USING "GAMES TO LEARN ENGLISH" AS A TOOL TO INCREASE ENGLISH VOCABULARY MASTERY AT 7TH GRADE JUNIOR HIGH SCHOOL 27 BULUKUMBA

A THESIS

Submitted to the Faculty of Cultural Sciences of Hasanuddin University in Partial Fulfillment of Requirement to Obtain Bachelor Degree in English Department

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MAKASSAR

2022

ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF CULTURAL SCIENCE
HASANUDDIN UNIVERSITY

LEGITIMATION

THESIS

USING "GAMES TO LEARN ENGLISH" AS A TOOL TO INCREASE ENGLISH VOCABULARY MASTERY AT 7TH GRADE JUNIOR HIGH SCHOOL 27 BULUKUMBA

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Today 5th July 2022, the Board of Thesis Examination has kindly approved a thesis by Lisa Rahmi Sari (Student Number: F041181033) entitled:

USING "GAMES TO LEARN ENGLISH" AS A TOOL TO INCREASE ENGLISH VOCABULARY MASTERY AT 7TH GRADE JUNIOR HIGH SCHOOL 27 BULUKUMBA

Submitted in fulfilling one of the requirements of undergraduate thesis examination to obtain Sarjana Sastra (S.S.) Degree at the English Department, Faculty of Cultural Sciences, Hasanuddin University.

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DECLARATION

The thesis by Lisa Rahmi Sari (F041181033) entitled "Using "Games To Learn English" as a Tool to Increase English Vocabulary Mastery at 7th Grade Junior High School 27 Bulukumba" has been revised as advised during the examination on 29th June 2022 and is approved by the Board of Undergraduate Thesis Examiners.

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With reference to the Decision Letter of the Dean of Faculty of Cultural Science Number 2400/UN4.9.7/TD.06/2022 regarding supervision, we hereby approve the undergraduate thesis draft by Lisa Rahmi Sari (F041181033) to be examined at the English Department, Faculty of Cultural Sciences.

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Menyatakan bahwa skripsi ini adalah hasil karya sendiri dan semua sumber yang dikutip atau dirujuk telah saya nyatakan dengan benar. Bila di kemudian hari ternyata pernyataan saya terbukti tidak benar,maka saya bersedia menerima sanksi yang telah di tetapkan oleh Universitas Hasanuddin.

Makassar, 6 Juni 2022

Lisa Rahmi Sari

ACKNOWLEDGMENT

Bismillahirrahmaanirrahim.

For the first and foremost, the writer would like to express her deepest gratitude to Almighty God, Allah SWT for the countless blessings of health, protection, love and the opportunity given so the writer has finally completed this thesis. Peace and blessing be upon to Prophet Muhammad Saw, his families, his relatives, and all followers.

The writer realizes that this thesis can be completed properly and smoothly because of the guidance, advice, motivation and assistance from numerous people. Therefore, the writer would like to thanks to the following people:

1. My beloved father Abd. Razak and my beloved mother Rosdiana, who always given me advice, suggestion, spirit, and also their prayer as the greatest power on earth that makes me easy to do this thesis, big thanks for your endless love.
2. Dr.Abidin Pammu, M.A., Dipl. TESOL and Dra. Nasmilah, M.Hum., Ph.D as my advisor who has guided me and given me advices and suggestion in writing this thesis.
3. Sitti Sahraeny S.S., M.AppLing. as secretary of the department and Andarias Benyamin, S.Sos who always helped my filing process from beginning to end.
4. The principal of Junior High School 27 Bulukumba, all of the teachers, and staffs who help me to do this research.

5. My beloved brothers and sisters, Chairul Tamimi, Jumriani, Riska Amalia, Erick Erlangga, Rini Anggraini, Ratna Ayudinar, Windi Yulianti, Nurleni, Desi Nila Sari, Anggun Kharisma and all of my big family who always pray me to success.
6. My beloved nephews and nieces, Albi Alfarizky, Adeva, Aqila, Afiqah, Opu, Caca, Acil, Opal, who always cheers me up when I feel tired and stressed.
7. My beloved besties, Amelia Hartika Rani, Widya Ayu Lestari, Nur Hafshah Idris, Amalia Fitriani, Nurul Khairunnisa, Musfirah Hidayat, Nabilatul Fadilah, and Ananda Vina Saputri, who always accompanies me in times of joy and sorrow.
8. And for all who helped and gave me spirit when doing this thesis.

Finally, the writer realizes that this paper is far from being perfect and need to suggestion and correction. It is a great pleasure for the writer to receive critics and suggestions in developing this research and it will have some value for her and for a better thing in the future. Hopefully this thesis may give the advantages for all.

Makassar, 07 June 2022

The Writer

ABSTRACT

Lisa Rahmi Sari. 2022. *USING "GAMES TO LEARN ENGLISH" AS A TOOL TO INCREASE ENGLISH VOCABULARY MASTERY AT 7TH GRADE JUNIOR HIGH SCHOOL 27 BULUKUMBA*. (Supervised by Abidin Pammu and Nasmilah).

The aims of this research are to describe the aspects of "Games to Learn English" that are potential to increase students' vocabulary and how these games improve the students' mastery in vocabulary at seventh grade junior high school 27 Bulukumba, South Sulawesi.

This study used a pre-experimental method, which used pre-test and post-test as research instruments. The population of this research is the seventh grade students of junior high school 27 Bulukumba and the number of samples is 20 students with total sampling technique. The writer analyzes the data obtained used a quantitative data analysis.

The results of the data show that the students′ mean score in the post-test is greater than their mean score at the pre-test. The pre-test mean score is 1,51 **(Fair)** and Post-test mean score is 2,68 **(Good)**. The degree freedom for 18 at significance 5% was 2,10092, while the value of t-test was 9. It means that the t-test value was higher than the degree of freedom (9>2,10092). Therefore, it can be concluded that using games to learn English to increase English vocabulary mastery is effective.

Keywords: Vocabulary Mastery, Digital Games.

ABSTRAK

Lisa Rahmi Sari. 2022. *MENGGUNAKAN "GAMES TO LEARN ENGLISH SEBAGAI SARANA UNTUK MENINGKATKAN PENGUASAAN KOSAKATA BAHASA INGGRIS PADA SISWA KELAS TUJUH SMPN 27 BULUKUMBA.* (Dibimbing oleh Abidin Pammu dan Nasmilah).

Penelitian ini bertujuan untuk mendeskripsikan aspek-aspek dari "Games to Learn English" yang berpotensi untuk meningkatkan kosa kata siswa serta bagaimana permainan-permainan ini dapat meningkatkan penguasaan kosakata bahasa inggris pada siswa kelas tujuh SMPN 27 Bulukumba, Sulawesi Selatan.

Penelitian ini menggunakan metode pra-eksperimen, yang menggunakan instrumen penelitian pre-test dan post-test. Populasi dalam penelitian ini adalah siswa kelas tujuh SMP Negeri 27 Bulukumba dan jumlah sampel sebanyak 20 siswa dengan teknik total sampling. Penulis menganalisis data yang diperoleh dengan menggunakan analisis data kuantitatif.

Hasil data menunjukkan bahwa skor rata-rata siswa pada post-test lebih besar daripada skor rata-rata mereka pada pre-test. Nilai rata-rata pre-test adalah 1,51 (Cukup) dan nilai rata-rata Post-test adalah 2,68 (Baik). Derajat kebebasan untuk 18 pada signifikansi 5% adalah 2.10092, sedangkan nilai t-test adalah 9. Artinya nilai t-test lebih tinggi dari derajat kebebasan (9>2.10092). Oleh karena itu, dapat disimpulkan bahwa penggunaan Games to Learn English untuk meningkatkan penguasaan kosakata bahasa Inggris terbilang efektif.

Kata Kunci: Penguasaan Kosakata, Game Digital.

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language that is mostly used to communicate around the world. There are 400 million native speakers and 2.1 billion people use it as a second and foreign language. It means that there are around 2.5 billion people in the world who speak English. In Indonesia, English proficiency of the people is still considered low. Based on the EF English Proficiency Index (EF EFI) released by EF Education First in 2020, Indonesia is ranked 74th out of 100 countries.

In this globalization era, English language skills are very important because the use of English is no longer just a subject in school, but also for other needs that support activities. Technological advances make the world seem borderless because of the distance and time that seem to be connected via the Internet. There is a lot of information on the Internet that is presented in English. This is what makes the ability to master English very important to have. In addition, we can feel other advantages when we can speak English, starting from supporting academics and careers, helping in understanding technology, making us more confident, making vacations more memorable, making us easier to communicate with people abroad, and many other benefits.

In Indonesia, English occupies an important position in the daily life of our society. This can be seen clearly from the field of education where Indonesian government includes English as a subject taught in educational

institutions starting from elementary school to high school even university as subjects that must be taken in each semester.

In learning English, there are four key skills that must be mastered, namely listening, speaking, reading, and writing. Listening is an ability that must be mastered before being able to produce language. Through listening, someone can get information from the speaker and makes us possible to understand more about the pronunciation of a word. Speaking is an ability that is usually a measure of whether or not someone can speak English. This skill must often be trained to make it easier for us to communicate. Reading is the ability of the English language where someone gets the most information. By reading, we will know a lot of vocabulary and can spell it correctly. There are several techniques in reading, including skimming, scanning, and skipping. Writing is the most complicated English skill to master. This is because someone must first master grammar, sentence structure, and etc. so that the resulting writing is worth reading. Every main skill has micro skills within them. For instance, pronunciation is a kind of speaking skill that must be practiced in order to improve communication. Spelling is a skill that makes understanding the written word easier. Grammar makes possible for us to effectively talk about language and vocabulary is essential because it is basic aspect in language that has to be mastered. In ESL context, vocabulary supports the four macro language skills, and lack of vocabulary awareness is an obstacle to learning (Nam, 2010). Lack of vocabulary might cause incapability to communicate well in English. In learning a foreign language, vocabulary

becomes something vital because it involves integrated language skills. Vocabulary is the building block of sentences. Therefore, the more we have a broad understanding of the vocabulary, the easier it will be for us to learn or understand a language (Marpaung & Sinaga, 2019). Considering the importance of vocabulary mastery, efforts to improve vocabulary mastery to reduce the problems faced in learning a language are important to be implemented.

Regarding the reasons why there are still problems in teaching and learning English at school because English language is totally different from the Indonesian language in terms of the structure, pronunciation and vocabulary. Moreover, the traditional approach is still used in their teaching and learning activities which the teachers have become dominated in learning activities (teacher-centred learning method), and the learning guidance is measured from the fulfillment of learners working on the worksheet. Teachers tend to apply the same method of conveying lesson material, therefore the learning activity is boring to learners, also in language development lesson, especially in improving the ability of English vocabulary.

Based on the problem above, the researcher has made observation to find out what the teaching and learning process is like in junior high school 27 Bulukumba. The result of observation showed that learners are being lazy, sleeping on their desk, and chattering with their friend, not paying attention to the learning material. In addition, the learners were unable to transfer the meaning of words and difficult to spell the words correctly and properly.

The teaching-learning atmosphere has to be friendly and the use of traditional method and instructional tools should be changed. To overcome this problem, the teacher or the facilitator applies different types of teaching techniques, methods, materials, aids, media, and strategies. If the teacher implements only an oral explanation or lecture method, learning will not run effectively. In the previous years, educators published instructions and supported learning processes by using many forms of media, One of them is games. The use of games in the classroom not only makes the classroom conditions more interactive, but also helps and motivates students to learn the target language easily and effectively. It can assist teachers to create contexts in which the target words are useful and meaningful, it also bring fun for students so they can learn and maintain new words more quickly. Shortly, game-based learning can create a meaningful context for language learning process. By integrating games into language learning, students have the opportunity to utilize language in a way that makes them more relaxed (Uberman, 1998).

Games are useful and effective in learning vocabulary. It brings real world context into the classroom, and increase students' use of English in a flexible and communicative way. The role of games in teaching and learning vocabulary cannot be denied. However, to achieve maximum results from the use of games, it is important to choose a game that is suitable with students' proficiency level and cultural background, also it should be useful for students with lower language ability and should be easily implemented in the class.

Due to the development of computer and multimedia technologies, educators need to integrate technology in English language teaching for some reasons. First, technological innovations are potential ways to increase learners' attentiveness and motivation in English learning. Second, through online learning, the process of teaching language can run effectively, and it can minimize time and money wasted. Third, English online learning used extensively brought through learners to utilize various learning strategies to reach the learning and teaching objectives of the English language course. Online learning assists educators with a restricted supply of learning materials. By using the online game in the teaching and learning process, the learners can develop their critical thinking skills. Online games create an interactive and motivating context, and also due to learner's needs and duties during playing, they can easily and subconsciously disseminate the information they got from the games. Therefore, online games are useful in vocabulary mastery. Online game enlarges learner's perception, concentration, immersion and knowledge progress. It is useful for studying vocabulary in a language class, and it motivates learners for studying. The online game can make teachers work easier, and learners may access to diverse type of vocabulary.

Based on the theory above, the researcher will focus on observing online games on the site www.gamestolearnenglish.com. Although it is classified as a web-based online game because we have to open the website first to access it, the display on the site is quite simple and easy to understand because each game has a brief description about the rules of the game. There

are various games provided on this site, starting from tenses, listening practice, speaking practice, make sentences, make question, match the words with the images, guessing game, vocab game, and many other interesting games. The games are aimed at a relatively low level of English, with pretty much all the content being around elementary level to middle school level. This site also provides teacher's section where the teachers can make quizzes and homework then share the link to their students. They also can view the progress of the students through the site.

In reference to the description above, the researcher is interested in conducting research with the title "Using "Games To Learn English" as a Tool to Increase English Vocabulary Mastery at 7th Grade Junior High School 27 Bulukumba".

B. Identification of the Problem

Based on the background above, there are several problems that affect the ineffective process of teaching and learning English in the classroom. First, students can not focus during the English lesson because the lecture method that the teacher uses is less attractive to students and the learning materials are not suitable with students' needs. Instead paying attention to what the teacher is saying, they are sleeping on their desk or chattering with their friend. Therefore, the material taught is not absorbed well and even make them burdened so there is no motivation to learn. Second, the teacher doesn't speak much in English and puts less effort to make the class interactive. This makes students' vocabulary knowledge is very low. Next, The task given by the

teacher is only about memorizing vocabulary and writing sentences. This Techniques only make students lazy to follow the lesson. Most students don't even know what they write because they cheat on a friend's work. Beside that, memorizing a lot of vocabulary at once without being followed by impressions and repetition will be very easy to forget. Therefore, it is important for the teacher to use an appropriate method in teaching vocabulary.

C. Scope of The Study

To avoid misinterpretation to the problems, the writer would like to limit the scope of the study. The writer limits the study on using games to learn english as a tool to increase student's vocabulary mastery at 7^{th} grade junior high school 27 Bulukumba.

D. Research Question

Based on the limitations of the problem above, the research question of the problem in this study are:

1. What aspects of "Games to Learn English" that are potential to increase students' vocabulary?
2. How do these games improve the students' mastery in vocabulary?

E. Objective of the Study

Based on the existing research questions, the objectives of this research are:

1. To describe what aspects of "Games to Learn English" that are potential to increase students' vocabulary.

2. To describe how these games improve the students' mastery in vocabulary.

F. Significance of Study

This study is expected to give some benefits as follows:

1. Theoretical Significance

   The findings of the study will give information of a new knowledge about the use of online games as a tool in increasing English vocabulary mastery.

2. Practical Significance

   a. For students: The games will be a good experience of vocabulary learning. And also it will enrich their knowledge of learning vocabulary in an easy and fun way.

   b. For English teachers: The result of the study will give information of knowledge about an alternative teaching method that can be used for improving the students' English vocabulary.

   c. For researcher: This research can be used to deepen the knowledge that has been obtained in research activities.

   d. For other researchers: This research can be used as a reference to conduct further research based on the findings or suggestions that will be submitted by the researcher.

CHAPTER II

LITERATURE REVIEW

This chapter discuss about previous related research, The Concept of Vocabulary, The Concept of Online Games, and Hypothesis.

A. Previous Related Research

There are several studies that are relevant to the topic being studied, some of them are (1) Hazar (2020), (2) Ashraf (2014), (3) Ana (2018), (4) Veronika (2018), (5) and Octaberlina and Rofiki (2021).

1. Hazar (2020)

The first research has been conducted by Esin Hazar (Cumhuriyet University, 2020). He conducted a research entitled "Use of digital games in teaching vocabulary to Young Learners" in which discuss the effects of digital games for overcoming students' vocabulary problems. The method that he used is pre-experimental control group method. The population of the study is an elementary school in Turkey. The total number of participants are 37 students, which is selected using a random sampling technique. The experimental group consisted of 20 student, and the control group consisted of 17 students. The research instrument used is vocabulary test. SPSS software is used in the analysis of the results.

The results of the study shows that after a semester introducing the digital game-based activities, the experimental class' post-test scores are significantly higher than those of the control group. An independent sample

t-test proposed there is a statistically significant difference in test scores between the experimental and control groups of students.

2. Ashraf (2014)

The second research has been done by Hamid Ashraf, Fateme Ghanei Motlagh, and Maryam Salami (Payame Noor University, Iran) in their article "The Impact of Online Games on Learning English Vocabulary by Iranian (Low-intermediate) EFL Learners. This study aims to find out whether online games significantly affect learning of English vocabulary by Iranian EFL learners. The participants of this study are low-intermediate EFL learners, which is selected using a random sampling technique. The method used in this study is pre experimental method. The participants were divided into control and experimental groups which is constist of 12 people per group. The instruments of collecting data used are nelson proficiency test as homogenizing tool and vocabulary test as pre-test and post-test.

The results obtained here is participants in experimental group significantly outperformed those in control group. It shows that online games can be effective in vocabulary mastery. Students can easily and subconsciously share their information, because online games create an interactive and motivating context and during playing, students obtain new words because of their ambition to be the winner. They compete and cooperate with each other in an enjoyable environment.

3. Ana (2018)

The third study in the article title “Teaching English Vocabulary for Young Learners through Electronic Guessing Game” has been done by I Ketut Trika Adi Ana (STKIP Agama Hindu Singaraja). The goal of this research are to find out: (1) the benefits and the problems of the EGG implementation; (2) the students’ vocabulary mastery; and (3) the students’ achievement motivation after the implementation of the game. The data are collected through observation, interview, test, and questionnaire. The data analyzed both qualitatively and quantitatively. The qualitative data are analyzed using interactive model analysis, while the quantitative data, the result of the pre-test, post-test, and questionnaire are analyzed using descriptive statistic.

The results obtained indicate that: (1) the advantages of applying the Electronic Guessing Game are: making the teaching and learning process enjoyable; it makes students actively participate; it combines spelling, pronunciation, and meaning; it helps students to memorize vocabulary; and students love it. Otherwise, the problems are: it requires sufficient facilities and some technical obstacles that happen during its application; (2) students' vocabulary mastery improved after the application of the Electronic Guessing Game; and (3) majority of the students are really motivated in learning vocabulary by Electronic Guessing Game.

4. **Veronika (2018)**

The next research conducted by Veronika et al., (Veteran Bangun Nusantara University, Sukoharjo) entitled "Learning English vocabulary through online games: Case study of students in 4th grade of State Elementary School (SDN) jombor 01". The purpose of this study is to explain the Clash of Clans Games to teach Vocabulary for fourth grade students of State Elementary School of Jombor, Sukoharjo in Central Java, Indonesia. The method used in this study is descriptive-qualitative which took the research subject from students of elementary school in 4 grade. the data collection technique can be a combination of the three, namely interviews, observation and documentation, which is further called triangulation.

The results of this study indicate that the teaching method through implementing online games specifically Clash of Clans to teach vocabulary is quite useful. Students were enthusiastic and focused in playing the game because it requires a strategy which can improve students' cognitive development. Due to they get a good first impression, vocabulary lessons are also easy to remember.

5. **Octaberlina and Rofiki (2021)**

The study entitled "Using Online Game for Indonesian EFL Learners to Enrich Vocabulary" has been conducted by Like Raskova Octaberlina and Imam Rofiki (Maulana Malik Ibrahim State Islamic University, Malang). The goal of this study is to explore the outcome of

utilizing an online game "SpellingCity" to enrich vocabulary. The participants of this research were Freshmen of Islamic University at Malang. There were 22 participants, The participants were chosen because they understand the way how computer game works. The researchers used two research instruments, namely survey (questionnaire) and interview. The instrument was a Likert-scaled survey. to respond to the research questions, the information from the surveys was broke down by utilizing descriptive statistics. Descriptive statistics are utilized to sum up sets of mathematical information.

The results obtained indicate that online games have positive results for students because it helps them to learn new vocabulary in interesting and new ways. students can even get more vocabulary if the more rounds they play along with clear instructions.

From the researchers' findings above, the researcher can conclude that using online games have positive results in increasing students' vocabulary mastery. Beside that, some of them used more than one types of game. It is quite the same with this study. However, The form of the game that the researcher use is web-based online game and it has a different site from the research studies above. Moreover, the researcher will combine some games on the website in improving students' vocabulary. The combination of some games can add variety in teaching so it can avoid student boredom. It will make the atmosphere in teaching and learning process pleasant. The students, even the shyer ones will be active to learn.

B. The Concept of Vocabulary

This part consists of definition of vocabulary, kinds of vocabulary, the importance of vocabulary, vocabulary mastery, the techniques in teaching vocabulary, and vocabulary test.

1. Definition of vocabulary

If someone wants to learn a language, they should not neglect its vocabulary. Vocabulary that is forms an idea, so it is difficult for speakers to express or convey ideas, opinions, or feelings to others neither in spoken nor written form. Lewis (2009) said that the first and most important task for second language learners before mastering the four English skills which include listening speaking, reading, writing, and even translating is mastering vocabulary. It means without adequate knowledge of vocabulary, we cannot produce language because vocabulary is an element that is the pillar of a language.

According Horn (1998 : 1447) in Riskawati (2014) defines vocabulary (1) all words that a person knows and can recognize (2) all words in a language (3) all words that a person can produce (4) an index in a textbook especially for those used to learn foreign language.

Similarly, Hornby (1986: 478) suggests that vocabulary is the total number of words that a person can produce, especially those used at work so that he is able to convey his opinions or ideas. This means that the vocabulary used can be a measure of whether or not a person's way of communicating is good or bad. In line with Hornby, Hatch and Brown

(1995:1) argues that the term vocabulary refers to a set or list of words in a language or words that are relatively used by a person or individual.

Burns and Broman (1975: 295) define vocabulary as the number of words used by a person, status, level, or profession to communicate. It is clear that almost all people in this corner of the world use a series of words to convey meaning or ideas and obtain information. The use of words is also not the same from one person to another. Several things that affect this are the environment, status, profession, etc. For example, an adult uses set of words when talking to children, lawyers use set of words while defending their client in court, a student uses set of words while doing presentation in front of the class, etc.

According to Ur (1996:60) vocabulary can be roughly defined as the total vocabulary that students get when taught by teachers in a foreign language. These words are usually taught using formulas. for example, such as Noun+Adjective, Noun+Noun, Adj+Verb in well-known words, ice cream, and french fries which are made up from two or more words but only convey a single definition or idea.

From the definition above, it can be concluded that vocabulary is a set or list of words in a language that are needed in self expression, interpretation and communication and it is classified according to the field, person, class, or profession. Since this research takes seventh grade students of junior high school 27 bulukumba as the subject and English vocabulary as an object, vocabulary in this research is limited into a set or list of English

words which is close to the students' world that should be taught so they would easily remember and use the words.

2. Kinds of Vocabulary

Based on finnochiaro (1974: 73) in Nilawati (2009) there are two types of vocabulary. They are active vocabulary or commonly known as productive vocabulary and passive vocabulary or commonly called receptive vocabulary. Active vocabulary is the words that people usually use to communicate. They often use the vocabulary for speaking and writing, and are able to pronounce it correctly because they already understand the vocabulary very well. On the other hand, passive vocabulary is words that people have not used either in speaking or writing. But they can recognize and know the meaning of these words either when they read or when listening to other people speak.

The aim of teaching a foreign language is to expand vocabulary. Not only active vocabulary, but also the passive one. It is a good thing if people can develop their passive vocabulary into active vocabulary because it will make them communicate more effectively and they will sound like native speakers.

3. The Importance of Vocabulary

Vocabulary is a very essential part of language to be taught and learned. Without mastering vocabulary, it will be difficult for us to use a

language because vocabulary is the center of a language and it is very important for us who will learn it. Without sufficient vocabulary, someone will have difficulty expressing their opinions or ideas both in oral and written form (Zhihong, 2000:18). Vocabulary is the core of any language learning, especially in introducing and integrating a sentence or conversation. From the explanation above, it can be seen that vocabulary is closely related to words. In learning a language, vocabulary is the initial step for us to know a word, know its meaning, and use it in communicating.

In learning English, vocabulary plays an important role in the four English skills. Schmite and McCarthy (1997; 6) state that in every language skill, the role of vocabulary is always found. In listening, vocabulary makes someone easier to understand the speaker's words. In speaking and writing, vocabulary makes it easier to convey ideas or statements, in reading, vocabulary makes us easier to understand a text or paragraph.

Learning vocabulary is not an easy process, because we have to know the vocabulary first, remember it, and then understand it in order to use it properly in communicating. In learning or teaching vocabulary, we must repeat the words constantly. Smith (1998) in Bintz (2011) informs that one of the important findings of the research shows that language learning never stops. Vocabulary learning is a process that will continue in order to maintain to acquire new words. In Indonesia, students' vocabulary knowledge is still very concerning and deserves serious attention. Teachers should try to find suitable ways to improve students' vocabulary mastery.

Based on the statement above, the researcher can conclude that having more vocabulary can lead people to use skills in a language and also can increase the quality of human life. The improvement of the students vocabulary are able to increase the students' life, attitude, development of their concept, process of thinkıng and also increase the students' knowledge.

4. Vocabulary Mastery

Mastery is the process, method, action, and ability of a person to know and understand something. Mastery comes from the word "master" which means to be an expert, proficient, and really understand a knowledge. Vocabulary mastery is competence to know words and meaning. It takes a long time to master the vocabulary and it is not easy to do. The beginning of the process of mastering vocabulary starts when we are still babies so it makes sense that babies' first language is their mother tongue because it is the language they hear most of the time. They will master the language gradually, from babbling like "bababa" to simple words like "mama" to the stage of being able to form a complete sentence. As explained in the introduction that vocabulary always has an important role in every language skill, therefore vocabulary learning will also not be successful without the activities of the four skills. The students will not be able to understand the lesson well without extensive vocabulary knowledge. Because in general, the material or reading at school contains a vocabulary that is wider than what is often used in everyday conversation. Harmer (2001: 16) argued that

there are several aspects that must be discussed to understand more about vocabulary. They are word meaning (synonym, antonym, connotation, and denotation), use, spelling, and pronunciation.

a. Meaning

Meaning is the implied purpose of a word, so the meaning of the object is closely related to one another. Meaning is divided into three based on the form its attaches, namely lexical meaning, morphological meaning, and syntactic meaning. Lexical meaning is the original meaning of a word that is obtained according to the results of our sensory observations. For instance, the meaning of a building where students gain knowledge that attaches to school. Morphological meaning is a meaning that is closely related to morphemes. A morpheme is the smallest grammatical unit of a language. For example, the word 'horse' has a lexical meaning of animal while its morphological meaning can be a means of transportation. For example, I went to the market on a horse.. Syntactic meanings are words, phrases, clauses, and sentences which in the process of compiling their units bring out to new meanings. For example, the words brother, kick, and ball in the sentence my brother kick the ball have meanings: brother means 'subject', kick means 'active' and ball means 'target'.

- Synonym

The term synonym comes from Greek: syn- + -nymy. Both mean “same and name”. Synonyms is words that are different but

have the same or similar meaning. It aims to refine the meaning so as not to make people offended or angry and make it easier for someone to understand what someone is saying. For example, the word Good has the synonyms of fine, excellent, and great.

- Antonym

  Antonym is contrary to synonym. It comes from Greek, “ant- and - nymy”, both mean “opposite + name” (Jackson, 1988:64). Antonyms are words that have opposite meanings or two words that have opposite meanings. For example, the antonym of hard is easy.

- Denotation

  Denotation is the actual meaning as it is in accordance with the human senses. Words that contain denotative meanings are easy to understand because they do not contain ambiguous meanings, although they are still general in nature. This general meaning means the meaning that is clearly known by everyone. Denotation is a relationship used in the first level of a word that independently plays an important role in speech (Lyons, I, 1977:208). For example, in the sentence "Lisa is sleeping in her room." The word sleep contains a denotation that Lisa is resting by closing her eyes (sleeping).

- Connotation

  Connotation is a meaning that is not real, refers to something else, and is a figurative meaning. The connotative meaning of a word can differ from one community group to another, according to the

way of life and the norms of assessment of the community group. For example, the word pig, in areas where the majority of the population is Muslim, has a negative connotation because the animal according to Islamic law is haram and unclean. Meanwhile, in areas where the majority of the population is not Muslim, the word pig does not have a negative connotation. The connotative meaning can also change from time to time. For example in the word mother. Mother said it was only for someone who gave birth to a child. But now, the word mother can be used as to call all mature women.

b. Use

Vocabulary learning is effectively studied with the context at once so that it can make it easier for us to use words productively both in speaking and writing as well as expand students' vocabulary. There are several things that must be learned in order to really understand English vocabulary, including learning it with prepositions (at home, fell on, written by, walked for, etc.), learning it with verb forms that follows after (easy to do, hard to be, busy doing, etc.), and learn it by combining two words, for example adjective+noun, adverb+adjective, verb+adjective, etc.

c. Spelling

Spelling is important when we are going to write something. In English, many words are not spelled the same as they sound. This can be seen clearly when we talk about homonyms (words that sound the same

but are spelled differently). For example in the words bye and buy. Some spelling mistakes are common even among native speakers because Almost every phoneme (unit of sound) has more than one way to spell it. for example they are still confused between their and there.

d. Pronunciation

In order that our words can be understood by other people and we can also understand their words, pronunciation is the aspect that plays the most important role. Not infrequently we find different pronunciations even though the spelling is the same. This becomes a difficulty for language learners. Such as the words read (v1) and read (v2). The first word pronounce as ri:d and the second word pronounce as red. The most notable difference is the vocal sound. Unlike other languages, English has a very wide range of vowels and relatively more consistent consonants. English vowels even differ between dialects, and this is a challenge for language learners. Moreover, an additional aspect to better understand the pronunciation of a word is to pay attention to the word stress. The stress given is different from one word to another or usually called as shifting stress. For example in the word banana which is stressed on the second syllable.

5. The Techniques in Teaching Vocabulary

Teaching is an activity to convey material or knowledge to students. In teaching, every teacher has different techniques depending on their

teaching style. This also applies to vocabulary teaching. Teaching vocabulary to teenagers is different from teaching it to adults because teenagers get bored faster and need something that can attract their attention. Teachers have to really go the extra effort when teaching teenage students. The method used must also be in accordance with students needs so that they enjoy the learning process that will lead to successful learning outcomes.

According to Harris (1969:345) there are several methods that can be used in teaching English, first giving students physical activities such as playing games and applying total physical responses. Second, giving students the freedom to experiment. For example, make a conversation, then practice it. Third, applying visual and audio media or aids. For example pictures, videos, flash cards, music, cassettes, and games. And last, the teacher explains the material or gives examples accompanied by nonverbal language. For examples include eye contact, facial expressions, and gestures. Compared to traditional methods, the methods above are more effective. As an additional reference, here are some ways that teachers can use to teach vocabulary to students:

a. Techniques of teaching pronunciation

In teaching pronunciation, the teacher can take new vocabulary that students learn from the material that day, then practice how to pronounce it and then ask students to follow. This kind of activity is

known as a “listen-and-repeat” process. By saying it often, students can more easily remember the vocabulary.

b. Techniques of teaching morphology

When teaching morphology, it is better if the teacher conveys the material more creative or even use tools such as digital games or applications that can simplify the material so that students can also understand the material being taught. Teachers can also use parables that are close to the lives of students.

c. Techniques of teaching meanings

In teaching meaning, the teacher can take some words from the textbook and then explain the meaning and context of the word in one of the sentences from the book. The teacher then takes a different context but with the same vocabulary so that students understand it more easily. In addition, using technology such as PowerPoint can also help teachers to easily show the intended target word. It would be even better if the teacher presented a video showing the use of a word in different contexts.

d. Techniques of teaching usage

In teaching the use of vocabulary, the teacher can use the techniques described previously. Such as using media or assistive devices, taking examples or parables that are close to the student's world, and the teacher must always explain the use of a word when a new type of word appears so that students keep their attention.

To choose the most suitable teaching technique, the teacher must first know the level of students' English proficiency along with their goals. However, for high school students, the real goal of learning English is simply to pass exams. Whereas the purpose of teaching vocabulary is for students to know the pronunciation and spelling of vocabulary, the words that usually follow the vocabulary, how to use these words correctly in different contexts, and how these words are combined with other words in a sentence.

Nowadays, task-based teaching is popular in secondary schools. Students learn the language not only from input, but also from their output. Therefore, teachers can assign some vocabulary exercises to the students, such as gap-filling exercises, translating exercises, composition writing, and so on. Teachers can also design some class activities which can encourage language processing and promote a more in-depth understanding of the word, thus increasing the likelihood of students' long-term memory of the word. Different kinds of tasks may increase the exposures of a particular word to the student, which can also enhance the retention.

Hammer (1992: 90-91) concludes that the most effective way to teach vocabulary is to integrate the words learned with an interesting learning system. Therefore, an assistant or tool is needed that can help teachers hold classes that are interactive, motivating, and of course effective. In addition, Kang and Dennis in Ybarra and Green (2003) suggested that the contextual approach proved to be much more effective in improving long-

term memory of vocabulary. This kind of approach can be accomodated by one of the aids mentioned earlier. Such aids can help save the teacher's energy and time and motivate students as well.

6. Vocabulary Test

There are several test formats used when they want to test students' vocabulary knowledge, the first is the Multiple Choice Question Format (MCQ). This test is one of the most common formats and is often found in language tests. This is intended to test the memory and understanding of language learners. The characteristic of MCQ is that each question is provided with several alternative answers. For this reason, test participants are asked to choose the one most correct answer from the alternative answers.

The second is Match Format, matching format usually uses two columns. The items in the left column are called premises which are usually in the form of question words that have a partner or partner in the right column called options. This type of question format benefits teachers because it is easy to make and has more distractions than multiple-choice questions.

The third is Sentence Completion or Gap Fill Items. It aims to assess students' vocabulary production. The way to complete this format is to read the entire sentence first and then complete the blank word with the correct answer. This format can assess students' understanding of vocabulary rather than just recognizing it. This is easier to make than the previous 2 formats.

The fourth is translation. Another way to test a student's word production ability is to give him questions in a translation format. in order to check the results, the teacher must have an understanding of the students' first language. Regarding this material, the researcher used the Multiple Choice, Matching and Essay format as a test to assess students' vocabulary mastery.

C. The Concept of Online Games

This part consists of the definition of online games, the kinds of games, educational games, the advantages of using online games in language learning, and the role of games in language classrooms.

1. The Definition of Online Games

McGonigal (2013) defines games as a series of activities carried out to achieve goals, have rules, and are fun. The game consists of rules that can build a competitive situation or cooperate by making or choosing a strategy to achieve the victory of an individual or group. Therefore, the game is very suitable as a learning tool. In the context of teaching vocabulary, this game can improve students' memory of the words found while playing because games are able to leave an impression. Wright et al (1983) argue that games can benefit both students and teachers. students are helped and encouraged to maintain their interests and efforts. while the teacher is helped to create a class that is useful and meaningful. Furthermore, games also allow teachers and students to interact more closely and can break students' perceptions of

teachers as always scary and rigid. By integrating lessons with games, students become more intent on participating in a series of activities and are more easily directed by the teacher.

There are four classifications of games that are usually used in teaching and learning activity, those are class, individual, pair work and group work. This means that students have optimal opportunities to practice speaking in using the target language. Here are the definitions of the four game classifications.

a. Class

Students play games in class and do assignments together. The games can be in the form of writing, speaking, listening, and reading games. The game must be played by all students in the class because it requires the cooperation of every student.

b. Individual

Individual work in games is usually not very effective because it creates a less fun atmosphere in the classroom. In addition, individual work is troublesome for teachers because they have to check work and supervise students one by one. In addition, this kind of work makes students pessimistic who do not understand the topic of the game. Games given to students should be fun for all students without exception.

c. Pair work

Pair work is usually better than group work when there are discipline issues. Pair work is easy and fast to be arranged and controlled

by the teacher. This provides an opportunity for intensive listening and speaking practice.

d. Work in group

Group work can be applied in all kinds of games and is the most balanced form of team because they work together with members of one team and they have to beat the opposing team. Group work should be divided according to students' abilities. And if there is competition between groups it should be a mix of abilities.

From the explanation above, the writer can conclude that the game should be fun and bring the teacher and students closer. The teacher should make a classification for the game by making class assignments, individual work, pair work and group work to make the teacher easy to control.

Online games are games that are played over the Internet and can be played by many people at the same time. This can range from text-based games to games that combine complex graphics and virtual worlds that can be inhabited by many people at the same time. Stewart et al. (2013) said that online games can be divided into two, namely games developed with the aim of educating and games developed with the aim of entertaining. Mayer (2015) believed that the purpose of launching games in education is nothing but to provide information about academics and provide skills for those who play them. The context of the game here is no longer just for entertainment, but also a tool that students can use to develop their foreign language skills in a relaxed and enjoyable way.

Games to learn English is a web-based games that provide a resource for students to practice English in an engaging and fun way. Not only students, this site also provides teachers with resources to give to their students. However, students can learn independently through this site. The games on the site are aimed at novice students who have a relatively low level of English. They are very suitable as an introduction because the vocabulary content they use is very simple and accompanied by visual representations so that it will be very suitable for junior high school students.

In addition, Its main page has a brief summary of each game, while the games themselves are quite easy to figure out and interact with. Game is a way to help students not only enjoy and entertain with the language they learn, but also practice it incidently.

2. The Kinds of Games

Hadfield (1999) argues that the game is divided into two kinds, namely competitive and cooperative. Competitive game is a game in which you have to compete to achieve a goal, while cooperative game is a game that requires teamwork to achieve joint goals.

Furthermore, in-game activities are divided into two, namely linguistic games and communicative games. The purpose of the linguistic game is to test the accuracy of the language structure. For example, like a puzzle. while the communicative game aims to achieve success in communicating. For example, role playing, chain messages, etc. In short,

communication games only focus on making students able to convey their meaning, regardless of whether the language structure is correct or not.

3. Education Games

Andang Ismail (2016) states that educational games are very fun activities that can also be a means or tools to support academics. This is in line with YM Harahap (2015) argues that educational games are games that can be used to help the teaching and learning process of a knowledge become more creative and fun.

A good game must have good criteria as well. This is intended so that people are not wrong in choosing the game that will be used. Hurd and Jenungs (2009: 5) once stated that when it comes to designing a good game, there are several things that must be considered in order to be classified as an educational game. The following are the criteria for educational games:

1. Overall Value

   The overall value of a game can be seen from the design and the duration spent when playing. Games with attractive designs are more pleasing to the eye and can make us play the game comfortably. The better the visuals of a game, the more players want to explore the game. but over time playing games is also not good because the brain has a limit to remember. so it's good if the game maker displays the time spent playing the game.

2. Usability

A good game should be easy to access and use. If the game is easily accessible then players can gain knowledge from the game anytime and anywhere. Likewise, the game must be easy to use so that players don't just give up and keep playing consistently.

3. Accuracy

The game made must be in accordance with the model at the design stage so that no details are forgotten and the designer's ideas are well conveyed to players.

4. Suitability

One of the keys to the success of a game is being able to make users comfortable playing it. A game must be able to adapt to the needs of its users. For that, game designers should create features that can be customized as users like so that they are more comfortable playing it.

5. Relevant

A good game is a game that can be relevant to every user. Game designers should provide level or mode features in their games. For example, a beginner level language learner wants to practice his skills through a game, then the game must provide an easy level for them. As well as the level above.

6. Objectivity

Objectivity in this context is the standard of passing or failing the player while playing the game. If there is no such thing, then playing the

game is not a challenge and makes players get bored quickly. For example, if a player has been wrong five times while playing, then that means they failed and the game is over.

7. Feedback

In order that the game can really help the student learning process, it must provide feedback to the players. Therefore, players can know their performance is good or bad. For example, when the player's answer is correct, the game must display a feature that sounds "Excellent" or "Perfect".

Based on the statement above, it can be concluded that educational games are games that contain educational elements and meet the criteria of usability, accuracy, suitability, engagement, motivation, relevance, objectivity, and feedback, which are specifically designed to entertain but also to educate users to develop their knowledge.

4. The Advantages of Using Online Games in Language Learning

The purpose of making educational games is to create learning that can motivate as well as educate students in a fun way and they can access themselves for self-taught practice (Can, 2003). However, when they hear the word game, people assume it is just an activity to relieve stress, have fun, waste time, even though when the game is combined with education, it can be educational (Alcorn, 1986).

Many findings and evidence that researchers found about the benefits of using games in language classes. Most argue that games can be effective because they can motivate students, reduce students' anxiety or nervousness, and bring aspects of real communication into the classroom (Richard & Patricia, 1988). Furthermore, (Richard & Patricia, 1988) believe that games are not only for ice breaking activities, but can also be used to introduce new materials.

Lee (1965) argues that games are able to bring foreign languages to life in classroom activities. this has an impact on students' skills which continue to improve because games really help language learners learn the target language by practicing using the language in a fun way. not only that, games can also train to improve pronunciation, vocabulary, grammar, and four English skills Brewster et al (2004). Moreover, Wright et al (2006) stated that games applied in English foreign language classes can help students experience the language rather than learn it.

According to Hansen (1994) because it provides equal opportunities between shy students and students who are originally active, by playing games all students can express their ideas, ideas or feelings. Zdybiewska (1994) states that games are a good learning strategy because they provide learning designs based on students' future language needs.

5. The Role of Games in Language Classrooms

Klopfer, Osterweil, & Salen (2009) state that learning games are activities that have rules and aim to pursue measurable results, for example scores or points, And combined with educational goals, for example knowledge, acquisition, and mastery. Wood (2001) investigated the use of games as a tool for language learning, and found that game formats were indeed more effective in capturing students' attention than traditional media such as textbooks. In addition, the role of games in the classroom is not always the same. According to Sykes & Reinhardt (2012; 2014: 3), there are three different uses of games in the classroom:

a. Game-based Method.

This method is currently being studied by researchers. Game-based methods are one of the most frequently used to analyze learning using digital games. The use of this kind of game is intended for language learners in educational games. educational games improve learning skills and provide fun effects so that learning becomes fun. According to Chik (2014: 86) the appearance of interesting games can improve students' memory when practicing using educational games. In short, using games in the classroom is very important because many students do not have the opportunity or free time to play and can also increase the quality of their enjoyment just before starting the actual lesson. today, children, teenagers, and even adults prefer passive activities such as watching

youtube, playing facebook, tiktok and the like rather than physical game activities.

b. Game-enhanced Method.

In this method, the game used is a game that is purely intended to entertain. Different from earlier where the context of the game involves an educational aspect, the game used here does not contain an educational element but can still be used as a tool to develop students' language skills. According to Cornillie (2012: 258), commercial games are indeed more targeting the entertainment purpose and indirectly involve an educational role in it. However, games that provide interesting nuances and stories can also encourage language learners, especially when the stories can capture students' attention. Students can learn the language from the text displayed in the game.

c. Game-informed Method.

Actually this method does not actually use games as the medium, but only uses applications that support systems that are similar to games. This application tries to integrate the language teaching sector with the culture or trend that is happening in society. Some of the applications include Tiktok, Instagram, Twitter and Facebook.

D. Hypothesis

The researcher formulate the hypothesis as follows:

i. H_0 = Using games to learn English is not effective to increase students vocabulary mastery.

ii. H_1= Using games to learn English is effective to increase students vocabulary mastery.