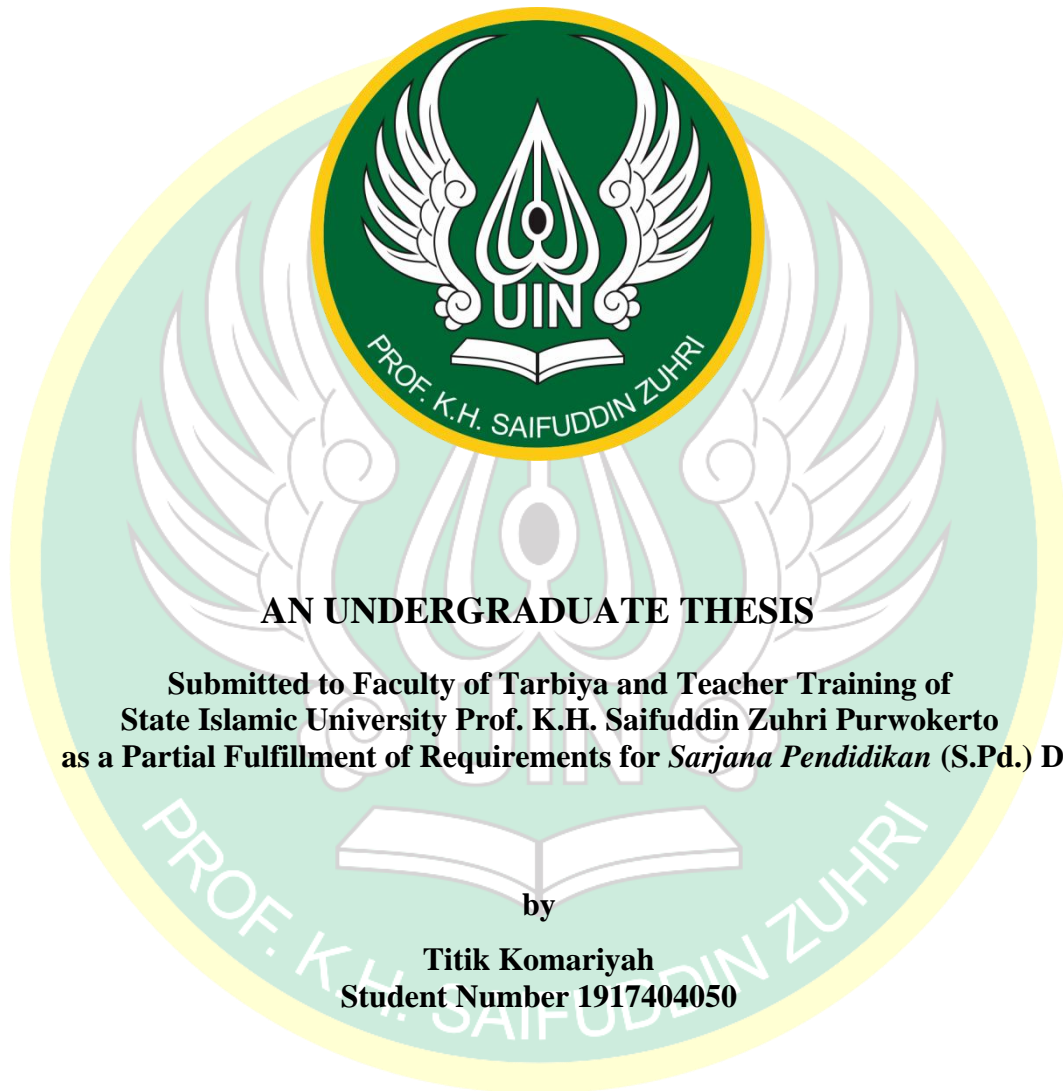


**THE IMPLEMENTATION
OF ONLINE GAME-BASED LEARNING (GBL) STRATEGY
IN VOCABULARY ACQUISITION
AT THE 8TH GRADE STUDENTS
OF SMP NEGERI 1 KALIMANAH PURBALINGGA**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.) Degree**

by

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2024**

STATEMENT OF ORIGINALITY

STATEMENT OF ORIGINALITY

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declare that the thesis I wrote with the title, "**The Implementation of Game-Based Learning (GBL) Strategy in Teaching Vocabulary at the 8th Grade Students of SMP Negeri 1 Kalimanah Purbalingga**" is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

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This thesis, entitled

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Assalamu'alaikum Wr.Wb.

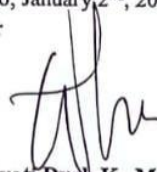
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ABSTRACT

THE IMPLEMENTATION OF ONLINE GAME-BASED LEARNING STRATEGY IN VOCABULARY ACQUISITION AT THE 8TH GRADE STUDENTS OF SMP NEGERI 1 KALIMANAH PURBALINGGA

TITIK KOMARIYAH

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This study aims to analyze the implementation of online game-based learning strategy in vocabulary acquisition and also to identify the strengths and weaknesses of online game-based learning strategy in vocabulary acquisition at the 8th grade students of SMP Negeri 1 Kalimantan, Purbalingga. This research used qualitative research where observation and interview, also documentation were become the data collection technique. The results showed that there were three steps that teacher had conducted in implementing online game-based learning strategy: defining learning outcomes, selecting the appropriate game, and conducting the assessment. Meanwhile, there were found four strengths in implementing online game-based learning strategy in vocabulary acquisition: it can improve students' interest in learning matter, students can learn the subject by doing trial and error in a risk-free environment, students learn together and learn generic skills, the last is students get a memorable learning experience. In addition, there were two weaknesses found: technical problem due to internet connection in this case unstable signal, and lack of students' technological competence like error in pressing the button of their gadget.

Keywords: Online game-based learning strategy, vocabulary acquisition, strengths and weaknesses.

MOTTO

The higher we learn something the more we rise above, the more we rise above, the more we rise to logic, but at the highest level of logic there is a determiner that is beyond logic, namely God.

-Syafii Efendi-



DEDICATION

I dedicate my thesis for:

My beloved parents, Mr. Tusman and Mrs. Martinah, who always support and pray for me for my successful journey.

My beloved sister and brother, Ratna, Ragil, and Tegar who always support and help me to finish my study.

All the people who have supported me and makes me grateful for having you all in my life.



PREFACE

In the name of Allah, the Beneficent and the merciful.

First of all, I offer praise Alhamdulillah and thanks to Allah SWT, the God of the universe who has given me health, strength, and guidance so that the thesis can be complemented. Sholawat and salam always be devoted to Prophet Muhammad SAW, who has guided us from the Jahiliya era to the Islamiya era, and always become a role model for all humans in the world.

It is a precious thing that the researcher finally accomplishes the thesis entitled “The Implementation of Game-Based Learning (GBL) Strategy in Vocabulary acquisition the 8th Grade Students of SMP Negeri 1 Kalimanah Purbalingga”. It is presented to the faculty of Tarbiya and Teacher Training Department on State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto, in partial fulfilment of the requirements for the bachelor degree in English Education (S. Pd). The researcher would also like to express the deep gratitude and appreciations are expressed to the honorable:

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Purwokerto, January 2nd, 2024

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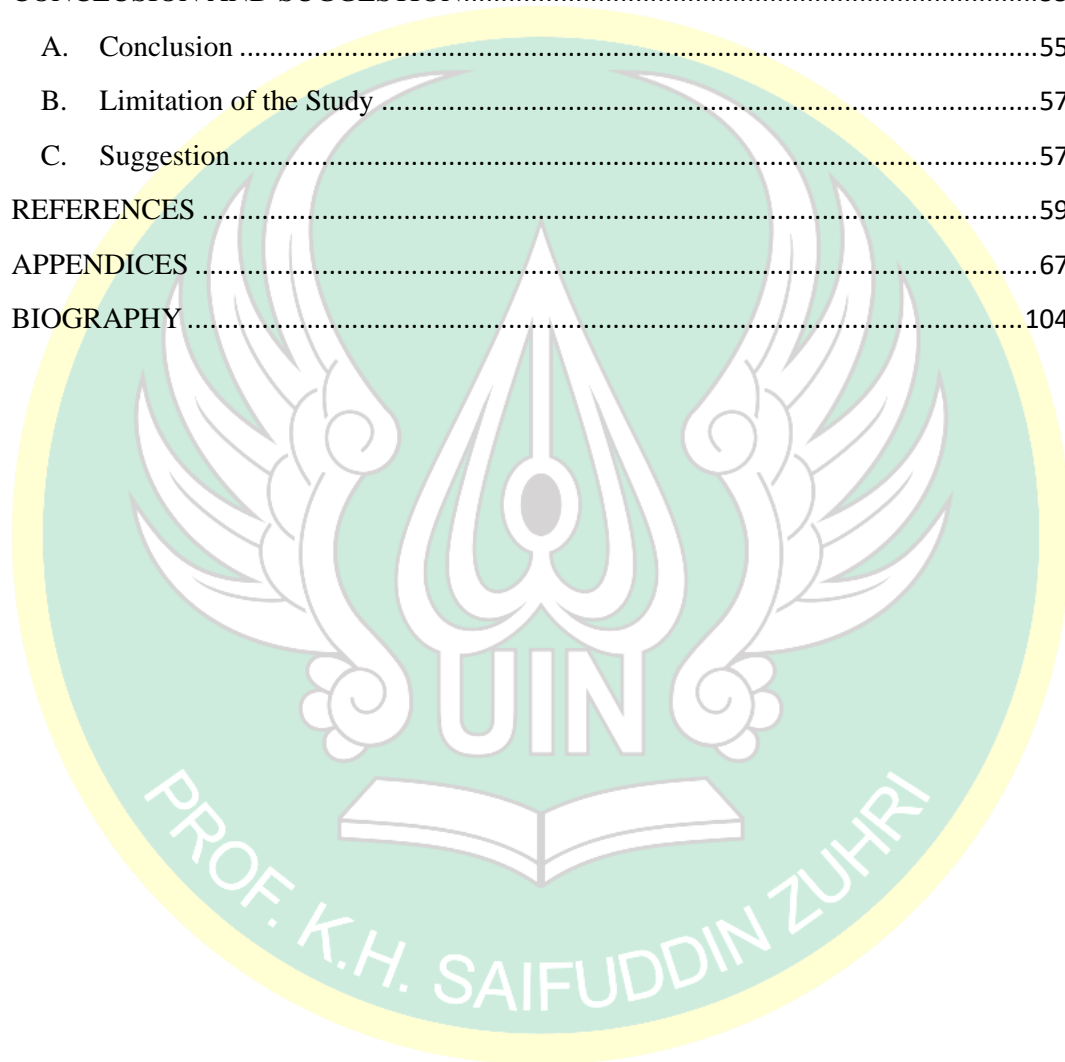
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CHAPTER I INTRODUCTION

This chapter describes the background of the study, clarification of key terms, research question, aims and significances of the study, and organization of the paper.

A. Background of the Study

Vocabulary stands to be a crucial element in foreign language learning. According to Susanto (2017), vocabulary is considered as central in language teaching and is of paramount importance to a language learner. Vocabulary is a basic of one learns a foreign language. Since it is very determined four skills in language learning that are reading, writing, listening and speaking successfully. The development of speaking, writing, spelling, pronunciation, listening comprehension, and reading comprehension all depend on vocabulary (Sukirno & As Sabiq, 2020) It is in line with Pikulski & Temleton (2004) said that vocabulary is very important because when learners can master the vocabulary, it will be affected the mastery of four skills (writing, listening, reading, and speaking). Without any vocabulary adequate, learners will experience difficulties in learning foreign language. Susanto (2017) also said that vocabulary acquisition plays an important role in mastering a language. A learner with insufficient vocabulary size will not perform well in every aspect of language itself.

These days, vocabulary acquisition is very challenging for teacher. Teacher should provide suitable strategy in vocabulary acquisition, so that the learners can obtain many vocabularies easily. According to Sudjana & Rivai (2015) in the context of education, learning vocabulary calls for inventive and simple instructional strategies, as is the case in primary school. Vocabulary acquisition is a key component to successfully developing communication and literacy skills. Developing a rich vocabulary is a top priority and an on-going challenge for both first

language and second language instruction (Rafiq, 2017). Through fun learning activity particularly games, learners are expected to be able to master a lot of vocabulary, especially vocabulary that is often used in everyday life. By games method that was applied, students will engage the learning activity happily so it will help the learners to absorb a new vocabulary easily.

Nevertheless, according to Susanto (2017), vocabulary that has been considered as the head of language is not always considered as valued when English is taught in school or other formal class. If one asks what have been done to develop students' knowledge in English, some educators may come out with the teaching approach which is then indicated by the academic achievement that measured through a very high frequency word measurement as per the need of social context. Grammar is normally used as the measurement of students' English achievement now days (Susanto, 2017). This indicates that not only chose an appropriate method in vocabulary acquisition, teacher also should implant students' sense of considering that learning vocabulary is very important, especially in foreign language learning. The enlargement of technology allows the teachers to construct an inventive instruction in vocabulary acquisition. In this day, learning in the classroom is not only through formal ways like conveying material through explanations, but currently teachers have used more practical and innovative methods particularly games with the aim that students can be actively involved in learning and can increase their interest while learning in classroom. The game technique is a means to offer educational materials through different kinds of games.

Currently, games are accessed not only as entertainment to unwind. But games have more significant function than that, one of which is stress therapy/mental health fixing, and also as a means to help students learn to be more interested so that students can more easily learn the material taught by the teacher. Pho & Dinscore (2015) stated that the motivational

psychology involved in game-based learning allows students to engage with subject materials in a playful and dynamic way.

Games have a lot of potential as a medium, and they might be utilized to inspire children to learn. Its capacity to influence both cognitive and emotional aspects of the user can work to its advantage as a learning tool. Through playing the game, children learn to think about and relate causes and effects. They also develop focus, awareness of game-related issues, and problem-solving skills. Playing games allows students to learn by doing and using their hands. Learning is a result of a player's ability to overcome the obstacles presented by a game. Games encourage players to avoid repeating failure in the following stage because learning patterns are derived from the failures they have experienced. Games offer a lot of promise for increasing learning motivation. A teacher or instructor who is knowledgeable and proficient in process management learning is required in the application of conventional ways for creating learning motivation as large as internal motivation games. The game has certain other features that are superior to traditional learning approaches in addition to motivating players or students. Student who uses the game while studying, will perform better than those who do not (Wibawa et al., 2021).

Game-based learning provides students to interact with the teacher and other students. Game-based learning is not just creating games for students to play, it is designing learning activities that can incrementally introduce concepts, and guide users towards a final goal. Traditional games can incorporate competition, points, incentives, and feedback loops (Pho & Dinscore, 2015). In line with Trybus (2015), game-based learning refers to the borrowing of certain gaming principles and applying them to real-life settings to engage users. Game-based learning has a significant impact on student motivation since it can increase students' happiness and enthusiasm, challenge them, and foster friendships amongst players (Anjani et al., 2016) cited from Winara & Setiawan (2020).

Based on preliminary research, in reality teachers find it difficult to teach vocabulary because students already think that English is a difficult subject to remember, let alone practice. Moreover, at this school there is no habit of speaking English, so it will be increasingly difficult for students to learn in this case considering the vocabulary taught by the teacher. Also the time to learn English subject is limited, only 2 meetings in a week which makes it a little difficult for teachers to get students used to learning English. So, based on interviewed it found that students in SMP Negeri 1 Kalimanah, Purbalingga were still difficult to remembering vocabulary. Teacher was trying to use online game-based learning as the innovative strategy to help students in vocabulary acquisition at SMP Negeri 1 Kalimanah, especially for grade 8th students.

Some researchers have investigated about game-based learning strategy through learning in immersive worlds (Freitas, 2006). There are Winara & Setiawan (2020), who studied about the effect of Game-based learning towards the learning motivation and achievement. Wibawa et al. (2021) studied about Game-based learning as the innovation and solution in acceleration of learning adaptation on new normal period. The analysis shows the positive result toward the implementation of game-based learning strategy in teaching and learning activity.

Apart of the positive impact of game-based learning strategy in teaching and learning activity relate with the students' motivation and achievement, this study intended to analyzed the implementation of online game-based learning in vocabulary acquisition. This study would like to investigate how online game-based learning strategy is implemented and influenced the student vocabulary in foreign language learning.

B. Clarification of Key Term

The clarification of key term contains important keyword terms to provide guidelines for the research to be carried out. In addition, related to this research, there are several terms to guide the implementation of this research, such as:

1. Game-based Learning strategy

According to Liu *et al.* (2020), Game-based learning is a learning strategy that used game applications or games that have been specifically designed for assist the learning process and help improve student effectiveness in learning activity. By using this strategy the teacher can provide a stimulus to students the most important part in the learning process, namely emotional, intellectual and student psychomotor.

2. Vocabulary acquisition

Vocabulary acquisition concerns how people expand the number of words they understand when learning a new language, this includes both first and second language acquisition (Krashen, 2002).

3. Strategy in Vocabulary acquisition

According to Fauziati (2010), strategy in vocabulary acquisition refers to a systematic and conscious effort made by teachers and learners to prepare, observe, and evaluate the process of vocabulary learning. This involves the use of various techniques and activities that are designed to help learners acquire and retain new words, understand their meanings and usage, and integrate them into their language skills. Krashen (1981) cited in Fauziati (2005) states that most learners' vocabulary grows through incidental learning such as trough continuous exposure to comprehensible language in reading, listening, speaking, and writing exercise.

C. Research Questions

Based on the background of the study above, the research questions are formulated as follows:

1. How does the implementation of online game-based learning strategy in vocabulary acquisition at 8th grade students of SMP Negeri 1 Kalimanah, Purbalingga?
2. What are the strengths and weaknesses of using online game-based learning strategy while learning vocabulary for 8th grade students of SMP Negeri 1 Kalimanah, Purbalingga? (Based on students' perceptions)

D. Aims and Significances of the Research

Based on the research questions above, the objective of the research as follow:

1. The Aims of the Research
 - a. To analyze the implementation online game-based learning strategy in vocabulary acquisition at 8th grade students of SMP Negeri 1 Kalimanah, Purbalingga
 - b. To find out the strengths and weaknesses of using online game-based learning strategy particularly for 8th grade students of SMP Negeri 1 Kalimanah, Purbalingga based on students' perceptions.
2. The Significances of the Research

The significances of this research are:

- a. Theoretically
 - 1) The result of this study is accepted to increase knowledge, experience, and insight in terms of learning towards using online game-based learning strategy as a teaching strategy.
 - 2) It can be a reference for further research.

b. Practically

1) For writer

To enhance the writer's knowledge and experience in teaching, so that it would be better in the future.

2) For teachers

To inspired many teachers about teaching strategy by using online game-based learning strategy for vocabulary acquisition.

3) For students

To helps student in learning English with appropriate strategy by using game-based learning method especially for learning vocabulary.

4) For other researchers

This research can help other researchers to find references for further study.

E. Organization of the Paper

The systematic research or structure of the research will explain as follows:

Chapter one is the introduction which explains about background of study, clarification of key terms, research questions, aim and significances of the study, and organization of the paper.

Chapter two is literature review which explains about the theories of game-based learning strategy and vocabulary acquisition, also explains about previous studies.

Chapter three is methodology describes deals with the research design, research site and participants, object and subject of the research, instruments for obtaining data, collecting data technique, analyzing data technique, and triangulation.

Chapter four are findings and discussion which explain about the result and discussion about the implementation and strengths also

weaknesses of game-based learning strategy in vocabulary acquisition at 8th grade students of SMP Negeri 1 Kalimanah, Purbalingga.

Chapter five is conclusion that explains the conclusion, suggestion and limitation of the study. In this chapter, there are the conclusions and some advices related to the study.



CHAPTER II

LITERATURE REVIEW

This chapter presents theoretical framework, previous research and conceptual framework related to the research.

A. Theoretical Framework

The theoretical framework in this chapter are teaching strategy, game-based learning strategy, and vocabulary acquisition. Teaching strategy consist of definition of teaching strategy and types of teaching strategies.

1. Teaching Strategy

a. Definition of Teaching Strategy

Smilansky (1990) as cited in Perry (2001) defined teaching strategies as the way of a teacher to play with children. Moreover, Organization of Economic Co-operation and Development (OECD) (2010) also described teaching strategy as a combination of process where the teacher manages the class and used all the facilities to enhance students' understanding.

Teaching strategy is a teacher's plan in teaching and learning process to achieve which have planned. In other word, teaching strategies are approaches to teaching students. The teacher have to applied the strategy to balance between the method which the teacher's used and the way of the teacher's used to applied the material (Aswan et al., 2010).

Teaching strategy can be defined as a plan, method or series activities to achieve particular educational goal (Richards & Rodgres, 1986). In addition teaching strategies are defined as the role taken by teacher or a teaching device such as computer, programed text, or television set in order to facilitate learning activity (Klein, 1991). Moreover teaching strategy is the approach that the teachers use for particular lesson and to the specific objectives for a particular lesson.

b. Types of Teaching Strategies

According to Organization of Economic Co-operation and Development (OECD) (2010), there are some types of teaching strategies such as expository strategies, cooperative learning, inquiry, contextual teaching and learning and problem based learning. All of those strategies are not fit for all the material. It depended on the context. In addition, Balachandran (2015) claimed that there are some factors that influence teaching strategies. Those factors are related to teacher, student, environment and the lesson. The factors relating to the teachers include the knowledge to use the resources, the ability to manage the class, doing adjustment based on students' learning styles.

Moreover, the factors relating to the students are class composition, grade level, benefit from a certain instruction and students' engagement. Meanwhile, the factors relating to environment consist of the resources of learning that support the learning process. At last, the factor relating to the lesson is fostering contextual learning which relates the lesson with the real life (Balachandran, 2015).

There are many kinds of teaching strategies that can be applied in the language teaching process. Wehrli & Nyquist (2003) explained the teaching strategies as follow:

1) Brainstorming

Brainstorming is a process for generating multiple ideas or options in which judgment is suspended until a maximum number of ideas have been generated. Al-maghrawy (2012) in Al-khatib (2012) also defines that brainstorming as a group creativity forum for general ideas. Moreover, Sayed in Al-khatib (2012) purposed several importance of brainstorming for the students. Those are: (a) helping students to solve problems; (b) helping students to benefit from the ideas of others through the development and build on them; and (c) helping the cohesion of the students and building relationships among them and assess the views of others.

According to Wehrli & Nyquist (2003), brainstorming has some advantages, they are: (a) actively involving learners in higher levels of thinking; (b) promoting peer learning and creates synergy; (c) promoting critical thinking; and (d) helping groups reach consensus.

Besides the advantages of brainstorming, Wehrli & Nyquist (2003) also said that there are some disadvantages of brainstorming, such as (a) Requiring learners' discipline; (b) may not be effective with large groups; and (c) can lead to "group think".

2) Case-based Small-group Discussion

In this teaching strategy, small groups of five to ten address case-based tasks, exchanging points of view while working through a problem-solving process. In this teaching strategy process, Srinivasan *et al.* (2007) explained that the group focuses on creative problem solving, with some advance preparation. Discovery is encouraged in a format in which both students and facilitators share responsibility for coming to closure on cardinal learning points.

According to Wehrli & Nyquist (2003), Case-based Small-group Discussion has some advantages. They can be (a) actively involves participants and stimulates peer group learning; (b) helps participants explore pre-existing knowledge and build on what they know; (c) facilitates exchange of ideas and awareness of mutual concerns; and (d) promotes development of critical thinking skills;

On the other hand, Case-based Small-group Discussion has some disadvantages. It (a) can potentially degenerate into off-task or social conversations; (b) can be a challenge to ensure participation by all, especially in larger groups; and (c) can be frustrating for participants when they are at significantly different levels of knowledge and skill (Wehrli and Nyquist, 2003).

3) Demonstration

Demonstration means performing an activity, so that learners can observe how it is done in order to help them preparing for transfer theory to practical application. Moreover, demonstration strategy involves the teacher showing learners how to do something (Adekoya & Olatoye, 2011).

According to Wehrli & Nyquist (2003), the advantages of demonstration are to (a) help people who learn well by modeling others; (b) promote self-confidence; (c) provide opportunity for targeted questions and answers; and (d) allow attention to be focused on specific details rather than general theories.

Besides having the advantages in learning, demonstration also have disadvantages. The disadvantages of demonstration: (a) is limited value for people who do not learn best by observing others; (b) may not be appropriate for the different learning rates of the participants; and (c) requires that demonstrator have specialized expertise if highly technical tasks are involved.

4) Games

Games are used to bring competition, participation, drills, and feedback into the learning experience as a motivator and opportunity for application of principles. Carefully planned uses of games in the classroom (e.g., for practicing certain verbs, tenses, questions, locatives, etc.) add some interest to a classroom (Brown, 2000).

According to Wehrli & Nyquist (2003), the advantages of games for learning are: (a) actively involves learners; (b) can add or regenerate motivation; (c) promotes team learning and collaborative skills; (d) provides a challenge that can lead to confidence in knowing and expressing the material; (e) provides feedback; and (f) can create a “fun” learning environment.

Games not only has advantages in students’ learning, but also have disadvantages, such as: (a) can create in-group or out-group feelings;

(b) can demotivate students who are not competitive by nature; (c) can create feelings of inadequacy in those not as skilled or forceful; and (d) can discourage creativity if the format is very rigid and the focus is strongly on winning (Wehrli & Nyquist, 2003).

There are many different theories related about game and their impact on individual and society, and experts in the fields may have different perspective on the subject. According to Hidayat (2018), games have several capabilities which is lacking in other learning methods, including interaction aspect, serve direct feedback, computer-generated representation of the reality, and also repetition of setting in the learning process.

Through games, students can express their feelings and will be more enjoy to solving the problem. Since games prompt people brain to think in enjoyable ways. This is in line with Wibawa *et al.* (2021) stated that one of the strength of games for learning is, it can be increase brain performance both left and right also can be more interactive. Additionally, fantasy and creativity often encourage students thinking. Since the content of the game become interesting when the imaginative is thought-provoking, it is advantages to utilize it and link it to playing educative (Shabaneh & Farrah, 2019).

In addition, according to Derakhsan & Khatir (2015), games can help the teachers to create contexts in which the language is useful and meaningful. Besides making easier for students to learn, games also make easier for teachers. Teacher can design the games based on the learning contexts and the learning objective. Also teachers need to supervise their students on how they use the vocabulary to make sure that learning does not take a higher level to the game's structure and rules (Kalaycioglu, 2011 as cited in Shabaneh & Farrah, 2019).

5) Independent Study

According to Alberta (2002), independent study is a teaching strategy designed to enhance and support other instructional activities.

Learning activity is typically done entirely by the individual learner (or group of learners) using resource materials. It may be done using computer or webbased technology. Alberta (2002) also defines independent study as a personalized learning experience that allows students to select a topic focus, define problems or questions, gather and analyze information, apply skills, and create a product to show what has been learned.

Based on Wehrli & Nyquist (2003), there are some advantages of independent study for learning, such as: (a) fosters independent learning skills; (b) allows learners to progress at their own rate; and (c) enhances other learning experiences.

Besides having the advantages, independent study also has disadvantages for learning, such as: (a) may be disconnected from immediate objectives; and (b) may be difficult to identify or access appropriate materials (Wehrli & Nyquist, 2003).

2. Game-Based Learning Strategy

This section describes about definition of game-based learning strategy, steps in implementing game-based learning strategy, and the strengths and weaknesses of game-based learning strategy.

a. Definition of Game-Based Learning Strategy

Game-based learning is one of educational strategies that help students learn, particularly when they are taking complex courses (Blanie, Amorim & Benhamou, 2020). Liu *et al.* (2020) define game-based learning as a teaching strategy that uses game application or games that are especially made to support learning and student efficacy in learning activities. By using this strategy, the teacher can provide a stimulus to students with the most important part in the learning process, namely emotional, intellectual and student psychomotor.

According to Cruickshank & Telfer (2001), game applications are media development as they entail students to participate actively in the

classroom. Typically, students tend to get bored with conventional English strategy. It requires teachers to be more creative in developing strategy which applied in teaching and teachers should also consider the advantages of using games in teaching and learning process such as grab students' attention; decrease students' stress; and give students a chance for a real communication. However, games enable interactions, reward, students' interaction and problem solving (Schwartman, 1997).

Smartphone is an important stuff for students, nowadays. Mobile application can be a good learning media to support the smartphone for engage students in learning more attractive. Based on Hamari, Koivisto, & Sarsa (2014), mobile applications have been a trending object and subject for user engagement and have helped to improve positive patterns in their learning. There are many mobile applications for learning that have been developed; however, only a few of the mobile applications use gamification as their theme interaction for the students (Mohamad, Sazali, & Salleh, 2018).

Here are some game applications that are commonly used by teachers to teach English when using game-based learning strategy, namely Wardwall, Educandy, Kahoot, and Quiziz (Oktavia, 2020).

1) Educandy

This game is a web application based educational game can be used for learning. Educandy has a variety educational games that can be replaced by questions or vocabulary. Educandy can be used to create fun online games fun and make learning situations more interactive.

2) Quiziz

This game is narrative and flexible, in this application the teacher can use as a means of conveying material, other than that quiziz can also be used as a learning evaluation medium that interesting and fun. Quiziz is in the form of a quiz.

3) Kahoot

Kahoot is almost the same as Quiziz, which is a game in the form of a quiz as well as multiple choices, through this kind of game, it can stimulate students' knowledge, stimulate students' reactions to teacher explanations, and help students' concretize something abstract.

4) Word Walls

Word Wall is a web-based application that can be used to making learning media such as quizzes, random words, matchmaking pairs, anagrams, word search, and grouping words or sentence.

When teacher use the game in teaching, it must be appropriate with the characteristics of students, besides that the strategy also can be used easily, so that students can interact with other students, this activity will be useful for interpersonal of intelligence. Lwin et al. (2008) stated that intelligence interpersonal skills can be developed through several games. Therefore, this strategy can be used as an alternative as an intelligence developer child interpersonal.

Game-based learning strategy is also very good in development cognitive such as student achievement. This statement is in accordance with the opinion from Vigotsky (1986) as cited in Santrock (2002). He also believes that the game in learning is an excellent setting for cognitive development. This is based on the characteristics of Z generation who prefer to play and learn in a way that is not boring. Students will also be interested in various games that are served in learning, so that students' interest in learning will increase which will be useful for increasing their achievement. Therefore, this strategy can be used in conveying knowledge of subjects at school.

b. Steps in Implementing Game-Based Learning Strategy

Game-based learning (GBL) refers to the use of games or related elements, concepts, or designs facilitate the learning process (Deterding, *et al.*, 2011). Game-based learning also engages learners in interactive

and enjoyable way (Zhang & Liu, 2007). According to de Freitas (2006), here are some steps for implementing game-based learning;

- 1) Defining learning outcomes (also known as learning objective).
Learning objectives are essential for effective learning.

They support the development of more successful lesson plans, activities, and assessment by assisting in the formulation of what students should be able to perform as a result of the learning instruction (Grondlund, 2000). It is in line with Melton (1997), learning objectives are the statements that precisely outline what students are expected to do as a result of learning. It can be done by identifying the specific knowledge, skills, or concepts that the learners want to acquire or practice.

- 2) Selecting a simulation, activities, set of activities or game to support this required learning outcome with an appropriate form of assessment.

To avoid the students from feeling bored, teacher should paying attention when choosing an appropriate games connect with a suitable outline of assessment. According to Carrier (1990) as cited in Ramadhaniarti (2019), when choosing the game for students, first thing that teacher should consider is about the level of game that fit with their skill in learning. Then, choose the game that fits with the purposes of the content. Moreover, teacher also need to consider the characteristics of their students, whether they are old or young, determined or less interested, and highly motivated to learn or not. Last but not least, teacher should consider the time, when the game should be used appropriately.

- 3) Considering an ordering of the game within this set of activities, assignment and assessment process.

In implementing game-based learning as a strategy in teaching, the sequence of the game is very important. Starting from introduce the game being used, then connecting with the activity or the practice,

after that teacher give the assignment through that game and do the assessment process based on the context. Based on Shabaneh & Farrah (2019), teachers have to notice which games students prefer. Also, they have to learn how to present information efficiently through games and adjust activities according to the students' age, abilities, or interests. Games are a sufficient medium through which teachers can deliver information, yet they have to learn the correct way to do it.

- 4) Undertaking the session with proper consideration given to outlining the session, learning outcomes strived for and post session reflection (debriefing).

Teacher should provide debriefing and reflection. After learners have played the game, facilitate debriefing sessions to discuss their experiences, insights, and any questions that arose during gameplay. Based on Jaaska & Aaltonen (2022), teacher highlighted the role of debriefing sessions as a valuable part of game-based learning solution. Sharing experience and thoughts about what was done well or not well in debriefing session blends the game cases into meaningful learning. Reflection also can avoid the implication that the game was played only for fun and did not have any deeper meaning for learning. Encourage reflection on how the game connected to the learning objectives and how they can apply the acquire knowledge or skills in real-life situations.

- 5) Undertaking assessment of the session participants (peer, self, tutor based or a combination of these).

During the game play, students are training their social skills, working collaboratively to find and share information and to develop their argumentation strategies and understanding of the subject area (de Freitas, 2006). During this session, teacher can do the assessment process through monitoring the students while using the game for learning. It can be individual assessment, peer assessment, or even collective assessment.

- 6) Evaluating the effectiveness of the session by using feedback from learners and other participants.

An evaluation is the most effective approaches to the use of games in formal settings (assessment, guidelines, selection, pedagogy, learner characteristics) (de Freitas, 2006). Evaluation can measure whether the strategy effective or not.

- 7) Re-organizing or designing the session according to feedback given.

According to Derakhsan & Khatir (2015), to effectively promote learning, games must include ways for students to reflect on and explain what is happening. In fact, learning may not occur without time for reflection. Teachers should encourage students to take advantage of games in their learning process. They also need to monitor their students' use of these games to make sure that the structure and rules of the game do not take higher rank over learning. Student feedback is given and discussion about the game may take place in the virtual or face-to-face seminar debriefing.

c. The Strengths and Weaknesses of Game-Based Learning Strategy

Each learning strategy has different characteristics, thus the learning strategy also has strength and weakness. Here are the strengths and weaknesses of the game-based learning strategy.

According to Jaaska & Aaltonen (2022), the strengths of game-based learning strategy are as follow:

- 1) Increasing students' interest in learning matter.

It cannot be denied that, student especially young learners very like games in their activity. So, choosing game strategy for their learning activity is a proper idea. Since games can increase their interest in learning. It is in line with Wulanjani (2016), game has high motivation because it is amusing and interesting. It also presents a part of competition into language-building activities (Wulanjani, 2016).

- 2) Students learn the subject by doing, trial and error in a risk-free environment.

Failure and disappointment serve as motivation to improve on the following attempt, which is typically possible in a simulation or game setting. Educational games typically allow multiple plays, giving the students an opportunity to succeed. Failure can also serve as a lesson in what can happen when rules are broken, decisions are made based on incomplete information, or diligent planning for the unexpected is not done (Jaaska & Aaltonen, 2022).

Games stand as a group of tools of language learning in real life-setting (Misirli, 2007). It means that a game can be an effective way in learning a new language which can be created based on our real life. The main reason why games are considered effective learning aids is that they urge motivation and students get very immersed in the competitive aspects of the games; moreover, they try harder at games than in other courses (Deesri, 2002).

- 3) Students learn together and learn generic skills.

Jaaska & Aaltonen (2022) found that the development of generic skills like teamwork, decision-making, and problem solving can be aided by game-based learning. Games are frequently used in cooperation settings, giving students the chance or forcing them to learn from peers. Different personalities possibly will cause conflicts during teamwork, and these conflicts need to be resolved in a productive manner, just as in real life.

They are motivating because they usually involve friendly competition and create cooperative learning environment, so students have an opportunity to work together (Derakhsan & Khatir, 2015). Game-based learning promotes the augmentation of generic skills, such as decision-making, critical thinking, problem-solving, collaboration and communication (Siadis et al., 2018). According to Barr (2017), game-based learning gives positive impact on skills and

competence development on student communication skills and compliance.

4) Students get a memorable learning experience.

Based on Jaaska & Aaltonen (2022), during game play, students' emotions are frequently involved. As a result, people frequently recall the events fondly and for a long time-even years later-with emotions of happiness or disappointment. Especially when students had made terrible mistakes during game sessions, they were indelible imprinted in the students' memories based on their own experiences.

Besides several strengths of game-based learning strategy, there are also several weaknesses according to the used of game-based learning in teaching and learning process based on Jaaska & Aaltonen (2022), such as:

1) Students' cognitive load and stress are increased.

For learners, incomplete technical implementation of game-based learning practices or disconnection from learning objectives might cause feelings of frustration (Shute *et al.*, 2015). According to Jaaska & Aaltonen (2022), teachers face pedagogical problems when using educational games. Applying game-based learning strategy in a meaningful way requires systematic design and planning of the course. Teachers said that convincing students of the method and its benefits is crucial. Students need to see and understand the connection and relevance of the game to the learning outcomes. This obliges motivation and good facilitation skills from the teachers (Jaaska & Aaltonen, 2022).

2) Students get frustrated with the teaching method.

Gaming is just not pleasing to everyone, even without competition. Technical problems with the game, unclear instructions or complicated game rules can also frustrate project management students (Boghian *et al.*, 2019). It is in line with Jaaska & Aaltonen

(2022), the majority of people felt that technology issues with educational computer games could spoil lessons and make learning stressful for both students and teachers. In order to use game for learning, teacher should consider some aspect for example the ability of the students, what their interest in learning also teacher should train themselves in using game for teaching.

- 3) Students experience games as irrelevant or disconnected from learning objectives.

Based on Jaaska & Aaltonen (2022), in order to meaningfully link the game experiences to learning objectives, reflection and debriefing are important parts of the learning process. Students must become familiar with the mechanics and rules of educational games before they may be utilized to enhance learning. Actually, this has nothing to do with the course's learning objectives. They discovered that learning how to play a game requires students to put in more effort and time on top of studying the course material. To prevent unduly burdening students, time planning in course design must be effective and appropriate.

3. Vocabulary acquisition

This section describes about definition of vocabulary, definition of vocabulary mastery, definition of vocabulary acquisition, and technique in vocabulary acquisition.

a. Definition of Vocabulary

According to Hatch & Brown (2005) define vocabulary as a list or collection of terms exclusive to a language or a list of words used by individual language speakers. The alphabetical order is the sole mechanism at play because vocabulary is a list. Important considerations include the terminology that is chosen and the instructional strategies that are employed. Additionally, Hatch & Brown (2005) claimed that the only alphabetical order system in use is vocabulary. Zhang (2009) defines

vocabulary as words taught in the language other than English. Furthermore, according to Nation (2006), vocabulary items are just a dull list of terms that students need to learn and commit to memory. Lexical forms, on the other hand, are recognized as playing a crucial part in contextualized, meaningful language. According to Scarcella (2009), understanding a word's meaning also entails understanding its frequency of occurrence, company it keeps, suitability in various contexts, grammatical behavior, underlying form and derivations, word linkages, and semantic properties. According to the definitions given above, vocabulary mastery is the ability to fully comprehend the vocabulary and meanings of a given language, or the knowledge of all the terms in that language. According to Wallace (1982) as cited in Pajo (2017), Vocabulary can be divided into two categories they are productive vocabulary and receptive vocabulary, which deal with word use. A productive vocabulary is one that can be identified both when writing and speaking. However, words are referred to as receptive vocabulary if they may be identified by reading and listening comprehension.

b. Definition of Vocabulary Mastery

The capacity to comprehend and apply vocabulary is known as vocabulary mastery. According to River (1994), mastery of vocabulary refers to a high skill of proficiency in word processing. It is individual achievement and ownership. It needed drive and interest in the language for learners to succeed in expanding their vocabulary.

Vocabulary mastery itself is closely related to the ability of the learner in acquiring the vocabulary. Based on Henry & Pongrantz (2006), being able to understand the language (vocabulary and phonological structure) both orally and in writing is a necessity in language mastery. It means that learner who learns English as the second language must comprehend the meaning of the words and is able to apply them in sentences. According to Read (2004) cited in Lelawati et al.

(2018), the definition of vocabulary knowledge is knowing the meanings of words and having them be similar to synonyms, dictionaries, or equivalent words in the language of the learners. They must be able to employ words in phrases and understand their meanings for them to automatically pick up new vocabulary.

By mastering vocabulary, they have the ability to mold their English and consider it a topic they study in school. It is consistent with the claim made by Langan (1992) that a strong vocabulary outweighs all other considerations. Besides all of that, it is hoped that they will have more vocabulary and will help them in studying English in the next level of school or in the university. So that they can use their English in order to communicate to other people from abroad.

c. Definition of Vocabulary acquisition

Vocabulary acquisition is a crucial part of learning a language (Alqahtani, 2015). It is virtually impossible to acquire a language, including human communication, without the use of words. A greater range of words in one's vocabulary facilitates communication with others. Effective communication can certainly be achieved through the utilization of non-verbal cues such as body language, pointing, and drawing, but it is considerably more convenient and accurate when verbal expression is employed (Nordlund, 2016). Therefore, it is critical that schools incorporate instruction of foreign languages that facilitate the development of students' diverse and extensive vocabularies. Given the significance of vocabulary mastery in language practice, particularly for written and spoken language, expanding and honing vocabulary mastery requires special attention or strategy.

A recent study emphasized that in addition to proficiency in grammar and pronunciation, vocabulary knowledge serves as a robust basis for mastering the English language. According to a more recent survey by Zou & Zhou (2017), students supplement their traditional memorization-based learning strategies with a variety of vocabulary

learning strategies. Recent research indicates that the deliberate implementation of diverse systems has enhanced the vocabulary acquisition of learners. An investigation into the strategies employed by English students to acquire new vocabulary may reveal variations in vocabulary acquisition among learners and inspire English as a Foreign Language (EFL) instructors and curriculum creators to create resources and exercises that aid students in enhancing their vocabulary acquisition (Ghalebi, Sadighi & Bagheri, 2020).

Gardner (2010) defines vocabulary not only in terms of what words signify, but also in terms of how individuals relate words to one another, utilize words, and store words. Vocabulary acquisition can be a challenging endeavor. To effectively communicate the subject matter and achieve acceptable and fulfilling learning objectives, teachers must plan their strategies and apply them with model behavior. Teachers need to understand that vocabulary acquisition is something fresh and distinct from speaking the pupils' native tongue. It is important to acknowledge that teaching English to younger learners differs from teaching it to adults due to the differences in their comprehension abilities and interests. Teachers can select the most effective method for vocabulary acquisition that will help language learners if they are knowledgeable about both teaching and learning vocabulary (Mardali & Siyyari, 2019).

Teachers are encouraged to teach language in fun and interesting methods (Sheridan & Markslag, 2017). This can improve think of and memorization skills in addition to stimulating students' interest. According to Nezhad & Shokrpour (2012), vocabulary acquisition is crucial to language acquisition. In conclusion, intentional vocabulary learning is essential to enhancing English language acquisition, and incorporating enjoyable vocabulary-learning activities can help to maintain a dynamic and engaging teaching environment. This concept can also aid students in raising their level of proficiency because vocabulary growth is necessary to enhance both one's intake and output

in the language. Speaking abilities are enhanced by vocabulary knowledge. According to Koizumi & In'nami's (2013) speaking abilities are enhanced by vocabulary knowledge. Teachers need to be aware of the language that has to be taught when teaching it. Finocchiaro (1989), cited in Fadillah (2011), states that words in vocabulary can be classified into two groups, there are function words and content words. While content words can be taught in small groups in real-life situations, function words must be learned as soon as possible (in a logical order and sequence).

Vocabulary acquisition involves several components, including word use, meaning, pronunciation, and spelling. Form (pronunciation and spelling), grammar, collocation, meaning, and word formation are the components of vocabulary that need to be taught (Ur, 1999).

d. Technique in Vocabulary acquisition

There are many techniques that teachers can use when vocabulary acquisition. At least there are six technique generally used by teachers. They are Using Pictures, Reading Aloud, Pronunciation Drilling, Using Clue and Hints, Using Realia, and Using Gestures Techniques.

When a teacher uses the pictures technique, the students can better learn the word by seeing pictures. According to Wright (2007), this is done to provide students with visual aids for learning. Additionally, he said that images, which serve as a visual representation of ideas, can have a greater impact on language acquisition. Wright (2007) also notes that images have three roles in writing and speaking. First, kids can be inspired to acquire vocabulary through visuals. Secondly, images add to the context in which words is utilized. Finally, images can offer information that can be cited in talks, debates, and narratives.

When teachers read aloud to their students, they are introducing new language and making sure they read it aloud. According to Kailani (1998), reading out aloud has some benefits. They include precise word placement, adaptability in pace, loudness, and tone, appropriate word

choice, and deft use of pauses. How to Pronounce It one common method for vocabulary acquisition is drilling. When a teacher drills, he often says a word or a structure and then asks the class to repeat it. Drilling typically happens following the eliciting, which involves asking students to mention a word, phrase, or structure they have already studied (Kelly, 2002).

When a teacher uses clues or hints, it indicates that they use vocabulary-related objects to assist students in understanding what they're studying. Context clues are the most often utilized type of clue in instruction. Contextual cues are hints provided to infer a word's meaning. It provides explanations, examples, antonyms, and synonyms (Joffe, 1994).

When a teacher uses Realia in the classroom, they take the class outside and expose them to things that most of them have never seen before (Sukirno & As Sabiq, 2020). According to Milone (2003), Realia comprises things, acts, tangible materials, as well as actual elements and activities of each category that might help to strengthen the connection between an idea's notion and a word or set of words. Additionally, Milone (2003) contends that when vocabulary acquisition, real objects are preferable to word explanations and conversations.

Teaching using gestures means the teacher moving his body while imparting knowledge. Effective communication requires the use of four different gesture kinds (Ekman & Friesen, 1969). They are regulators, affect displays, illustrators, and insignia. The natural hand and body motions that go along with speech, including pointing, grinning, frowning, or waving, are called illustrators. Gestures known as regulators are employed to manage protocol in communication, including taking turns and other actions. Emblems are nonverbal cues that have spoken equivalents and are employed to convey meaning. Emotionally charged gestures are known as affect displays.

B. Previous Studies

Based on several resources related to this research from several journal articles, and books relate which relevance to this research. Here are the following comparisons of the result with previous studies, such as:

1. Purba & Katemba (2021) entitled “English Teacher Perception of Using Game-Based Learning (GBL) to Enhance Students’ Vocabulary”. The purpose of this study was to see whether game-based learning helps students increase their vocabulary while learning English. Therefore, based on the observation, the result shows that the teachers are in agreement with the idea that game-based learning might help students improve their vocabulary understanding. Students can learn many new words and feel less anxious while learning English. The similarity with the researcher study both are discussing about game-based learning in teaching and learning vocabulary. The difference is that the researcher study aim to analyze the implementation of game-based learning while this study attempted to find out the teachers’ perception of using gam-based learning to enhance students’ vocabulary.
2. Ling & Aziz (2022) entitled “The Effectiveness of Game-Based Learning Strategies on Primary ESL Learners’ Vocabulary Learning”. As a result, using game-based learning strategies to teach vocabulary will undoubtedly have a big impact on student vocabulary learning and acquisition. This assessment of the literature makes a convincing case for the effectiveness of game-based learning systems. The majority of students believed that game-based learning strategies were helpful and successful for acquiring vocabulary. While playing the activities, they actively participate in learning terminology and are at ease speaking and connecting with their friends. The similarity of the researcher's research is game-based learning strategies that used in teaching and learning vocabulary. The difference is that this research discusses the effectiveness of game-based learning for learning vocabulary and using quantitative methods, while researcher’ study is about the implementation of game-based learning in vocabulary acquisition using qualitative methods.

3. Aboualya, Abosnan, & Arashidi (2018) entitled “Let’s Gamify Our Classes! Improve Students’ Vocabulary with Game-Based Teaching Strategy’s”. The result shows that English vocabulary deficiency among Libyan students opens multiple opportunities to innovate in teaching English vocabulary. Although games create a supportive learning environment for instructing grammar, it motivates students to practice and learns a notable amount of vocabulary actively and effectively. At the same time, it will build up interpersonal relations among the teacher and students. The similarities with the researcher study, both are observed about game-based learning strategy for vocabulary acquisition. The difference is that this research aim to find out the use of game-based learning to improve students’ vocabulary mastery while the researcher study is aim to analyze the implementation of game-based learning in vocabulary acquisition.
4. The article journal from Winatha & Setiawan (2020) entitled “The Effect of Game-Based Learning towards the Learning Motivation and Achievement.” This research discussed about how game-based learning method influenced students’ motivation and learning achievement in STMIK STIKOM Denpasar, Bali especially to students’ computer system study program. This research is a quantitative research with question and experimental design approach. This study aims to measure the influence of game-based learning strategy towards students’ motivation and learning achievement especially for interpersonal skill subject. The data proves that there is a significant increase in student learning motivation particularly in interpersonal skills courses due to the application of game-based learning method. This can be seen from sig value output which shows in the article. This study discussed about game-based learning as a strategy to improve students’ ability in learning which is similar with the researchers’ research. The difference of this study is the research attempt to find out the implementation of game-based learning strategy in vocabulary acquisition, and conduct this research at SMP 1 Kalimanah, Purbalingga.

5. The studied from Wibawa et al. (2021) entitled “Game-Based Learning (GBL) as an Innovation and Solution to Accelerate Learning Adaptation in the New Normal Period”. The focus of this study is about game-based learning strategy as the innovation and solution in new normal or after pandemic era. This study used descriptive analysis method, which try to describe the tendency of phenomenon that becomes center of attention. The technic of colleting the data conducted by having a survey to PSTI UPI Purwakarta grade 1A students. The survey results showed that there are 50% of the students considered game-based learning strategy suits to be the solution of an acceleration in learning adaptation after pandemic, and 50% of them doubt that, since they don't know about game-based learning. Based on survey results class 1A PSTI student stated that the characteristics of Game-Based Learning are interesting and exciting, challenging, interactive and bait feedback, as well as social and cooperation. Quizziz is the most widely known as game-based learning by the students in 1A class. The similarity with the researchers' study is discussed about game-based learning as the innovation teaching method in teaching and learning process also it involve Quizziz as the matter of the research. The difference is that the researchers also try to find out the implementation of game-based learning strategy in vocabulary acquisition.

From the six previous studies above, this research have similarities, namely that all of them use game-based learning strategies in the learning process. Meanwhile, the difference lies in the research questions, namely looking for how to implement GBL strategy in the classroom and what are the strengths and weaknesses of online game-based learning based on students' perceptions.

CHAPTER III

RESEARCH METHOD

This chapter describes the process of research to be able to discover the answer of the research question as formerly state in chapter one. It contains type of the research, subject and object of the research, techniques of data collection, and techniques of data analysis.

A. Research Design

This research used descriptive qualitative research. Descriptive qualitative research is a research type which employs the method of collecting, describing, classifying and analyzing the data and the drawing conclusion (Pamungkas, 2012). The research is described about the implementation of online game-based learning strategy in vocabulary acquisition and the strengths and weaknesses in learning process. The purposes of this research are to find out the implementation of online game-based learning strategy used by the teacher and the strengths and weaknesses when using this strategy based on students' perceptions.

B. Research Site and Participants

SMP Negeri 1 Kalimanah which is located at Mayjend Sungkono Street, Selabaya, Kalimanah sub district, Purbalingga regency become the research site of this research. This school was choosing by several reasons, such as SMP Negeri 1 Kalimanah is a school that the teacher has applied online game-based learning as the strategy in vocabulary acquisition especially for grade 8th students. It also considered that teaching and learning activity will be more innovative by using gadget as a device for learning like nowadays experience. Moreover, based on preliminary research the teacher said that during the school's existence no one had ever won an English language competition. Whereas the school was categorized as one of the favorite schools in Kalimanah sub-district, Purbalingga.

C. Research Subjects and Objects

Here are the subject and object of this research:

a. The subject of the research

Based on Arikunto (2010), the subject of the research is research boundaries where researcher can determine with object, things, or people to attach the research variable. Initial Mrs. WW one of the English teacher who used online game-based learning since pandemic era which was in 2019, and the 8th grade students of SMP Negeri 1 Kalimanah were become the subjects of this research.

b. The objects of the research

The object of this research is the process of learning English, specifically related to the implementation of online game-based learning strategy including vocabulary acquisition, teaching material, and learning media, also the strengths and weaknesses when using online game-based learning as a learning strategy in teaching English based on students' perceptions, particularly at 8th grade of SMP Negeri 1 Kalimanah, Purbalingga.

D. Techniques of Data Collection

In this research, it was collected a number of different information, namely non-participatory observation, interviews, and documentation. The data was taken from the process of teaching and learning activity in implementing online game-based learning strategy for vocabulary acquisition.

1. Observation

The observations were made in twice, on October 11th 2023 in 8G class and October 21th in 8I class by permission from the headmaster and teacher. It was conducted non-participant observation model (passive participant), which means the research presented in the scence but researcher do not directly interact and participate with research subjects. Field notes was used to support the observation, the

purpose is to examine every activity in the English class till it was over by writing the important information that relate with the implementation of online game-based learning strategy in the learning process. During observations, video recorder was used to gain important information which is forgotten.

2. Interview

Interviews are utilized not only for collecting data for preliminary research to identify issues that require further investigation, but also to gain a better understanding of a subject from the interviewer.

Interviews carried out after the observation process was completed. The interview process was held in Bahasa, with the aim that the information conveyed by the interviewer can be understood well and to create a warm and flexible atmosphere. Non-structured interview was used in this research as a one of the data collection, by preparing an interview worksheet which included some related questions (open-ended). Then, the interview was conducted with an English teacher in SMP Negeri 1 Kalimanah who teaches using online game-based learning strategy especially for grade 8th students. It was conducted throughout the month of October 2023. The full interaction between the researcher and the teachers was recorded during the interview session. The recording was transcribed and evaluated in order to clarify the observation and the questions were related to the implementation of online game-based learning strategy in vocabulary acquisition. Interviews were also conducted with ten of 8th grade students as samples. The purpose is to find out the strengths and weaknesses of online game-based learning strategy in vocabulary acquisition based on their perceptions. Therefore, the purpose of this interview is to obtain more accurate data from the observation about the implementation of online game-based learning strategy also

strengths and weaknesses of online game-based learning strategy in vocabulary acquisition.

3. Documentation

The final technique used to complete the data collection from observations and interviews was documentation. Documentation is constructed from the word “document” which refers to written or visual material that researcher has not previously prepared or acquired (Moloeng, 2017). The documentation obtained from teacher administration before teaching that was lesson plan, then from students, related to the results of acquiring vocabulary that they found in games and also textbook which is related to the learning material at that time. All of those documents had a connection to the way that teacher was teaching and students were learning through using online game-based learning strategy.

E. Techniques of Data Analysis

Based on Sugiyono (2015), data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others. The data was taken from the process of teaching and learning activity in implementing game-based learning strategy for vocabulary acquisition.

In qualitative research, data analysis is a continuous process that happens throughout the investigation rather than after. The following are some techniques that researcher employs in order to examine data according to the Miles and Huberman (1984) model:

1. Data Reduction

Data reduction is needed to choose which data that appropriate to be used in research. It is crucial to concentrate on data that is relevant to the study in order to avoid things of other information. The

researcher collected the data, chose the relevant data based on the research's topic, then eliminated extraneous data in order to limit the amount of data. The full set of data from the observation, documentation, and interview was chosen for data collection. This data reduction took place after the data collection has been completed, all field notes were read, understood and getting conclusion that contain a description of the results of the study. To determine whether the data eligible for use in research, data reduction is required. It is critical to concentrate on information related to the study to prevent things gleaned from the study. In order to reduce the amount of data, the researcher gathered the data, chose the relevant data with the research, and eliminated any unnecessary data.

2. Data Display

The purpose of data display is to give the description about the next plan that should be done. It was described every piece of information gleaned through observation, interviews, and documentation in order to provide the facts.

3. Drawing Conclusion or Verification

Determining something's the legality and accuracy is the process of verification. It is necessary to conduct this in order to verify the validity of the evidence supporting the research. But the evidence that discovered in the field would determine the final result.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the data analysis and discussion to answer research questions which have been collected from the observation, interview, and documentation. The main points of this chapter are to identify the implementation of game-based learning strategy also to identify the strengths and weaknesses of the implementation of game-based learning strategy in vocabulary acquisition at Eight Grade Students of SMP Negeri 1 Kalimantan, Purbalingga.

A. The Implementation of Game-Based Learning Strategy in Vocabulary acquisition at the 8th Grade Students of SMP Negeri 1 Kalimantan, Purbalingga.

In education either formal or informal, teaching strategies are one of the things that determine students' success in absorbing the knowledge they learn. So, it cannot be denied that teachers should be able to innovate in choosing appropriate teaching strategies with various considerations. In this digital era, everything has experienced improvements, especially in the world of education. Therefore, gadgets have become one of an important thing for the learning process. Currently, teaching strategies are very developed and very diverse, one of which is teaching strategies using game applications (game-based learning) strategies by using gadget. Game-based learning may offer significant challenges to the institutions and teaching strategies, with a stronger focus on educational experiences (de Freitas, 2006).

The implementation of game-based learning strategy in vocabulary acquisition in this research is based on the theory from de Freitas (2006), and there are some steps for the implementation of game-based learning strategy. However, not all of these steps are implemented by the teacher during observation. Here are several steps done by the teacher in implementing game-based learning for vocabulary acquisition at SMP Negeri 1 Kalimantan especially for eight grade students as follow:

1. Defining learning outcomes (also known as learning objective).

The first step did by the English teacher in implementing game-based learning strategy was defining learning outcome or learning objective. This step is a step that teacher do before teaching the students. Defining learning outcomes is the most important step because from this step, the teacher can determine what learning objectives students must achieve according to the strategy used by the teacher.

Based on the observation, teacher defined the learning objective based on a new curriculum that is Merdeka Belajar Curriculum (Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI). Before the teacher explained about the material, she wrote the learning objective on the whiteboard and delivered to her students. The purpose was to highlight the principal of their learning activity on that day with a certain material.

In addition, Mrs. WW as the English teacher of eight grade students of SMP 1 Kalimanah informed that she divided the learning objective into several levels

“I usually breakdown the learning objectives into several levels. For the easy level, I give an introduction to vocabulary first in relation to that day’s material, so I will complete the prerequisite first continued to the main learning objective that is about recount text, so the learning objective will be clear, for example, learning objective to be able to identify the use of vocabulary form verb 2. For the next, being able to arranging sentences into several paragraphs by using the vocabulary learned at the beginning.” (Interview with English teacher Mrs. WW on October 11th, 2023).

It shows that, before the English teacher began to teach recount text, she decided to breakdown the learning objectives into some points with and complete the prerequisite first and continued to the main learning objective. The purpose was to avoid students’ bewildered in that level of material.

After conveying the learning objectives related to that day’s material, namely recount text, to the students, the English teacher reduced the scope of learning by introducing them to the second form of verbs

which were related to recount text which would be studied in the next session. With the aim that students could distinguish which verbs were in the second form and which were not. This could make it easier for them when studying recount text.

Before teaching in the class, if the teacher does not create a learning outcome, it would cause confusion for the students in the learning process. It would also cause difficulties for teachers in determining what students should achieve in certain material. Since learning outcomes are abilities possessed by students after they receive their learning experiences (Sudjana, 2011). According to Dadi Permadi (2011) in Tu'u (2004), student learning outcomes are influenced by the ability of teachers, learning facilities, student achievement motives and school management. This indicate that the success of learning outcomes is greatly influenced by the teacher's ability to determine where the learning ends, in this case, what must students achieve after the learning is completed.

Based on those findings, the purpose of this steps used by the English teacher was to make it easier for students to reach the learning objective step by step. Since learning objective is very precise, measurable, outcome based and portray student behavior (Sari, Luardini & Asi, 2020). By using games, the main learning objective have been successfully fulfilled which was about language feature of recount text.

By conveying learning objectives before learning begins, students will know what they have to achieve when studying the material. What they have done through the game is in accordance with the learning objectives for that day. For defining learning outcomes when using games as strategy in vocabulary acquisition it also helps students from being confused because there are too many things they do without knowing what the purpose of doing those things is (Nurwulan, Nugraha & Hendrawan, 2020).

2. Selecting a simulation, activities, set of activities or game to support this required learning outcome with an appropriate form of assessment.

The second step did by the English teacher in vocabulary acquisition with game-based learning strategy was selecting game, including with the activities in the classroom. This step also did by the teacher before going to the classroom. The English teacher determined what games would be used for learning related to the material for the next day. The goal is that learning objectives using these strategies can be achieved in accordance with the material being taught.

As stated by de Freitas (2006), through selecting existing games applications for educational purposes, there is great potential for learning with games. This strategy may have implications upon instructional or constructional learning design, as well as changing the traditional role of teaching towards one of facilitator, collaborator, even the author.

Based on interviews, the teacher would teach recount text in the next day. Before teaching that material, the teacher taught vocabulary that students should master before learning recount text.

“I determine the games one day before teaching. I chose Word Wall games since it was easy to operate also has various designs so, my students will not get bored when playing this game.” (Interview with Mrs. WW on October 11th, 2023).

Based on the statement above, the teacher chose Word Wall game to teach vocabulary since that game was easy to operate and has very varied, so it can attract students' interest in learning vocabulary. In that application teacher necessary to input the vocabulary that will be thought and Word Wall game can design the game captivatingly.

Based on the observation, the English teacher chose a strategy using games through gadget as a device for learning. So that students could remember vocabulary (verb 2) without having to feel forced to remember, since students nowadays tend to find it difficult when they asked to remember the material. By using games, without realizing it, students can

remember vocabulary in a fun way so that what they learn can stick in their memory longer.

Below is a screenshot from the teacher's gadget regarding to the Word Wall Game that teacher used for students' vocabulary acquisition (V2).



Picture 4.1 Word Wall game about finding vocabulary verb 2 in a letter grid.

The picture above was the game for the first level that student should play on their own gadget, by finding the hidden words in a letter grid. There were 15 vocabulary (verb 2) hidden in a letter grid (bring, sit, do, visit, feel, drive, stand up, read, camp, ride, swim, lose, go, work and eat) so, students should find all of them with the time provided. After completing all the words, they had to record them in the book.

Based on the observation, the English teacher asked students to find out the hidden words in a letter grid related to simple past tense (verb 2). It was the easiest game instruction.

“..... I created it in stages, from the most basic, like looking for verb two in the letter grid, then the rather difficult is to arrange word by word in to a perfect sentences and the more difficult is gap filling games, by selecting the words provided to be filled in the jumbled sentences.” (Interview with Mrs. WW on October 11th 2023).

As stated in the interview above, the teacher created the game in stages, start from the basic level of the game until the advance level, the purpose was the student did not feeling confused when solving each game.



Picture 4.2 Word Wall game about “arranging jumble words into correct sentences”

Based on picture 4.2, the second level of the game was rearranging jumble sentences into the correct order. In this game, students were asked to rearrange jumble sentences into the correct order by shifting the existing words. There were 10 jumble sentences that students should arrange into the correct order as fast as they can. After completing all the sentences, they had to record them in the book. This level of the game trained students to know what did a sentence using verb 2 look like, and how to structure it. The aim was for students to be able to construct sentences using verb 2, which later they would study in recount text.

According to those findings, the English teacher selected an appropriate game related to the material being thought, so the students can easily remembered the vocabulary through that game. As stated in the previous study, the teacher's role in choosing games or activities in learning is very important. Since some educators may feel that games are the most important element, but teachers must realize that they are the most important component of a successful game-based learning

environment. The games cannot replace the expertise and personal connection teachers bring to the classroom (Benoit, 2017). Selecting games not only as strategy but it can also become a media for learning (Putra & Paramita, 2023). The English teacher used Word Wall games as a learning strategy also as a learning media since Word Wall is one of the interactive learning medium, it is able to create beneficial interaction for students (Maghfiroh, 2018). The teacher also chose the proper strategies that have been able to encourage students' interest in learning vocabulary by providing a game for them.

3. Undertaking assessment of the session participants (peer, self, tutor based or a combination of these).

The following step did by the teacher was undertaking assessment to the participants (students). This step is conducted during teaching and learning process. In this third step, the teacher carried out assessments in group form (peer or collective). The assessment consists of students completing each level of the game. Based on the observations, the teacher created group learning for students. Each group consists of two until four members.



Picture 4.3 Students' Cooperative Learning

Based on picture 4.3, students in the class solved the game in group which consists of three until four members. They discussed to find the answer with each other.

Based on interview, with Mrs. WW

"When my students work on or solve problems in the game, I do a gradual assessment. This means I can see how quickly they finish the game and how many answers they completed correctly." (Interview with Mrs. WW on October 11th 2023).

Based on statement above, teacher did the assessment by looking for how quickly and how many answers (vocabulary) the students have completed the answer correctly. Based on the observation, the assessment did by the teacher was from questions provided in the game that students could solve correctly as fast as possible.

Based on those findings, the assessment process involved the use of several sources of data gathered in range of circumstances (Meidasari, 2015). At the primary step, the teacher did the assessment by observing the students in every group while playing the game. The second step was from every challenge in each level of the game that student succeed to solve with their groups. To encourage students' participation in learning, the English teacher created a group learning model (cooperative learning). In group learning or cooperative learning, students can much freely share what they know with each other since the game requires contribution and cooperation between group members regarding to the vocabulary that they must be solved in the game (Prasetyawati, 2021). That matter necessary to improve students' performance while participating in learning activities. The aim is to make it easier for students to share knowledge with each other.

According to the theory from Sara de Freitas, there are 7 steps of implementing game-based learning. However, based on observations and interviews, there are only 3 steps taken by teachers in implementing game-based learning strategy for vocabulary acquisition at the 8th grade students of SMP Negeri 1 Kalimanah, Purbalingga. This indicates that, not all steps are applied by the teacher but learning using games can still running well. It is in line with the previous study conducted by Ghazi, *et al.* (2021), they

also examined teachers who only carried out 3 steps in implementing game-based learning such as selecting the games, giving instructions, and also conducting reflection (debriefing). Even though, the teacher only took three steps in implementing game-based learning, based on the conclusion the teacher had been successful in conducting the learning process. Since the teacher claimed that the use of online game-based learning has successfully increased students' interest in learning English.

More over, based on other researcher Kurniati, Khasanah, & Mufid (2023), from the 7 steps of GBL strategy there are some crucial steps that teacher should do when implementing online game-based learning such as selecting an appropriate game, conducting the assessment and also debriefing session. Since from the three crucial steps there are 2 steps that were carried out by English teacher of SMP Negeri 1 Kalimantan, this ensures that the learning process was still running well, although there are the strengths and weaknesses from this strategy. Below are the strengths and weaknesses of game-based learning strategy for vocabulary acquisition based on students' perceptions.

B. The Strengths and Weaknesses in Implementing Game-Based Learning Strategy in Vocabulary acquisition

In implementing the game in vocabulary acquisition, it was found that there were several strengths and weaknesses. Based on observation and interview, below are the strengths and weaknesses from the implementation of game-based learning strategy in vocabulary acquisition, as follow:

1. The Strengths in Implementing Game-Based Learning Strategy in Vocabulary acquisition
 - a. Improving students' interest in learning matter.

The first strength that found by researcher was improving students' interest in learning English. Based on the observations, students were very involved in learning activity when the teacher used game as strategy in vocabulary acquisition, than without

game. Also students felt more interested in learning English when they were studying through game.

Mrs. WW as a teacher at SMP Negeri 1 Kalimanah, informed that students became more interested in learning English when teacher provided game to teach vocabulary.

“...You can see that students are more interest and active when solving the questions in the game because they think the game is fun even though they are indirectly forced to think. (Interview with English teacher Mrs. WW on October 11th, 2023).

Based on the statement above, game especially Word Wall game and Snake and Ladder game could encourage students' interest in learning English even indirectly they forced to find the answer. Students thought the games were fun and attractive, so they enjoyed the learning process excitingly.

Based on an interview with one of students at SMP Negeri 1 Kalimanah, the students informed that the used of game in vocabulary acquisition could increase their interest in learning English.

“...for me, I become more interested in learning English when using game. Since the game is very easy to play and trigger me to get first position on the leader board. (Interview with student of SMP Negeri 1 Kalimanah on October 21st, 2023).

From the statement above, students found it helpful if the teacher provided games in vocabulary acquisition. They became more interested in learning English since apart from the game was easy, this also triggered them to get first position on the leader board. By providing game to students who were less interested in learning English would be beneficial for them.

Based on another interview with another student, he said that learning English using game especially Word Wall game could increase his interest and curiosity in learning the vocabulary provided.

“Yes, learning using game increase my interest and curiosity, because I can learn something while playing.” (Interview with student of SMP Negeri 1 Kalimantan on October 16th, 2023).

From the statement above, students felt happy and interested in learning English when using games, because it could increase their curiosity and made them learn something even while playing.

It can be concluded that the implementation of game-based learning strategy in vocabulary acquisition can increase students' interest. They feel more active and involved in learning because the game is fun and easy to play. It can increase their curiosity when finding vocabulary, meanwhile they can learn while playing.

Based on those findings, game strategy can increase students' interest in learning, especially learning English since when instructive or simulation games are used in the classroom, students enjoy to play and get excited. Adding GBL strategy gives to more conventional teaching strategy. Students who play educational games are more motivated to study than those who read books or watch videos, which lead to an enthusiastic approach to learning (Jaaska & Aaltonen, 2022).

The challenges that games bring can boost students' engagement in learning since pushing oneself to the limit creates feelings of absorption and ongoing interest (Hamari et al., 2016). Games are useful teaching tools that have a beneficial impact on student motivation and behavior modification. Integrating GBL into the classroom has potential (de Freitas, 2018).

- b. Students learn the subject by doing, trial and error in a risk-free environment.

The second strength that gave an impact for students through learning by game was they can learn by doing, trial and error in a risk-free environment. Since the game was easy to operated or played.

Mrs. WW informed that, by using game for learning, students felt much free to learn than learning without game.

“In my opinion, student seems much free in expressing their ability, when learning using game.” (Interview with student of SMP Negeri 1 Kalimanah on October 21st, 2023).

Based on the statement above, the used of game could help student to overcame their fear in learning English. Through games, students could learn without feeling forced, so they could enjoy learning without being afraid of making mistakes.

Based on the interview with AS (students of 8G), sometimes he made a mistake while playing a game provided by the teacher.

“Sometimes, I make a mistake like I do not know the answer or sometimes I make mistakes in pressing the buttons on my gadget. But I restarted the game while there was still have time.” (Interview with student of SMP Negeri 1 Kalimanah on October 16th, 2023).

Based on the statement above, usually the students made a mistake when playing the game: mistakes in choosing the vocabulary or mistakes in pressing the button of their gadget. However, when mistakes happened over and over again, they would repeat the game from the beginning and looked for the right answer in the dictionary or shared it with friends as long as the time is not up.

Meanwhile, based on the observation, students were not afraid if they make a mistake, because they thought they just needed to finished the game and solved the next question better than before. They also could repeat the game if they answered several questions incorrectly as long as they still have enough time. However, this helped students not to be afraid to try even if they make a mistake, they were still willing to correct it because indirectly, learning through games created a risk-free environment.

Based on those findings, GBL strategy can decrease students' fear of making mistakes when solving a problem, since a freedom to fail without fear of severe consequences can be provided in a

GBL environment (Sousa & Rocha, 2019). Students feel freer to express themselves by learning through GBL. With the entertaining nature of gamification and its contribution to interactive learning by trial and error, students got more motivated to learn and not afraid to make mistakes (Sanchez & Martí, 2017).

c. Students learn together and learn generic skills

The following strength that researcher found is that game-based learning strategy can help student to learn together with their friends well. During observations, the teacher created groups discussion to solve on the questions in the game related with vocabulary verb 2. When students worked on these questions, students discussed the answers to the questions in the game with their respective groups. If someone did not know the answer, another friend could help to solve the question. This could train students to be able to work together well with their group and trained their generic skills such as problem solving skills and communication skills.

As stated in the interview with Mrs. WW:

“Students solve the questions in the game by discussing with their group. They are required to solve problems or questions in the form of game.” (Interview with English teacher Mrs. WW on October 11th, 2023).

Based on the statement above, it shows that students carried out discussions to solve questions in the games, where this could also improve their skills like problem solving skill and communication skill. Communication occurred due to interactions between members in each group. The communication that occurred in group learning helped students honed their skills when solving problems in the game.

Mrs. WW also stated that during playing games with their respective groups, they looked very serious.

“As you can see, students look very serious when solving the question in the game. They worked together very well to solve the questions given in the game.” (Interview with English teacher Mrs. WW on October 11th, 2023).

Based on the interview above, when learning using game and making group discussion, students became more serious and competitive in solving the questions. They showed good cooperation between members so they could be the fastest and best from other groups.

It can be concluded that the use of game-based learning strategy can help students to learn together very well and hone their generic skills like problem solving skill and also communication skill. Based on those findings, in implementing the GBL strategy, students are asked to make a group which can improve another skills related to cooperation, critical thinking, decision-making, and also problem-solving skill (Qian & Clark, 2016). Problem solving skill can be obtain when students managed to solve the questions in the game well, the way is they work together with their friends in a group, which is related to cooperation skill and decision-making.

Additionally, GBL affects the development of skills and competence shows that it has a favorable impact on students' flexibility and communication abilities (Barr, 2017). Flexibility can be obtained when students are able to adapt to whatever group they find themselves in, while communication skills can be obtained when students are able to interact well with their friend in a group.

d. Students get a memorable learning experience.

Practically, learning through games can create unforgettable learning experience, because apart from feeling games were fun, they were also assumed that games created excitement and eagerness to win, so this was what made learning using games unforgettable.

As stated in the interview with one student:

“If I learn by using games, apart from being fun, it is also the desire to win or be in first place which makes the game more exciting and unforgettable. (Interview with student of SMP Negeri 1 Kalimantan on October 16th, 2023).

Based on the statement above, it shows that learning through games became unforgettable since there was a competitive part where it became even more unforgettable for them. In addition, based on the observation, the teacher created game strategy one of the goals was students can have a good impression when learning English.

Based on the observations, the English teacher showed the leader board through LCD projector.

Rank	Name	Score	Time
1st	Nofen, Izan	14	2:06
2nd	Ayu feka saputri	13	2:37
3rd	Alun And sela	13	3:39
4th	Nofen	12	41.0
5th	Yanuar XD	12	4:08
6th	Raissa	11	2:31
7th	Kurniawan Dwi Saputra	11	3:22
8th	Jufan Ubaidillah	10	52.6
9th	juniar rahmatika	10	1:18
10th	Dava Rizki Ramadhan	10	3:31
11th	Syafara nabila raissa	10	4:51
12th	Asyam dan farel	9	1:58
13th	Feby ayu pratiwi, marsella azari p.	9	2:51
14th	Revana arvia c.	9	3:16

Picture 4.7 Leader board from Word Wall game

Based on picture 4.7, leader board contains the results obtained by students after playing the game. The purpose of showing leader board was that students can know their position (rank) and it can trigger and motivated them to be at the top position. This also can make GBL strategy become memorable for students.

Based on the interview with Mrs. WW, she said that:

“I used game in teaching English, because I intended my students have good impression and insight when learning English. Since in this school, English subject is become one of difficult

subject for them.” (Interview with student of SMP Negeri 1 Kalimantan on October 21st, 2023).

Based on the statement above, the English teacher intended the students to have a good insight and impression when learning English. Since in this junior high school, English has still become one of the subjects that students considered difficult to learn. Therefore, the teacher used game strategy, so they could remember that learning English was not difficult but easy and fun.

Based on those findings, it was noted that there are two possibilities to learning from experience in a supportively competitive setting: a fulfilling sense of accomplishment and achievement (Anastasiadis et al., 2018). Those possibilities can cause the learning activity become memorable for students.

Apart from the two possibilities above, the GBL strategy become memorable for students because the intensity of its use is still rarely applied in classroom learning. When GBL is implemented in the classroom as a learning strategy, it becomes memorable for students because students tend to feel happy when learning using games. Meanwhile, students connect with their emotions when they play, including excitement and a desire to win. Emotions aid in learning because they help people remember unique learning experience (Jaaska & Aaltonen, 2022). These kinds of emotions which make students not easily forget about learning using games, because they think they can experience learning that is fun even though it is competitive.

2. The Weaknesses in Implementing Game-Based Learning Strategy in Vocabulary acquisition

Apart from the strengths of game-based learning strategy in vocabulary acquisition, the weaknesses were also found based on the observations and interviews, the following are the weaknesses of game-based learning strategy, such as:

a. Lack of students' technological competence

Based on the observation, the first weakness that the researcher found in implementing game-based learning strategy was related with technical problem in the form of students' error in pressing the button of their gadget. This error was made occur due to two possibilities, the first was due to students' ignorance of the question those in the game, and secondly mistakes due to lack of focus or concentration when playing the game.

For the first reason, not knowing the answers in the game made students just pressed the button to choose the answer provided. Ignorance occurred because they did not find the vocabulary in the dictionary first, so they just guessed which the answer is correct. Mistakes in pressing buttons on gadgets also occurred because the screen was too small, making it difficult for students to choose the answer they thought was correct.

Another reason was due to students' lack of focus and concentration in playing the game. As stated in the following interview with 8H student:

“Sometimes I press the wrong button due to lack of concentration, for example I want to choose answer A, but without realizing it I choose B, and that makes my answer wrong.” (Interview with student of SMP Negeri 1 Kalimantan on October 16th, 2023).

Based on interview above, due to a lack of focus or concentration while playing, students made mistakes in pressing

the button to choose the answer they felt was correct. Regarding the problem of not knowing how to answer, students just carelessly pressed the button which results in their answer being wrong, this was not only due to a lack of concentration but rather students who did not intend to find out the answers in the dictionary first by working together in groups. Even though the teacher allowed this to be done, the aim was the students could know what vocabulary they will learn. As stated in the following interview below:

“When playing games, I free my students to look for answers in this case the vocabulary in the dictionary.” (Interview with English teacher Mrs. WW on October 11th, 2023).

Based on the statement above, the teacher allowed the students to look for answers related to vocabulary (verb 2) in the dictionary. Therefore, when answering questions in the game, they did not have to make mistakes in pressing the button by not knowing the answer.

Based on those findings, error in pressing the buttons become one of the weakness in GBL. Playing a game there might be danger when the students just pressing the buttons without focus or concentration (Jaaska & Aaltonen, 2022). Lack of focus when playing the games, occurs when students do not pay attention to the game and the teacher's explanations, so students are uncontrolled and just carelessly press buttons. If students continue to make mistakes in pressing the wrong buttons, the points obtained have been reduced so that the value obtained is small, which makes them at the bottom position.

b. Technical problem due to internet connection

This problem occurred due to insufficient internet connection when using GBL in learning vocabulary like unstable signal or insufficient data internet. Based on observations, some students could not use their own gadget because they did not have enough data for their internet connection. Since GBL strategy is online

gaming, students should have sufficient internet data to be able to play the games provided.

Meanwhile, based on observations, due to lack of adequate internet data, students became less than optimal in learning using games. For example, when students intended to log in to the game, due to lack of internet, the students failed to log in and end up having some problems that is, not following the game optimally. Instead they only looked at other friends in their group. As a result, students who could not log in found it difficult to learn the vocabulary contained in game optimally.

Apart from that, the lack of internet data or connection also made learning activity not interested for several students. Students who did not have enough internet data, they did not showed interest in playing games that have been prepared by the teacher, since they were too lazy to wait for a long loading time. As stated in the interview with one student,

“In my opinion, I was less interested in the previous game, because it took too long to wait for it to load, which made me lazy to play.” (Interview with student of SMP Negeri 1 Kalimantan on October 21st, 2023).

Based on the statement above, some students were not enjoyed in playing the game, due to internet connection. They had to wait for long time to join the game and to finish all the questions in the game. This was what made game-based learning strategies problematic, students were required to have adequate internet quota, but sometimes this became a burden for some of them.

Based on those findings, lack of internet connections become another weakness in online learning (GBL strategy) (Nurkholis, 2022). Game-based learning requires adequate internet, so that students can participate in learning optimally. If the internet connection is bad, it will hinder students' activities in learning

using games. Learning objectives may also be less achieved (de Freitas, 2016).

However, there are other solutions that can help students who have internet problems. According to Rahmah (2013) the solution used to solve network problems is to provide hotspots or WiFi for students. This can help students, so they can play the game optimally. This is in accordance with the findings above.



CHAPTER V

CONCLUSION AND SUGGESTION

There are three sections in this chapter: conclusion, limitation of study, and suggestion. The first section contains the conclusion by the researcher based on the data gathered. The second section presents limitations of study. The last section is the researcher's suggestions for the teachers, students, and future researchers.

A. Conclusion

The aims of this research were to identify the implementation of online game-based learning strategy in vocabulary acquisition and to find out the strengths and weaknesses of using game-based learning strategy in vocabulary acquisition based on students' perceptions in SMP Negeri 1 Kalimanah, Purbalingga. After the researcher analyzed the data, the conclusions are explained as follows:

According to the results, total from 7 steps the English teacher only did 3 steps in implementing online game-based learning strategy. They were, defining learning outcomes or learning objectives, selecting a simulation, activities, set of activities or game to support this required learning outcome with an appropriate form of assessment and the last was undertaking assessment of the session participants (peer, self, tutor based or a combination of these). The English teacher used Word Wall game for vocabulary acquisition when implementing online game-based learning of the 8th grade students of SMP Negeri 1 Kalimanah, Purbalingga.

Although the teacher only did 3 steps out of the 7 steps, this is still optimal in terms of students' vocabulary acquisition. Since the teacher has taken several crucial steps in implementing game-based learning strategy, such as selecting appropriate games and conducting the assessment according to vocabulary acquisition.

The research question also investigated about strengths and weaknesses of using game-based learning strategy in learning vocabulary. The results of the research found four strengths when using game-based learning strategy for learning vocabulary. The first is improving students' interest in learning matter. Based on the results, this strategy can improve students' interest in learning, especially learning English, since the students feel enthusiast when learning through games.

The next strength is that students can learn the subject by doing, trial and error in a risk-free environment. Based on the results, learning through games can create risk-free environment, so that students can learning while playing without hesitant or afraid of making mistakes. Then following strength is that the students learn together and learn generic skills. Based on the results, learning with this strategy can help students to learn together with their group well and also hone their generic skills such as problem solving, communication skill, and so on. The last strength is students can get a memorable learning experience. Based on the results, learning through games became memorable since there is a sense of competitiveness in it which makes it fun and unforgettable.

Meanwhile the researcher also found two weaknesses in implementing game-based learning strategy in learning vocabulary. The first weakness is technical problem due to internet connection in the form of students' error in pressing the button of their gadget. Based on the results, this weakness occurred because students' lack of focus and concentration when playing the game, also because of students' ignorance of solving the questions in the game. The second weakness is lack of students' technological competence in the form of insufficient internet connections. This weakness indicates that the problem of using game strategy can occur due to external factor. The solution is the school should provide sufficient internet connection like WIFI for all students.

B. Limitation of the Study

This research has limitation despite being carried out as thoroughly as possible:

1. During observation, there was a problem regarding the time in conducting the observation, because it clashed with mid-semester examination. The solution is the researcher should make another appointment with the teacher concerned.
2. During interview, almost all students' answers were the same and without sufficient explanation, making it difficult for researcher to dig deeper into the GBL strategy. The solution is the interviewer should encourage them with questions where the answer is neither yes nor no.

C. Suggestion

After conducting research on the implementation of game-based learning strategy, including strengths and weaknesses when using oral feedback strategy, here are some suggestions related to the results of this study. The advices given are as follows:

a. For the teachers

GBL strategy can be applied by teachers to help students more interested in learning English, especially learning vocabulary. It can also help the teacher to assess their students' vocabulary mastery. The results of this study can be used as a guide when choosing game-based learning strategy including the steps or sequences. Hopefully, teachers can implement more creative and better strategies to improve student in learning, especially in vocabulary acquisition.

b. For the students

From the results of this research, students can avoid possible mistakes that are shortcomings in this GBL strategy. Students can also give a recommendation to the teacher in vocabulary acquisition using this strategy.

c. For the next researchers

For future researchers who are interested in conducting research on game-based learning strategy in vocabulary acquisition can expand and learn from this study. When future researchers want to use the same subject, they may be able to use it as an outline to present useful research.



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Appendix 1

Instrument Interview Guideline for English Teacher of SMP 1 Kalimanah Purbalingga

a. Data of Teacher SMP Negeri 1 Kalimanah

Name :
 Date :
 Time :
 Place : SMP Negeri 1 Kalimanah, Purbalingga
 Object : Teaching strategy, learning media

b. Table of Questions

No.	Observation Criteria	Questions	Answer
1	Learning Objective	a) Was the game application aligned with the learning objectives? Please explain!	
		b) How did you ensure that the game application aligns with the learning objectives?	
2	Game selection	a) Which game application did you choose to teach vocabulary?	
		b) Why did you choose that game?	
		a) How did you select or design the game application used in the learning activity?	
		b) Was the game application appropriate for the level and age of the students? Please explain!	
3	Sequence of the game (activities, assignment and	a) Did you introduce the game application that used for vocabulary acquisition? Please explain!	

	assessment)	b) If yes, how did you introduce the game application to your students?	
		c) Did you prepare enough game materials? Please explain!	
4	Debriefing	a) Did you give your students chance to ask about game application that used for learning vocabulary? Please explain!	
		b) Were the students motivated throughout the game application? Please explain!	
		c) How engaged were the students throughout the game application?	
		d) Did you give suggestion to the students after using that game application? Please explain!	
5	Assessment	a) How did you assess student learning during and after the game? What are the evidences!	
		b) How did you assess the effectiveness of the game-based learning activity?	
		c) Did the assessment align with the learning objectives? Please explain!	
6	Evaluation	a) Did you reflect on the game-based learning experience? Please explain!	
		b) Did you identify areas for improvement? Please explain!	
		c) Did you make any modifications or improvements based on the feedback received? If yes, what were they?	
		d) Did you provide feedback to students during and after the game? Please explain!	

7	Re-organizing or Designing	a) Did you use one game application for one material or even more? Please explain!	
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Strengths			
1	Increasing students' interest.	a) Were students feel enthusiastic in learning vocabulary using that game application? Please explain!	
		b) When using game application to teach vocabulary, were students more actively participate during learning process? Please explain!	
2	Students learn by doing, trial and error.	a) Did the students can easily operate the game application? Please explain!	
		b) Did the students feel easier in remembering vocabulary using the game application? Please explain!	
		c) Did students ever make mistakes when using the game application? Apakah siswa pernah melakukan kesalahan saat menggunakan game aplikasi tersebut? Mohon jelaskan!	
		d) If yes, what did they do that it does not happen again?	
3	Learn together and learn generic skills.	a) Did you make a group for learning when vocabulary acquisition using the game application?	
		b) If yes, why did you choose to make a group for learning?	
		c) Did using the game application improve their generic skills? As an example problem solving, and critical thinking. Please explain!	
		d) Did the game application train students to solve	

		the problem about vocabulary? Please explain!	
4	get a memorable learning experience	a) Did the game application help students to remember a lot of vocabulary? Please explain!	
		b) Did this strategy using game application for learning vocabulary impressed yourself? Please explain!	
Weaknesses			
1	Cognitive load and stress are increased	a) Did students find it difficult to remember because they receive too muc vocabulary through the game application?	
		b) If yes, what did you do to overcome this problem?	
		c) Did the students seem not to enjoy using game application when learning vocabulary?	
		d) If yes, what did you do to overcome this problem?	
2	Get frustrated with the teaching method.	a) Did students feel confused in using game application when learning vocabulary?	
		b) If yes, what did you do to overcome this problem?	
3	experience games as irrelevant or disconnected from learning objectives.	a) Did students just play around with game application? Please explain!	
		b) Was learning with the game application not in accordance with learning objective?	
		c) If yes, what did you do to overcome this problem?	

Appendix 2

INSTRUMEN PANDUAN WAWANCARA UNTUK SISWA SMP NEGERI 1 KALIMANAH, PURBALINGGA

a. Data siswa SMP Negeri 1 Kalimantan

Nama :
 Tanggal :
 Waktu :
 Kelas :
 Tempat : SMP Negeri 1 Kalimantan, Purbalingga
 Objek : Tahapan implementasi strategi pembelajaran berbasis game

No.	Observation Criteria	Questions	Answer
1	Learning Objective	a) Apakah guru bahasa Inggris menyampaikan tujuan pembelajaran sebelum pembelajaran dimulai? Mohon jelaskan!	
		b) Apakah game yang digunakan guru bahasa Inggris sesuai dengan tujuan pembelajaran saat itu? Mohon jelaskan!	
2	Game selection	a) Apakah guru bahasa Inggris menggunakan game dalam mengajar vocabulary?	
		b) Jika iya, jenis game apa yang digunakan guru bahasa Inggris dalam mengajar vocabulary?	
		c) Apakah aplikasi game tersebut mudah digunakan? Mohon jelaskan!	
3	Sequence of the	a) Apakah guru bahasa Inggris menjelaskan	

	game (activities, assignment and assessment)	tentang cara menggunakan game tersebut? Mohon jelaskan!	
		a) Apakah guru bahasa Inggris membimbing Anda dalam menggunakan aplikasi game tersebut? Mohon jelaskan!	
		b) Apakah guru bahasa Inggris memberikan latihan soal di dalam game tersebut? Berikan buktinya!	
4	Debriefing	a) Apakah guru bahasa Inggris memberikan Anda kesempatan untuk bertanya tentang bagaimana menggunakan aplikasi game tersebut? Mohon jelaskan!	
		b) Apakah guru bahasa Inggris memberikan umpan balik terhadap penggunaan aplikasi tersebut? Mohon jelaskan!	
5	Assessment	a) Apakah guru bahasa Inggris melakukan penilaian melalui aplikasi game tersebut?	
		b) Jika iya, apakah penilaian tersebut dimasukkan ke daftar penilaian akhir?	
		c) Apakah ada minimal score untuk game tersebut? Mohon jelaskan!	
		d) Apakah ada pemberian <i>reward</i> untuk nilai terbaik? Mohon jelaskan!	
		e) Apakah ada hukuman untuk siswa yang mendapatkan nilai dibawah nilai minimal? Mohon jelaskan!	
6	Evaluation	a) Apakah guru bahasa Inggris melakukan evaluasi terhadap pengerjaan Anda menggunakan aplikasi game tersebut? Mohon jelaskan!	

7	Re-organizing or Designing	a) Apakah hanya satu materi yang menggunakan aplikasi game tersebut?	
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Strengths			
No.			
1	Increasing students' interest	a) Apakah melalui aplikasi game dapat membantu meningkatkan ketertarikan Anda dalam belajar bahasa Inggris khususnya vocabulary? Mohon jelaskan!	
2	Students learn by doing, trial and error	a) Apakah Anda melakukan kesalahan ketika menggunakan aplikasi game tersebut?	
		b) Jika iya, bagaimana cara anda memperbaikinya?	
		c) Melalui aplikasi game tersebut, apakah lebih memudahkan Anda untuk mengingat vocabulary? Mohon jelaskan!	
3	Learn together and learn generic skills.	a) Apakah guru membentuk kelompok belajar saat mengajar menggunakan game?	
		b) Jika iya, kemudahan apa yang kamu dapatkan saat belajar bersama dengan kelompok belajar mu?	
		Bagaimana cara Anda memecahkan soal yang ada di aplikasi game tersebut?	
4	get a	a) Apa pengalaman menarik yang	

	memorable learning experience	<p>Anda dapatkan saat belajar vocabulary menggunakan aplikasi game tersebut?</p> <p>b) Apakah belajar dengan menggunakan aplikasi game tersebut memudahkan Anda untuk mengingat lebih banyak vocabulary? Mohon jelaskan!</p>	
Weaknesses			
1	Cognitive load and stress are increased	a) Apakah aplikasi game yang digunakan guru bahasa Inggris membingungkan? Mohon jelaskan!	
2	Get frustrated with the teaching method.	b) Apa kesulitan yang Anda hadapi saat belajar bahasa Inggris khususnya vocabulary dengan menggunakan aplikasi game tersebut?	
3	experience games as irrelevant or disconnected from learning objectives.	<p>c) Apakah aplikasi game yang digunakan sesuai dengan materi pembelajaran dihari tersebut?</p> <p>Mohon jelaskan!</p>	

Appendix 3

Transcript Interview Guideline for English Teacher of SMP Negeri 1 Kalimanah, Purbalingga

Peneliti : Titik Komariyah

Narasumber : Bu Wahyu Windi

Hari / tanggal : Rabu, 11 Oktober 2023

Waktu : 14.00 WIB

P : Assalamualaikum warahmatullahi wabarakatuh

N : Wa'alaikumussalam warahmatullahi wabarakatuh

P : Mohon izin meminta waktunya untuk interview nggih bu

N : Nggih mba, silahkan

P : Apakah penerapan game atau permainan yang ibu berikan kepada siswa saat mengajar bahasa Inggris sudah sesuai dengan tujuan pembelajaran?

N : Kalau untuk learning objective atau tujuan pembelajaran diawal saya ingin mengingatkan kepada siswa saya materi hari ini yaitu kata kerja bentuk kedua, yang nanti kaitannya dengan recount text, jadi untuk level yang baru masuk kelas 8 akan sulit untuk langsung belajar recount text. Jadi saya pecah pecah, artinya saya capai dulu prasyaratnya baru nanti masuknya ke text recount nya.

P : Lalu bagaimana cara ibu memastikan bahwa penerapan aplikasi game selaras dengan tujuan pembelajaran?

N : yang saya lakukan yaitu saya memonitor mereka dengan berkeliling dari satu kelompok ke kelompok yang lain, dan saya melakukan TPR method di mana saya akan memperagakan sesuatu yang kiranya mereka tidak tahu, kemudian mereka akan berfikir dan menebak apa kiranya kata dalam bahasa Inggris yang sedang saya peragakan.

P : Aplikasi game apa yang paling sering digunakan? Mengapa memilih aplikasi tersebut untuk mengajar kosa kata kepada siswa?

- N : Saya lebih sering menggunakan Word Wall, karena aplikasi tersebut banyak macamnya atau sangat bervariasi, terkadang saya juga menggunakan game offline seperti ular tangga.
- P : Bagaimana Ibu merancang aplikasi tersebut?
- N : Kalau untuk aplikasi Word Wall, disitu sudah dirancang sebelumnya oleh web dan saya hanya perlu memasukkan soal soal dalam bentuk kata atau gambar seperti itu.
- P : dan biasanya mempersiapkan game tersebut membutuhkan waktu berapa lama bu?
- N : Kalau saya lebih suka membuatnya H-1 sebelum mengajar.
- P : Apakah penerapan permainan sesuai dengan level dan usia siswa nya bu?
- N : Menurut saya sesuai ya, karna saya merancang nya bertahap, yang paling dasar dulu, baru ke sedikit sulit lalu yang level lumayan sulit.
- P : Apakah Ibu memperkenalkan terlebih dahulu aplikasi game yang digunakan sebelum permainan?
- N : Iya, kemarin. Karna hari ini mereka menggunakan aplikasi yang kedua kalinya untuk materi yang sama.
- P : Bagaimana cara Ibu memperkenalkan aplikasi game tersebut kepada siswa?
- N : Kalau kemarin saya menggunakan LCD untuk memperkenalkan gamenya.
- P : Apakah Ibu menyiapkan materi permainan yang cukup dalam artian mencakup semua materi dihari itu?
- N : Menurut Saya itu cukup untuk dua jam pelajaran.
- P : Apakah Ibu memberikan kesempatan kepada siswa Anda untuk bertanya tentang aplikasi game yang digunakan untuk mengajar kosakata?
- N : Iya pasti, dengan saya berkeliling atau memonitor mereka, mereka jadi berani bertanya jika ada kesulitan
- P : Apakah siswa termotivasi selama penerapan permainan bu?
- N : kalau dibandingkan dengan belajar biasa, iya mereka terlihat enjoy untuk belajar bahasa Inggris mba.

- P : Seberapa terlibatkah siswa selama penerapan aplikasi game tersebut?
- N : Bisa dilihat tadi, mereka sangat terlibat dalam pembelajaran apalagi saya membuatnya berkelompok dengan tujuan supaya yang tidak tahu bisa berdiskusi memecahkan jawabannya bersama jadi semuanya bisa terlibat.
- P : Apakah Ibu memberikan saran (masukan) kepada siswa setelah menggunakan aplikasi game tersebut?
- N : Kalau Saya memberikan masukan dengan menunjukkan hasil yang mereka dapatkan dari board result. Jadi sekiranya yang perlu ditingkatkan apa saja dan siapa saja khususnya yang berada di board paling bawah.
- P : Bagaimana Ibu menilai pembelajaran siswa selama dan setelah permainan?
- N : Selama dan setelah pembelajaran, di sini kan ada hasilnya, kalau selama permainan kan kita bisa lihat, kelompok ini bagaimana antusiasnya kelompok itu bagaimana, bisa dilihat dari seberapa tertariknya mereka dengan permainan tersebut.
- P : Bagaimana Ibu menilai efektivitas kegiatan pembelajaran berbasis permainan ini?
- N : Untuk efektivitas, saya sudah mempersiapkan ini *sambil menunjukkan lembaran kertas* (refleksi metakognitif siswa) dari aturan kurikulum merdeka. Lembar tersebut berisikan pertanyaan tentang refleksi materi dihari itu, yang tujuannya untuk mengetahui perkembangan kemampuan siswa setelah mempelajari materi tersebut. Jadi menurut saya cukup efektif.
- P : Apakah penilaian tersebut selaras dengan tujuan pembelajaran?
- N : Iya, tujuan pembelajaran saya kan supaya mereka mampu mengidentifikasi kata kerja bentuk kedua, dan tadi mereka sudah bisa menentukan mana yang verb 2 dan mana yang bukan.
- P : Apakah Ibu merefleksikan pengalaman pembelajaran berbasis permainan?
- N : Jawabannya ini *sambil menunjukkan lembar kertas* refleksi metakognitif siswa.

- P : Apakah Anda mengidentifikasi area yang perlu ditingkatkan? Dalam hal ini secara level permainan.
- N : Iya, kemarin saya menggunakan game Word Wall tentang tikus tikusan, yang dimana itu paling dasar karena mereka hanya perlu memilih mana yang sekiranya tikus yang muncul dengan membawa kata kerja bentuk kedua. Jika mereka salah memilih maka akan bertanda silang. Kemudian saya lanjutkan ke filling the blank dengan kata yang mudah, lalu yang hari ini saya menggunakan permainan dengan level di atasnya yaitu mencari kata tersembunyi didalam susunan kata yang banyak.
- P : Apakah Ibu juga memberikan umpan balik kepada siswa saat dan setelah permainan?
- N : iya, melalui leader board yang berisikan hasil capaian mereka.
- P : Apakah Anda menggunakan aplikasi game tersebut untuk satu materi atau bahkan lebih?
- N : satu materi bisa lebih dari satu permainan. Jadi kesimpulannya saya menggunakan aplikasi tersebut untuk mengajar satu materi atau lebih.
- P : Selanjutnya ke pertanyaan kelebihan dan kekurangan dari implementasi aplikasi game tersebut.
- P : Yang pertama, apakah siswa merasa antusias dan lebih aktif dalam mempelajari kosakata menggunakan aplikasi permainan tersebut?
- N : Ya, bisa dilihat tadi bahwa siswa lebih aktif dan terlihat antusias memecahkan soal yang ada dipermainan karena menurut mereka game tersebut menyenangkan walaupun secara tidak langsung mereka dipaksa untuk berfikir.
- P : Apakah siswa dapat dengan mudah mengoperasikan aplikasi game tersebut?
- N : Iya harus diberi tahu dulu, meskipun gamenya cenderung mudah dioperasikan.
- P : Apakah siswa merasa lebih mudah mengingat kosakata dengan menggunakan aplikasi game tersebut?

- N : Iya, apalagi setelah permainan, saya meminta perwakilan dari setiap kelompok untuk mencatat kembali kosa kata yang mereka temukan di papan tulis. Dengan tujuan supaya mereka bisa lebih mengingat lagi kosa kata apa saja yang sudah dipelajari hari itu.
- P : Apakah siswa pernah melakukan kesalahan saat menggunakan game aplikasi tersebut?
- N : Iya pasti.
- P : Tadi saya lihat ibu membentuk kelompok belajar. Apa tujuan dari kelompok tersebut?
- N : Tujuannya, supaya mereka bisa sharing, artinya sharing ketika salah satu tidak bisa sama sekali, teman di kelompoknya bisa membantunya.
- P : Apakah penggunaan aplikasi game meningkatkan keterampilan umum mereka? Misalnya problem solving.
- N : Iya pasti, karena disitu mereka diharuskan untuk menyelesaikan masalah berupa pertanyaan dalam bentuk permainan.
- P : Apakah aplikasi game membantu siswa mengingat banyak kosakata?
- N : Iya, sudah saya jawab tadi sebelumnya.
- P : Apakah strategi belajar menggunakan aplikasi game untuk belajar kosakata memberikan pembelajaran yang tidak terlupakan?
- N : Iya kalau dilihat dari ekspresi mereka iya. Mereka terlihat senang begitu. Bahkan ada yang meminta untuk pertemuan selanjutnya menggunakan game lagi saat belajar.
- P : Untuk pertanyaan kelemahan ya bu. Apakah siswa kesulitan mengingat karena terlalu banyak menerima kosakata melalui aplikasi game?
- N : Kalau sebelum menggunakan game, iya mereka kesulitan mengingat. Tetapi setelah saya menerapkan strategi ini, saya melihat mereka lebih mudah mengingat vocabulary.
- P : Apakah siswa terlihat tidak menikmati belajar kosakata menggunakan aplikasi game?
- N : Bisa dilihat tadi, mereka menikmati belajar menggunakan game.

P : Apakah siswa merasa bingung menggunakan aplikasi game ketika mempelajari kosakata?

N : Tidak, karena gamenya sangat mudah dijalankan dan pertanyaan yang ada didalam game juga tidak sulit.

P : Apakah siswa hanya bermain-main dengan aplikasi game tersebut?

N : Tidak, karena di dalam game tersebut hanya ada soal dalam bentuk permainan. Jadi kalau mereka hanya bermain main saja saya rasa tidak.

P : Apakah pembelajaran dengan aplikasi game tidak sesuai dengan tujuan pembelajaran?

N : Sesuai.



Appendix 4

Transcript Interview Guideline for Students of SMP Negeri 1 Kalimanah, Purbalingga

P : Peneliti

N : Narasumber

Student 1 (N1) : Alun Dwi Indira

Student 2 (N2) : Keisya Septiyana

Student 3 (N3) : Syafara Nabila Raisa

Student 4 (N4) : Jori Galuh

Student 5 (N5) : Ridho Nur

P : Assalamu'alaikum Warahmatullahi Wabarakaatuh

N 1-5 : Wa'alaikumussalam Warahmatullahi Wabarakaatuh

P : Di sini saya ingin mewawancara adik adik semua ya, langsung saja yang ke pertanyaan pertama. Apakah guru bahasa Inggris yaitu Bu Wahyu menyampaikan tujuan pembelajaran sebelum pembelajaran dimulai?

N1-N5 : Hmm iya kak.

P : Pada saat kapan itu disampaikan dan seperti apa?

N1 : Tadi sebelum menyampaikan materi recount text.

N2 : Iya pas recount text.

N3 : Sama kak, pas diawal sebelum pembelajaran tentang recount text.

N4 : Sama kak.

N5 : Iya pas diawal tadi. Yang menyampaikan tentang unsur kebahasaan, struktur teks dan satu lagi lupa kak

- P : Apakah game yang digunakan oleh bu Wahyu sesuai dengan tujuan pembelajaran saat itu?
- N1 : Sesuai kak
- P : Bagian mana yang sesuai
- N2 : Semuanya, karna tadi kan Bu Wahyu mengajarkan tentang recount, jadi kita disuruh untuk mencari kata digame tersebut berupa kata kerja bentuk ke dua.
- N3 : Iya kak jadi game nya sesuai sama materi yang diajarkan.
- N4 : Iya kak sesuai.
- N5 : Iya sesuai.
- P : Apakah guru bahasa Inggris menggunakan game dalam mengajar vocabulary? Jika iya, jenis game apa yang digunakan guru bahasa Inggris dalam mengajar vocabulary?
- N1 : Iya menggunakan game.
- N2 : Iya, Word Wall game namanya.
- N3 : Iya kak. Word Wall game pakenya.
- N4 : Bu Wahyu menggunakan Word Wall Game.
- N5 : Word Wall game kalo nggak salah kak.
- P : Apakah aplikasi game tersebut mudah digunakan? Mohon jelaskan!
- N1 : Menurutku, iya mudah digunakan
- N2 : Mudah kak.
- N3 : Iya mudah digunakan.
- N4 : Iya kak mudah.
- N5 : Iya mudah kak digunakan.
- P : Apakah guru bahasa Inggris memberikan penjelasan dengan baik tentang cara menggunakan game tersebut? Mohon jelaskan!
- N1 : Mmm iya kak.

- N2 : Bu Wahyu memberitahukan ke kita untuk meng klik link, lalu masuk dengan nama kita begitu.
- N3 : Iya kak. Karna gamenya mudah dioperasikan. Jadi Bu Wahyu juga cukup memberi kita perintah untuk masuk dengan mengklik link lalu log in ke game nya dengan nama kita/ nama kelompok kita.
- N4 : Iya kak dijelaskan.
- N5 : Iya Bu Wahyu menjelaskan. Kita disuruh log in ke game nya lalu diberi instruksi selanjutnya gamenya suruh ngapain, gitu kak.
- P : Apakah guru bahasa Inggris membimbing Anda dalam menggunakan aplikasi game tersebut? Mohon jelaskan!
- N1 : Iya, Bu Wahyu membimbing kita dengan cara kita diberi tahu gamenya tentang apa, terus kita diarahkan harus gimana gimananya
- N2 : Iya kak. Bu Wahyu bimbing kita.
- N3 : Iya. Bu Wahyu menjelaskan maksud game nya apa, terus kita suruh ngapain aja dikasih tau kak.
- N4 : Iya kak. Bu Wahyu bantu kita kalo kesulitan pas nyelesaiin gamenya.
- N5 : Iya. Bu Wahyu datengin meja kita dan kasih tau kalo game nya harus gini gini gini. Gitu kak.
- P : Apakah guru bahasa Inggris memberikan latihan soal di dalam game tersebut? Berikan buktinya!
- N1 : Iya. Isinya emang latihan kak. Contohnya kayak mencari kosa kata verb 2 dari berenang, terus mendaki, bekerja, belajar, dll.
- N2 : Iya. Latihan soal tentang kosa verb 2. Kita diminta untuk mencari verb 2. Contohnya kayak kata tidur, membaca, camping, dll.
- N3 : Selain mencari verb 2 dari beberapa kata, kita juga diminta untuk mengurutkan kalimat acak menjadi kalimat past tense yang benar.

- N4 : Iya. Kita diminta untuk mencari verb 2 dari kata kata yang sudah disediakan digame. Contohnya kata memasak, bekerja, menyanyi
- N5 : Iya. Mencari kosa kata verb 2. Misalnya kata duduk, tidur, pergi.
- P : Apakah guru bahasa Inggris memberikan Anda kesempatan untuk bertanya tentang bagaimana menggunakan aplikasi game tersebut? Mohon jelaskan!
- N1 : Iya kak. Kalau misalkan kita ada yang kesulitan ngerjain atau kesulitan gara gara teknisnya, Bu Wahyu langsung bantu kita.
- N2 : Iya kak. Kita boleh tanya missal ada kendala pas main gamenya.
- N3 : Iya memberikan kesempatan kak.
- N4 : Iya boleh tanya apa aja kalo ada kesulitan.
- N5 : iya kak, Bu Wahyu kasih kita kesempatan buat tanya tentang gamenya. Misal ada yang kesusahan atau gimana.
- P : Apakah guru bahasa Inggris memberikan umpan balik/ umpan balik terhadap penggunaan aplikasi tersebut? Mohon jelaskan!
- N1 : Maksudnya gimana ya kak?
- P : Misalkan, bu wahyu menjawab pertanyaan yang kamu ajukan mengenai penggunaan aplikasi gamenya.
- N1 : Kalau itu, iya kak. Bu Wahyu memberikan feedback ke kita yang tanya.
- N2 : Untuk feedback iya kak.
- N3 : Iya kak. Bu Wahyu kasih feedback setelah permainan.
- N4 : Iya, Bu Wahyu kasih umpan balik pas permainan udah selesai.
- N5 : Mmm kurang tau si kak. Kayaknya iya kasih feedback.
- P : Apakah guru bahasa Inggris melakukan penilaian melalui aplikasi game tersebut?
- N1 : Sepertinya iya.
- N2 : Kayaknya iya kak.

- N3 : Kayaknya iya si kak.
- N4 : Menurutku iya kak.
- N5 : Iya kak.
- P : Apakah ada minimal score untuk game tersebut? Mohon jelaskan!
- N1 : Tidak ada.
- N2 : Tidak ada kak.
- N3 : Kayaknya nggak ada kak.
- N4 : Tidak ada kak.
- N5 : Tidak ada.
- P : Apakah ada pemberian *reward* atau *penghargaan* untuk nilai terbaik? Mohon jelaskan!
- N1 : Tidak ada kak.
- N2 : Tidak ada.
- N3 : Tidak ada kak.
- N4 : Tidak ada kayaknya kak.
- N5 : Tidak ada
- P : Apakah ada hukuman untuk siswa yang mendapatkan nilai dibawah nilai minimal? Mohon jelaskan!
- N1 : Tidak ada si kak.
- N2 : Tidak ada.
- N3 : Tidak ada.
- N4 : Tidak ada kak.
- N5 : Mmm, tidak ada kak.
- P : Apakah guru bahasa Inggris melakukan evaluasi terhadap pengerjaan Anda menggunakan aplikasi game tersebut? Mohon jelaskan!
- N1 : Iya kak.
- N2 : Iya, melakukan evaluasi kak.
- N3 : Iya, Bu Wahyu melakukan evaluasi setelah bermain game.
- N4 : Iya kak.

- N5 : Iya. Bu Wahyu memberi tahu kita hasil dari score yang kita dapat. Terus dievaluasi setelah gamenya selesai.
- P : Apakah hanya satu materi yang menggunakan aplikasi game tersebut?
- N1 : Tidak. Beberapa materi juga menggunakan aplikasi game tersebut.
- N2 : Tidak kak. Ada materi yang lain pakai game yang sama.
- N3 : Tidak kak.
- N4 : Tidak kak. Materi lain juga ada yang pake game seperti itu.
- N5 : Tidak kak.
- P : Apakah melalui aplikasi game dapat membantu meningkatkan ketertarikan Anda dalam belajar bahasa Inggris khususnya vocabulary? Mohon jelaskan!
- N1 : Iya. Karena gamenya seru.
- N2 : Iya kak. Karna seru. Jadi nggak boring
- N3 : Iya kak. Karna mudah.
- N4 : Iya kak karna gamenya mudah.
- N5 : Iya karna seru dan mudah dimainkan.
- P : Apakah Anda melakukan kesalahan ketika menggunakan aplikasi game tersebut? Jika iya, bagaimana cara anda memperbaikinya?
- N1 : Mmm iya kadang kak. Salah pencet gitu biasanya.
- N2 : Kadang salah pilih karna nggak tau jawabannya. Diulang dari awal.
- N3 : iya kadang aku salah pencet tombola tau layarnya.
- N4 : Paling salah pilih jawabannya si kak, karna nggak tau. Terus diulang aja, kalau waktunya masih cukup.
- N5 : Iya kadang melakukan kesalahan dalam memilih jawaban.

- P : Melalui aplikasi game tersebut, apakah lebih memudahkan Anda untuk mengingat vocabulary? Mohon jelaskan!
- N1 : Iya kak. Contohnya kata *sat*, ari verb 1 nya *sit*.
- N2 : Iya. Contohnya kata *sleep*, jadi *slept*.
- N3 : Iya. Contohnya kata *go*, jadi *went*.
- N4 : Iya. Kata *swim* jadi *swam*.
- N5 : Iya. Kata sing jadi sang.
- P : Apakah guru membentuk kelompok belajar saat mengajar menggunakan game?
- N1 : Iya buat kelompok.
- N2 : Satu kelompok ada 2-4 anak.
- N3 : Iya kak.
- N4 : Iya kak.
- N5 : Iya kak.
- P : Jika iya, kemudahan apa yang kamu dapatkan saat belajar bersama dengan kelompok belajar mu?
- N1 : Bisa sharing kalo ada kesulitan.
- N2 : Bisa saling membantu kalo ada pertanyaan yang nggak bisa dijawab.
- N3 : Bisa sharing satu sama lain.
- N4 : Saling share kalau ada yang sulit diselesaikan sendiri.
- N5 : Bisa saling bantu nyelesaiin gamenya.
- P : Bagaimana cara Anda memecahkan soal yang ada di aplikasi game tersebut?
- N1 : Cari di kamus.
- N2 : Kerja sama sama teman sekelompok.
- N3 : Cari di kamus.
- N4 : Cari di kamus.
- N5 : Kerja sama sama teman sekelompok.
- P : Apa pengalaman menarik yang Anda dapatkan saat belajar vocabulary menggunakan aplikasi game tersebut?
- N1 : Seru aja gitu
- N2 : Bisa belajar sambil bermain.
- N3 : Menyenangkan. Karena bisa belajar sambil bermain.
- N4 : Seru kak. Karna jarang ada guru pake game dihp kalo pas ngajar.

- N5 : Menyenangkan. Bisa kerja sama sama temen temen.
- P : Apakah belajar dengan menggunakan aplikasi game tersebut memudahkan Anda untuk mengingat lebih banyak vocabulary? Mohon jelaskan!
- N1 : Iya kak.
- N2 : Iya. Yang awalnya susah diingat, karena pakai game, jadi agak mudah diingat.
- N3 : Iya.
- N4 : Iya, contohnya kata sing jadi sang. Dan masih banyak lagi.
- N5 : Iya kak, jadi lebih mudah ingetnya.
- P : Apakah aplikasi game yang digunakan guru bahasa Inggris membingungkan? Mohon jelaskan!
- N1 : Tidak.
- N2 : Tidak.
- N3 : Tidak.
- N4 : Tidak.
- N5 : Tidak.
- P : Apa kesulitan yang Anda hadapi saat belajar bahasa Inggris khususnya vocabulary dengan menggunakan aplikasi game tersebut?
- N1 : Mungkin mencari jawabannya. Sama koneksi internet kak.
- N2 : Mencari jawaban yang tepat si kesulitannya. Internet juga kadang lemot jadi agak susah disitu kak
- N3 : Cari jawaban yang benar kak yang sedikit susah.
- N4 : Cari jawaban yang benar, kadang sedikit susah kak.
- N5 : kesulitannya mungkin di koneksi internetnya kak, kadang susah. Loading nya terlalu lama.
- P : Apakah aplikasi game yang digunakan sesuai dengan materi pembelajaran dihari tersebut? Mohon jelaskan!
- N1 : Iya sesuai kak.
- N2 : Sesuai.
- N3 : Iya sesuai.
- N4 : Sesuai kak.
- N5 : Iya kak sesuai.

Appendix 5

Transcript Interview Guideline for Students of SMP Negeri 1 Kalimanah, Purbalingga

P : Peneliti

N : Narasumber

Student 1 (N1) : Rizqa Alifa Rahma

Student 2 (N2) : Norin Gloria Oktavia

Student 3 (N3) : Athaya Seva Pratama

Student 4 (N4) : Abdur Rozaq

Student 5 (N5) : Vincent Sunset

P : Assalamu'alaikum Warahmatullahi Wabarakaatuh

N 1-5 : Wa'alaikumussalam Warahmatullahi Wabarakaatuh

P : Di sini saya ingin mewawancara adik adik semua ya, langsung saja yang ke pertanyaan pertama. Apakah guru bahasa Inggris yaitu Bu Wahyu menyampaikan tujuan pembelajaran sebelum pembelajaran dimulai?

N1-N5 : Hmm iya kak.

P : Pada saat kapan itu disampaikan dan seperti apa?

N1 : Tadi sebelum menyampaikan materi recount text.

N2 : Iya pas recount text.

N3 : Sama kak, pas diawal sebelum pembelajaran tentang recount text.

N4 : Sama kak.

N5 : Iya pas diawal tadi. Yang menyampaikan tentang unsur kebahasaan, struktur teks dan satu lagi lupa kak

P : Apakah game yang digunakan oleh bu Wahyu sesuai dengan tujuan pembelajaran saat itu?

- N1 : Sesuai kak
- P : Bagian mana yang sesuai
- N2 : Semuanya, karna tadi kan Bu Wahyu mengajarkan tentang recount, jadi kita disuruh untuk mencari kata digame tersebut berupa kata kerja bentuk ke dua.
- N3 : Iya kak jadi game nya sesuai sama materi yang diajarkan.
- N4 : Iya kak sesuai.
- N5 : Iya sesuai.
- P : Apakah guru bahasa Inggris menggunakan game dalam mengajar vocabulary? Jika iya, jenis game apa yang digunakan guru bahasa Inggris dalam mengajar vocabulary?
- N1 : Iya menggunakan game.
- N2 : Iya, Word Wall game namanya.
- N3 : Iya kak. Word Wall game pakenya.
- N4 : Bu Wahyu menggunakan Word Wall Game.
- N5 : Word Wall game kalo nggak salah kak.
- P : Apakah aplikasi game tersebut mudah digunakan? Mohon jelaskan!
- N1 : Menurutku, iya mudah digunakan
- N2 : Mudah kak.
- N3 : Iya mudah digunakan.
- N4 : Iya kak mudah.
- N5 : Iya mudah kak digunakan.
- P : Apakah guru bahasa Inggris memberikan penjelasan dengan baik tentang cara menggunakan game tersebut? Mohon jelaskan!
- N1 : Mmm iya kak.
- N2 : Bu Wahyu memberitahukan ke kita untuk meng klik link, lalu masuk dengan nama kita begitu.

- N3 : Iya kak. Karna gamenya mudah dioperasikan. Jadi Bu Wahyu juga cukup memberi kita perintah untuk masuk dengan mengklik link lalu log in ke game nya dengan nama kita/ nama kelompok kita.
- N4 : Iya kak dijelaskan.
- N5 : Iya Bu Wahyu menjelaskan. Kita disuruh log in ke game nya lalu diberi instruksi selanjutnya gamenya suruh ngapain, gitu kak.
- P : Apakah guru bahasa Inggris membimbing Anda dalam menggunakan aplikasi game tersebut? Mohon jelaskan!
- N1 : Iya, Bu Wahyu membimbing kita dengan cara kita diberi tahu gamenya tentang apa, terus kita diarahkan harus gimana gimananya
- N2 : Iya kak. Bu Wahyu bimbing kita.
- N3 : Iya. Bu Wahyu menjelaskan maksud game nya apa, terus kita suruh ngapain aja dikasih tau kak.
- N4 : Iya kak. Bu Wahyu bantu kita kalo kesulitan pas nyelesaiin gamenya.
- N5 : Iya. Bu Wahyu datengin meja kita dan kasih tau kalo game nya harus gini gini. Gitu kak.
- P : Apakah guru bahasa Inggris memberikan latihan soal di dalam game tersebut? Berikan buktinya!
- N1 : Iya. Isinya emang latihan kak. Contohnya kayak mencari kosa kata verb 2 dari berenang, terus mendaki, bekerja, belajar, dll.
- N2 : Iya. Latihan soal tentang kosa verb 2. Kita diminta untuk mencari verb 2. Contohnya kayak kata tidur, membaca, camping, dll.
- N3 : Selain mencari verb 2 dari beberapa kata, kita juga diminta untuk mengurutkan kalimat acak menjadi kalimat past tense yang benar.
- N4 : Iya. Kita diminta untuk mencari verb 2 dari kata kata yang sudah disediakan digame. Contohnya kata memasak, bekerja, menyanyi
- N5 : Iya. Mencari kosa kata verb 2. Misalnya kata duduk, tidur, pergi.

- P : Apakah guru bahasa Inggris memberikan Anda kesempatan untuk bertanya tentang bagaimana menggunakan aplikasi game tersebut? Mohon jelaskan!
- N1 : Iya kak. Kalau misalkan kita ada yang kesulitan ngerjain atau kesulitan gara gara teknisnya, Bu Wahyu langsung bantu kita.
- N2 : Iya kak. Kita boleh tanya missal ada kendala pas main gamenya.
- N3 : Iya memberikan kesempatan kak.
- N4 : Iya boleh tanya apa aja kalo ada kesulitan.
- N5 : iya kak, Bu Wahyu kasih kita kesempatan buat tanya tentang gamenya. Misal ada yang kesusahan atau gimana.
- P : Apakah guru bahasa Inggris memberikan umpan balik/ umpan balik terhadap penggunaan aplikasi tersebut? Mohon jelaskan!
- N1 : Maksudnya gimana ya kak?
- P : Misalkan, bu wahyu menjawab pertanyaan yang kamu ajukan mengenai penggunaan aplikasi gamenya.
- N1 : Kalau itu, iya kak. Bu Wahyu memberikan feedback ke kita yang tanya.
- N2 : Untuk feedback iya kak.
- N3 : Iya kak. Bu Wahyu kasih feedback setelah permainan.
- N4 : Iya, Bu Wahyu kasih umpan balik pas permainan udah selesai.
- N5 : Mmm kurang tau si kak. Kayaknya iya kasih feedback.
- P : Apakah guru bahasa Inggris melakukan penilaian melalui aplikasi game tersebut?
- N1 : Sepertinya iya.
- N2 : Kayaknya iya kak.
- N3 : Kayaknya iya si kak.
- N4 : Menurutku iya kak.
- N5 : Iya kak.

- P : Apakah ada minimal score untuk game tersebut? Mohon jelaskan!
- N1 : Tidak ada.
- N2 : Tidak ada kak.
- N3 : Kayaknya nggak ada kak.
- N4 : Tidak ada kak.
- N5 : Tidak ada.
- P : Apakah ada pemberian *reward* atau *penghargaan* untuk nilai terbaik? Mohon jelaskan!
- N1 : Tidak ada kak.
- N2 : Tidak ada.
- N3 : Tidak ada kak.
- N4 : Tidak ada kayaknya kak.
- N5 : Tidak ada
- P : Apakah ada hukuman untuk siswa yang mendapatkan nilai dibawah nilai minimal? Mohon jelaskan!
- N1 : Tidak ada si kak.
- N2 : Tidak ada.
- N3 : Tidak ada.
- N4 : Tidak ada kak.
- N5 : Mmm, tidak ada kak.
- P : Apakah guru bahasa Inggris melakukan evaluasi terhadap pengerjaan Anda menggunakan aplikasi game tersebut? Mohon jelaskan!
- N1 : Iya kak.
- N2 : Iya, melakukan evaluasi kak.
- N3 : Iya, Bu Wahyu melakukan evaluasi setelah bermain game.
- N4 : Iya kak.
- N5 : Iya. Bu Wahyu memberi tahu kita hasil dari score yang kita dapat. Terus dievaluasi setelah gamenya selesai.

- P : Apakah hanya satu materi yang menggunakan aplikasi game tersebut?
- N1 : Tidak. Beberapa materi juga menggunakan aplikasi game tersebut.
- N2 : Tidak kak. Ada materi yang lain pakai game yang sama.
- N3 : Tidak kak.
- N4 : Tidak kak. Materi lain juga ada yang pake game seperti itu.
- N5 : Tidak kak.
- P : Apakah melalui aplikasi game dapat membantu meningkatkan ketertarikan Anda dalam belajar bahasa Inggris khususnya vocabulary? Mohon jelaskan!
- N1 : Iya. Karena gamenya seru.
- N2 : Iya kak. Karna seru. Jadi nggak boring
- N3 : Iya kak. Karna mudah.
- N4 : Iya kak karna gamenya mudah.
- N5 : Iya karna seru dan mudah dimainkan.
- P : Apakah Anda melakukan kesalahan ketika menggunakan aplikasi game tersebut? Jika iya, bagaimana cara anda memperbaikinya?
- N1 : Mmm iya kadang kak. Salah pencet gitu biasanya.
- N2 : Kadang salah pilih karna nggak tau jawabannya. Diulang dari awal.
- N3 : iya kadang aku salah pencet tombol tau layarnya.
- N4 : Paling salah pilih jawabannya si kak, karna nggak tau. Terus diulang aja, kalau waktunya masih cukup.
- N5 : Iya kadang melakukan kesalahan dalam memilih jawaban.
- P : Melalui aplikasi game tersebut, apakah lebih memudahkan Anda untuk mengingat vocabulary? Mohon jelaskan!
- N1 : Iya kak. Contohnya kata *sat*, ari verb 1 nya *sit*.
- N2 : Iya. Contohnya kata *sleep*, jadi *slept*.

- N3 : Iya. Contohnya kata *go*, jadi *went*.
- N4 : Iya. Kata *swim* jadi *swam*.
- N5 : Iya. Kata *sing* jadi *sang*.
- P : Apakah guru membentuk kelompok belajar saat mengajar menggunakan game?
- N1 : Iya buat kelompok.
- N2 : Satu kelompok ada 2-4 anak.
- N3 : Iya kak.
- N4 : Iya kak.
- N5 : Iya kak.
- P : Jika iya, kemudahan apa yang kamu dapatkan saat belajar bersama dengan kelompok belajar mu?
- N1 : Bisa sharing kalo ada kesulitan.
- N2 : Bisa saling membantu kalo ada pertanyaan yang nggak bisa dijawab.
- N3 : Bisa sharing satu sama lain.
- N4 : Saling share kalau ada yang sulit diselesaikan sendiri.
- N5 : Bisa saling bantu nyelesaiin gamenya.
- P : Bagaimana cara Anda memecahkan soal yang ada di aplikasi game tersebut?
- N1 : Cari di kamus.
- N2 : Kerja sama sama teman sekelompok.
- N3 : Cari di kamus.
- N4 : Cari di kamus.
- N5 : Kerja sama sama teman sekelompok.
- P : Apa pengalaman menarik yang Anda dapatkan saat belajar vocabulary menggunakan aplikasi game tersebut?
- N1 : Seru aja gitu
- N2 : Bisa belajar sambil bermain.
- N3 : Menyenangkan. Karena bisa belajar sambil bermain.
- N4 : Seru kak. Karna jarang ada guru pake game dihp kalo pas ngajar.
- N5 : Menyenangkan. Bisa kerja sama sama temen temen.

- P : Apakah belajar dengan menggunakan aplikasi game tersebut memudahkan Anda untuk mengingat lebih banyak vocabulary? Mohon jelaskan!
- N1 : Iya kak.
- N2 : Iya. Yang awalnya susah diingat, karena pakai game, jadi agak mudah diingat.
- N3 : Iya.
- N4 : Iya, contohnya kata sing jadi sang. Dan masih banyak lagi.
- N5 : Iya kak, jadi lebih mudah ingetnya.
- P : Apakah aplikasi game yang digunakan guru bahasa Inggris membingungkan? Mohon jelaskan!
- N1 : Tidak.
- N2 : Tidak.
- N3 : Tidak.
- N4 : Tidak.
- N5 : Tidak.
- P : Apa kesulitan yang Anda hadapi saat belajar bahasa Inggris khususnya vocabulary dengan menggunakan aplikasi game tersebut?
- N1 : Mungkin mencari jawabannya. Sama koneksi internet kak.
- N2 : Mencari jawaban yang tepat si kesulitannya. Internet juga kadang lemot jadi agak susah disitu kak
- N3 : Cari jawaban yang benar kak yang sedikit susah.
- N4 : Cari jawaban yang benar, kadang sedikit susah kak.
- N5 : kesulitannya mungkin di koneksi internetnya kak, kadang susah. Loading nya terlalu lama.
- P : Apakah aplikasi game yang digunakan sesuai dengan materi pembelajaran dihari tersebut? Mohon jelaskan!
- N1 : Iya sesuai kak.
- N2 : Sesuai.
- N3 : Iya sesuai.
- N4 : Sesuai kak.
- N5 : Iya kak sesuai.

Appendix 6

Field Notes Observation 1

Field notes Observation 1

Date: Wednesday, October 11th 2023

Time: 13.00 p.m.

Teacher: Mrs. WW

Students: 8G students

1. Pre-Activity

Semua siswa kelas 8G diminta untuk berdiri, kemudian guru mengajak mereka untuk melakukan ice breaking dengan tujuan untuk menghilangkan rasa ngantuk mereka sebelum pembelajaran dimulai. Melanjutkan materi sebelumnya, Mrs. WW selaku guru bahasa Inggris, mereview materi sebelumnya yaitu tentang pola recount text.

2. Main Activity

Guru membentuk kelompok yang terdiri dari 3-4 orang setiap kelompok. Guru membagikan link permainan melalui grup WhatsApp, dan siswa satu persatu mulai log in ke dalam permainan. Setiap kelompok mencoba menjawab pertanyaan yang ada di dalam game dengan cara berdiskusi dengan teman di kelompoknya. Setelah mereka mendapatkan/ menemukan vocabulary yang diminta di dalam game, mereka mencatatnya di dalam buku, dan perwakilan dari setiap kelompok menuliskan temuannya di papan tulis. Tujuannya agar semua siswa bisa mengetahui vocabulary apa saja yang ada di dalam game tersebut.

3. Closing

Guru memperlihatkan skor mereka dalam bermain game dengan menunjukkan leader board yang ada di laptop guru. Untuk siswa yang berada di posisi pertama/ peringkat pertama mendapatkan applause, dan skor tersebut akan menjadi tambahan nilai saat ulangan harian.

Appendix 7

Field Notes Observation 2

Field notes Observation 2

Date: Wednesday, October 21st 2023

Time: 10.00 p.m.

Teacher: Mrs. WW

Students: 8I students

4. Pre-Activity

Guru mempersiapkan laptop dan menghidupkan LCD proyektor. Sambil menunggu menyala, guru menuliskan tujuan pembelajaran di papan tulis, kemudian menyampaikannya kepada siswa. Guru merivew pola kalimat dalam recount text.

5. Main Activity

Guru membentuk kelompok yang terdiri dari 3-4 orang setiap kelompok. Guru membagikan link permainan melalui grup WhatsApp, dan siswa satu persatu mulai log in ke dalam permainan. Setiap kelompok mencoba menjawab pertanyaan yang ada di dalam game dengan cara berdiskusi dengan teman di kelompok nya. Setelah mereka mendapatkan atau menemukan vocabulary yang diminta di dalam game, mereka mencatatnya di dalam buku, dan perwakilan dari setiap kelompok menuliskan temuannya di papan tulis. Tujuannya agar semua siswa bisa mengetahui vocabulary apa saja yang ada di dalam game tersebut, karena nantinya semua vocabulary tersebut akan berkaitan dengan recount text yang akan mereka pelajari di sesi selanjutnya.

6. Closing

Guru memperlihatkan skor mereka dalam bermain game dengan menunjukkan leader board yang ada di laptop guru. Untuk siswa yang berada di posisi pertama/ peringkat pertama mendapatkan applause, dan skor tersebut akan menjadi tambahan nilai saat ulangan harian.

Appendix 8

DOCUMENTATION



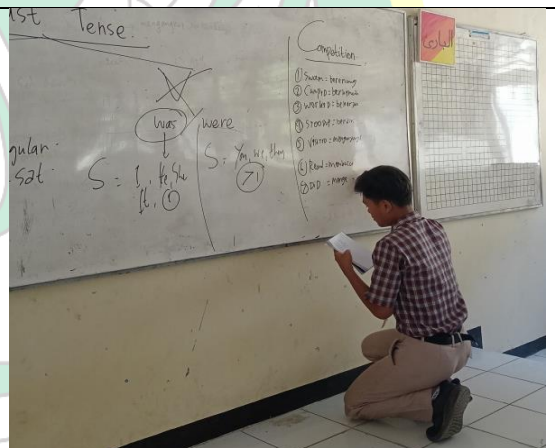
Teacher monitoring students' progress.



Students solving the game with their group.



Students writing down the vocabulary on the white board.



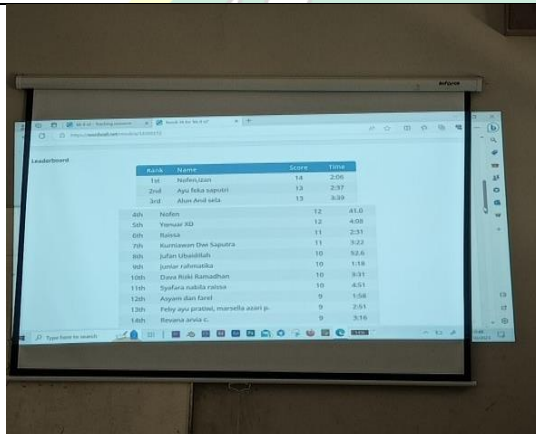
Student writing down the vocabulary on the white board.



Researcher interviewed 5 of students.



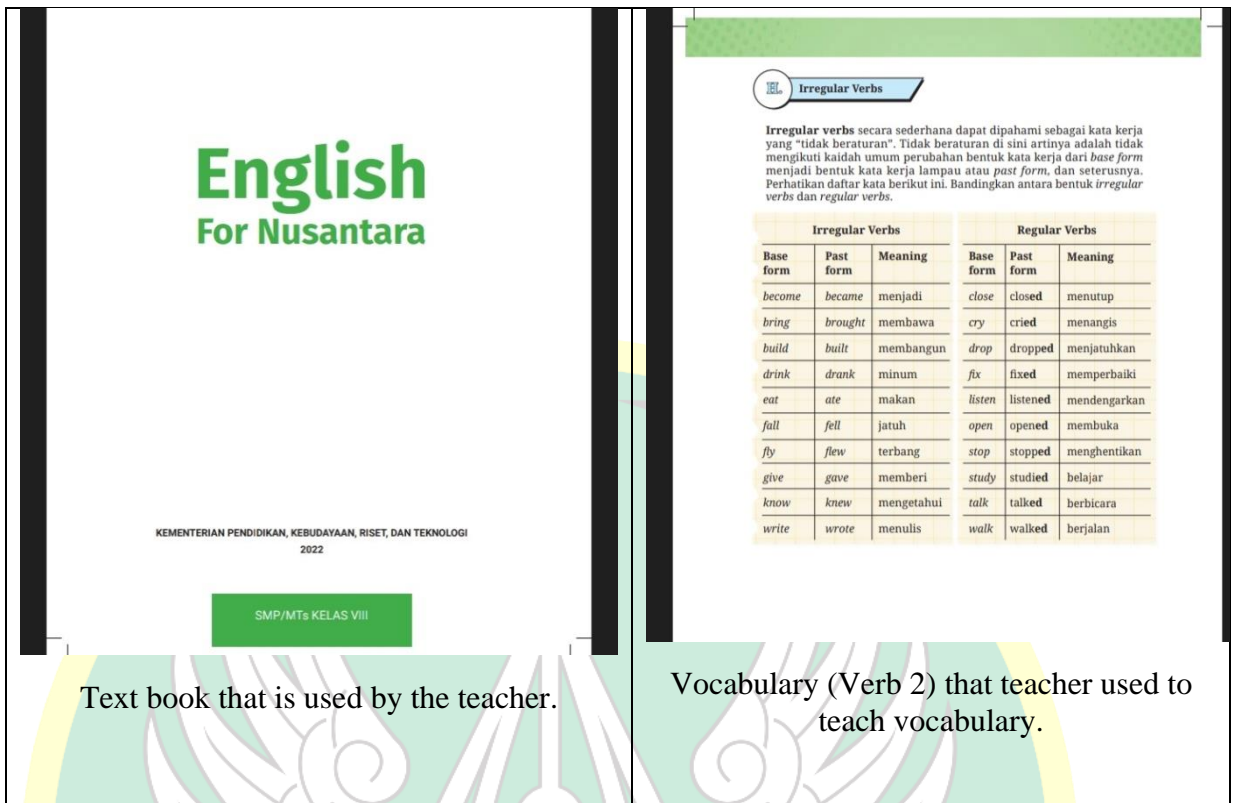
Researcher interviewed English teacher.



Game result (leader board) is showed through LCD Projector.



Researcher helped students to solve the game with their group.



Text book that is used by the teacher.

Vocabulary (Verb 2) that teacher used to teach vocabulary.



Appendix 9



PEMERINTAH KABUPATEN PURBALINGGA
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 KALIMANAH
Jln May Jend Sungkono Kalimanah Purbalingga Telp (0281) 891831
PURBALINGGA 53371

SURAT KETERANGAN

Nomor : 421/ 517 / 2023

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Kalimanah menerangkan bahwa :

Nama : Titik Komariyah
NIM : 1917404050
Prodi : Tadris Bahasa Inggris
Fakultas : FTIK UIN Prof. K.H.Saifuddin Zuhri Purwokerto

Yang tersebut di atas telah melakukan observasi pada peserta didik SMP Negeri 1 Kalimanah kelas VIII G, H, I mulai tanggal 11 Oktober 2023 sampai dengan tanggal 21 Oktober 2023 .

Demikian surat keterangan ini kami buat dengan sebenar – benarnya dan untuk dapat dipergunakan sebagaimana mestinya.

26 Oktober 2023
Kepala SMP Negeri 1 Kalimanah
Wagita
NIP 196311161985011001

BIOGRAPHY

i. Personal Detail

1. Name : Titik Komariyah
2. Student Number : 1917404050
3. Place, Date of Birth : Lampung Tengah, May 21st 2000
4. Address : Karangtengah RT 13 RW 06, District of Kemangkon, Purbalingga Regency
5. Name of Father : Tusman
6. Name of Mother : Martinah

ii. Educational Background

1. Formal Education

- a. SD/ MI, graduation year : SD Swasta 02 GPM, 2012
- b. SMP/ MTS, graduation year : SMP GPM Lampung Tengah, 2015
- c. SMA/ MA, graduation year : SMK N 1 Purbalingga, 2018
- d. SI, entry year : UIN Prof. K. H. Zuhri Purwokerto, 2019

2. Non Formal Education

- a. Pondok Pesantren Manbaul Husna, Purwokerto

Purwokerto, December 29th, 2023

Titik Komariyah