STUDENTS' PERCEPTION ON GAME FOR VOCABULARY MASTERY

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Abstract: The objective of this study was to determine students' perspectives regarding the utilization of games to enhance vocabulary mastery. The researcher employed a questionnare as the primary tool for data collection. A descriptive survey method was utilized to analyze the gathered data. This approach involved directly obtaining information from individuals. The research targeted students from SMA Katolik Rosa de Lima Tondano, with sample size of 30 participants. The research findings revealed that the sampled students had s significant level of experience in enhancing their vocabulary through game-based learning, and the majority of their responses reflected a positive perception. As a result, it could be concluded that employing games for vocabulary development was effective for students at SMA Katolik Rosa de Lima Tondano. English teachers recommended to consistently enhance the technology used and teaching methods. Enabling the implementation of improvements in the classroom and facilitating the positive impact of game-based vocabulary learning.

Keywords: *Perception, Game, Mastery, Utilization, Questionnare*

INTRODUCTION

The extensive application of artificial intelligence and the digitization of information in many spheres of human endeavor, including education (Moybeka et al., 2023). This is the first indication of technology integration in the age of globalization. Digital technology is having a major impact on today's global education system (Matthews, 1974). This is due to the benefits of digital technology-based learning methods in terms of effectiveness, efficiency, and attractiveness.

Over time, language training has grown increasingly entwined with technology (Liando et al., 2023); (Maru et al., 2021); (Maru et al., 2022). Thanks to technology, which is increasingly a necessary part of school, students can now study based on their interests. The language's hard skills reading, writing, speaking, and listening as

well as its vocabulary and grammar, which are regarded as soft skills, will be known to the students.

Furthermore, students' vocabulary will help them when writing papers (Kumayas & Lengkoan, 2023); (Nur et al., 2023). This suggests that expanding one's vocabulary can help with both the productive (speaking and writing) and receptive (reading and writing) aspects of language acquisition. However, in the classroom, Indonesian teachers mostly focused on teaching grammar rather than vocabulary.

The development of vocabulary mastery was prompted by the recognition of its significance in the study of foreign languages (Lengkoan & Rombepajung, 2022); (Andries & Lengkoan, 2023); (Maru et al., 2020). In an ideal world, students would have a large vocabulary and advance their language abilities. Media-based education was one of the numerous factors that played a part. In addition, the medium is the cause of teaching failure.

Children are more interested in browsing on their computer displays or mobile phones in today's globalized society. As a result, kids are not focusing on their teacher during class. The researcher provided a media in this instance that the teacher hardly ever uses. A exam that incorporates games with elements to assist pupils acquire language is one of the assessments. Consequently, the approach becomes beneficial as the pupils pick up and retain the terms present in the games. Their vocabulary grew as they progressed through the levels of the games.

RESEARCH METHOD

The researcher used the survey-based descriptive method to conduct the investigation. We used questionnaires as a means of data collection, which gave us direct access to respondents' answers. The data was gathered using a questionnaire on WhatsApp. One essential technique for gathering organized and numerically stated data is quantitative research (Apuke, 2017). Students from SMA Katolik Rosa de Lima Tondano's second grade made up the study's population. One class was used by the researcher as a sample for the study. Thirty students took part in the study as the research sample. The example serves as a representation of the school principal's recommendations. The data collected by using questionnaire. There are 15 statements that consisted in the questionnaire. The questions had adopted from

Darwin (2016), entitled *Students' Perception Toward the Use of Podcast in Learning English: A Case Study of The Second Grade Students at One High School in Bandung* and by Baker and Unni 2018, entitled *USA and Asis Hospitality & Tourism Students' Perceptions and Satisfaction with Online Learning versus Traditional Face-to-face Instruction*).

The researcher measured the student data using the Likert scale to provide the respondent more freedom to choose their response. The responses to the queries were: (1) Strongly Agree, (2) Agree, (3) Neutral, (4) Disagree, (5) Strongly Disagree In order to assess the data using percentages, the researcher utilized the following formula:

$P = \frac{f}{N} \ X \ 100\%$

(Brown, 2007)

FINDINGS AND DISCUSSION

The researcher presented the research findings in this chapter, which were based on a study conducted on the perceptions of thirty pupils at SMA Katolik Rosa de Lima Tondano. The following are the questionnaire responses: Strongly Agree = SA, Agree = A, Neutral = N, Disagree = D, Strongly Disagree = SD. The result of the research was shown in the table below:

STATEMENT	SA	A	N	D	SD	TOTAL
I can access the game easily	15	11	4	0	0	30
I feel more interested in game than studying	19	10	1	0	0	30
Learning vocabulary through game is not boring	14	13	2	1	0	30
Game always give me new vocabulary	15	11	4	0	0	30
I always looking for game to learn some vocabulary	20	7	3	0	0	30
I could remember the vocabulary better through game	18	8	4	0	0	30
Spending time by playing game make me more familiar with the English vocabulary	10	13	7	0	0	30

Statement						
Game is very effective for learning English	15	10	5	0	0	30
Game is important for vocabulary mastery	15	13	2	0	0	30
I only learn vocabularies through game	8	14	8	0	0	30
Game is easy to use for study	15	14	1	0	0	30
Using game for study is possible everywhere and everytime	12	14	3	0	0	30
I can learn English vocabulary through game	21	7	2	0	0	30
I feel difficult to learn English vocabulary through game	12	11	6	1	0	30
My vocabularies in English has increased through game	9	15	6	0	0	30
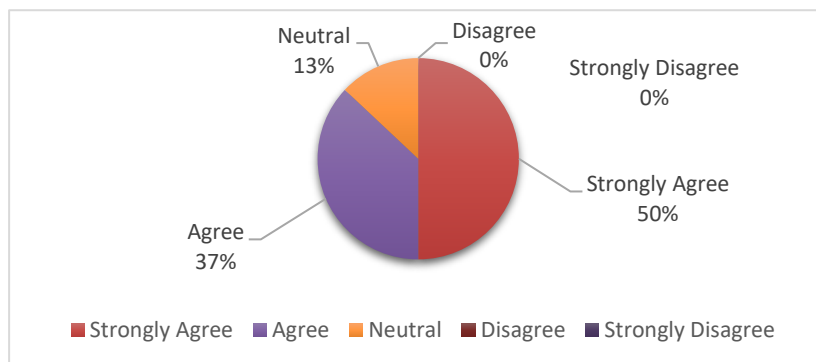
Figure 1. I can access the game easily

Based on the results, it can be deduced that half of the students strongly agreed with the statement. 37% were just in agreement, with 13% being neutral. This suggests that all of the children think they can easily access the game and that none of them find the phrase objectionable.
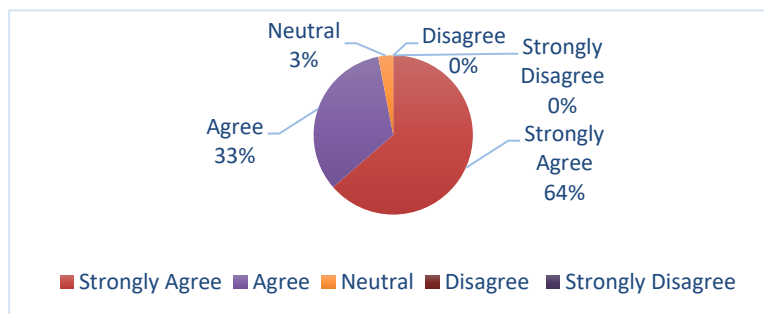

Figure 2. I feel more interested in game than studying

As to the figure, 63% of the class's students strongly agreed, and 33% of them agreed. Three percent remained neutral. It is possible to assume that none of them disagreed since none of them chose to do so.
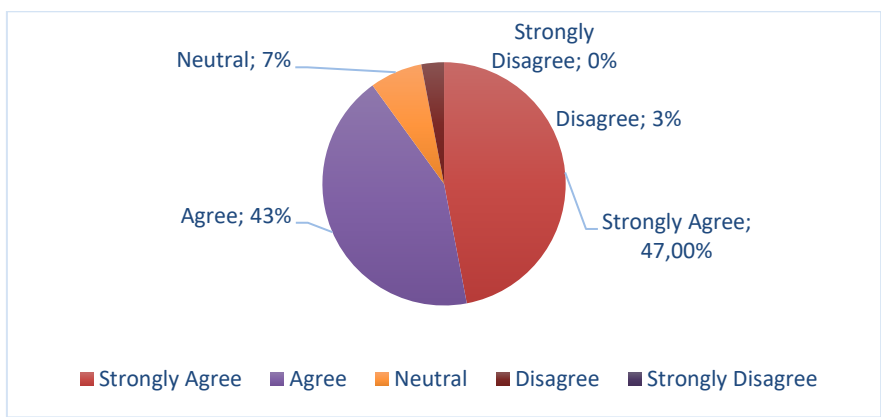

Figure 3. Learning vocabulary through game is not boring

The above graph shows that 43% of students agreed, 47% strongly agreed, and 7% had no opinion. Three percent disagreed. The class concluded that learning vocabulary via games is not tedious because there was just one student who did not agree.
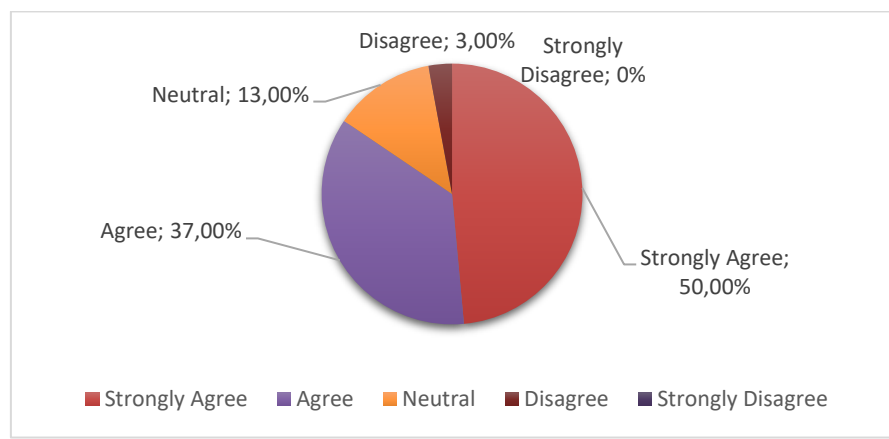

Figure 4. Game always give me new vocabulary

The previous data shows that 37% of students agreed with the statement, while 50% of students strongly agreed with it. 13% were neutral, and 3% disagreed. It is reasonable to conclude that less than 3 percent of students were able to increase their vocabulary by playing video games. For the rest of it, learning new language is always accomplished through games.
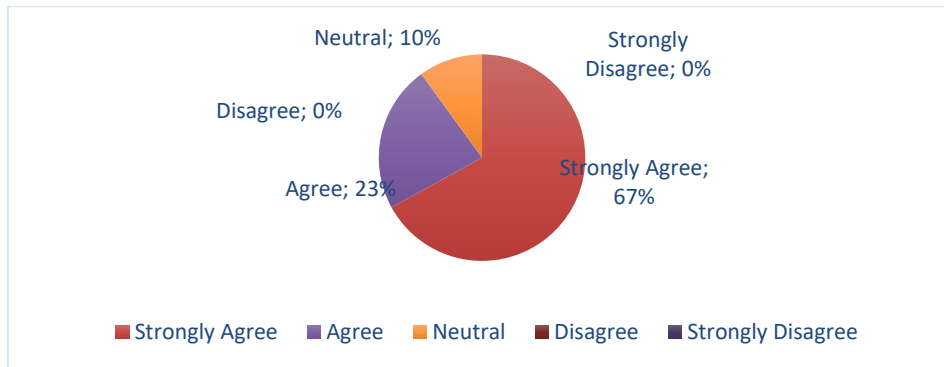
Figure 5. I always looking for game to learn some vocabulary.

The data above shows that, correspondingly, 23% and 67% of respondents strongly agreed with the statement. It suggests that students look for word-learning games.
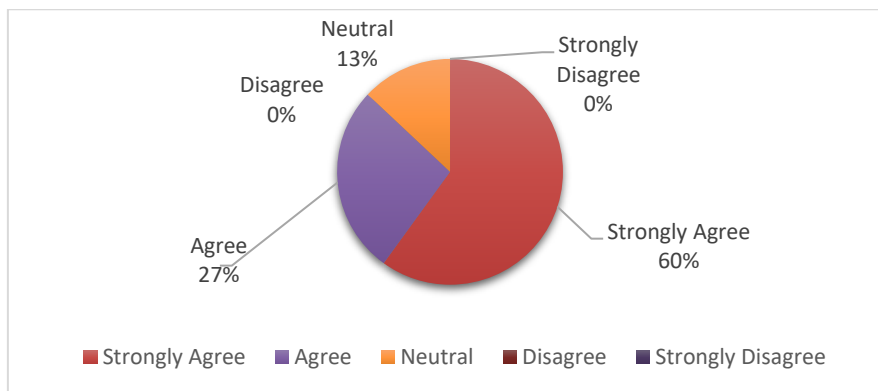

Figure 6. I could remember the vocabulary better through game

According to the graph, 60% of the students strongly agreed with the statements, 27% agreed, and 13% were neutral. It's reasonable to assume that games improve vocabulary retention because nobody has chosen to argue against it.
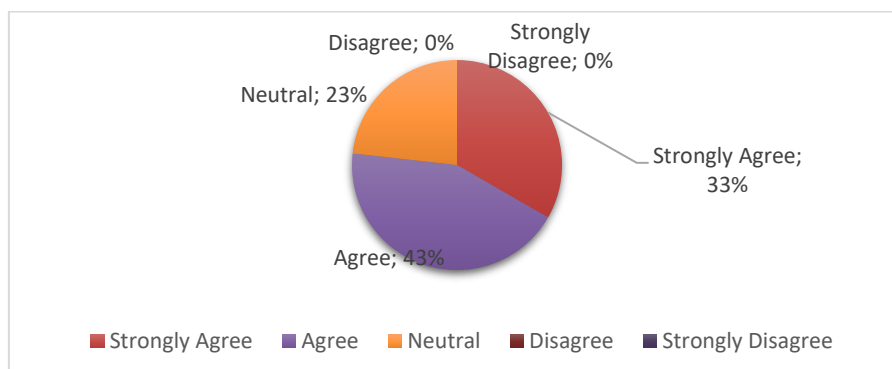

Figure 7. Spending time by playing game make me more familiar with the English Vocabulary

According to the graph, 43% of students agreed, 23% were indifferent, 0% objected, and 33% strongly agreed. It is plausible to draw the conclusion that pupils' vocabulary grows when they play video games.
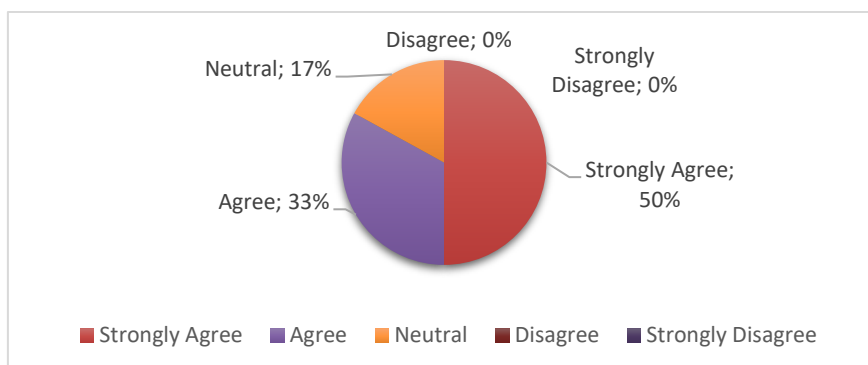

Figure 8. Game is very effective for learning English

33% agreed, 50% strongly agreed, and 17% were impartial, according to the data. Every respondent agreed with the statement. The game's effectiveness as an English language learner was evident.
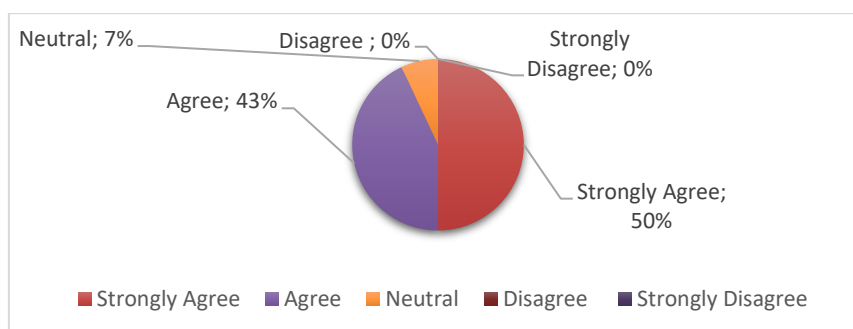

Figure 9. Game is important for vocabulary mastery

As seen in the above statistic, 50% of students agreed, 43% strongly agreed, and 7% were neutral. No students disagreed or strongly agreed. Since none of them disagreed with the statement, it is simple to conclude that they all believed the game to be essential for vocabulary learning.
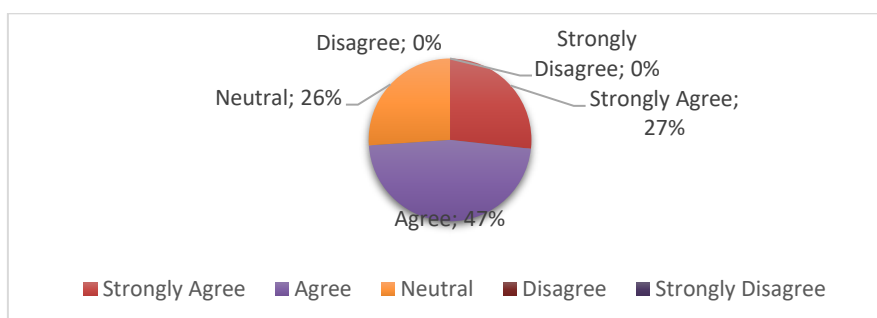

Figure 10. I only learn vocabulary through game

According to the aforementioned figure, 27% of students strongly agreed, 47% agreed, 26% agreed, and 0% strongly disagreed with the statement. It is possible to conclude that games aid in vocabulary acquisition for all students.
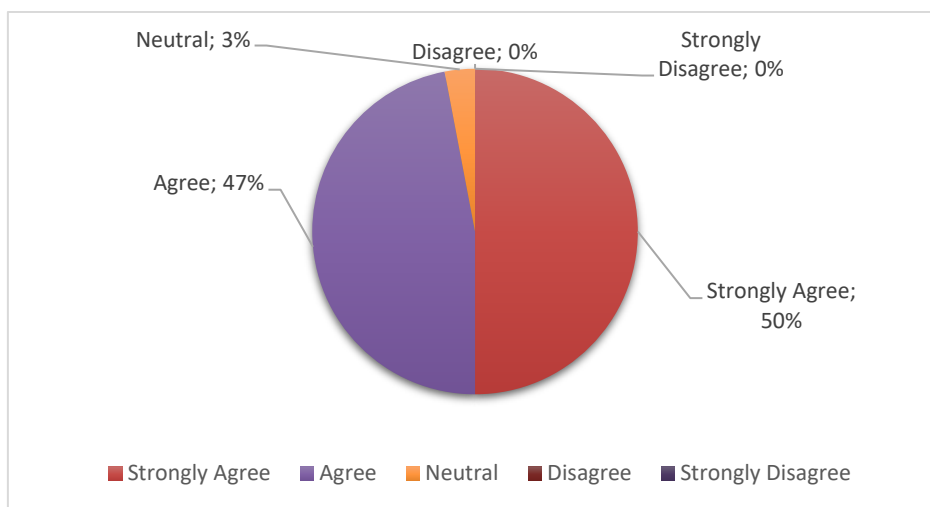

Figure 11. Game is easy to use for study

The graph shows that 50% of students strongly agreed, 3% were unsure, and 47% of students agreed. No one disagreed with the statement or expressed displeasure with it. Since there was no disagreement among the responses, games are easy to investigate.
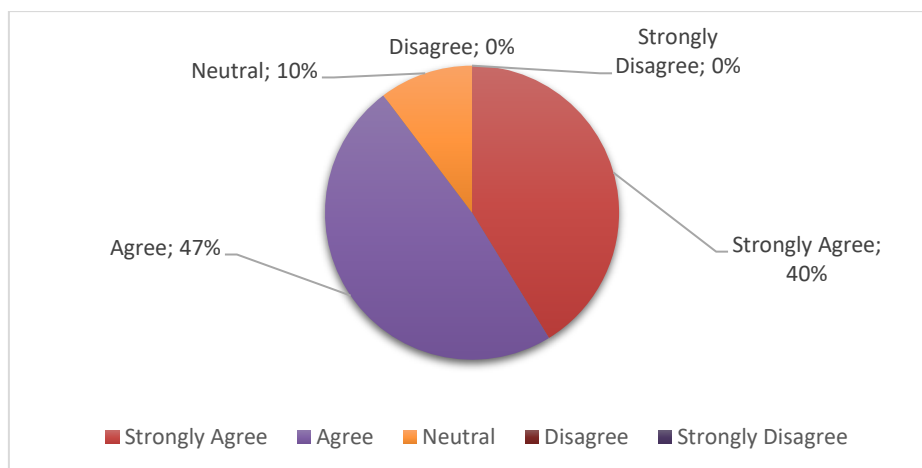

Figure 12. Using game for study is possible everywhere and every time

The graph showed that 10% of respondents were neutral, 40% strongly agreed, and 47% agreed. It may be concluded that all of the students thought that video games could be a helpful learning tool at any time and wherever.
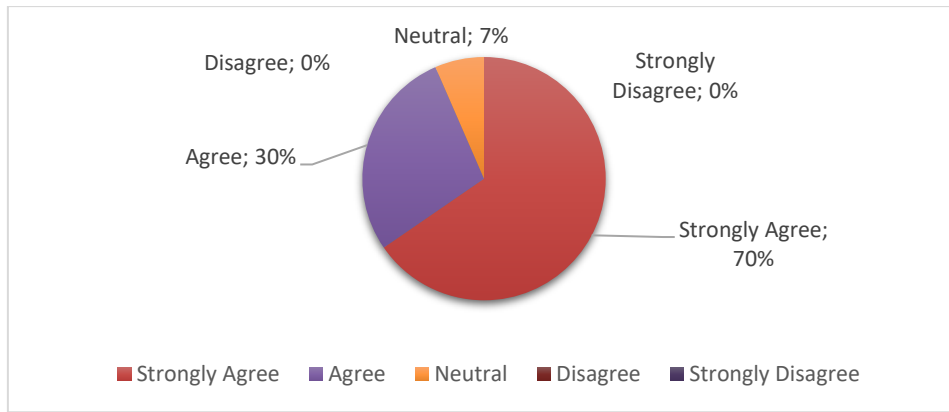
Figure 13. I can learn English vocabulary through game.

Because of the percentage, 30% of students agreed, 7% disagreed, and 70% strongly agreed. The fact that there were neither major agreements nor disagreements suggests that all of the students thought it was a good idea to use games to learn English vocabulary.
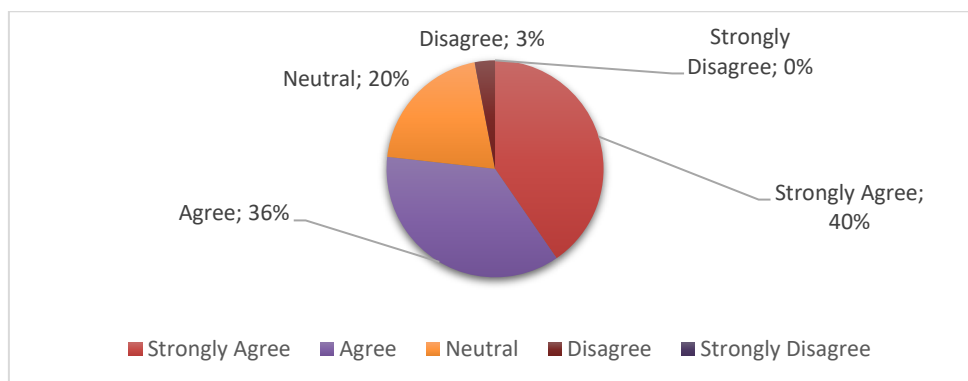

Figure 14. I feel difficult to learn English vocabulary through game

According to the graph, 36% of respondents agreed, 40% strongly agreed, 20% expressed no opinion, and 3% disagreed. The results show that some pupils think it's hard to learn language using games.
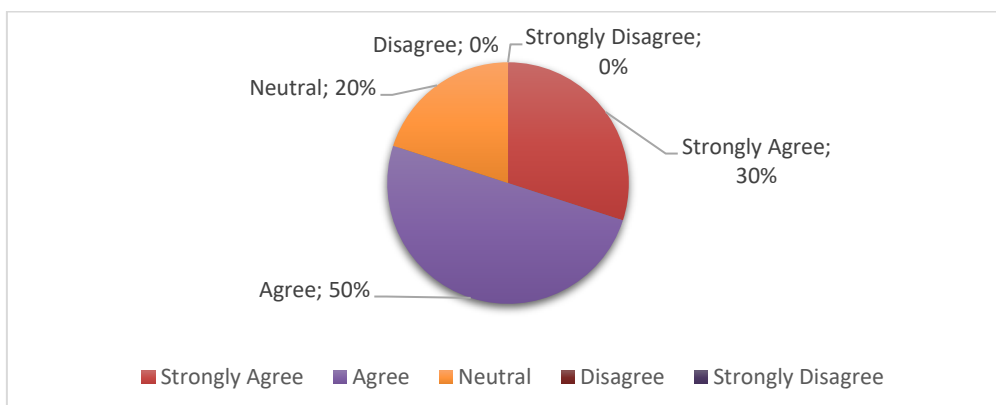

Figure 15. My vocabularies in English have increased through game

36% of respondents agreed, 40% strongly agreed, 20% said they had no opinion, and 3% disagreed, as seen in the graph. The findings indicate that some students believe playing games to learn a language is difficult. 50% of students agreed, 30% strongly agreed, 20% disagreed, and 0% severely disagreed as a result of the figure. It is possible to conclude that pupils' vocabulary has improved as a result of playing games. Nearly 50% of pupils said in the statistics that they agreed or strongly agreed. It is reasonable to conclude that teaching vocabulary to students through games has a positive and useful influence on their learning, as indicated by the 39% of respondents who agreed and the 45% who strongly agreed.

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