

**STUDENTS' PERCEPTION TOWARD THE USE OF VIDEO GAMES ON
ENGLISH VOCABULARY ACQUISITION AT SMP SRIJAYA NEGARA**

A THESIS

by

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FACULTY OF TEACHER TRAINING AND EDUCATOIN

SRIWIJAYA UNIVERSITY

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DECLARATION

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Certify that thesis entitled "Students' Perception Toward The Use of Video Games on English Vocabulary Acquisition at Smp Srijaya Negara" is my own work and I did not do plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic Indonesia No. 17, 2010 regarding plagiarism in higher education. Therefore, I deserved to the court if I am found to have plagiarized this work.

Palembang, 22 November 2023

The Undersigned,


Andra Maulana Yusuf

DEDICATION

I sincerely dedicated this thesis to:

- The only god, Allah SWT., the one that gives me health, strength, and motivation to finish this thesis.
- My lovely parents, Arif Budianto and Fariha Nuraida, and my supportive and beloved brothers and cousins, Kak Faris Maulana Irfan, Muhammad Raffa Ar Ra'uf, Muhammad Lutfi Ansyah, Mbak Ridhayani Mahmuda Lintang. Thank you for your love without limits, never-ending prayers for me, your support, and for everything you present to me.

Motto:

“I would rather betray the world, then let the world betray me”

-Cao Cao-

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Palembang, 29th August 2023

The researcher

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke extending to the right.

Andra Maulana Yusuf

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ABSTRACT

This thesis investigates the perceptions of 26 seventh-grade students at SMP Srijaya Negara regarding the use of video games as a tool for acquiring English vocabulary during the academic year 2022/2023. This research used mixed-methods design with an explanatory sequential approach. The study utilizes questionnaires, interviews, and vocabulary tests as instruments. The findings reveal a positive inclination among students towards utilizing video games for English vocabulary acquisition. Through vocabulary tests, it is evident that students can recall and comprehend words encountered in video games, with participants demonstrating the acquisition of a minimum of ten vocabularies through gaming experiences. This research suggests that video games can have a beneficial impact on students' English vocabulary acquisition, emphasizing the potential educational value of incorporating gaming elements into language learning methodologies.

Keywords: *Perception, Video games, Vocabulary, Acquisition*

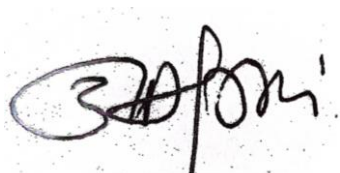
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CHAPTER I INTRODUCTION

This chapter presents (1) the background of the study, (2) the problem of the study, (3) the objective of the study, and (4) the significance of the study.

1.1 Background of the study

In the current era, the use of Information and Communication Technology has increased sharply and has begun to penetrate all fields, one of which is the use in the field of education. In the field of education, Information and Communication Technology are very much used in learning so that learning becomes more informative, creative, and innovative because the teaching and learning process greatly determines the success of students and teachers. Apriyanti et al. (2019) stated in this 4.0 era, technology is evolving in the form of digital and information systems. Therefore, English education needs to be introduced and studied by students at school.

English has become an international language because English is the language used by people to communicate with interlocutors who come from different countries. In recent years, the position of English in the world has changed significantly (Tan et al., 2020). With English becoming the lingua franca of business, science, diplomacy, information technology, and all other areas of everyday life, people around the world are learning English to open as many doors in life as possible (Rudis & Poštić, 2018). English is also a compulsory subject in schools, including in Indonesia. Elementary school-age children have also been taught English which is also basic, such as recognizing objects around them. Therefore, English is one of the subjects that must be of interest to all students.

One of the main aspects of learning the English language is vocabulary. Tebeweka (2021) stated that vocabulary helps students develop and master the four basic skills of listening, reading, speaking, and writing. Everyone can learn vocabulary by reading some journals or articles that can be found on the internet, in the newspaper, etc. The use of technology could help learners find more sources to read or do some activities that are related to English.

Technology can help students improve their English vocabulary and teachers should be prepared to use technology as a tool to instruct. Ahmadi (2018) Technology continues to grow in importance as a tool to help teachers make language learning easier for their students. The evolution of technology will always continue, and the young generation should be familiar with it. Erbas et al. (2021) students' knowledge of technology was unexpected. They learned how to use

computers and mobile phones, look up sources on the Internet, use the Internet to study English, and do various exercises and projects. because he was. Because of this, the young generation is expected to be experts in using technology to their advantage in their education.

Video game as learning media is new for some people. The stereotype that video games have a bad influence has already been known to most people for a century. Even though the video game itself has many positive things that could help students in the learning process. Video games are technologically advanced enough to be compared to movies, comics, and books in that they tell an engaging well-presented, and directed story (Rudis & Poštić, 2018). Students also do not realize that they are learning while using video games to improve their vocabulary (Sudarmaji & Yusuf, 2021).

Regarding to increasing popularity of video games, easy access to video games makes it easy to play anywhere. The growth of mobile games, makes it easier for people to play video games, especially for students who are unable to play them from a console or computer. Mobile games have gained immense popularity among students owing to their convenient accessibility, particularly in places like Indonesia where mobile game players are everywhere. In recent years, there has been a significant increase in the popularity of mobile games among students. Nelson (2023) stated that according to data.ai, mobile users in five countries (Indonesia, Singapore, Brazil, Saudi Arabia, and South Korea) currently spend more than five hours a day on mobile. With the widespread availability of smartphones and tablets, students now have easy access to a variety of games at their fingertips. These games are not only entertaining but can also serve as a form of stress relief and a way to pass the time. Additionally, many mobile games have social features, allowing students to connect and compete with their peers. The convenience and accessibility of mobile gaming have made it a popular pastime among students, and this trend is likely to continue as technology continues to advance. However, students need to maintain a healthy balance between gaming and other important activities such as studying, socializing, and physical activity.

Incorporating video games into English learning classes can be a dynamic and effective approach to engage students in the language acquisition process. Video games offer a captivating and interactive platform that not only fosters language skills but also enhances critical thinking, problem-solving, and collaboration. Through gameplay, students are immersed in a virtual environment where they encounter a diverse range of linguistic challenges, such as reading instructions, interacting with characters, and solving puzzles, all of which contribute to the development of vocabulary and language comprehension.

Moreover, the interactive nature of video games provides a context for authentic communication, encouraging students to express themselves in English as they navigate various in-game scenarios. This innovative method not only makes the learning experience enjoyable but also reinforces language acquisition through repeated exposure and practice, ultimately fostering a more holistic and engaging English learning environment. Although both competitive and cooperative games promoted communication in advanced students, lower-level students responded considerably better to team-based activities, both in terms of greater readiness to talk and language acquisition from their peers (Roach & Utami, 2017).

Consequently, due to the significant increase in the use of English, the need to use technology in English learning is important to help students for their English vocabulary acquisition. This research, therefore, will focus on the student's perception of the use of video games to acquire English vocabulary. The anticipated results of this study are expected to shed light on students' attitudes, preferences, and perceived effectiveness regarding the utilization of video games as a tool for English vocabulary acquisition. The findings are likely to reveal insights into whether students perceive video games as engaging and motivating platforms for learning vocabulary, whether they believe video games enhance their language skills, and if certain types of video games are considered more effective than others. Additionally, the study could provide valuable information about potential challenges or limitations perceived by students in integrating video games into their language learning process. Overall, the results aim to contribute to a better understanding of the role of video games in education and their potential as supplementary tools for vocabulary development

1.2 The problem of the study

The problem of the study is formulated in the following question:

What is the student's perception toward the use of video games for English vocabulary acquisition?

1.3 Objective of the study

This study aims to find out the students' perception towards the use of video games to acquisition English Vocabulary. This research is expected to help the students find alternative solutions to vocabulary acquisition.

1.4 The Significance of the Study

The findings of this study will redound the benefits of English Education students, especially on the influence of video games to acquire English vocabulary. Moreover, from this study, hopefully, the lecturers and students gain useful and trusted information about the results and importance of video games on the

acquisition of English vocabulary. Then, the writer hopes that this study will boost students' desire to improve their English vocabulary by using video games as learning media. Finally, the writer also hopes that the other researchers will find more information for their future studies related to these variables or other variables, and they also can develop this study based on more studies from other researchers.

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