enthusiastic and enjoy the learning process using the Trivia Star game. It can be concluded that the use of the Trivia Star game is effective in increasing the students' vocabulary.

Keyword: learning English, vocabulary, video games

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ABSTRAK

Video game tampaknya menjadi tren baru yang dibawa ke teknologi untuk tujuan kesenangan dan telah terbukti di bidang pendidikan sebagai media pembelajaran yang memungkinkan. Mereka akan segera digantikan oleh perangkat baru yang tidak dapat dianggap sebagai alternatif pembelajaran. Video game sangat bagus untuk belajar. Jenis permainan yang berbeda dapat memiliki efek yang berbeda, terutama pada perolehan kosa kata siswa (Gee 2003, 2008). Bermain game adalah fitur utama dari video game; itulah yang membuat mereka baik atau buruk. Peneliti kemudian menganalisis kualitas proses belajar mengajar dengan menggunakan video game seperti trivia game untuk memperoleh dan menambah kosa kata yang menjadi tujuan penelitian ini, khususnya sebagai media kegiatan diskusi. Penelitian ini menggunakan metode penelitian tindakan kelas dengan instrumen berupa observasi dan tes kosa kata, yang diterapkan pada 25 mahasiswa semester lima jurusan pertambangan sebagai peserta program pendidikan bahasa Inggris non-native. Berdasarkan hasil tes, nilai rata-rata siswa meningkat dari 52 atau 8% menjadi 73,2 atau 72%. Pada observasi, siswa lebih antusias dan menikmati proses pembelajaran dengan menggunakan game Trivia Star. Dapat disimpulkan bahwa penggunaan game Trivia Star efektif dalam meningkatkan kosa kata siswa.

Kata kunci: pembelajaran bahasa Inggris, kosa kata, permainan video

DAFTAR ISI

CHAPTER I

INTRODUCTION

1.1 Background of Study

Learning English is very likely to be the main subject because in Indonesian society, there is already a strong demand for English proficiency. In addition to specialized professional positions and government employment, the majority of undergraduate job profiles call for English language skills, particularly in verbal communication (Li et al., 2021). Students encounter several difficulties when studying English that impede them from mastering the language. Hu & Wang (2019) asserts that the difficulties lie in making the appropriate associations, understanding the foreign language's relationship between word form and meaning, and differentiating between the nuances of words with similar but distinct meanings. To face challenges in learning English, Students need to have a firm grasp of the language arts fundamentals, including the terminology.

According to Maritha & Dakhi (2017) vocabulary is an important language ability to emphasize when teaching English. (Setiawan & Wiedarti, 2020) agree that students need to have a firm grasp of the English language in order to be able to use it effectively in their own speech and writing. The development of one's vocabulary is an important component of learning any language. Without first understanding the vocabulary, students would struggle to understand the language (Cesarini et al., 2021).

The general definition of vocabulary is the understanding of words and their meanings. According to the definition above, vocabulary is importance since it is impossible to master other abilities and communicate effectively without an adequate it (Aprilani, 2021). In fact, mastering the English vocabulary involves not only knowing the meanings of words, but also understanding their forms, meanings, and applications. However, students struggle to identify the right word meanings, and they continue to mix up context-dependent word usage (Hao et al., 2019).

In studying vocabulary, in general the students also find difficult to have a lot of vocabulary because they think that the process of remembering vocabulary is sometimes boring and stressful (Aprilani, 2021). In addition, (Bakhsh, 2016) stresses the difficulties pupils, especially those who are not native English speakers, present to programs designed to help them expand their vocabularies. Because of these challenges, students may struggle in other subject areas that need strong language skills, such as the mining department of a different degree program. They are having lack and less of vocabularies, they cannot express their ideas well in teaching learning process even all their resources materials book using an English language.

Based on the preceding examples, the researcher provided online media because learning vocabulary without good media is tedious. Because language formation is dependent on the simultaneous and complicated process of extracting and creating utterances in it, the researcher in this study centered on the use of word combinations encountered in video games like trivia gameplay. In using the appropriate

and correct media can improve the ability of students' learning experiences to achieve maximum learning outcomes especially vocabulary, the researchers then use the video games especially **trivia gameplay** as a learning media. Some studies also stated that vocabulary mastery could be obtained better and easier for the students through creative teaching methods and medias like using comic and context clues, games and song in learning English (Camacho Vásquez & Ovalle, 2019; Engel, 2014; Hidayati, 2021).

These day video games are not restricted only for entertainment but for other purposes too. As Azhari (2020) stated, In addition to being fun, playing video games may be informative or a way to decompress after a long day at work. The cognitive and linguistic capacities of the students, the environment, the accessibility of the games, the platform being used, the students' expectations, and any other educational settings may all influence the types of video game genres that are used in language instruction. Other factors that may play a role include the platform being used (Hung et al., 2018). In fact their influence in our daily life is increasing day by day. A growing number of schools are exploring the potential of video as a teaching tool, particularly for facilitating the acquisition of fundamental pedagogical concepts. In addition to the pedagogical ideas that successful games already employ, games and game technology can and will be implemented everywhere from the home to the classroom to the workplace.

(Gee, 2008) argues that video games can help students learn a foreign language by providing not just a context for learning new words but also the means to use those

words effectively throughout the game (Sutha, 2018). The video game-specific terminology used by players during their in-game actions is one example of such a tool. The approach, in his view, is analogous to the first steps in establishing a foreign language classroom, in which the introductory materials serve as the foundation for students' further study of the language's grammar and vocabulary. Indeed, he says, a variety of textual texts—instructions, dialogues, hints, descriptions—surround computer games and may facilitate the growth of agency.

Rules, competition, comfort, and learning are all integral parts of using games in language acquisition. The delightful frustration that comes from a challenge that is still within reach is a powerful motivator, and this is why many games are so engaging: they push you just enough to keep you coming back for more. According to McConachy (2022) It appears that vocabulary acquisition happens more effectively in a laid-back, inspiring, and fun setting where students can focus on new terms and their contextual application. For this reason, high-quality games give players the opportunity to adapt the experience to their own skill levels and preferred modes of education. The researcher's interest in doing a study about the Use of Video Games to Learning English Vocabulary to improve the ability in vocabulary skills was based on the phenomenon, and the researcher wanted to make a study about it.

1.2 Research Question

Based on the phenomenon, the research question is "How is the quality of teaching-learning process enlarge the students' vocabulary by using video games

especially trivia game play at the fifth semester in Mining Department of Engineering Faculty in academic year 2021-2022?"

1.3 The Objective of the Study

To investigate the quality of teaching-learning process by using video games especially trivia game play whether can or cannot enlarge the students' vocabulary at the fifth semester in Mining Department of Engineering Faculty in academic year 2021-2022.

1.4 Significance of Research

This is research is expected to be benefit and useful various theoretical, students, lecturers, and researcher.

1. Theoretical

   The theoretical significance of this research is based on this research can provide some alternative and information about the use of creative teaching methods like video games for learning English especially English vocabulary.

2. Students

   This research is expected to be useful for student and make them enjoy to learning English especially vocabulary at the fifth semester in Mining

Department of Engineering Faculty student at Muhammadiyah University of Mataram.

3. Lecturers

The result can encourage English teachers to be able to use some medias to enriching and interesting them in teaching learning process.

4. Researcher

This research will be valuable not only for other people, such as future researchers, but also for the researcher herself, in particular for making the process of learning English more creative and interesting through the utilization of various vocabulary medias.

1.5 The Definition of Key Term

In this research, there are three key terms are pointed out, they are:

1. Learning English

Learning English is very likely to be the main subject. English is one of the most useful languages for international communication (Nosirova, 2022). According to Statista (2022) based to global statistics from the Statista survey, 1.35 billion people will speak English as a first or second language worldwide in 2021.

2. Vocabulary

According to Richards & Renadya (2002), students can increase their ability to read, write, talk, and listen by expanding their vocabulary. Vocabulary is important because it aids in the growth of all four linguistic abilities: listening, reading, writing, and speaking. According to Taylor (2004), one's vocabulary is a solid control for predicting one's proficiency and use of language. As a result, the vocabulary children employ when producing language reveals their level of linguistic competence. Studying vocabulary is highly recommended in addition to studying grammar in order to communicate effectively using English. He Taylor (2004) claims that words are the building blocks of a language because they label object, actions, and idea; without them, people cannot convey the intended meaning.. In this case, the researcher can conclude that the vocabulary is not only crucial important for the students in learning English, but also they can develop their English as long as in it.

3. Video Games

Video games exist in a wide variety of shapes and complexities, and they can be viewed from a variety of angles. Therefore, it is difficult to give them a single, universal description. These days video games are not restricted only for entertainment but for other purposes too. Traditional methods of instruction can be supplemented with the use of games to increase student engagement and the acquisition of transferable skills including rule adherence,

flexibility, resourcefulness, cooperation, critical thinking, creativity, teamwork, and sportsmanship (Widiastuti et al., 2022).

1.6 Scope of Study

In collecting data, researchers will limit the scope of this research so that it only focuses on one class of 5th semester students majoring in mining at the Muhammadiyah University of Mataram in the 2021/2022 academic year. This will enable researchers to apply what they have learned in class and contribute to the solution of real-world problems.
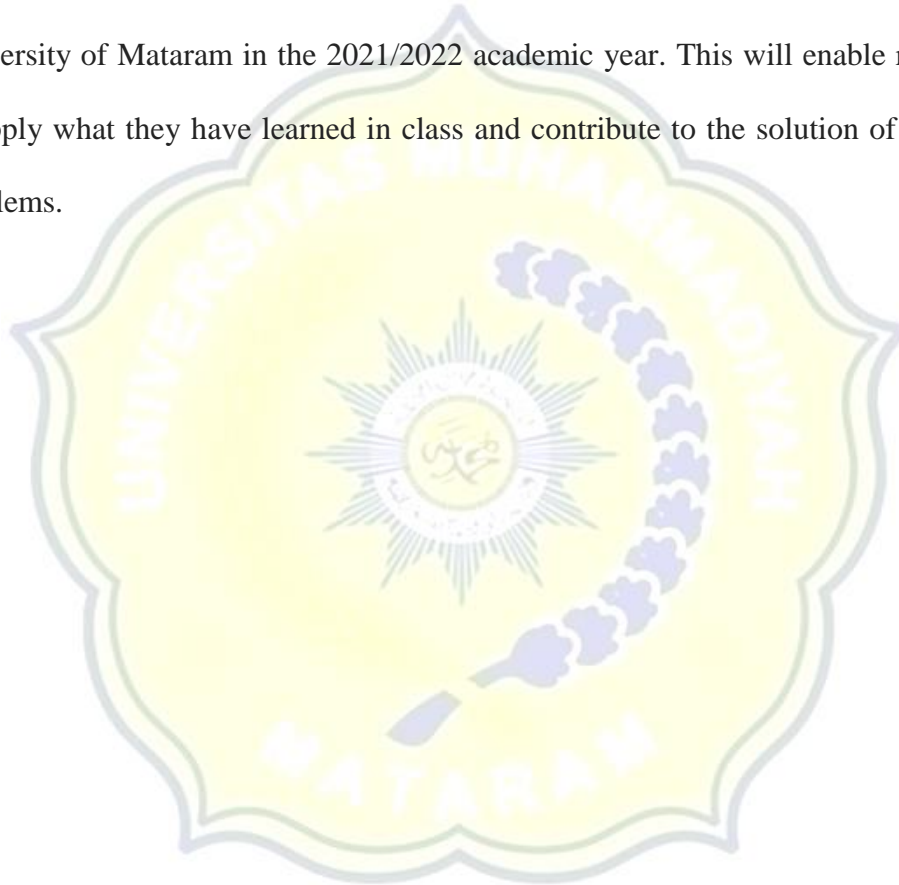
CHAPTER II

REVIEW OF RELATED LITERATURE

In this part is consist of two parts, that's previous studies and theoretical framework.

2.1 Previous Studies

The study related to this research as follow:

The first study on the topic was "The Use of Undercover Game to Enhance Students Vocabulary Achievement" by Rosyidi et al., (2022). The purpose of this research was to uncover any supporting data that suggests kids' vocabulary gains can be concealed through the usage of games. Purposive sampling served as the methodology for this study, which employed a quantitative approach and a quasi-experimental design. Students from SMPN 108 Jakarta's eighth grade comprised the study's population. To keep things simple and to ensure that each classroom had the same number of pupils, a sample of 70 students was drawn from two courses. Since only 8B and 8A have almost the same number of students, they were selected as the sample for the control group and experimental group, respectively, for the study using the convenience sampling approach. Pre- and post-tests were used to compile the data. Using the T-test method in SPSS 25, we found that post-test scores were considerably higher than pre-test scores, indicating growth. On average, students in the control group scored higher than those in the experimental group by 10.23 points (70.23 for both

groups). The post-test gains for the experimental group were 78.20 and 77.08 for the control group. The hypothesis test showed that the sig. 2 tailed value was 0.076, and the alpha value was determined to be 0.05, hence the null hypothesis was rejected (0.076>0.05). Additionally, the effect size found was 1.02. The Ha (Alternative Hypothesis) and Ho (Host Hypothesis) may be argued to have been disproved. As a result, the kids' vocabulary growth was substantially influenced by the secret games. The researcher used games in this study, namely trivia puzzles obtained via an online program and tailored specifically to the needs of students enrolled in the Mining course.

The second study, titled "Effects of Educational Video Games on English Vocabulary Learning and Retention," was carried out by (Gunel & Top, 2022). The purpose of this research is to determine whether or not playing instructional video games has an impact on a person's ability to learn a foreign language. Both qualitative and quantitative approaches to research were taken in the creation of this study (mixed methods). The participants in this study are made up of 96 kids who are currently attending a public secondary school and are in grades sixth and seventh. Students ranged in age from 11 to 13, with the average student being 13. The control group and the experimental group each came from the same classroom, which was chosen at random from among the sixth- and seventh-grade students. As a result, there were two classes: one in the sixth grade and another in the seventh grade for both the control and experimental groups. The information was obtained via using. The pupils were given pre-tests, post-tests, and tests to determine whether or not they should be retained. Interviews with a semi-structured format were also carried out with 18 of the students

who were part of the experimental group. An independent t-test was used to compare the students' pre-test scores, and a Mann Whitney U test was used to compare the students' post-test and retention test scores with a significance level of 0.05. The data were analyzed through the calculation of descriptive statistics, and a significance level of 0.05 was applied to the comparisons (quantitative analyzed). In addition, both open coding and axial coding were used in the analysis (qualitative analyzed). When it came to acquiring new terminology and remembering it, the results showed that the experimental group performed significantly better than the control group. The viewpoint that the students brought to the English sessions and the activities that were based on their own life was really inspiring. In light of the findings of the achievement test and the responses of the students to the game that was developed, it is reasonable to assert that the video game that was the subject of this research incorporates pedagogical elements in addition to the primary gaming components. In this study, the goal of the research is to determine the effect; nevertheless, the researcher's primary attention is on developing the game in order to increase the students' vocabulary.

The third study is "The Effect of Minecraft Video Game on Students' English Vocabulary Mastery" by Sudarmaji & Yusuf (2021), The application of Minecraft is being used as a novel approach to the study of English vocabulary. Investigating whether or if there is a significant favorable effect after using the Minecraft application on pupils' vocabulary mastery for 5th grade elementary children was the purpose of this study. 63 students from SDN Poris Plawad 1 Tangerang participated in this

research using a quasi-experimental method. The students were divided into an experimental group with n = 31 participants and a control group with n = 32 participants. The findings showed that the traditional method was inferior to the score results obtained from using Minecraft. In addition to this, the overall behavior of the pupils was found to be superior than the traditional teaching approach. The results of the study also showed that the students were in agreement that Minecraft was making learning simpler, more interesting, less stressful, and overall more enjoyable. Due to the limited size of the research sample, it was not possible to draw any broad conclusions from the findings. The different between this third study and this research is lies on the participant that's in third study video games was applied in Elementary students, and this research at Mining Department of Engineering Faculty at Muhammadiyah University of Mataram in academic year 2021/2022.

(Setiawan & Wiedarti, 2020) with the tittle "The effectiveness of Quizlet application towards students' motivation in learning vocabulary". The goal of this research is to evaluate whether or not using the Quizlet application as the medium is useful in boosting the students' desire to learn new vocabulary words. In this research, a design with nonequivalent control groups was utilized. There were a total of 65 students included in the study, and they were split evenly between the experimental and control groups. Utilizing the observation checklist allowed for the monitoring of the students' level of motivation during the process of acquiring new language. The Wilcoxon test was applied to the data before it was processed. The findings indicate

that using the Quizlet application is an excellent method for increasing the students' motivation in the area of vocabulary acquisition. When students learned vocabulary using the app, they did so with increased enthusiasm, did not readily become bored, and as a result displayed a high level of interest. They also completed the tasks on their own accord that were presented in that program. This research used quasy-experimental method but in this research used Classroom Action Research.

Fitri (2020) study, "Big Cube Game: An Instructional Medium Used in Students' Vocabulary Mastery," is the third study to examine the role of instructional games in boosting students' vocabulary retention and usage. The goal of this research was to find out whether or not Big Cube was an effective medium to boost students' vocabulary mastery. This study was carried out during the second semester of the 2019-2020 school year at a single State Junior High School (SJHS) in South Tangerang, Indonesia. There were 40 pupils of grade 8 engaged in this research, and sample was chosen by the technique of cluster random sampling in which this one class was randomly selected out of 10 classes of the total class of 8th graders. The technique used was quantitative and pre-experimental in nature. Both a pre- and post-test were administered to collect information; each exam had 20 questions split into two halves. A manual statistical analysis of t-test revealed that the mean score gained by the participants in the pre-test was 60.62, while in the post-test, the mean score obtained was 78.75. Additional calculations of these scores showed that, at the 0.05 threshold of significance, t0 (4.47, higher) exceeded t-table (3.50, lower) (1.684). Students in eighth

grade at a junior high school found the Big Cube game helpful in expanding their vocabularies, but the researcher opted to employ a trivia puzzle game instead.

2.2 Theoretical Framework

2.2.1   Vocabulary

Since the definitions of new terms are regularly highlighted in textbooks and classrooms, vocabulary is an integral part of language study (Alqahtani, 2015). To communicate with people and comprehend what is being read, vocabulary is essential. Many words have multiple meanings; therefore, it is critical to learn word meanings, parts of speech, word usage in context, and so on.

2.2.1.1 The Definition of Vocabulary

The acquisition of vocabulary is the most important component of language learning. It is impossible to acquire knowledge of a language without first mastering its vocabulary, which is defined as "all the words that a person knows or uses, or all the words in a given language," according to Hornby (2006). Because of the important role vocabulary plays in communication, it is reasonable for a student to have the goal of acquiring a large number of words for which they already have a working knowledge. In addition, vocabulary is an essential component of the language. Students will be able to convey a greater depth of meaning in a wider variety of settings the more terms they are familiar with and proficient at using. Vocabulary is the foundation for communicating orally and in writing in every language, as stated by Jannah et al (2020). Learning a language's vocabulary is just as important as learning its grammar,

pronunciation, and spelling. It's just that important. A language's vocabulary is one of its most essential building blocks (Syafitri & Fitrawati, 2014).

Successful second language use requires a strong vocabulary. We can't apply the structure and vocabulary we've learnt for understandable communication if we don't have a broad vocabulary. Learners base their knowledge on this fundamental skill. Vocabulary, as argued by Harmer (2007), is "the vital organs and the flesh" of a language's skeletal system. Words from the list can be used to convey sentiments and share ideas.

According to the definition provided above, one's vocabulary is a means through which it is manifest that a particular collection of words is used in virtually all circumstances involving human beings. Word choice varies with context, audience, socioeconomic status, and occupation. A teacher's response to a student's request for help uses a similar set of phrases as those used by beggars to solicit donations from the well-to-do. The author concluded that vocabulary is an important aspect of language to master because it is utilized to communicate meaning during conversation.

2.2.1.2 Type of Vocabulary

O'Dell et al (2000) distinguishes between "active" (or "active skill") language and "passive" (or "passive skill") vocabulary (passive skill). The best way to acquire new terms, retain that knowledge, and use it in everyday speech and writing is by extensive repetition and contextualization. The two primary categories of a person's lexicon are thus active and passive.

1. Active vocabulary (productive skill)

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The words that individual employs in speech or writing when they have a complete grasp of their meaning are considered part of their working vocabulary, also known as their functional vocabulary. In use terminology such as that used in communication.

2. Passive vocabulary (receptive skill)

The vocabulary of recognition. It's the language that people read and hear in books, magazines, and newspapers. These are unfamiliar words, so how they are used should be determined. Reading and listening vocabulary are examples of passive vocabulary.

From what has been stated above, we may deduce that a word is considered active if it is put into use, while a word is considered passive if it is understood but not put into action. Andrew P. Johnson offers an alternative argument. There are four distinct types of words, in his opinion. Vocabulary in the four language skill that's listening, writing, reading, and speaking is equally important.

1. Reading vocabulary

The parts of speech that allow us to comprehend written material. Although we understand and can read a large number of words, we rarely employ them in our everyday speech.

2. Writing vocabulary

We try to find as many words as we can so that we can express ourselves through writing. It is typically more simpler for us to explain ourselves verbally while making use of facial expression and tone to assist in the transmission of

our ideas than it is for us to find the exact words to communicate the various ideas in paper. When we write, the vocabulary that we employ is significantly influenced by the words that we are able to spell.

3. Listening vocabulary

The words we hear and understand.

4. Speaking vocabulary

The actual words we say. We only really employ about 5,000 to 10,000 words in everyday speech and instruction.

Vocabulary is made up of more than only words; there are many other types of vocabulary, such as: adjective, adverb, conjunction, interjection, noun, verb, and pronoun.

a) Noun

Traditional definitions of nouns state that they "describe a person, place, or thing." In practice, nouns are employed to convey a wide range of ancillary meanings, including ideas, qualities, groups, institutions, emotions, and experiences. Nouns are crucial to the communication of most texts (Conroy et al., 2006).

b) Verb

A sentence's verb usually carries the most weight. An action, event, or condition can be communicated through the use of a verb, which is a type of word or phrase Learners (2007). A verb is the most important part of the predicate of a sentence since it makes a claim about the subject and expresses

action. A compound verb is one that has an auxiliary verb in addition to the main verb. Auxiliary verbs are used in conjunction with the main verb to form many of the tenses in the English language.

c) Adjective

There are a few definitions of the adjectives available. A noun is qualified by an adjective, which is a word that expands a noun's meaning while limiting how it can be used (Nusa Putri, 2017). Examples of adjectives include "the black sheep" and "the new book". The adjective describes an entity's characteristics. The adjective serves as both a predicative and an attribute (an adjunct) in the sentence. Given that other parts of speech can also serve as predicative, the function of an attribute is te one that is more frequently used of the two (Laimutis, Valeika and Janina Buitkiene, 2003).

According to Nusa Putri (2017), adjectives are words that convey more information about a noun. According to what Shen & Baayen (2022) has said, an adjective is a term that describes a quality of a noun that the noun possesses. If a word may be placed in between a noun and another noun, such as "boy" or "idea," then that word is considered an adjective. This statement is also supported by Su & Hunston (2019) "an adjective is a word that tells us what a thing is like; words that are added to a noun to make our meaning fuller or more exact." Adjectives remain invariant in function, no matter what position they occupy in a sentence.

d) Pronoun

A pronoun is a term that can be substituted for a noun in a sentence.

e) Adverb

An adverb modifies the meaning of a verb, adjective, or phrase (Learners, 2007). Aside from modifying nouns, adverbs, adjectives, phrases, and clauses, an adverb can also change verbs, adjectives, and adverbs. How, when, where, and how much are all queries that can be answered by using an adverb, which also conveys manner, time, place, cause, or degree.

f) Conjunction

In order to connect two separate ideas or pieces of information, we employ conjunction.

g) Interjection

A word that is inserted into a sentence in order to communicate a sudden change in a person's state of mind or emotions is called an interjection (Learners, 2007).

2.2.1.3 The Important of Vocabulary

A word that is inserted into a sentence in order to communicate a sudden change in a person's state of mind or emotions is called an interjection (Learners, 2007). In addition to being important for success in life, a large vocabulary is a clear sign of and predictor of high reading achievement. For instance, the National Reading Panel's Report from 2000 came to the following conclusion: "The value of vocabulary knowledge in the advancement of reading skills has long been acknowledged. As early

as 1924, scientists realized that improving one's reading skills required constantly learning new words. Khrasen (1993:111) said, "when students travel, they don't bring grammar books, they carry dictionaries." This is in contrast to the opinion of other experts who said, "without grammar very little can be conveyed; without vocabulary nothing can be conveyed" (Wilkins, 1972). The more one thinks about it, the more plausible it appears that lexis is where we need to start from, and that syntax needs to be put at the service of words rather than the other way around. As can be seen from the above, vocabulary is more essential than grammar or any other part of language, and it is required in all spheres of life.

The preceding analysis suggests that acquiring a working knowledge of vocabulary is an essential first step in learning any language or acquiring a second one. People will be unable to share their thoughts and feelings with one another if they lack a common vocabulary. Shepard (2001) agrees, arguing that having a good vocabulary is a necessary ability for effective communication and that without it, people will struggle to express themselves clearly. Because vocabulary is crucial to the development of four linguistic abilities, they will also struggle to achieve a high level of linguistic competence (listening, reading, speaking, and writing).

The inability to use and understand language, particularly while learning a second language or a foreign language, can be greatly hindered by a lack of vocabulary knowledge, as has been demonstrated by certain facts in certain situations. As an illustration, many students in Indonesia report having trouble comprehending and responding appropriately to reading comprehension problems on the TOEFL. The

majority of them argue that they are unable to comprehend what the texts are trying to convey to them. This fact illustrates how having a large vocabulary affects pupils' ability to read well. In other situations, such as when they are speaking or writing, they contend that they truly want to explain a great deal of what is going on in their heads, but they do not have an adequate vocabulary to do so.

2.2.1.4 The Principles of Teaching Vocabulary

Vocabulary, as Nunan (2003) points out, is an important part of learning a language, but it can be difficult to make sure that the vocabulary part of a course doesn't take over. Teachers and curriculum developers can minimize this problem by following a set of universal principles that can be adapted for use in a wide range of classroom settings.

Component of teaching vocabulary as follows:

a. Focus on the most useful vocabulary first

The usefulness of the word advertise is much more constrained. Although it is a helpful term to know, there are a ton of other beneficial words you should learn first. The best learning outcomes are achieved for students when useful language is taught before less helpful vocabulary.

b. Focus on the vocabulary in the most appropriate way

Teaching and learning strategies are analyzed in this premise. We'll take a look at the four most effective methods of learning new words: breaking them down into their component pieces, gaining insight from existing context clues,

employing flashcards, and consulting dictionaries. We'll see that there needs to be a clear distinction between how high- and low-frequency terms are handled in the classroom.

c. Give attention to high frequency words across the four strands of a course

All four courses strands must contain high-frequency vocabulary. It should be given significant consideration through instruction and study, be implemented, and be used to convey messages through speaking, listening, reading, and writing. For responsive and productive use, high frequency should also be easily available.

d. Encourage learners to reflect on and take responsibility for learning.

According to Richards & Schmidt (2013), there are several fundamental guidelines that should be followed when instructing vocabulary.:

a. Building a large sight of vocabulary.

b. Integrating new words with previous words.

c. Providing a number of encounters with a word.

d. Facilitating in-depth thought processes.

e. Imaging is aided by this.

f. Bringing a new word down to earth by relating it to a student's existing vocabulary.

g. With a wide range of methods.

h. Promoting self-directed educational methods and practices.

The principles in mastering vocabulary according to Wallace (1977) as follows:

a. Aims

It is important for the instructor to understand the goals. How many of these vocabularies does the instructor believe the student can master? Which Specific Words?

b. Quantity

The instructor might have to make a decision regarding the total quantity of vocabulary items that need to be learnt. For example, how many new words can a learner acquire in one lesson? When there are an excessive number of words, the student could become perplexed and eventually give up.

c. Need

In any event, one would hope that the vocabulary selection would be in accordance with the objectives of the program as well as the particular classes that are being taught. The teacher might also, in a sense, delegate the task of selecting the vocabulary that is to be taught to the students; in this case, the students are placed in a position where they are required to interact with one another and find the words they require as they arise by using the teacher as a source of information.

d. Frequent Exposure and Repetition

On the other hand, it is quite uncommon for us to recall a new word simply by hearing it for the first time. There is a required minimum number of

repetitions that need to take place before there is any indication that the children have mastered the target word.

e. Meaningful Presentation

The learner is responsible for having a complete and unmistakable comprehension of what it signifies or refers to, i.e. what it means that despite the fact that meaning also involves a great deal of other aspects. The connotation or reference of the word is made crystal clear without leaving any room for ambiguity by the way it is presented here.

f. Situation of Presentation

The language we use might change substantially depending on the situation in which we talk and how well we know the person to whom we are speaking (from informal to formal) (from informal to formal). in order for a pupil to be able to understand words in context and effectively employ those terms.

According to Nation (2001), there are three principles in vocabulary teaching, as follows:

a. Content and Sequencing

1) Choose what words to study and in what order to study them based on how often and how widely they occur in the target language.

2) Provide sufficient instruction in effective methods for acquiring new words.

3) Prioritize vocabulary words based on their individual learning loads.

4) Give them a chance to learn all the little things that go into learning a word.

5) Avoid interference by presenting vocabulary in normal use rather than in groupings of synonyms, opposites, free associates, or lexical sets.

6) Manage low-frequency vocabularies by focusing on strategy regulation, and prioritize high-frequency vocabularies by attending to the words themselves.

b. Format and Presentation

1) High-frequency target vocabulary should be incorporated into all four components of language acquisition (meaning-focused input, language-focused learning, meaning-focused output, and fluency development).

2) Making time for the spaced repetition and generative retrieval of words is key to achieving cumulative growth.

3) Perform tasks with a high cognitive load.

c. Monitoring and Assessment

❖ Test learners to see what vocabulary they need to focus on.

❖ Use monitoring and assessment to keep learners motivated.

❖ Encourage and help learners to reflect on their learning.

Gairns & Redman (1986) identify four main sources vocabulary, as follow:

a. Use the course manual. This will include both written and spoken texts, tasks for assessment, presentations of grammatical structures, and so forth. Even the guidelines for classroom activities might serve as a source of new words.

b. Supplemental materials offered by educational institutions or those that the teacher himself chooses that aren't explicitly designed to help students build their vocabulary. Texts, exercises, role plays, drills, narratives, videos, etc. may all fall under this category.

c. Using the students. Student inquiries, questions, and mistakes will bring up a wide variety of unexpected and unpredictable items.

d. Through the use of vocabulary-building exercises tailored to the needs of each individual class.

2.2.1.5 Students Problem in Learning Vocabulary

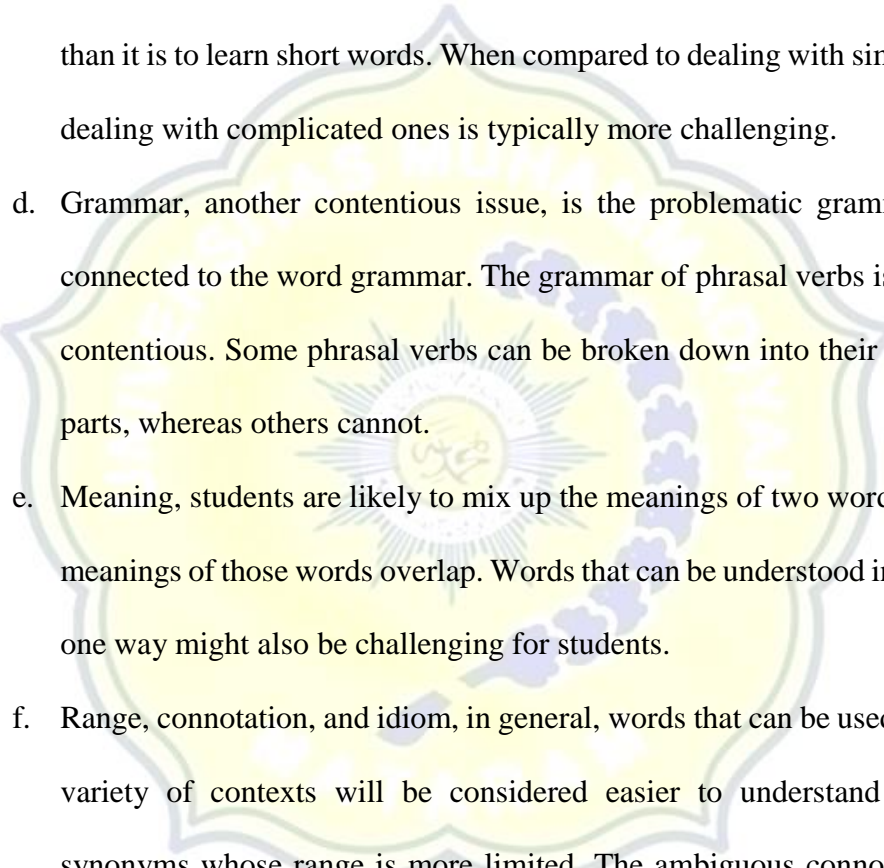The acquisition of vocabulary is crucial to the study of any language, whether it is the learner's first language or a language from another country. However, in the process of acquiring vocabulary when it is put into reality in the classroom, there are typically various complications that develop. These challenges can be rather frustrating. In spite of the fact that students are aware of the relevance of vocabulary in

the process of language acquisition, Huyen & Nga (2003) assert that the majority of students pick up vocabulary in a passive manner for a number of reasons.

a. They are bored when the teacher spends too much time on a single word, going over its definition, pronunciation, spelling, and usage. Students in this vocabulary class have no choice but to pay attention to the teacher.

b. To most students, acquiring new words merely involves memorizing their most basic meaning. As a result, they fail to recognize the words' multifaceted nature.

c. In most cases, the only way for students to pick up new vocabulary is through the use of their textbooks or from their instructors during class. For instance, students might come across a large number of foreign phrases in a text and then approach the instructor to inquire about their significance and possible contexts.

d. A lot of students are nervous about putting what they've learned into practice in an unsafe situation. Even if they may recognize a term in either its written or spoken form, they may not be able to use it correctly or pronounce it correctly in a variety of contexts, despite the fact that they may believe that they "know the word.".

Thornburry (2007) states that some factors that make some words more difficult than others are:

a. Difficulty of Pronunciation: According to research, words that are challenging to pronounce are also challenging to learn. Potentially challenging words will often be those that feature sounds that are foreign to certain groups of students.

b. Spelling: there is a high probability that errors were caused by incorrect spelling of sounds. Either the way a word is spoken or spelled, or both, can add to the difficulty of the term. Particularly difficult are words that contain letters that are not pronounced.

c. Length and Complexity, it seems that it is more difficult to learn long words than it is to learn short words. When compared to dealing with simple words, dealing with complicated ones is typically more challenging.

d. Grammar, another contentious issue, is the problematic grammar that is connected to the word grammar. The grammar of phrasal verbs is especially contentious. Some phrasal verbs can be broken down into their component parts, whereas others cannot.

e. Meaning, students are likely to mix up the meanings of two words when the meanings of those words overlap. Words that can be understood in more than one way might also be challenging for students.

f. Range, connotation, and idiom, in general, words that can be used in a wider variety of contexts will be considered easier to understand than their synonyms whose range is more limited. The ambiguous connotations that some phrases carry could also cause problems.

According to Riddle (2009), there are some problems faced by students when learning new vocabularies, such as:

a. Meaning

1) It's possible for a single word to have more than one meaning (e.g. odd, cut, patient).

2) Interference from the speaker's First Language (L1), such as "false friends," which are words that have a similar appearance or sound to words in the speaker's L1 but have a different meaning.

3) The same word can have multiple meanings, or connotations, depending on the context in which it is used (for example, slender, thin, and skinny all indicate the same thing).

4) A student may be aware of the definition of a term yet be unable to place it in the correct setting when utilizing it in a sentence. This holds especially true for the language, which can be extremely professional or colloquial depending on the context..

b. Form

The spelling may be very different from the sound (e.g. cough). Students may be competent speaker of the language but poor writers.

1) A single lexical unit can function as more than one portion of speech (e.g. it may be a verb and a noun).

2) If you are going to teach a term like "to rely," you should also teach that the word "on" comes after it.

3) Some words don't follow the standard pattern (e.g. the plural of person is people; the plural of sheep is sheep).

4) The word "color" and "colour" are spelled differently in several dialects of the English language.

5) There is a lack of consistency in the spelling of words (for example, happy and happier; hit and hitting)..

c. Pronunciation

1) It's possible there's no correspondence between the phonics and the spelling.

2) Students may have problems determining how many syllables the word is divided up into (a classic mistake being garments pronounced with two syllables) (a typical mistake being clothes pronounced with two syllables).

3) It is not clear which syllable is stressed.

4) The stress might change in a few phrases, such as "his conduct" and "to conduct."

5) Words like "crisps" that feature a cluster of consonants can be challenging to pronounce.

6) Bearl and bare, which have different meanings but are spelled the same, share the same pronunciation..

2.2.1.6 Teaching Vocabulary

Vocabulary instruction helps pupils learn new words and expand their linguistic competence so they can construct correct sentences. In order to improve their students'

linguistic competence, educators must employ efficient and suitable strategies for fostering vocabulary growth (Garwan & Priyanti, 2021). Surprisingly, some professors still rely on antiquated methods of imparting language knowledge to their students, which is both unfortunate and disappointing. This highlights how pervasive a difficulty it is to teach language at the college level.

One issue is that many pupils don't have a sufficient vocabulary to make progress toward their language learning goals. Many pupils struggle greatly due to the fact that learning new words is so tedious. The majority of English language learners never make an effort to expand their vocabularies beyond the terms they are given in class. The researchers looked into fun methods, such as a game, to address this issue.

2.2.1.7 The Methods in Teaching Vocabulary

A strategy that is sometimes referred to as a comprehensive plan for the methodical presentation of language depending on the approach that was chosen. On the other hand, the method was a generalized set of classroom specifications for the purpose of achieving linguistic objectives. These classroom specifications tend to be concerned primarily with the role of the teacher, the behaviors of students, and the roles that students play in the classroom (Brown, 2006).

By Larsen-Freeman & Anderson (2013) stated there some methods, they were:

1) The Grammar Translation Method

   It is used to help students to learn foreign language literature as well as the target of language. Therefore, the students become well-know with grammar and improve their writing.

2) The Direct Method

It is used to name things directly through demonstration. This method is not allowed students to translate the words first.

3) Communicative Language Teaching Method

This method may allow students to communicate effectively. The students are required to understand linguistic forms, meanings, and functions. The teacher teaches them about identifying many different forms but it just states a function. Besides, a single form can reveal a variety of function. The aspects are found in CLT, they were:

    a. Reconstructing Scrambled Sentences

It is used to instruct students how to construct a scrambled order sentence into its original order.

    b. Using Authentic Material

For this strategy to work, the instructor may need to have students use a printed version of a newspaper or magazine article as a resource. In addition, kids often have news-listening assignments from their teachers.

    c. Performing Language Games

Games give valuable communicative practice. It is frequently designed to make the students enjoyable and understandable in learning vocabulary.

2.2.2   Video Game

Learners of English as a second language benefit greatly from the use of games as an instructional medium (Liu et al., 2021). There is the possibility that playing video games can make a good contribution to the process of language acquisition. For instance, pupils can improve their cognitive abilities by playing video games on their computers (Gnambs & Appel, 2017). In addition, a number of studies have shown that the use of instructional computer games in the process of language acquisition has a favorable impact on students. For example, vocabulary learning in students who play games is higher than in students who are subjected to traditional teaching methods such directing pupils to study through memorization and recitation approaches. This is because students who play games are more engaged in the learning process (Tsai, 2020). One activity that helps students have fun, unwind, and enjoy themselves while learning English is the use of games.

2.2.2.1 The Definition of Video Game

Since their introduction, video games have been widely recognized as a legitimate form of entertainment. Video games come in a wide variety of shapes and levels of complexity, and they can be analyzed from a number of various points of view, making it difficult to provide a single, definitive generic definition for the medium. In the context of the educational paradigm, games can be interpreted as a lighthearted and engaging medium that provides access to a variety of subject areas, hence fostering the development of a wide range of the student's educational abilities

(Lazim et al., 2020). According to Laçin-Şimşek et al., (2022) game is an activity that is carried out for a specific purpose and is often based on rules. That's meaning the game is also referred to as a match. as stated by Merriam-Webster (2010) a game is a physical or mental match that is carried out according to the rules with the participants in direct opposition to one another.

Having fun and enjoying on self while playing a game is just as important as overcoming obstacles. To put it another way, games are a technique for enhancing students' understanding of concepts through the use of engaging activities, rules, and aspects that help increase their enthusiasm for studying English. People's imaginations might grow without bounds when they use the games. As a kind of entertainment, games have the potential to pique students' interest and perhaps have an impact on how they approach their schoolwork. It's a great way to lighten the mood in class while simultaneously training everyone engaged. The pupils have the opportunity to both study and have fun. They'll enjoy it because of how lively and humorous it makes classroom discussions and other educational activities.

The preceding arguments lead us to the conclusion that games are an integral part of the learning process for English vocabulary, and that they should be used not just as a fun way to kill time, but also as an effective method of instruction. Students' vocabulary and memorization skills might both benefit from playing games. Students can gain self-assurance, cooperation, and sociability through play.

2.2.2.2 Education Games

According to Ismail (2006) in his book Education Games, playing educational games is a very enjoyable pastime that has the potential to be used as a teaching instrument or method. Along these same lines, Al-Azawi et al., (2016) reached the conclusion that educational games are among those that have the potential to make the process of teaching and learning more entertaining and creative while also enhancing its effectiveness. They can also be used to train users or expand user knowledge through the medium of their choice, which is another purpose for them.

If users want to avoid making poor decisions on the games they play, then the criteria for selecting games must be solid. According to Hurd & Jenuings (2009), the criteria of the game education itself need to be met in order for a designer to create an effective educational game. The following are some of the criteria that should be considered when selecting a game education:

1. Comprehensive Worth (Overall Value) A game's total worth is determined by factors including its design and playtime. It has a sleek and intuitive interface. This program utilizes the timer function to measure elapsed time.

2. Designers prioritize usability, or how simple it is to interact with their games. The application facilitates the development of systems with intuitive user interfaces.

3. Precision refers to how effectively the game's success may be transferred from the model or description into the experiment or design. This app's design has to follow the game model from the beginning of the process.

4. Suitableness, Number Four (appropriateness) The degree to which the game's content and mechanics conform to the players' expectations is a key measure of conformity. When learning how to use this program, you'll find all the necessary options and controls right at your fingertips.

5. Relevant: Being able to relate game content to the intended player is what we mean by "relevant." In order for the system to be useful to its users, it must direct them toward the accomplishment of their educational objectives. Because this program is geared toward children, the user interface design must feature a color display that is bright and cheery. This is one of the characteristics that distinguishes children from adults.

6. Objectivity: The user's goals and the criteria for success or failure are determined by the user's level of objectivity. Objectivity, in the context of this application, refers to an endeavor to learn the outcomes of the game.

7. It is necessary to provide the user with feedback in order to assist them in determining whether or not their performance corresponds to the game object. This application displays animations and music effects that show whether the game has been successful or unsuccessful.

On the basis of the statement presented above, it is possible to draw the conclusion that an education game is a video game that includes educational components and satisfies the criteria of usability, accuracy, appropriateness, Relevance, Objectiveness, Feedback, Engagement, and also Motivation. Education

games are games that are specifically designed to entertain while also educating users in order to encourage users to improve their skills and play the game.
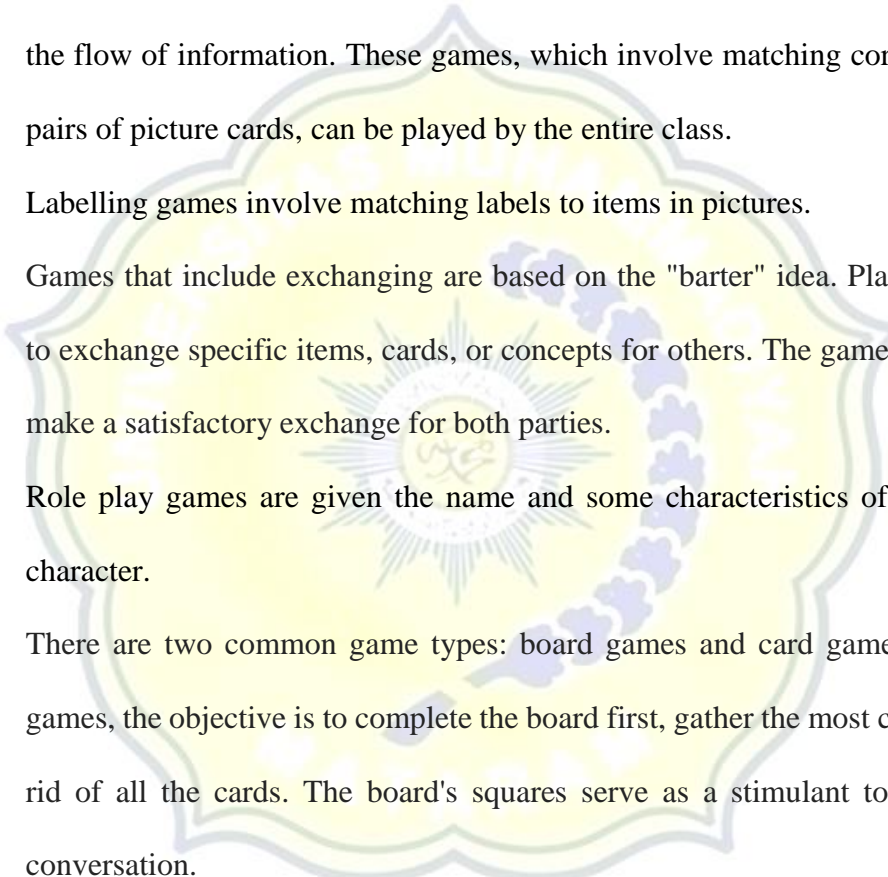
2.2.2.3 Type of Video Game

Performing language games is a genuinely communicative practice of vocabulary teaching because it encourages students to understand the vocabulary in a fun way Rocheleau (2015). According to Hadfield (2003) divided games into two kinds, they are:

a. Competitive games, in which players or teams race to be the first to reach the goal.

b. Co-operative games, in which players or teams work together towards a common goal.

From the previous statement, it can be inferred that games can be played by one player or multiple players, and that both the winner and the fastest player must achieve the goal. Then, teams, groups, individuals, and pairs can all participate in games to compete against one another.

Learning a new language is easier with games since they incorporate a wide range of strategies. Games that involve shorting, ordering, or arranging pieces are the most basic. These are best enjoyed with a friend or two. Hadfield identifies the following eight categories of games:

a. Guessing games are familiar variant of games. The player with the information deliberately with holds it, while others guess what it might be.

b. Another variation that involves the entire class is search games. In these games, each student in the class is given one piece of knowledge, and players are required to use all or a sizable portion of that information to complete a chart, an image, or solve a problem.

c. Although they operate under a different premise, matching games also entail the flow of information. These games, which involve matching corresponding pairs of picture cards, can be played by the entire class.

d. Labelling games involve matching labels to items in pictures.

e. Games that include exchanging are based on the "barter" idea. Players' desire to exchange specific items, cards, or concepts for others. The game's goal is to make a satisfactory exchange for both parties.

f. Role play games are given the name and some characteristics of a fictional character.

g. There are two common game types: board games and card games. In these games, the objective is to complete the board first, gather the most cards, or get rid of all the cards. The board's squares serve as a stimulant to encourage conversation.

There are additional subgenres of video games, the most prevalent of which are action, adventure, puzzle, role-playing game (RPG), simulation, strategy, sports, and instructional (Mobigames n.d.).

The following shortlist of video game types:

a. Action Games

One of the most popular categories of video games is the action genre. Players of action games need to have a high level of precision, intelligence, the ability to make snap decisions, timing, and a good reflex response. Super Mario and Call of Duty are two of the most popular action video games.

b. Adventure Games

Adventure games emphasize exploration and puzzle-solving as the main attraction. This game certainly has a storyline. The gameplay of this game emphasizes decision-making, creativity, and actions taken by the player to determine the continuation of the story inside.

c. Puzzle

A puzzle game is a game that focuses on solving puzzles. Puzzle game usually does not have plot or storyline. Examples of famous puzzle games are Trivia Star, minesweeper, and angry birds are in the internet.

d. Role playing game (RPG)

In general, RPG games offer extensive games that focus on player character development. Role-playing games (RPG) have a long storyline, and players are required to raise levels, amassing wealth, complete missions, and interact with other characters.

e. Simulation

Simulation games are games that are specifically model to match real world situations. The most common simulation games are business/trade simulations, construction simulations, life simulations, management simulations, sports simulations, vehicle simulators and combat simulators, war simulations (war games).

f. Strategy

The game's approach calls on logic, problem solving, and forethought, as the name implies. Popular examples of this genre are Age of Empires and Command & Conquer..

g. A sport game is one of the simulation games.

Sports games allow game players to control players or sports managers in games.

h. Educational

A video game that is intended to serve as a teaching tool is known as an educational game or edutainment. When we talk about educational games, we're talking about games that teach players by having them play games. These games allow players to acquire specialized skills, language learning, mathematics, or other "non-fun subjects" in a way that is interesting, independent, and free of pressure. Spelling bee and Lingokids are two games that are good examples of educational entertainment Setiyaningsih et al., (2023).

2.2.2.4 Principles of Video Game Selection

The teacher should have a clear objective in mind while choosing the activities to help pupils increase their vocabulary. If the goal is to successfully teach English vocabulary, the teacher must carefully plan and choose the games before creating the lesson plan. On the other hand, the teacher must take into account the rules of using games.

According Savignon (2001), there are five essentials criteria of language games:

1. Easy preparation: the time and energy required to make the game is realistic.
2. Easy of organization: using the game is easy and worth the effort.
3. Intrinsic language: language must be used to play the games successfully and that some language must be useful in other situation.
4. Density of language.
5. Likelihood of interest for the learner

Monaco et al., (2002) claimed that he suggested certain guidelines for choosing games that would prove effective and fruitful in such situations. The guidelines can be used as a check list for the instructor to utilize when deciding whatever game to play with the class.

a. The purpose of the game

When teaching a specific topic (such as the meaning behind orders like "come on," "hurry up," and "get going"), the instructor should refer back to the section on purposes and explain how those goals connect to the lesson at hand.

b. The space to play the game

The instructor needs to determine whether or not it is possible to play active games in the space that is available within the classroom.

c. The number of student

The instructor needs to be aware that there are some games that can only be played successfully with a big number of pupils, while there are other games that can be played quite successfully with just two individuals. If consideration is given to the matter in advance, there is still the opportunity to modify a game to fit a particular circumstance. It means that the game has to be well planned in advance before applying to the class activity. Team games can be changed into individual ones, and vice versa.

d. The age of student

Of course, games designed for adults are not appropriate for youngsters, and vice versa. To adapt the game to the students' skill levels, the instructor can, among other things, employ a different set of vocabulary words and a more condensed format.

e. The level of the activity

It is important for a teacher to be aware that it can be challenging to calm their children down after they have participated in a game that requires a lot of physical activity. Therefore, in order to help the students wind down and relax at the end of the class, the instructor ought to engage them in a particular form of game.

f. The type of game

    The teacher should use the general game such as guessing games, relay race, and telling time.

g. The time allocation

    You'll need a lot of time to get through some games. Even if it looks like a quick game, it could take hours to complete. Consequently, the educator should guarantee that students have mastered appropriate sentence patterns and terminology prior to.

h. The use of properties

    When playing a game that requires some attributes, the instructor should ensure that they are present and not take this fact for granted. In the event that it is necessary, the instructor may alter the characteristics so that they are more appropriate for the class and its terminology.

i. The necessary rewards

    Students are usually satisfied when they win the game. But, giving rewards can be a part of the game.

j. This is the most important point since there must be a relation between the game and what is being taught.

As a result of these techniques, the principles of selecting games should include the following: games should be simple to prepare and should not take an excessive amount of time, as this can cause students to become disinterested and exhausted;

games should also be simple to play and should include some aspect of language instruction in addition to entertaining the students. In addition, teachers need to consider the rules of game selection before bringing them into the classroom, to ensure that all of the kids will feel comfortable participating.

2.2.2.5 Trivia Star Game

Trivia Star is a game that can be used in the process of learning English, especially in learning vocabulary. Trivia Star is a game developed by Super Lucky Games LLC, which contains a simple puzzle game with thousands of puzzles of various difficulty levels. Students can choose the topics they want, such as sports, food, weather, and various other topics. Each case has several levels, and each level has its own set of questions. The questions in this game are arranged as multiple-choice options, with a predetermined time. If there are difficult questions, there will be additional time. Students who can solve the puzzle will get coins as a reward and can move on to the next level. Students who fail at the beginning of the game will repeat it from the beginning, but if they already have coins, they can exchange their coins to be able to continue to the next round.

Trivia Star can be used online or offline. In this study, researchers used Trivia Star Offline that the researcher download first as the method in improving the students' vocabulary, which was downloaded using the student's mobile phone, so students who did not have an internet quota could still play the Trivia Star game as long as the researcher was conducted. In addition, the researcher hopes this game can train the brain and increase students' willingness to learn because it contains many puzzles. As

Butarbutar et al., (2019), the puzzle is a problem game that requires ingenuity and often persistence in solving or assembling in their daily.

Intermediate and advanced language learners might benefit greatly from puzzles that encourage them to reflect on the meaning of the words they are reading. Puzzles like riddles, sequences, and logical deductions let students apply the abstract language schemas of the target language productively within the narrow meaning domains specified by the puzzle's solution Danesi & Mollica (1994).

2.2.2.6 Teaching English Vocabulary Using Trivia Star (Puzzle Game)

Hadfield (2003) argues that the need of variety in language instruction is reflected in the game's use of a wide range of teaching methods. An appreciation for language is fostered by vocabulary education, as stated by Schein et al., (1989). The pupil whose interest in language is piqued is more likely to learn new words and develop a refined sense of language. He continues by saying that puns, riddles, puzzles, anagrams, and palindromes are popular forms of student entertainment.

The researcher applies several procedures in teaching English vocabulary by using Puzzle game (Trivia Star) as follow:

1. The teacher divided student into 5 groups, each group consist of 5 students.

2. The teacher ask students to download the Trivia Star application, then teacher explained about how to use this application and all of the rule in this game.

3. After the teacher demonstrated and explain about this game, teacher ask to student to start the game with their team.

4. Students are given 60 minutes of class time. As long as the time given has not run out, then if students fail in the game, they can repeat it from the start.

5. During the learning process using trivia star, the teacher is tasked with checking the level development in the game.

6. After the allotted time is over, the teacher asks students to tell their experiences and explain their difficulties.
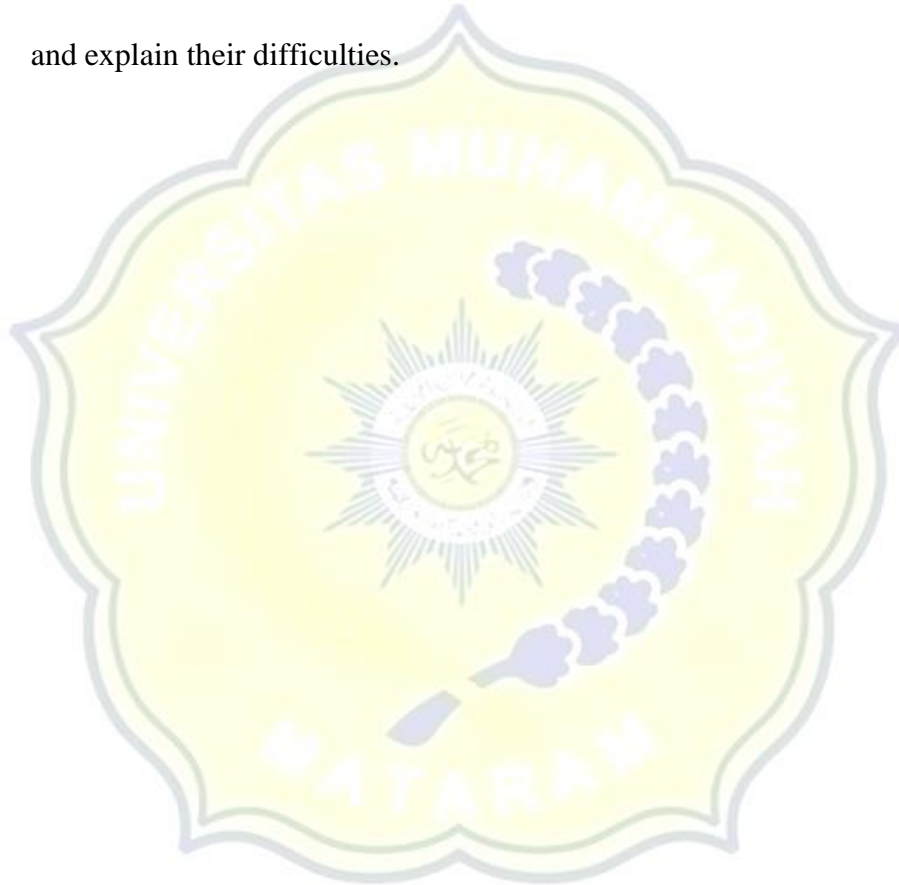
CHAPTER III

RESEARCH METHODOLOGY

This chapter will explain the research design, data sources, data collecting, procedure of data collecting, research instrument, and data analysis methods.

3.1 Research Design

This study was an action research project conducted in a classroom setting. For the objective of conducting classroom action research, the researcher utilized both quantitative and qualitative study approaches. Classroom action research is a sort of classroom research that is carried out by the teacher in order to identify solutions to problems or answers to issues that are relevant to the context of the classroom, as stated by (M. J. Wallace, 1998). According to Paluck (2006), action research can be defined as the systematic gathering of knowledge with the goal of bringing about societal transformation. The research effort known as "classroom action research" focuses on finding solutions to problems that are generally dealt with by educators. A self-reflective, critical, and methodical approach to investigating different educational situations is required for this practice, which is also referred to as teacher research. According to Glanz (2014), the objective of classroom action research is to provide instructors with the tools necessary to improve or expand their role in the learning process. According to Kemmis & McTaggart (1988), action research is nothing more than a form of self-reflective inquiry that is conducted by people who are actively

involved in a social situation with the intention of enhancing the rationality and justice of their own practices, as well as their understanding of these practices and the circumstances in which they are carried out.

For the sake of fulfilling the standards, Classroom Action Research examined implementing the use of the Trivia Star app to aid in student vocabulary development. The goal of employing this method in the classroom is to facilitate the resolution of such issues. The educator takes on the role of a detective in this strategy, searching for solutions to a wide range of problems in the classroom, including the use of video games to improve students' vocabulary. The Model of Action Research, as described by Kemmis & McTaggart (1988). The research methods are carried out in two cycles. Each process has four phases: preparation, execution, evaluation, and revision.
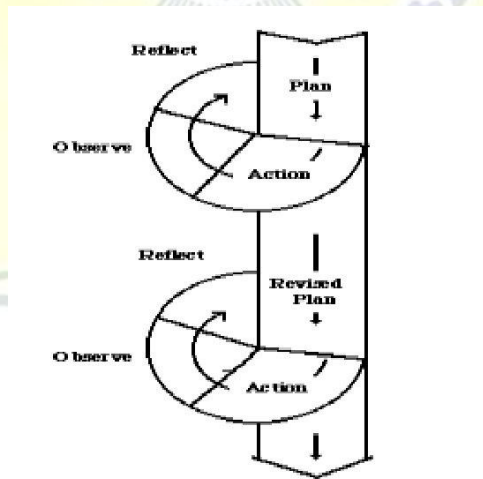
Figure 3.1 The picture of Classroom Action Research

3.2 Research Location

This researcher will be carried out of Mining Department of Engineering Faculty at Muhammadiyah University of Mataram in academic year 2021/2022.

3.3 Data Sources

A researcher in the present investigation can select a sample from the population regardless of the size of the population or the availability of resources (time, money, etc.). This necessitates that the sample accurately reflect the whole population Sugiyono (2018). This study includes 25 students who are all enrolled in the Mining Department in the Engineering Faculty at Muhammadiyah University of Mataram during the 2021/2022 academic year. Using Trivia Star, they are split up into 5 teams.

3.4 Data Collecting

Qualitative and quantitative data were collected for this investigation. The qualitative information was gathered through interviews, surveys, and records. Testing was used as a means of collecting quantitative information. Information-gathering methods are laid out in greater depth below:

a) Observation

In Classroom Action Research, one of the most fundamental ways to collect data is through the use of observation. The practice of observation is an essential component of all types of data collection, and the majority of action research projects make use of it as an instrument (Koshy, 2005). According to (Merriam & Baumgartner, 2020), observation can be used as a research method provided it is systematic, answers a particular research topic, and is subject to checks and balances to ensure reliable results. Additionally, field notes should be particularly descriptive as they explain the outcome of an observation. Throughout the duration of this classroom action research, and while the learning process was underway, the researcher conducted observations. The teaching-learning process was observed, along with student behavior and actions during the lesson, by the researcher. This tool's objective is to gather data from a range of sources and analyze how attitudes are displayed to students in a learning environment using an observation checklist.

b) Questionnaire

Questionnaires, as defined by (Holland-Kornegay, 2007) are forms that have the identical set of questions for everyone in the sample. Questions are asked on a form called a questionnaire. Students were surveyed both before and after classroom action research was implemented. Students in this study were asked to respond to a set of 10 questions posed by the researcher. Questions focus on students' prior and current experiences with learning English vocabulary, with and without the use of the Trivia Star game.

c) Documentation

Photographs have a vital role in the educational process, which is documented here. Recording preexisting data is what we mean when we talk about the documentation technique of data collection (Natusch et al., 2019). The documentation in this study contains photos of activities where students listen to and see explanations or demonstrations of the use of the trivia star game carried out by the teacher. In addition, there are photos of student activities using the trivia star game in the vocabulary learning process and photos of student discussions with their group friends.

d) Test

The test that will be used in this research is multiple choice of vocabulary test. As the testes are the students of fifth semester students of Mining Department of Engineering Faculty at Muhammadiyah University of Mataram in academic year 2021/2022. The test consist two kinds of test, they are Pre-test and Post-test. The two tests as follow:

1. Pre-test

Before administering treatment, the author conducted an observation of the subject's activities and then administered a pre-test to determine the level of language comprehension possessed by the students. This one is to determine whether or not the individual is ready for instructional programs and to diagnose the specific strengths and limitations in English vocabulary learning that the individual possesses.

2. Post-test

        After the treatment, the writer will give them a post test. This is done to find out the performance of students' understanding of their vocabulary learning by using the trivia star game. In another, the word post-test is to determine whether this method is effective or not in improving the ability to understand English vocabulary.

3.5 Procedure of Data Collection

    The procedures of research are perform by administrating two cycles. That's involved planning, doing, watching, and reflecting. Before moving on to the next stage, which is the first cycle, the researcher did exploratory investigations to identify issues via observation in class and a questionnaire via Google Form.

a. Cycle 1

In this cycle 1, there are four steps;

   1. Planning

        An action plan for conducting research answers questions like "what," "why," "when," "where," "by whom," and "how" in an organized fashion to clarify the process of conducting the research. During the preparation phase, a lesson plan was developed with Trivia star as the primary instructional medium. The researcher conducted preliminary research to identify students' difficulties in learning vocabulary prior to developing a plan of action.

2. Action

   Action is the application of the chosen technique and medium. Actions that mean the following are the actions taken by the teacher in this phase, namely how the teacher manages learning, such as how the teacher explains how to use the Trivia Star application, conveys the rules of the game, and guides students during the learning process.

3. Observation

   Observation is a collaborative observation involving teachers and researchers as observers in the classroom. Observations were made on student activities during learning. These were carried out when the activities of step I and step II were carried out.

4. Reflection

   It is the responsibility of the instructor (or the researcher) to engage in some form of reflection in order to evaluate what has been accomplished and what aspects of the upcoming session still require enhancement. The outcomes of the reflection are put to use in the process of determining the subsequent actions to be taken in an effort to accomplish the study objectives.

b. Cycle 2

   This cycle is a continuation of the previous cycle in a continuous fashion. The objective of this cycle is to strengthen the students' capabilities in the

learning process by focusing on the areas in which they struggled during the previous cycle and drawing attention to those areas. Because the students had already demonstrated the outcomes that the researcher wanted in the first cycle of this research, it was decided not to proceed to the second cycle.

3.6 Research Instrument

When conducting research, one of the most critical things to have is the appropriate equipment. The data collection process relies on the instrument as the primary tool (Sugiyono., 2018). In this study, the vocabulary tests (both a pre-test and a post-test) were used to collect data for the quantitative portion of the study. For the qualitative portion of the study, the researcher collected data using observations, questionnaires, and documentation.

a) Vocabulary Test is use for getting data research result and students activities in teaching learning. There are two tests used in this research as follows:

1. Pre-test will be implement before the Trivia star game use in learning English vocabulary.

2. Post-test will be implementation after the treatment.

b) The term "observation" refers to a method for gathering information on the actions of researchers and students during the process of teaching and learning. Then, an observation will be given based on what is actually going on in the classroom; the kind of observation that will be used in this study is called direct observation.

c) Questionnaire: it conducted both before and after learning English vocabulary by using Trivia Star game.

d) Documentation: is using to show how the teaching and learning process uses photos.

3.7 Data Analysis

This study applied qualitative data and quantitative data, the qualitative data used to describe the situation during the teaching and learning process while quantitative data used to analyze students' scores on the vocabulary test.

A. Qualitative Data

When describing the environment of the classroom, qualitative data will be employed. Both questionnaires and in-person observations would be used to analyze the data. The researcher followed the method of (Miles & Huberman, 1984) to analyze the qualitative data:

1. Data Reduction

Data reduction is the process of going over the records of the data collection's outcomes and separating the data that is deemed important from the data that is not. Checking for potential data inaccuracies is the goal (Ilyas, 2016). In this study, researchers obtained reduction data from observations, questionnaires, and documentation that had been summarized by the researchers.

2. Data Display

The next step was analyzing the data for data display. At this stage, the researcher displays the data that has been reduced and then makes a presentation on the data. The researchers collect and organize all of the data that has been narrowed down, with the goal of making the data simple to comprehend and straightforward to evaluate. According to (Verdinelli & Scagnoli, 2013), displaying data in a visual format is a method of depicting information in a condensed and effective manner, illuminating specifics in the process. Longer pieces of textual information are provided. It is a collection of knowledge that has been organized and condensed in a way that makes it possible to draw conclusions, make inferences, and take action. The researcher will have an easier time understanding and analyzing the situation using the data that is supplied if the researcher chooses to display the data. Due to the fact that it is the kind of data presentation that is utilized the most frequently in qualitative research, the researcher conducting this study will be displaying the data using a multiple-choice format.

3. Conclusion and Verification

The final stage of analysis, which would involve verification and conclusion. The qualitative data analysis would start at the beginning of the data collection process to decide what things signify, including nothing regulation, patterns, explanations, potential configurations, causal processes, and prepositions. A novel finding that might provide a solution

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to the research challenge was the result of qualitative research. The conclusion was drawn from the description of the study's purpose. In this step, the researcher would finally receive the findings and analysis of the investigation.

B. Quantitative Data

The term "quantitative data" refers to information that may be directly measured and also calculated. In this study's quantitative data collection, there was a vocabulary test, and both the pre-test and the post-test consisted of approximately 10 questions each. When scoring a vocabulary test, a range from 0 to 100 is determined based on the number of questions and answers that are right. The right response will result in 5, while the incorrect response will result in 0.
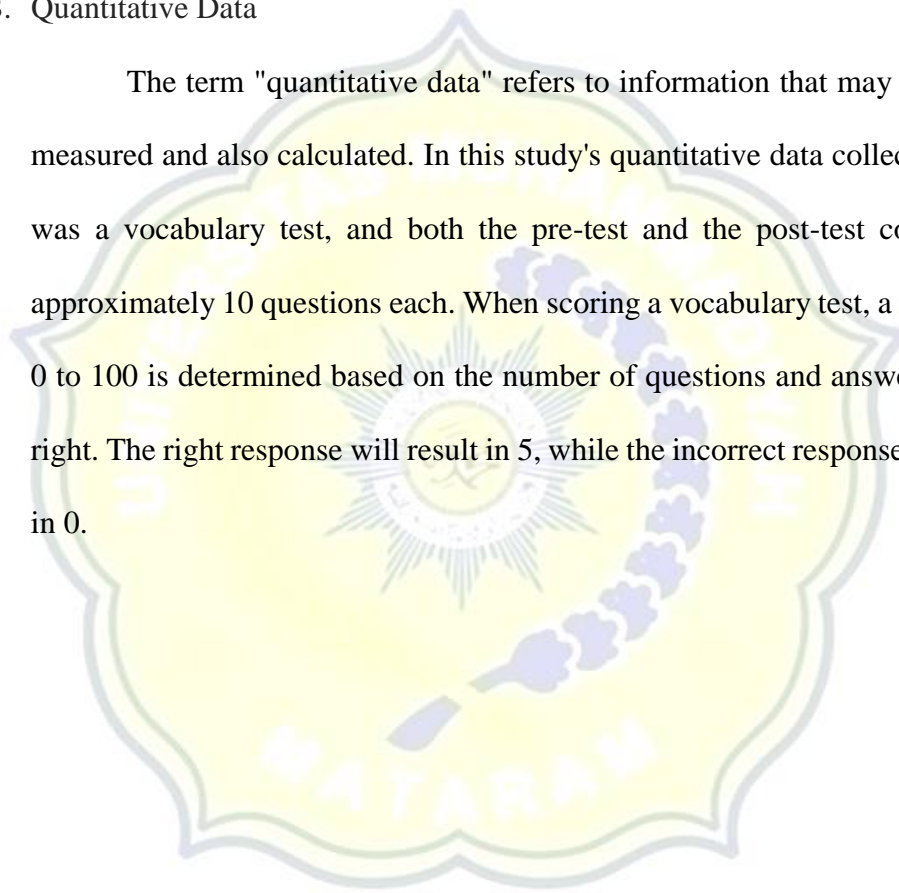
Table 3.1 The Student Predicate score

No	Alphabet	Value

1	Very Good (A)	85-100
2	Good (B)	75-80
3	Enough (C)	50-70
4	Bad (D)	40-45

The first thing that the researcher did was determine the average or mean score that students received on their vocabulary tests. This is utilized to determine the means through which the language skills of the students are enhanced (Widyaningrum et al., 2020). The researchers utilized a method from (Sudijono & Pendidikan, 2014) to determine the mean score of the students' vocabulary tests throughout all of the cycles. The formula that they used is as follows:

$$X = \frac{\Sigma x}{n}$$

In which:

X: Mean

Σx: Total score

n: Number of students

Next, the researcher counted the percentage of classes. This research used the formula by (Sudijono., 2008) the following formula is:

$P = \frac{F}{N}$ x 100%

In which:

P = the class percentage

F = the student get KKM

N = total number of students