CHAPTER I
INTRODUCTION

1. 1 Background of the study

Digital learning has emerged as a new paradigm in higher education. Language instructors utilize various technological devices and tools to sustain the teaching-learning process. English is currently a mandatory subject from junior high through university levels and is classified as Intermediate in senior high school. Consequently, students must develop proficiency in four key areas of English: listening, speaking, writing, and reading. To enhance these skills, learners need to expand their vocabularies extensively. English functions both as a second language and a foreign language. In second language contexts, it predominates in mass media, including newspapers, radio, and television (Gilmutdinov et al., 2020). Additionally, English is the language of major commercial and industrial organizations. Proficiency in English in these contexts is crucial for social and economic advancement, with successful users of the appropriate variety of English being recognized as integrated and accomplished members of that language community.

The global gaming market has expanded rapidly due to increased time spent on games during quarantine. The Covid-19 preventive measures, which required individuals to stay at home, led to heightened engagement and revenue across all segments of the gaming industry. Both the PlayStore and AppStore offer a vast selection of free online games, among which Genshin Impact has become particularly popular. Genshin Impact is a free-to-play action Role-Playing Game (RPG) that saw the largest international debut in the history of the Chinese gaming industry. Developed by the Chinese company MiHoyo, the game has garnered global attention and is available on Windows, PlayStation 4, Android, and iOS devices, as well as on the latest gaming consoles, PlayStation 5 and Nintendo Switch. According to Jakob (2022), the gaming industry market is projected to continue its growth, surpassing USD 200 billion by the end of 2023, with a Compound Annual Growth Rate (CAGR) of 8.3%.

In the context of online gaming, English is typically used as the primary or default language to facilitate understanding of game content. However, English

language proficiency remains a significant issue in Indonesia. Indonesian students often find it challenging to use English in daily activities, as it is taught as a foreign language and typically only used within English classes. English education is mandatory from elementary to tertiary levels in Indonesia, where it is often implemented as a general subject. This creates a challenge for English teachers who must design appropriate classes to help students comprehend English vocabulary effectively.

People worldwide seek to learn English due to its widespread teaching in schools and its perceived benefits for global communication and travel (Haidara, 2016). The Indonesian government's promotion of the tourism sector has further highlighted the need for English as an international language to engage with international visitors and facilitate the study of technology and science (Assapari, 2020). Given the importance of English for communication, it is essential for students to develop their language skills. In Indonesia, English is designated as the first foreign language that students must acquire from a young age, with the goal of achieving communicative competence for both oral and written communication (Hery, 2017).

Vocabulary acquisition refers to the process of learning and understanding words and their meanings, which is vital for effective communication and literacy. It can occur through incidental learning, where individuals acquire vocabulary naturally from exposure to language in context, such as through reading or conversations, and intentional learning, which involves deliberate efforts like studying word lists or using flashcards (Nation, 2001). Vocabulary development progresses from receptive vocabulary—words that are recognized and understood, to productive vocabulary—words actively used in speech or writing (Schmitt, 2010). Factors influencing vocabulary acquisition include exposure to rich language environments, learning words in meaningful contexts, and cognitive abilities like memory and attention (Nation, 2001). For second language learners, vocabulary acquisition often requires additional strategies, such as extensive reading, listening, and the use of mnemonic techniques to bridge the gap between first and second language systems (Schmitt, 2010).

Despite being taught from elementary school, many Indonesian students rarely use English in classroom communication with teachers or classmates. This is often due to inadequate vocabulary and grammar skills, which lead to a lack of confidence in expressing thoughts in English. Graves (2016) describes that learners may have ideas but struggle to articulate them due to a lack of appropriate vocabulary. This issue underscores the importance of vocabulary in language learning, as it forms the basis for effective communication in reading, writing, listening, and speaking (Richards & Renandya, 2002).

To address these challenges, one strategy for enhancing English vocabulary acquisition is learning through playing games as an extramural activity. Extramural English refers to the English that students encounter outside of the classroom (Sundqvist, 2009). Engaging with various sources of English, such as television, films, online videos, games, and music, can enhance students' vocabulary and language skills (Scholz, 2016). Online games, in particular, provide a technologically advanced leisure activity that can supplement classroom learning and support memory retention through practical use (Hasram et al., 2021).

The popularity and user base of online games continue to grow each year, with new words and acronyms emerging as the language adapts. Amidst the rapid expansion of the gaming industry during the Covid-19 pandemic, Genshin Impact exemplifies the effectiveness of cross-platform game development in providing vocabulary learning opportunities. Holstad (2021) found that using games can be a supplementary method for implementing vocabulary usage in real-time applications, given the rising prominence of gaming and its impact on language acquisition.

Research has shown that digital games can positively impact language learning. Hung, Yang, Hwang, Chu, and Wang (2018) conducted a scoping review of studies on game-based language learning (GBLL), revealing that most research reported favorable learning outcomes, particularly in students' affective or psychological states and language learning. Studies have focused on university students with varying levels of target language competency, with online games, especially massively multiplayer online role-playing games (MMORPGs), being the most common genre for language learning. Peterson (2010) emphasized the

importance of learner engagement in MMORPGs, which provide a motivating environment for vocabulary learning and communicative skill development.

Drawing upon the contextual framework of the investigation, the researcher aims to delineate several pertinent issues pertinent to this inquiry, including: firstly, the inadequacy of students' lexical proficiency leading to diminished confidence in articulating thoughts and engaging in English communication; secondly, the limited usage of English beyond classroom settings due to the scarcity of platforms fostering regular English utilization.

Investigating students' perceptions of online games in enhancing their skills is essential to determine whether the objectives of these games are being met and to assess the effectiveness of online games in improving English skills. Additionally, understanding students' perceptions is crucial to evaluate the extent to which online games contribute to their English language development. Through this process, students utilized online games to enhance their vocabulary mastery. This study specifically focused on students' perceptions of the use of the online game for vocabulary acquisition.

The game that the researcher used for this research is named Genshin Impact, which is an Online RPG games which is an action games that uses multilingual games in terms of audio (dialogue dubbing) and text. The game itself is really famous among the gaming community in the world with millions of active players. Since this game has multiple servers and played around the world, it employs up to 13 languages. For the dialogue dub or voice over language, there are 4 languages, they are English, Chinese, Japanese, and Korean. For the written language, there are 13 of them, they are English, Simplified Chinese, Traditional Chinese, Japanese, Korean, Indonesian, Thai, Vietnamese, German, French, Portuguese, Spanish, and Russian. Due to this information, therefore, the researcher who experienced the game himself decided to pick this game.

The researcher chose Genshin Impact for its relevance to the research objective of investigating English vocabulary acquisition through online gaming. This game is highly popular worldwide, providing a rich linguistic environment with extensive multilingual support, including both audio and text in various languages.

This makes it an ideal tool to study language learning as it exposes players to diverse vocabulary and linguistic contexts. The game's immersive nature and large player base allow for meaningful interaction and engagement, which are crucial for effective language acquisition. By choosing a well-known and widely played game, the researcher ensures that the study participants have ample opportunities to encounter and use new vocabulary in an engaging and interactive setting, aligning perfectly with the research goal of enhancing English language skills through gaming.

Furthemore, the main theory that the researcher used in this research is Cognitive Theory of Multimedia Learning (CTML), proposed by Richard Mayer (2009). The theory states that people learn more effectively when they are presented with both verbal and visual information. Online games typically combine visual and auditory elements, enhancing vocabulary acquisition through immersive and engaging experiences. The combination of images, sounds, and text in games helps learners to process and retain new vocabulary better.

This study used a descriptive quantitative research process to explore how students at UIN Alauddin State University's English and Literature Department perceive the use of online games to enhance vocabulary. The background of the students are, the majority of the students are from Makassar city, and some of them are from different regencies of Southern Sulawesi. Most of the students that are used in the research are male students who are highly familiar with video games, including Genshin Impact.

Data was analyzed in the form of percentages to provide a comprehensive description of students' perceptions. Based on the background information, the researcher aimed to investigate students' views on the use of online games for vocabulary acquisition. The Research title is "Students' perception of the use of online games for English vocabulary acquisition: A study at UIN Alauddin Makassar".

1. 2 Research Questions

Concerning the setting of the investigation that has previously been stated in the background of the study, the researcher formulates the following research question:

1. What is the profile of students' English vocabulary at UIN Alauddin Makassar?
2. What is the impact of online games on the development of students' vocabulary acquisition?
3. What are the students' perceptions about the use of online games in their English Vocabulary Acquisition?

1. 3 Objectives of the research

The objective of this study is to ascertain students' perceptions regarding the use of online games for English vocabulary acquisition. This research is formulated to fulfil two objectives, as follows:

1. To know the overall vocabulary size of students at UIN Alauddin Makassar.
2. To know the effect of online games on students' vocabulary acquisition.
3. To know students' perceptions using online games about students' vocabulary acquisition.

1. 4 Significance of the research

1. For Teachers: This research examined students' perspectives, it enables teachers to gain insights into students' views on video games as an extramural English activity.
2. For Students: The study suggests that online games and video games, in general, could be considered as effective tools to enhance understanding and facilitate English language learning.
3. For Future Researchers: This research can serve as a valuable resource for future studies, providing a reference for further exploration and adaptation of previous research on the use of online games in language acquisition.

1. 5 Scope of the Research

This study aims to investigate students' perspectives regarding the utilization of online games as a means of enhancing vocabulary acquisition. Through this inquiry, students engage with online games to refine their lexical proficiency. The researcher narrowed the scope of inquiry to specifically examine students' perceptions regarding the efficacy of online games in enhancing vocabulary acquisition. Furthermore, the study exclusively targeted students enrolled in the Department of English and Literature at UIN Alauddin Makassar during the academic year 2021/2022.

1. 6 Operational Definition

The key terms, which are necessary to be clarified briefly to avoid misunderstanding, can be mentioned as follows:

1.6.1 Students' Perception

As posited by Shidu (2003), students' perceptions encapsulate their perspectives on occurrences within the learning environment, often accompanied by recommendations or critiques aimed at enhancing the educational experience for themselves and their peers. Perception, as delineated by Hong (2003), encompasses an individual's cognitive evaluation of acquired knowledge or methodologies, reflecting their inclination towards acceptance or dissent regarding instructional methods or subject matter. Thus, students inherently harbor subjective viewpoints regarding pedagogical content and methodologies, shaping their attitudes and approaches towards learning endeavors.

1.6.2 Online Games

Online games utilized for English language learning constitute interactive digital resources engineered to facilitate the acquisition of English language proficiencies among students (Wang & Han, 2021). These digital platforms, commonly accessible via web-based interfaces or mobile applications, encompass a diverse array of engaging activities tailored to accommodate various learning aptitudes and preferences. They serve as valuable adjuncts for educators and learners alike, augmenting

English language acquisition endeavors with heightened levels of engagement and efficacy.

1.6.3 Vocabulary Acquisition

Language acquisition stands as a hallmark human attribute, distinguishing humans from non-human species, as the latter do not engage in linguistic communication. Vocabulary acquisition, a pivotal facet of language learning, pertains to the expansion of individuals' lexicon in both their primary and secondary languages (Wen & Naim, 2023). Therefore, vocabulary acquisition constitutes the developmental process through which individuals enhance their capacity to apprehend and interpret language, while also mastering the production and utilization of words and sentences for effective communication.

CHAPTER II
LITERATURE REVIEW

2. 1 Previous Research

There are some researchers which attempt to study the topic related to the students' perception on the use of English as medium of interaction in the class which line to this research.

The first study by Winda Lestari (2016), with her research titled "*Improving Students' Vocabulary Mastery Using the Text Twist Online Game in Junior High School*," utilized a classroom action research methodology. The results of the post-test I indicated that 8 students, or 38%, achieved a score of 75 or higher, while 13 students, or 62%, did not meet this benchmark. Thus, the post-test results of the first cycle were categorized as improved. Qualitative data from observations and interviews suggested that students found learning vocabulary through the Text Twist game to be enjoyable, easier, and more engaging. In the post-test II, 18 students, or 86%, scored 75 or higher, while 3 students, or 14%, did not reach this score. These findings indicate that teaching vocabulary through the Text Twist game significantly enhanced students' vocabulary mastery.

Another study conducted by Tegisa Dwi Septian (2019) from the Faculty of Languages and Arts at Universitas Negeri Semarang. The research, titled "*Students' Perceptions of Online Game Practices and Their Vocabulary Attainment in English*," employed a qualitative methodology. The findings indicated that students were highly engaged and enjoyed playing online games. They encountered novel experiences in online gaming, such as forming friendships, acquiring knowledge, and learning new languages, including English. Through gaming, students met new friends, learned various languages, particularly English, and expanded their vocabulary, although not all game players used English. The study identified several positive impacts of online gaming: firstly, students could learn multiple languages, especially English; secondly, they could gain historical knowledge through game storylines; thirdly, they could make new friends; and fourthly, they could potentially earn money by trading in-game items or accounts.

Furthermore, a study by Aulia et al (2024), with the research title *"The Utilization of Online Games to Enhance Students' Vocabulary Mastery in Senior High School.* A qualitative research design was employed, involving structured interviews and focus group discussions with eight students from a senior high school in Jakarta. The findings revealed that online games provided an immersive and enjoyable environment for vocabulary enrichment, offering both direct and indirect opportunities to encounter new words and phrases. The study demonstrated that online games could positively influence students' motivation and interest in learning English vocabulary, resulting in improvements in their language skills. It is then suggested that students should

practice using English by utilizing online games relevant to the promotion of their English vocabulary mastery.

The last research by Irfan et al (2016), titled *"Using RPG Video Games to Improve English Vocabulary Achievement of the 8th Graders of SMP LTI IGM Palembang.* This research was a quantitative research. The findings showed that: (1) there was a significant improvement in the students' vocabulary achievement between the pre-test and the post-test (p=0.000 < α=0.05) and (2) 95% of the students preferred using RPG video game to study English vocabulary. In conclusion, RPG video game was effective and preferable to be used in teaching vocabulary for the eighth grade students of SMP LTI IGM Palembang.

Furthermore, The researcher finds some similarities and differences between the previous research and this research. The similarities are both the previous studies and the current study share a focus on the impact of online games on vocabulary acquisition. They highlight how online games can create an engaging, immersive environment that enhances students' vocabulary learning. In Winda Lestari's study (2016), Aulia et al.'s research (2024), and Irfan et al.'s research (2016), online games were shown to have a positive effect on vocabulary mastery, aligning with the current study's goal of assessing how online games influence vocabulary acquisition at UIN Alauddin Makassar. Additionally, all studies emphasize students' positive perceptions of learning through online games, which motivates and improves their language skills.

Meanwhile the differences lie in the level of education and research design. While most previous studies, like Winda Lestari's (2016) and Irfan et al.'s (2016), focus on junior high school students, and Aulia et al.'s (2024) targets senior high school students, the current study examines university students. Furthermore, while the previous studies primarily use either qualitative or quantitative methods, such as classroom action research or interviews, the current study at UIN Alauddin Makassar has a more comprehensive approach, aiming to measure overall vocabulary size, assess the effects of online games on vocabulary acquisition, and explore students' perceptions. This broader scope reflects the maturity and learning environment of university-level students.

2. 2 Theoretical Review

2.2.1. Definition of English Vocabulary

In various literature, vocabulary is defined in multiple ways by experts. According to Kruse, vocabulary is a fundamental component of all language use. Hornby also describes vocabulary as the total number of words that constitute a language; it encompasses the range of words a

person uses or knows. This implies that language is composed of numerous vocabularies, as there can be no language without vocabulary; it is the bedrock of language.

Vocabulary plays a crucial role in communication. Effective communication is hindered when individuals lack knowledge of the necessary vocabulary, as vocabulary forms the foundation of communicative skills. Students aspiring to excel in their language abilities must master a substantial amount of vocabulary since it is the basis of language proficiency. Students with a robust vocabulary find it easier to communicate and acquire information from other countries.

2.2.2. The Significance of English Vocabulary

Vocabulary is the fundamental component of any language. Without vocabulary, there is no language. It holds paramount importance for language learners, as students with limited vocabulary will encounter significant difficulties when learning a language. Additionally, they will face challenges in communication and participating in conversations, as they cannot produce the necessary lexical items to convey their meaning.

Learning vocabulary is more crucial than learning grammar, because while ideas can be communicated without grammar, nothing can be conveyed without vocabulary. This implies that if someone understands grammar or syntax but lacks knowledge of lexical items, they will be unable to effectively participate in conversations or communication.

According to Harmer (1991) and Krashen (1998), language learners need to understand the meaning of words and how to use them. Therefore, students must master a substantial amount of vocabulary and know how to apply it to enhance their language skills.

2.2.3. The Types of Vocabulary

Experts in the field of language have proposed various classifications for types of vocabulary. According to Syah & Enong (1980), vocabulary can be divided into two categories: general vocabulary and specialized vocabulary. General vocabulary comprises words that are used universally, without restriction to any specific field or user. In contrast, specialized vocabulary includes words that are specific to particular fields, professions, or areas of science and technology.

Aeborsold and Field (1997) further classify vocabulary into active and passive vocabulary.

1. Active Vocabulary: This refers to the set of vocabulary items that learners can use accurately in speaking or writing. It is also known as productive vocabulary. Using productive vocabulary effectively requires learners to know correct pronunciation, understand and apply grammar rules of the target language, be familiar with common collocations, and grasp the connotations of words. This type of vocabulary is frequently employed in developing speaking and writing skills.
2. Passive Vocabulary: This includes language items that learners can recognize and understand in the context of reading or listening. It is also referred to as receptive vocabulary. Passive vocabulary is essential for comprehension in these receptive language skills.

2.2.4. Aspect of Vocabulary

Aspect refers to a constituent or attribute of vocabulary essential for thorough comprehension. According to Ur (1991: 60), there exist five fundamental aspects—pronunciation and spelling, grammar, collocation, meaning, and word formation—that educators should impart to learners. Conversely, Mochizuki and Robert (2007: 62) elaborate on eight aspects, encompassing meaning, pronunciation, grammar, collocations, word formation, idioms, connotation, and register. In essence, students must acquire proficiency across these eight facets to achieve mastery in vocabulary.

1. Regarding the aspect of meaning, it comprises various components. Firstly, 'denotation' refers to the precise, literal definition typically found in dictionaries. Additionally, understanding meaning within context and in relation to surrounding words is crucial. Mastery of word knowledge entails a comprehensive understanding of the underlying meaning across its diverse uses, as well as awareness of its particular referential scope. This entails familiarity not only with its dictionary definition but also with words commonly associated with it, along with its connotations, register, and cultural implications.
2. Pronunciation determining the emphasis placed on pronunciation remains at the discretion of the instructor, with considerations given to how interventions may impact conversational fluency. Research suggests that words with challenging pronunciation are inherently more difficult to learn, particularly those containing sounds unfamiliar to specific learner groups. A constructive technique involves modeling correct pronunciation within dialogue without overt correction, ensuring continuity in student output. Alternatively, for lower proficiency

levels, instructors may opt for a fundamental approach, displaying target words on a board for students to repeat with accurate pronunciation.

3. Grammar to achieve proficiency in speaking and writing, learners must grasp two fundamental aspects of a word: its part of speech and its derivative forms. Derivatives encompass various forms a word can assume, such as 'ride', 'riding', 'rode', 'ridden', and 'rider'. Instructors may choose the extent to which they elucidate grammatical principles, with written correction being more prevalent. While grammatical corrections aid comprehension, their retention may necessitate note-taking.

4. Collocations represent commonly co-occurring words, exemplified by phrases like 'by the way' and 'hurry up'. Native speakers' fluency stems from their extensive repertoire of memorized sequences, facilitating effortless retrieval during communication. An essential facet of word knowledge involves recognizing the contextual significance of such phrases, with some bordering on idiomatic expressions requiring memorization, while others can be logically deduced or coherently explained by instructors.

5. Word formation, encompassing affixation and compounding, delineates how words are constructed and transformed, including prefixes, suffixes, and conversion of nouns into verbs. This understanding facilitates recognition of word families and aids learners in deciphering unfamiliar words through contextual inference.

6. Idioms comprise multi-word units whose meanings transcend the literal interpretation of their components, necessitating memorization as whole entities. Attempting to derive meaning solely from components proves futile, highlighting the importance of idiom acquisition as learners progressing in language proficiency.

7. Connotation encompasses the implied ideas, impressions, or emotional qualities associated with words, often extending beyond their literal definitions. Learners must discern subtle nuances in meaning, best elucidated by instructors as learners encounter these distinctions in context.

8. Register pertains to the formality or politeness of language use, dictated by interpersonal relationships. Learners must grasp how word choice influences speaker-listener dynamics across various contexts, adapting language use accordingly.

Additionally, Harmer (2002:16) underscores the multifaceted nature of vocabulary, encompassing aspects such as word meaning, use, combination, and grammatical attributes. While this study focuses on three pivotal aspects—meaning, spelling, and pronunciation—due to

observed challenges among students, mastery across these facets is foundational to language acquisition.

2.2.5. Vocabulary Acquisition

Language acquisition is a fundamental human trait, distinguishing us from nonhuman species that do not communicate using language. Vocabulary acquisition, in particular, pertains to the process by which individuals expand their repertoire of understood words while learning a new language, encompassing both first and second languages. Vocabulary acquisition can thus be defined as the process through which humans develop the ability to perceive and comprehend language, as well as to produce and utilize words and sentences for communication.

When students learn new words, these vocabulary items are stored in their memory. In the early grades, students acquire the basics of vocabulary. As they progress to middle grades, they expand their vocabulary significantly, especially when new words are learned in the context of specialized lessons.

There are several methods for acquiring English vocabulary. According to behaviorist theory, language learning occurs through imitation, reinforcement, and habit formation. In a school setting, students can acquire language by mimicking their teachers' speech. Repeated imitation and practice of what the teacher says enables students to internalize and use new vocabulary. Daily practice of these vocabulary items with peers and teachers, particularly within the school environment, facilitates easier acquisition and memorization.

Another effective method is through interaction and conversation in English. Language acquisition is significantly enhanced through interaction with others. For instance, in junior high school, students can acquire, memorize, and understand everyday vocabulary by engaging in conversations with their classmates and teachers. Frequent repetition of vocabulary in these interactions helps students memorize and practice new words more effectively. Therefore, it is essential for students to acquire a substantial vocabulary base to succeed in learning a new language.

In language acquisition, there are two primary types: incidental and intentional language acquisition.

1. Incidental Acquisition occurs as a byproduct of engaging in everyday activities, without specific intentions or expectations from the learner or their environment. For example, engaging in conversations using the English language can lead to incidental acquisition of new vocabulary.

2. Intentional Acquisition involves learners setting specific goals for their language learning, selecting strategies to achieve these goals, and progressing at their own pace. An example of intentional acquisition is actively noting down new vocabulary words encountered during study or conversation.

For the main theory of this research, the researcher used The Cognitive Theory of Multimedia Learning (CTML) developed by Richard E. Mayer (2009). The theory mentions that people learn more effectively when they are presented with both verbal (written and spoken) and visual (static and dynamic) information (Mayer, 2009). This theory integrates principles from cognitive science and instructional design to create multimedia educational materials that enhance learning.

Key Principles of CTML are:

1. Dual-Channel Principle: Humans process information through separate visual/pictorial and auditory/verbal channels.

2. Limited Capacity: Each channel has a limited capacity for processing information, so it's essential to avoid cognitive overload.

3. Active Processing: Learning requires active cognitive processing in selecting, organizing, and integrating information (Mayer, 2009).

Design Principles Based on CTML are:

1. Coherence Principle: Remove extraneous material that doesn't support the learning goal to prevent cognitive overload.

2. Signaling Principle: Use visual or auditory cues to highlight important information and guide attention.

3. Redundancy Principle: Avoid presenting the same information in multiple forms simultaneously to reduce cognitive load.

4. Spatial Contiguity Principle: Place corresponding words and pictures close together to help learners make connections.

5. Temporal Contiguity Principle: Present visual and auditory information simultaneously rather than successively.

6. Segmenting Principle: Break complex information into smaller, manageable segments for easier processing.

7. Pre-training Principle: Provide background knowledge before introducing new, complex information.

8. Modality Principle: Use auditory narration instead of text for explaining visuals to distribute processing across channels.

Applying CTML to online games is essential to combine relevant visual and auditory information, segment complex information, avoid redundancy, and provide background knowledge to enhance understanding. By following these principles, video games can effectively enhance vocabulary acquisition and other learning outcomes.

2.2.6. Definition and Types of Online Games

Online gaming, or internet-based gaming, refers to interactive games accessed and played via LAN, Internet, or telecommunication networks. Distinguished from video and computer games that lack network connectivity, online games typically require only a web browser or compatible client software for participation. Browser-based games, also known as web games, are played directly within a web browser. The scope of online gaming encompasses various forms, including Internet gaming, web gaming, online gambling, local LAN gaming, and mobile gaming, excluding non-networked video and personal computer gaming. Figure 1 illustrates the diverse categories of online games, with overlapping sectors such as MMORPGs, Internet, web-based games, and online gambling primarily utilizing wide/public network environments. Mobile gaming operates through telecommunication networks, while local LAN gaming is facilitated within local/private network settings.

1. Massively Multiplayer Online Role-Playing Games (MMORPGs) facilitate large-scale interactions among hundreds of thousands of players within intricate virtual worlds, boasting sophisticated graphics and immersive gameplay mechanics. Prominent examples include World of Warcraft and Final Fantasy XIV.
2. Multiplayer Online Battle Arena (MOBA) Games, a subset of strategy games, pit players controlling characters endowed with distinctive abilities against each other. Notable titles include League of Legends and Dota 2.
3. Battle Royale Games immerse dozens to hundreds of players in intense, large-scale battles where the last player or team standing emerges victorious. Popular examples encompass Player Unknown's Battlegrounds and Fortnite Battle Royale.
4. Multi-User Dungeons (MUDs) form text-based virtual realms where players engage with each other and the environment via textual commands, serving as precursors to MMORPGs.
5. Social Games intertwine players' real-life social circles, emphasizing interaction and networking. Well-known instances include social media titles like FarmVille and Candy Crush Saga.
6. Real-Time Strategy (RTS) Games emphasize swift combat and resource management, often centered on multiplayer competitions. Noteworthy examples encompass Starcraft and Command & Conquer.
7. First-Person Shooter (FPS) Games deliver high-octane action and combat scenarios, frequently featuring multiplayer showdowns. Renowned titles include Call of Duty and Counter-Strike.
8. Role-Playing Games (RPGs) focus on character progression and narrative depth, with an emphasis on single-player adventures. Celebrated entries include The Elder Scrolls V: Skyrim and The Witcher 3: Wild Hunt. These classifications represent a fraction of the diverse landscape of online gaming, with many titles combining elements from multiple genres to craft distinctive player experiences

From those types of video games, the researcher chooses RPGs game. The researcher believes that RPG is the ideal choice for this study due to several compelling reasons. First, RPGs provide a rich, narrative-driven environment where players must engage deeply with complex storylines, dialogues, and character interactions, all of which offer a natural and immersive way to encounter new vocabulary. These games typically feature expansive worlds with diverse themes, from historical settings to fantasy, which introduce players to a wide range of vocabulary,

including specialized terms, colloquial language, and expressions that students may not encounter in traditional learning environments. The need to understand these words and phrases to progress in the game fosters intrinsic motivation for vocabulary acquisition.

Second, RPGs require continuous interaction with language, as players must frequently read and comprehend quests, character dialogue, and instructions. This ongoing engagement helps reinforce language learning through repetition and contextual usage, which is crucial for vocabulary retention. Unlike some other genres, RPGs often allow players to control the pace of the game, giving them time to reflect on language use and seek out meanings when needed, making it a more conducive tool for learning than faster-paced games. Moreover, as evidenced by Irfan et al.'s study (2016), RPGs have been shown to significantly improve vocabulary achievement, and 95% of students preferred using RPGs for studying English, making them an effective and engaging method for vocabulary development in this research.

2.2.7. Definition of Perception

Barry (1998: 48) in his study reveals that perception is the set of process by which we recognize, organize, and make stimuli in our environment. The key distinction between the two main theories of perception is emphasizing each give to the role of sensation and higher cognitive process perception.

Slameto (2003: 12) found that perception is process to input message or information to human brain by the human perception that continuously make relation with environment. This relation is done by the five senses those are senses of sight, sense of feeling, sense of smell, and sense of touch.

According to Robbins (2003) perception as the process taken by individual to govern and to interpret perception of sensory to give significance in their environment. Perception can be defined as our recognition and interpretation of sensory information. Perception also includes how we respond to the information. We can think of perception as a process where we take in sensory information from our environment and use that information to interact with our environment. Perception allows us to take the sensory information in and make it into something meaningful.

Perception is defined variously by different scholars as Chee (2002) has stated that the reception of stimuli that can be influenced by an individual's mental awareness, experience, knowledge, motivation and social interactions. The perceptions of an individual eventually give rise to an individual's attitudes. Millikan (2004) also states that perception is a way of understanding natural signs or, better of translating natural signs into intentional signs.

According to Leavit (2002) found that the definition of perception in the narrow sense is right, how to see something. While generally perception is opinion, how to define something.

Lindsay and Norman (1997) states that perception as the process by which organism interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers to the immediate, relatively unprocessed result of stimulation of sensory receptors in the eyes, ears, noses, tongue, or skin.

Rose (1995) said that in the science of psychology, there are terms of processing the information received from the observations, one of term is perception. Perception is a psychological function that starts form the sensation, 8 continued multiple stimuli at once. Stimuli that have received and are grouped in such a way is then interpreted into an individual subjective meaning.

From the explanation above, the researcher concludes that perception is process of observing something in the brain to interpret it in the form of opinions or feelings that occur based on the experiences experienced by individuals.

2.2.8. Types of Perception

Based on the explanation from perception Robbins (2003) divides perception in the three types as follow:

1. Person Perception Person perception refers two those process by which we come to know and think about other. Their characteristic, qualities, and inner state. We construct image of others in ways that serve to stabilize, make predictable, and render our manageable view of the social world extend to which we attribute stable straits and enduring disposition to the other people. We feel that we are better able to understand their behaviour and predict their future actions and we use these nations to guide our interaction which them.

2. Social Perception Social perception means that trying to understand people whether they are professional athletes, political, leaders, criminal, defendants, entertainer, or loved one closer to home is not easy task. Perception does not occur in vacuum instead we bring to bear prior knowledge that we have structure and stored in our heads for the processing of new information about individuals. Social life dictates that we do something more than creatures of the moment. Sustained patterns of interaction or social 9 relationship require us to retain information, as the situation require. Without memory we should react to every events as if it we unique, and if we did not remember the facts, we should be in capable of thinking or reasoning.

3. Perception of Situation Social psycholinguistic views a situation as all the social factors that influence a person's experience or behavior at a given time and give a place. It is an interaction of time and space within which we act in specific ways.

The situational contest in which stimuli occur has consequences for their interpretation. Any one of multiple words may emerge. Depending on which stimuli we register. The linkage we make among these stimuli and our interpretation of the stimuli.

2.2.9. Concept of Perception

Indicators of Perception, according to Robbins (2003: 21) there are two indicators of perception:

1. Acceptance / Reabsorption The process of acceptance or reabsorption is indicator of perception in physiology stage, it is about the function of the five senses in grasping external stimulus.

2. Understanding / Evaluation The external stimulus that have been grasped will evaluate. It is a subjective evaluation. It will be different perception of each person in environment.

Furthermore, General Characteristic of Perception, is contained in the sensing process in the way interpreting against an object by Shaleh (2004) described as modality, dimensional place, dimensional time, contextual structure, and the meaningful of word. The explanation of the general characteristics is:

1. Modality Stimuli received should correspond to each sensory modality, namely the base sensory and each of the sense (light for vision; odor to olfaction; temperature for flavorings; sound for hearing; properties for touch surfaces and so on).

2. Dimensional Space Perception world the nature of space (in space); we can say the top down, high and low, wide-narrow, foreground to background, and others.

3. Dimensional Time The perception world has the dimension of time, such as slow fast, young old, and others.

4. Contextual Structure Overall fused, objects or phenomena in the world has a structure that blends observation context. The structure and context of a unified whole.

5. The Meaningful of Word World perception is the meaningful word. We tend to make observations or perceptions of the symptoms that meaningful and has relation with us.

2.2.10. Factor that Influences Perception

Everyone has different perception. The existence or level of human perception can be influenced by several factors. According to Sobur (2011), there are some factors that are

considered important influence on the selection of stimulation and can be used for the perception of people and situation, namely:
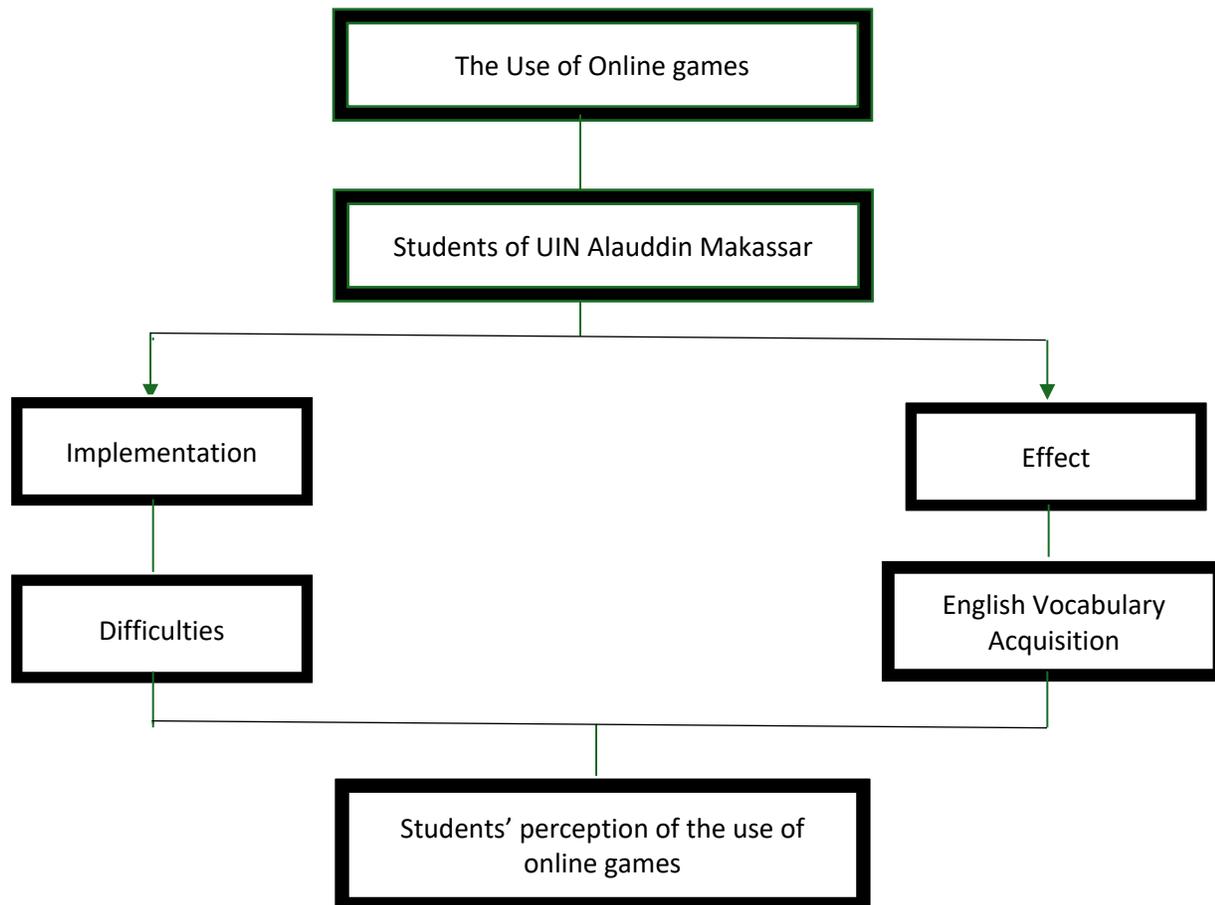
1. Intensity, an intensive stimulation can give more attention than the less stimulation.
2. Size, the bigger object has big interest then big object which easier to see.
3. Contrast, different object with the other objects that is common will be more interesting. Many people are aware of it or not, doing strange things to attract attention. Exceptional behavior attracted attention because of the difference principle.
4. Movement, more things more interesting than the silence.
5. Repetition, repetitive things that can attract attention. However, repeat too often, can result in saturation meaning and can lose perceptive meaning. Therefore, the replay value has attracted attention for use with caution.
6. Familiarity, things that are familiar or known to attract more attention.
7. Something new, new things also attract attention.

2.2.11. Changes of Perception

Perception is not something static but can change. The first change process affected by the psychological processes of the nervous system in the human senses. If a stimulus does not change, adaptation and habituation that will occur affect response to a stimulus is increasingly weak. Habituation tended psychology 12 from receptor that be less sensitive after receiving a lot of stimuluses. While adaptation is reduced concern if the stimulus appeared many times. Stimuli that appear regularly are more easily adapted than the appearance of irregular stimulus.

The second change is a psychological process. The change in psychology of perception, among others encountered in the formation and change of attitudes. Attitude is a response. Attitude formation and change in psychology is usually described as a learning process or as a process of consciousness (cognition). In the learning process, the focus was on the presence of external stimuli (stimulus), while in the process of cognition is the main push or the will of the individual itself.

2. 3   Conceptual Framework

```
                    ┌─────────────────────────────┐
                    │     The Use of Online games   │
                    └─────────────────────────────┘
                                  │
                    ┌─────────────────────────────┐
                    │  Students of UIN Alauddin Makassar │
                    └─────────────────────────────┘
                         │                    │
          ┌──────────────────┐        ┌──────────────────┐
          │  Implementation   │        │      Effect       │
          └──────────────────┘        └──────────────────┘
                   │                           │
          ┌──────────────────┐        ┌──────────────────┐
          │    Difficulties   │        │ English Vocabulary │
          └──────────────────┘        │    Acquisition     │
                   │                   └──────────────────┘
                         │                    │
                    ┌─────────────────────────────┐
                    │ Students' perception of the use of │
                    │        online games          │
                    └─────────────────────────────┘
```

The central focus of this study revolves around students at UIN Alauddin Makassar, where engagement in online gaming constitutes a significant extracurricular activity. Despite encountering challenges during the learning process facilitated by online gaming, the study aims to explore the potential positive impact of such activities on enhancing students' vocabulary transition skills. Employing a descriptive quantitative design, this research endeavors to amalgamate data for a thorough analysis. Consequently, the ultimate outcome of this investigation was the elucidation of students' perspectives regarding their experiences with online gaming. The main theory used for this research is the Cognitive Theory of Multimedia Learning (CTML) developed by Mayer (2009).