

**STUDENTS' PERCEPTION TOWARDS VIDEO GAMES TO
ACQUIRE ENGLISH VOCABULARY**

(A descriptive qualitative research at 7th grader of SMP SHALAHUDDIN
Malang)

UNDERGRADUATE THESIS

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UNIVERSITAS BRAWIJAYA



ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF CULTURAL STUDIES

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MALANG

2016

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Presented to
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In partial fulfilment of the requirements
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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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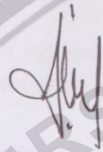
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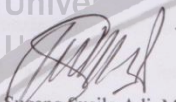
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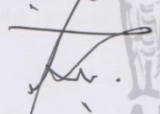


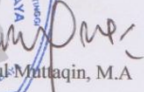
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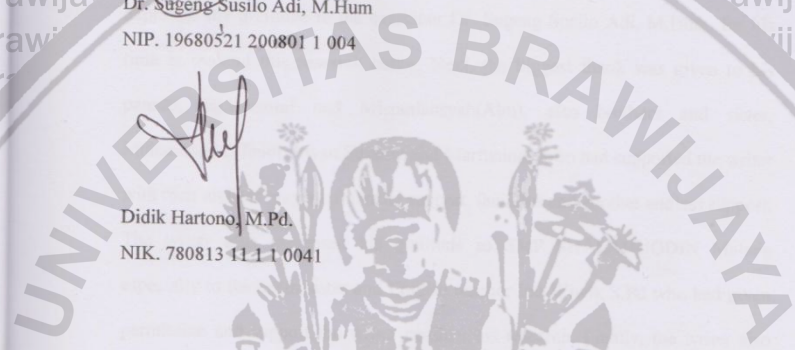

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Hopefully, this study can be useful for everyone especially students in English Language Education Program who are interested in video games as a tool.

Malang,

Said Ramadhan

ABSTRACT

Ramadhan, Said (2016). **Students' Perception towards Video Games to Acquire English Vocabulary**. English Language Education Program, Faculty of Cultural studies, Universitas Brawijaya. Supervisor: Didik Hartono M.Pd.

Keywords: Perception, Video Games, Vocabulary Acquisition, English Language, *seventh grade* of SMP SHALAHUDDIN Malang.

Language is an instrument for human to communicate and deliver information from one to other, whether it is in the form informal or formal communication. When people want to communicate, they need to understand the language. When people want to learn the language, they need to start by learning or mastering the vocabulary. By mastering the vocabulary, all the English skills such as listening, speaking, writing and reading will be much easier to be mastered by the learners.

In this research, the writer used qualitative approach as the research method to answer the research questions. The writer also used observation, questionnaire and interview guide as the research instruments. The writer choose 7th graders of SMP SHALAHUDDIN Malang and the English teacher as the participants, to reach the following objectives, (1) to find out 7th grader students of SMP SHALAHUDDIN Malang perception towards video games to acquire English vocabulary. (2) To find out the English teacher perception, about her students video games hobby.

Based on the result, the writer found that most of the participants choose agree or positive that video games can make them easily in acquiring English vocabulary. The finding shows that 7th graders of SMP SHALAHUDDIN Malang positive that the video games can make them acquire English vocabulary with 59.8% from 117 students choose agree. It was also supported with the result of the interview with English teacher that she believes from playing video games the player will acquire English vocabulary. Hopefully for future researchers who are dealing with video games as the main subject in the research can be able to find other possible video games in learning or acquiring the English language. Because video games-based in education really promising in the future for Indonesia.

ABSTRAK

Ramadhan, Said (2016). **Students' Perception towards Video Games to Acquire English Vocabulary**. Program Studi Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: (I) Didik Hartono M.Pd.

Keywords: Perception, video games, Acquisition, English Language, Vocabulary, *seventh grade* of SMP SHALAHUDDIN Malang.

Bahasa merupakan alat komunikasi bagi seorang manusia untuk menyampaikan informasi kepada lawan bicara mereka, baik secara formal maupun informal. Ketika seseorang hendak berkomunikasi dengan lawan bicaranya, dia harus mengerti bahasa lawan bicara tersebut. Jika orang itu hendak belajar bahasa, mereka harus memulai dari belajar kosa kata dulu atau mendapatkannya. Dari belajar kosa kata, semua tipe pembelajaran di bahasa seperti mendengarkan, berbicara, menulis dan membaca akan lebih mudah memahaminya. Di dalam penelitian ini, penulis memilih murid kelas 7 dari SMP SHALAHUDDIN Malang dan guru bahasa Inggris sekolah tersebut sebagai peserta. Dan untuk mencapai beberapa tujuan yaitu, (1) untuk mencari tahu tanggapan murid kelas 7 SMP SHALAHUDDIN Malang dari bermain video game untuk mendapatkan kosa kata bahasa Inggris. (2) Untuk mencari tahu tanggapan guru bahasa Inggris tersebut tentang murid-muridnya yang senang bermain video game.

Penulis menggunakan pendekatan kualitatif untuk menganalisa penelitian ini. Penulis menggunakan pengawasan, daftar pertanyaan, dan pembimbing wawancara sebagai alat untuk penelitian. Penulis menemukan sebagian besar peserta memilih untuk setuju bahwa video game membuat mereka untuk mendapatkan kosa kata bahasa Inggris.

Penemuan menunjukkan bahwa murid kelas 7 SMP SHALAHUDDIN Malang positif atau setuju dengan bermain video game akan mendapatkan kosa kata bahasa Inggris, dengan 59.8% dari 117 anak murid memilih setuju akan hal itu. Dan juga di dukung oleh interview dengan guru bahasa Inggris, dia percaya dari bermain video game, pemain akan mendapatkan kosa kata bahasa Inggris baru. Penulis berharap untuk peneliti yang akan datang yang berurusan dengan video game sebagai pokok utama, dapat menemukan kemungkinan yang lain dari video game dalam belajar maupun mendapatkan bahasa Inggris. Karena basis video game dalam pendidikan sangat menjanjikan di masa depan untuk Indonesia.

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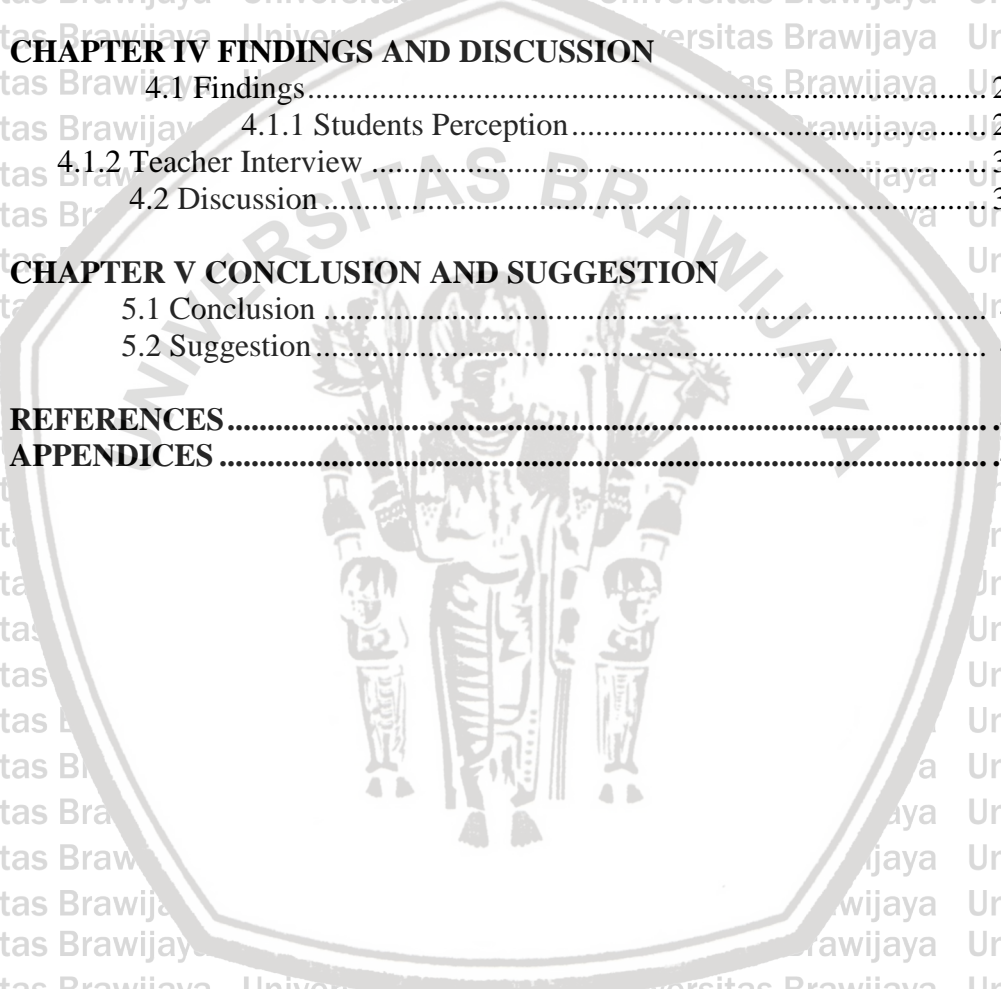
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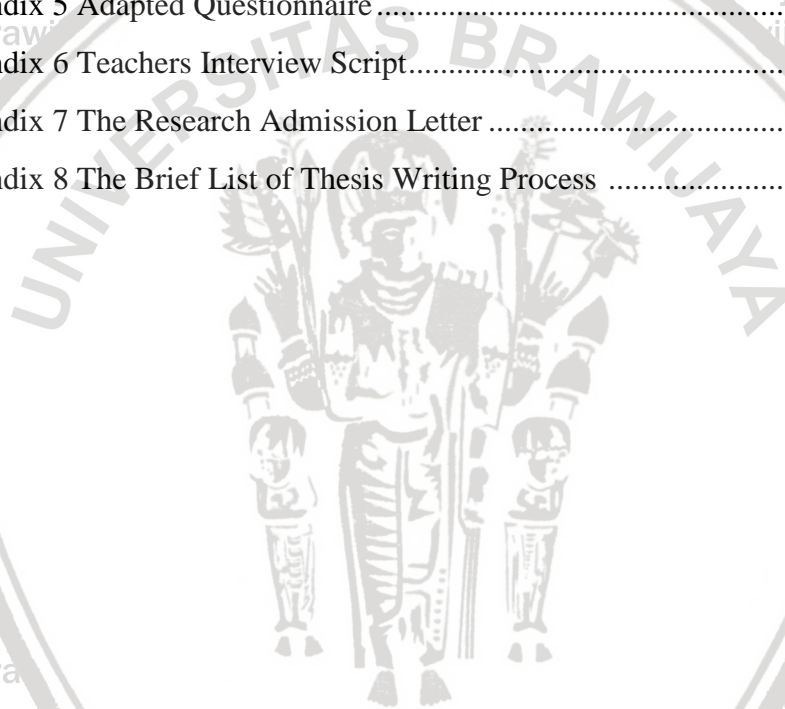
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CHAPTER I

INTRODUCTION

In this chapter, the writer discusses some important points related to the study, which are the background of the study, research problems, objectives of the study, significance of the study, and definition of the key terms.

1.1 Background of the Study

Globalization has brought significant changes to the field of education. The writer knows that learning from books has improved to achieve education as well as through technology. Kaur (2000 as cited in Shirley 2008) stated that nowadays with technology, schools could facilitate various technologies like e-mail, online discussion, and virtual games. Then, education has become less physically binding and more individual, which can gain access to education. It can be implied that people, especially the teacher, must be able to operate the technology for the educational method in teaching students.

Teachers in the modern era must be able to gain a deeper understanding of technology, which is engaging, familiar and motivating the students, especially in English learning. Video gaming is one of the phenomena that have potential in educating the children and teenagers as stated by Gee (2005 as cited in Anastassiya, 2015). In the fact, many children and teenagers in the entire world, especially in

Indonesia have been playing video games in their daily life. In this case, the English teacher can use kind of video game as the teaching media in their English teaching.

In this era, many children and teenagers have been playing video games in their free time for their enjoyment. As Green & McNeese, 2007 stated that children of ages between 2 and 18 years old reported spending between 20 and 33 minutes per day in gaming habit. It means that the children in Indonesia spend their free time for about 20 and 33 minutes per day to play video games. Then, from video games, they can acquire the languages that have already been set by the programmer of the video games. In addition, everyone can play, use, and learn from video games. Based on survey *Media Analysis Laboratory* in 1998 (as cited in Ambarina, 2008) stated that users of video games are mostly adolescents such as junior high school students and senior high school students.

Furthermore, playing video games is fun, it also can motivate the children to learn from it. Although when they do not learn from it, they still can acquire something from playing video games itself. Chee Siang Ang & Zaphiris (2006) stated that video games can build motivation and pleasure for learners, which help them to get learning materials which can be applied. Therefore, the use of video games can also make motivate them to learn the materials in a joyful and stress-free condition.

The growing popularity of video games has inspired the writer to look deeper into the influence of playing video games for students in acquiring the English

vocabulary. The reason of why the writer uses video games as the study is that the video games have brought significance change in education in this globalization era.

From playing video games, children can understand and think on how to finish the video games. The children solve the problems based on the video games by understanding the instructions of the game and understanding what should the childrendo in next step or stage in the video games. As Gee (2005 as cited in Anastassyia, 2015) stated that video games can build an authentic and safe environment where learners improve knowledge and skills by solving “well-ordered problems” from the video games”. It means that, in solving the stage or the problems in the video games, children must read and understand the instructions of the game, although the language is nottheir first language, they will find the way to make them understand and solve the stages.

Finishing the video games needs to be familiar with the instruction of the games, so that the playerscan understand what the order is from the video games itself.

Video games create deep understanding of lexicon by connecting game actions, goals, and images to players’ personal experience as stated by Gee (2005 as cited in Anastassyia, 2015), such as MMORPGs, Adventures, MOBAs, strategies, FPSs, and etc. those games can give opportunities to practice second language skills through social interactions with another player in online video games or with non-player characters (A.I/NPC) in the offline video games. The A.I/ NPC are the programs which are designed by the programmer. Therefore, it will require the player to understand the

instructions from those video games. In order to understand the instruction from the games, the player must translate the instructions and understand from it.

Some of the video games are a suitable tool to improve the English language because it provides the languages learning environment. This is because, for playing the video games, the players need to know the basic English language in order to understand the instructions. As Smith & Mann (2002) states that they will develop their knowledge of English as they play the games. Through a well-planned game, learners can practice different English skills, most importantly vocabulary.

Nation states that (1990 as cited in Anastassya, 2015, p.102):

Vocabulary is the most important factor in academic achievement for second or foreign language learners. Without vocabulary building, it's difficult to study grammar, speaking, listening, writing etc. Studies note that without an adequate knowledge of relevant vocabulary, students have difficulty performing the tasks required of them in their school.

From playing video games, the player will acquire new vocabularies, as Turgut and Irgin (2009) stated in their study concerned on learning English through computer games, found that video games are effective toward learning sub-skills, especially vocabulary and pronunciation. It also supported with vocabulary acquisition evident if learners know the words spoken and written forms, grammatical patterns and collocations, function, and meaning as states by Nation(1990). Therefore, when the

players understand the meaning from instructions of the video games, it means the players acquire vocabulary from the video games itself.

The reason of why the writer uses vocabulary as the subject of the study is that vocabulary is the most important component in the language learning, as Nation (1990) states that vocabulary is all the words of the language; also, vocabulary plays an important part in learning to read and to speak. Without vocabulary, we cannot master the language skills such as writing, speaking, reading, and listening easily as all of those skills require vocabulary as the smallest component.

As for the research setting, SMP SHALADHUDDIN Malang is one of the outstanding private Junior High Schools in Malang. The quality standard and well-qualified teachers are some of the special things about this school. In terms of reputation, in 2014, students of SMP SHALADHUDDIN Malang ever achieved as the winner in gaming competitions, in private tournament. Regarding the consideration above, this school was chosen to be the setting of this research to explore the students' perception towards video games to acquire English vocabulary.

1.2 Research Problems

According to the background of the study, these are the following research problems:

1. What are the students' perceptions towards video games to acquire English vocabulary?
2. What is the teacher's perception about their students playing video games?

1.3 Objective of the Research

Related to the research problems above the objective of the research is:

1. To find out the perceptions of 7th grader students of SMP SHALAHUDDIN Malang towards video games to acquire English vocabulary.
2. To find out the perceptions of English teacher of SMP SHALAHUDDIN Malang towards her student's video games hobby in learn English

1.4 Significances of the study

This research is eminently expected to:

1. This study will provide information for teachers to understand towards the needs of their students' in obtaining new vocabulary in learning English.
2. The result of this study will give some benefits for themore futurewriters. This study can help them to gain some information related to the research about students' perception towards video games and make an improvement in the process of learningthe English language by using video games.
3. This research will help the writer to enrich the knowledge about how the video games can help the player to gain knowledge from playing it.

1.5 Definition of Key Terms

The key terms in this study are:

1. Perception

According to Lindsay and Norman (1977), perception is the process by which organisms interpret and organize sensation to produce a meaningful experience.

2. Video Game

Video games believed to meet the relevance and engagement demands of today's generations of teenaged digital natives, who already spend most of their time in virtual space (Simpson, 2005).

3. Language Acquisition

Language Acquisition occurs subconsciously. While it happening, we are not aware, that it is happening. (Krashen, 2013)

4. Vocabulary

Vocabulary is all the words of the language. Vocabulary plays an important part in learning to read and to speak. Children learn the meaning of most words indirectly, through everyday experiences with oral and written language. According to Nation (1990) vocabulary is the words we teach in the foreign language.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer explains about the review of related literature of this study, which consists of; review on perceptions, review on video games, review on language acquisition, and review on vocabulary.

2.1 Review on Perception

Lindsay and Norman (1977) states that perception is the process by people interpret and organize their think to produce a meaningful experience of the world. It means that perception is when people share their experience with other people for research purpose. Therefore, perception refers to the one's ultimate experience of the world and typically involves further processing of sensory input.

Perception involved more process of thinking as results of the information received from the sensory systems regard certain things or events. It is the output process where the judgments or beliefs produced by and individual and it influenced the way they thinking and feel as states in Lindsay and Norman (1977).

Positive perceptions will bring the positive academic score in the school. positive self- concept or positive self- perceptions of competence are causal of many positive outcomes, including a good academic performance as stated by Valentine, Dubois, & Cooper(2004).

2.2 Review on Video Games

Computers have changed people's life, then video games are one of that have been part of that revolution. The videogames phenomenon has recently caught the attention of writers from varied disciplines (e.g., psychology and education) some of the researchers have sought to utilize video games as a tool for advancement and improvement. Therefore, most of the studies have resulted in positive and beneficial findings. As Kirriemuir (2003) states that video games are another avenue for experimentation in a safe virtual environment.

According to Gee (2005), videogames can clearly consume the attention of children and adolescents. However, it is important to assess the extent that video games technology had an impact on childhood education. Since videogames have the capacity to engage children in learning experiences, this has led to their sense of edutainment media. In the fact, Just by watching children prefer this type of approach to learning.

However, as Schlimme (2002) believes that video games provide a context in which participants can discuss scenarios and outcomes in order to facilitate their understanding of other concepts and can improve children's reading, spelling, and spatial abilities and critical-analyzing techniques. Schlimme (2002) also states that some simulation video games present players with unfamiliar words that need to be understood in order to succeed in the video games, therefore, the players' vocabulary

levels may increase as a result. Video games nowadays have become famous in Indonesia.

Video games are part of computer games or digital games as states by Gee(2007), it means that games which are played on computers and portable gaming consoles, such as PlayStation and Xbox, online or offline, multiplayer or single player.

Usually , players communicate with other player and with non-player agents(A.I) during gameplay through various types of communication functions, such as synchronous chat channels, tools for voice chat, texts, and hypertext commands as Peterson (2012) states. The diverse communication features allow players to utilize both visual and auditory channels for interaction and communication in order to progress their individual in-game characters. As Black, Sykes & Thorne (2009) states that on-globalized gaming platforms, gamers can interact with others in their first language or a foreign language, although English is often using as the foreign language.

In briefly summarize, only a few of Gee's principles: the active, critical learning principle and the practice principle indicate that a video game requires a learner to actively practice a language in a secure that is enjoyable rather than boring, where they experience "ongoing success". These principles align with second language acquisition (SLA) theory on the importance of exposure to and active interaction in the target language as stated by Swain (2000).

2.3 Review on Language Acquisition

In this part, the writer explains the language acquisition based on Krashen (2013), also the differences between acquisition and learning.

2.3.1 Language Acquisition

Language acquisition occurs subconsciously, while it happens, the people are not aware that it is happening, they think that when they are just having a conversation, reading books, watching movies, and playing video games. but at the same time, they might be acquiring language. As Krashen (2013) states that people are not usually aware that anything has happened; the knowledge is stored in our brains subconsciously.

Krashen (2013) states that the research strongly supports the view that both children and adults can subconsciously acquire language. In addition, both speaking and written language can be acquired. The acquisition is sometimes referred to as “picking up” a language.

By the age of five, children have mastered most of the constructions of their language, even if their vocabulary is still growing, the basic syntactic constructions are acquired and used. Given the complexity of the task, this is amazingly fast. Another interesting fact emerging from more and more research on language acquisition is that though variability exists in the rate at which a construction may be acquired or vocabulary grows in a child, “individual variation is less striking than similarities in development” states by Bishop and Mogford (1993 cited in Hamann).

2.3.2 Acquisition VS Learning

Krashen (1982) states that language acquisition is subconscious. People are in this case generally not consciously aware of the rules of the languages they have acquired. People will have a 'feel' for the correctness. Grammatical sentences 'sound' right, or 'feel' right, and errors feel wrong, even if we do not consciously know what rule was violated. In the other hand, learning refers to conscious knowledge of a second language, which can be represented with some meaning such as knowing the rules of the language, being aware of them, and being able to talk about them. In nontechnical terms, learning is knowing a language, known to most people as 'grammar' or 'rules'. Some synonyms include formal knowledge of a language or explicit meaning states by Krashen (1982).

2.4 Review on Vocabulary

Vocabulary is the words of the language; which play an important part in learning to read and to speak states by Nation (1990). Children learn the meaning of most words indirectly, through everyday experiences with oral and written language. According to Nation (1990), vocabulary is the words that we teach in the foreign language. It means that all words in a foreign language that have been taught by teachers can make the students use those words in sentences or in daily communication.

Vocabulary is the main building block of language learning. The words are arranged together on a grammar base and form the whole building of message, as Kang (1995) states that people cannot learn a language without vocabulary. Second or foreign language learners experience their greatest inadequacy in vocabulary and in spite of the

many methods used to help learners acquire it, no strategy has emerged as the best.

Therefore, the research continues toward the most effective path to vocabulary building.

Vocabulary acquisition is evident if learners know the words spoken and written forms, grammatical patterns and collocations, function, and meaning as states

by Nation (1990). Vocabulary learning is a life-long process; therefore, mastery of this

word knowledge types gained gradually and randomly and at different rates as states by

Schmitt(2000). In order to make this process more efficient, learners consciously use

different learning strategies. Learning strategies refer to the techniques that used for the

enhancement of second language knowledge through a self-directed learning activity.

Moreover, language proficiency closely linked to the effective application of these

techniques as stated by O'Malley and Chamot (1990).

Schmitt (2000) states that second language learners acquire vocabulary initially

through the discovery of word's meaning (discovery strategies) and then by

remembering the word (consolidation strategies) when its meaning has been already

discovered. The meaning can be reached either independently (determination strategies)

by guessing from contextual clues or socially (social strategies) by asking teachers or

peers for help. Moreover, Schmitt (2000) underlines the importance of interactions with

native speakers (social strategies), contextual usage of words and imagery (memory

strategies), verbal or written repetitions and taking notes (cognitive strategies), and

media (metacognitive strategies) for better vocabulary remembering and retention.

Thus, social strategies refer to the cooperation with others, memory strategies link new words with previously learned words, metacognitive control the learning process, and cognitive strategies are used for language manipulation and transformation states by Takac (2008).

Based on the definition above, vocabulary in this study are the words that we learn in the foreign language. It is a set of words known to a person or that part of the specific language. Vocabulary plays an important part in learning to read and to speak. Children learn the meaning of most word indirectly, through everyday experiences with oral and written language

2.5 Previous Studies

Two previous studies reviewed as a comparison to this study. First, Sabri's & Aziah's (2011) thesis entitled "*A Study on Malaysian Language Learner's Perception towards Learning Arabic through Online Games*". In this study, they analyzed about how were Malaysian language learners perception toward learning the Arabic language through online games. In their study, they focused on Arabic language and used only online game applied in their study. The research design was descriptive qualitative, participants involved in this study were selected from of Arabic elementary language learners at the Center for Foundation Studies, IIUM, who are 18 and 19 years of age.

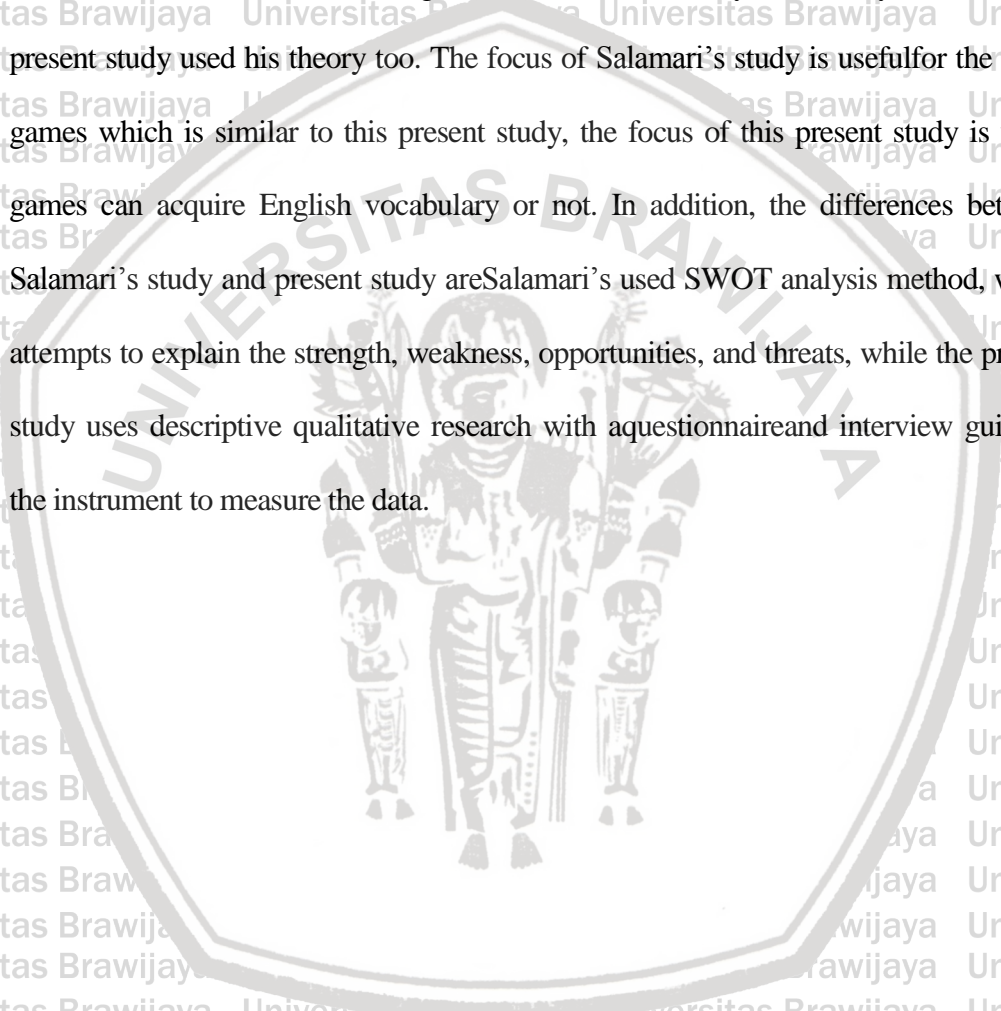
The instrument was a survey that consisted of five open-ended questions. The finding revealed from this survey contributes towards structuring a design and development framework of an edutainment games prototype in language learning. Although the findings intentionally discussed towards the design and development of games prototypes in Arabic language learners in CFSIUM, it may apply to other Arabic language learning environments, levels, and learners as well as other disciplines of knowledge and subjects taught in educational institutions.

The similarity between the present study with Sabri's & Aziah's study is both of the studies investigate and analyze the student's perception towards video games. Meanwhile, the differences are on the subject of the study, the language, and this present study focuses on vocabulary acquisition. Their subject of the study are students of elementary at Arabic language institution in Malaysia, while the present study uses senior high students in Indonesia which use English as their foreign language. And Sabri's & Aziah's study focus on online games to learn the Arabic language, meanwhile, this present study more focuses on all video games to acquire English vocabulary based on students perception.

Second is Salamari's (2014) thesis entitled *the Usefulness of Games in Foreign Language Learning*, in this research, writer analyze how the useful games in foreign language learning by using SWOT analysis method, which attempt to explain the advantages and disadvantages of language learning from video games. The

findings revealed that board games and video games could indeed be highly useful in many aspects when designed properly.

Salamari's (2014) has similarities with this present study such as in the theory of the research about the video games most of the theory used is by Gee and this present study used his theory too. The focus of Salamari's study is useful for the video games which is similar to this present study, the focus of this present study is video games can acquire English vocabulary or not. In addition, the differences between Salamari's study and present study are Salamari's used SWOT analysis method, which attempts to explain the strength, weakness, opportunities, and threats, while the present study uses descriptive qualitative research with a questionnaire and interview guide as the instrument to measure the data.



CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research method that consists of research design, data sources, data collection, and data analysis for this study. Research method concerns with how the writer conducts this study.

3.1 Research Design

The design of the study is descriptive quantitative with descriptive survey approach. A descriptive survey is intended to describe quantitatively the tendency, behavior, opinion of a certain population by taking some samples as the representation as states by Creswell(2013). As the qualitative approach, this research described numbers of percentages of the students' perceptions about the topic of the research, and the numbers are served in the form of a table to simplify the description. Zuriah (2010) stated that quantification is defined as a numerical method of describing information or a result of a study and it deals with a mathematical calculation to analyze the data and to search out for the results. As the quantitative approach, this research described numbers of percentages of the students' perceptions about the topic of the research, and the numbers are served in the form of atable to simplify the description.

This research categorized as qualitative research. Creswell (2012) states that qualitative research is best suited to address a research problem in which you do not know the variables and need to explore. The literature might yield little information about the phenomenon of study, and you need to learn more from participants through exploration. Based on Creswell (2012) a central phenomenon is a key concept, idea, or process studied in qualitative research.

The data, which were analyzed in this research, were in the form of students' perceptions. Qualitative research aimed at gaining a deep understanding of a specific organization or event, rather than a surface description of a large sample of the population as states by Denzin & Lincoln (2000). Based on them, it aims to provide an explicit description of the structure, order, and broad patterns found among a group of participants. It also called field research it generates data about people groups in social settings.

Qualitative research does not introduce treatments or manipulate variables and no impose the writer's operational definitions of variables on the participants. Rather, it lets the meaning emerge from the participants as states by Denzin (2000). It is more flexible in that it can adjust to the setting. Concepts, data collection tools, and data collection methods can adjust as the research progresses. Based on the statements above it can conclude that this research categorized as a qualitative research that is focused on understanding about student's perception towards video games to acquire English vocabulary.

3.2 Data Source

This research conducted at SMP SHALAHUDDIN Malang that is located at JI Jaksa Agung Suprpto, Klojen, Kota Malang. The school has many facilities such as lab, mosque, Wi-Fi, yard, etc. The way of choosing the samples was stratified random sampling. In stratified random sampling, the chosen samples were classified based on the stage, first, second and third grade. Stratified Random Sampling is a proper method to be used if there is a possibility for the population to be identified by some sub-groups that differ from the population and possess different parameters with the concerned variables as stated by Zulganef (2014).

Based on Rozani (2003) there are 4 criteria to choosing the sample, they are: the first is limited time, budget, and energy. Secondly, is faster and easier. Third is giving more information. Moreover, it can be handled with more careful. The reason of the writer conducted this research only for 7th grader of SMP SHALAHUDDIN Malang because only they are available at that time to be answering the questionnaire, because of theninth grader on their holiday after final examination and the eighth grader is busy with the events at that school. Therefore, the writerchoosed them as the subject of the research and asked their perceptionson how the video games also could make them acquire English vocabulary. The writer observed the students, while the writer went to the school.

3.3 Data Collection

Based on Cresswell (2012) there five steps to collect the data in qualitative research. The first is to identify participants and sites to study and to engage in sampling strategy. Second, is to gain access to the individuals and sites by obtaining permissions. Third is to consider what types of information will be the best answer for the research question. Fourth, is design the protocols or instruments for collecting and recording the information. Fifth, is to administer the data collection with special attention potential ethical issues that may arise.

Based on the steps above, the writer concludes several processes to collect the data, there are:

3.3.1 Instrument for Data Collection

In this part, the writer explains about the instruments used in the conducting data, the instruments are observation, questionnaire and interview guide.

3.3.1.1 Observation

Observation in this study was conducted before the questionnaire given to the participants, the goal of observation was to see the students whether they play video games in the school or not, and when they play video games at home or cyber café.

3.3.1.2 Questionnaire

In order to collect the data which were required for this research, questionnaires by using Bahasa Indonesia with 10 statements had been given to the participants, which were adapted from other writers. The questionnaire based on Likert Scale, which means

participant need choose from strongly agree, agree, neutral, strongly disagree and disagree. Bahasa Indonesia was chosen to help the students can understand the statements better so they would not have problem in choosing the right thing they will choose. The statements were presented since the participants might have a different answer other than the answers, which provided in the questionnaire. The questionnaires would cover the students' perceptions towards video games to acquire English vocabulary. See the Appendix 1 for the questionnaire.

3.3.1.3 Interview Guide

The interview guide also used to be instruments for supporting the questionnaire. The writer has interviewed the English teacher about the students in playing video games. See the appendix 3 for the script.

3.3.2 Procedure how to collect the data

A research permission letter about the research had to be given to the headmaster. This was to ensure that the school knew about the research so they will help the writer in the data collection process. After that, the writer meets the headmaster follow to discuss how the data were collected. For this research, the writer provides the questionnaires and he distributed the questionnaire with the English teacher to the students.

After the entire questionnaire had been distributed to the students, the writer interviewed the teacher about her students in playing video games.

3.4 Data Analysis

The writer analyzed the data that were collected from the first year students.

After all, data collected, the writer chooses and analyzes data based on Creswell (2013) steps to analyze the qualitative data, the first is, engaging the data and organizing it.

Second is developing a more general picture of the data. Third, representing the findings through narratives. Fourth, is making an interpretation of the meaning of the results by reflecting personally on the impact of the findings and on the literature that might inform the findings. Fifth, is to validate the accuracy of the findings.

Based on theory above, the writer analyzed the data based on procedure as follows:

3.4.1 Organizing the Data

In this step, from the questionnaire the writer organized the data based on how many students choosing strongly agree, agree, neutral, strongly disagree, and disagree.

Therefore, in the next step will be easy to be done.

3.4.2 Classifying the Data

In this step, the writer copied or wrote all collected data and data were organized. So, all the data are written the exactly same from the questionnaire were

given. In addition, the writer answers the question from the research question from the allcollected data.

3.4.3 Analyze the Data

In this step, the writer analyzed the data from the questionnaire. The writer counted the result carefully and made the interval in order to make the result easier to be understood by the reader from this thesis. The interval is to examine the questionnaire, the writer will use three intervals, which are: 1) Agree (Strongly Agree and Agree), 2) Neutral and 3) Disagree (Strongly Disagree and Disagree). The writer counted every statement choose by participants from the questionnaire and decided the result is it Agree, Neutral, or Disagree. Then the result from all statements was counted how many agree, neutral and disagree.

3.4.4 Verify the credibility

To verify the credibility of the data, the writer used data triangulation. The writer re-read and re-checks the data, which had been analyzing and interpreted. After that, the data were checked its accuracy to the theory from the expert. So that the data were accurate and credible to be used as finding and conclusion of the study.

3.4.5 Drawing conclusion

For the result, if many participants choose strongly agree and agree, the result will be positive and they believe that video games can acquire their English vocabulary. On the other hand, if they choose neutral, they believe videogames can acquire and also can't acquire English vocabulary. Meanwhile, if many of them choose strongly disagree and disagree the result will be negative because they believe videogames cannot acquire English vocabulary.



CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings and discussion of this study. The finding consists of the perceptions of seventh graders SMP SHALAHUDDIN Malang and perceptions of the teacher about her students in playing video games.

4.1 Findings

In this part, the result of the research are prominently elaborated, all the research problems were answered in this research findings.

4.1.1 The Students' Perceptions Towards video games to acquire English vocabulary

The questionnaires, which are submitted to 117 students, which represented the seventh grade of SMP SHALAHUDDIN MALANG. The questionnaire comprised of the perceptions from the students and adapted from another writer's questionnaire. The questionnaires were made by using a five-point scale, namely:

SD (Strongly Disagree), D (Disagree), N (Neutral), A (Agree) and SA (Strongly Agree). Then, the writer used three intervals, which are: 1) Agree (Strongly Agree and Agree), 2) Neutral and 3) Disagree (Strongly Disagree and Disagree). In order to make it easier to be counted, the writer counted every statement chosen by participants from the questionnaire and decided the result, which was Agree, Neutral, or Disagree. Then

the result from all statements counted on how many the total of agree, neutral and disagree.

Another beneficial aspect of video games is skill learning. As stated Gass and Selinker (cited in Turgut and Irgin, 2009) maintain that the natural repetition in games allows a language learner to be continuously exposed to the target language, creating more opportunities for acquisition to occur. Furthermore, according to Turgut and Irgin (2009), the sense of winning increases both the motivation and awareness of the gamers.

According to DeHaan et al. (2010), they define each characteristic of video games is the extent to which users can participate in modifying the form and control of a mediated environment in real time. They state that video games incorporate various technological and pedagogical elements to both entertain and train the player, and when a degree of interactivity between players and these elements takes place, learning happens.

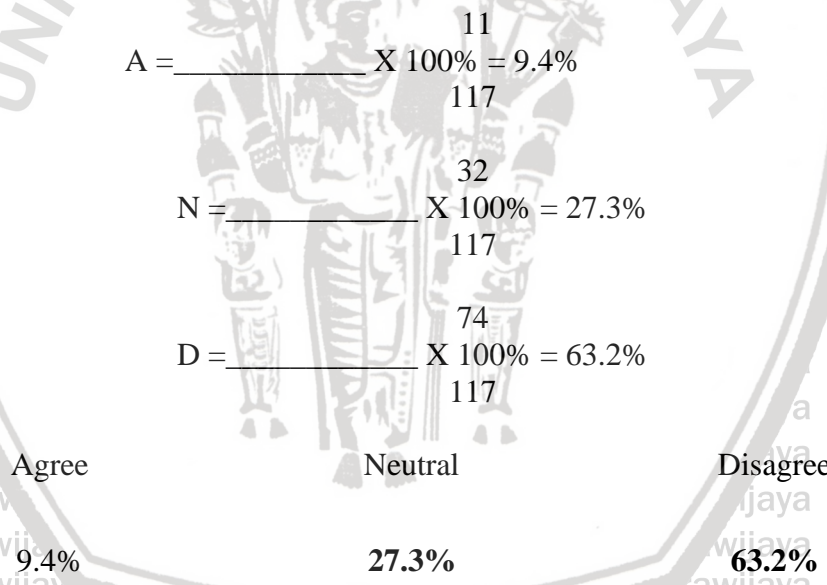
The results of the questionnaires were ranked based on the most chosen items from each statement. The questionnaire had 10 statements in it. Every statement that analyzed and converted into statistical results (the Likert-scaled answers converted into percentages). The results showed that of the students were believed or not with learning vocabulary through the video games.

$$\frac{\text{Option selected}}{\text{Total of students}} \times 100\% = ? \%$$

To show the findings the writer will sort all 10 statements and discussit, then show the result of the percentage of each statement

1. I spend my time to play video games(saya menghabiskan waktuuntukbermain video game).

In this statement, the writer wanted to know how the students play their video games, is it over played or normal played or event least played. Therefore, the finding of this statement is:



The finding shows that from this statement, 63.2% students of theseventh grader of SMP SHALAHUDDIN Malang disagree on spending their time to plays video games. It means they play the video games in only their free time.

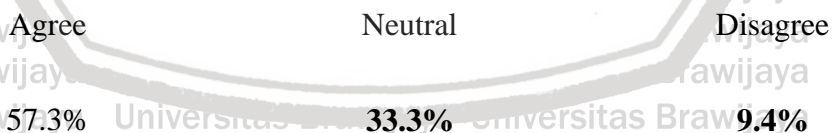
2. It is easier to learn English vocabulary from playing video games (lebih mudah belajarkosa kata bahasa Inggris dari bermain video game).

This statement states that the writer wanted to know about students perception about when they playing video games, do they easy to get English vocabulary from it or not. Then, the finding for this statement is:

$$A = \frac{67}{117} \times 100\% = 57.3\%$$

$$N = \frac{39}{117} \times 100\% = 33.3\%$$

$$D = \frac{11}{117} \times 100\% = 9.4\%$$

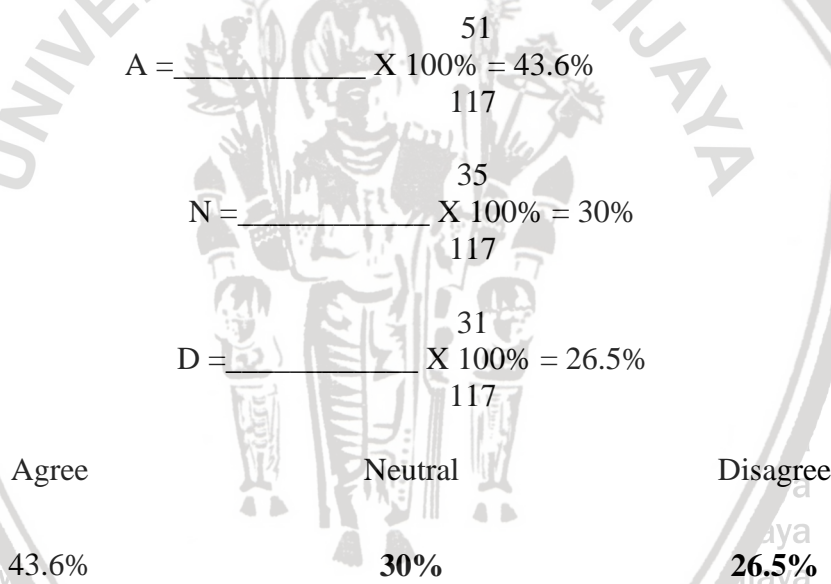


The finding shows that the participants Agree for from playing video games are easier to acquire new English vocabulary for them. It is because 57.3%

participants choose Agree or Strongly Agree, 33.3% choose neutral, and 9.4% choose to disagree or strongly disagree.

3. I believe that my English vocabulary will be increased from playing video games (saya percayabahwakosa kata bahasa Inggris saya akan meningkat dari bermain video game).

From this statement the writer wanted to find students think about their thought from playing a videogame, their English vocabulary will increase or not.



Statement number three shows that the participant believes that their vocabulary will increase from playing video games. The finding shows from 117 participants 43.6% of them choose strongly agree or agree, 30% choose neutral, and only 26.5% choose strongly disagree or disagree

4. I play video games until the midnight (saya bermain video game sampaitengahmalam).

This statement comes out to find out the students addict from playing video games if the answer strongly agree the writer will know they are addicted to the video games, neither strongly disagree the writer will know they play video games, not thereally hard player.

$$A = \frac{8}{117} \times 100\% = 6.9\%$$

$$N = \frac{17}{117} \times 100\% = 14.5\%$$

$$D = \frac{92}{117} \times 100\% = 78.6\%$$

Agree

Neutral

Disagree

6.9%

14.5%

78.6%

From this statement, the participant seems to disagree with playing video games until the midnight. Seems that they are not addicted to the video games, 78.6% of 117 participant choose disagree or strongly disagree with this statement.

5. It is fineto guess if I do not know a word in playing English video games. (tidak apa-apa menebak kata yang tidak saya ketehai di dalam bermain video game).

When people or students playing video games, sometime the strange or rare words come up in the game. Therefore, the player will guess and think about the word or event find the translation of it. From this statement, thewritertwants to know about student’s perception about it.

$$A = \frac{35}{117} \times 100\% = 30\%$$

$$N = \frac{65}{117} \times 100\% = 55.5\%$$

$$D = \frac{17}{117} \times 100\% = 14.5\%$$

Agree

Neutral

Disagree

30% 55.5% 14.5%

From 117 participants 55.5% of them choose neutral for guessing the word if you do not know about it. It shows that the participants seem hesitated with their chose, therefore they believe it is okay or not okay for guessing the word if you do not know about it when you playing video games.

6. Playing video games can make me confident to get good English score.

(Bermain video game dapat membuat saya percaya diri untuk mendapatkan nilai bahasa Inggris yang bagus).

When the player plays their video games, some of them believe they will acquire new word or new vocabulary from it, and some of them not. Then, the purpose of this statement is to find out about that characteristic.

$$A = \frac{36}{117} \times 100\% = 30.7\%$$

$$N = \frac{40}{117} \times 100\% = 34.2\%$$

$$D = \frac{41}{117} \times 100\% = 35\%$$

Agree

Neutral

Disagree

30.7% 34.2% 35%

This statement shows its finding that the participants seem balance choose from agreeing, neutral and disagree, but the higher is disagree with 35% of participants choose strongly disagree or disagree, followed with 34,2% neutral, and 30.7% strongly agree and strongly disagree.

7. Video games make me interested in learning English. (Video game membuat saya tertarik untuk belajar bahasa Inggris).

Students play the video games because they like the adventures of it and it is interesting and fun. First of all the player didn't know English, but when they play video games with the English language they will search the meaning of the instruction of the game, so they will learn from it. From this statement, the writer wanted to know their perceptions about does video game make them interest to learn the English language

$$A = \frac{51}{117} \times 100\% = 43.5\%$$

Agree	Neutral	Disagree
43.5%	42.7%	16.2%

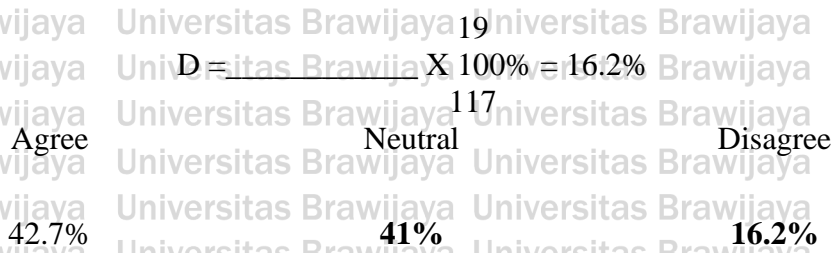
Most of the students have their interest to learn English from playing video games, because from this statement the finding shows that 43% of participants choose strongly agree or agree, followed with neutral 42.7%. In addition, disagree less than 20% with score 16.2%.

8. I acquire the English language from video games. (Saya mendapatkan bahasa Inggris dari video game)

This direct statement is looking for a direct answer for the participants. The writer wanted to know about the participants' perceptions about the video games.

$$A = \frac{50}{117} \times 100\% = 42.7\%$$

$$N = \frac{48}{117} \times 100\% = 41\%$$

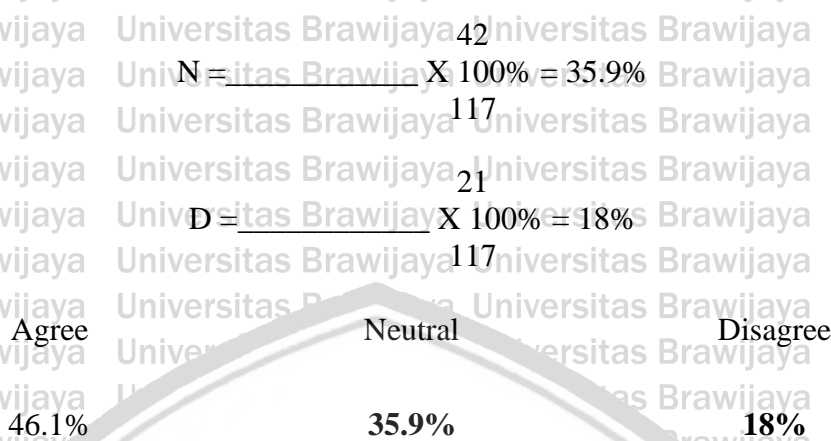


Quite similar with statement number seventh, this direct statement shows that from 117 participants 42.7% of them choose to agree or strongly agree, so they believe that they will acquire or get the English language from playing video games. Moreover, 41% of them choose neutral it means 20.5% choose agree and 20.5% choose to disagree. Most of them believe that they will acquire the English language vocabulary from playing video games.

9. Video games motivate me to learn English increase. (Video games membuat motivasi belajar Bahasa Inggris saya bertambah).

From playing video games, student's interest with the English language will increase or make them motivated to learn English. The statement makes the writer wanted to find their believes about it.

$$A = \frac{54}{117} \times 100\% = 46.1\%$$



From this statement, show the finding that the most participants believe that video games are making their motivation to learn the English language increase. Because the finding is from 117 participants 46.1% of them choose to agree or strongly agree, 35.9% choose to neutral, and 18% choose to disagree or strongly disagree.

10. I acquire at least 10 vocabularies from playing video games. (saya mendapatkan paling tidak 10 kata Bahasa Inggris dari bermain video game).

Just like statement number five when the strange word, hard word or rare word come out the player will search the meaning of it. The word will not always come once but will come more than one in the video game. Then, this statement

will find out students perceptions about how many they will get the new vocabularies from playing video games.

$$A = \frac{70}{117} \times 100\% = 59.8\%$$

$$N = \frac{39}{117} \times 100\% = 33.3\%$$

$$D = \frac{8}{117} \times 100\% = 6.8\%$$

Agree

Neutral

Disagree

59.8%

33.3%

6.8%

In this statement shows the finding less of them choose to disagree and most of them choose to agree. Because the finding shows that 59.8% of participants chose to agree. 33.3% of participants neutral and 6.8% disagrees. It means the participants believes that they will acquire at least 10 words from playing video games

The total of the finding is 433 participants choose strongly agree and agree, 407 choose to neutral, and 330 participants choose strongly disagree and disagree. Therefore, the percentage show 37% Agree, 34.8% neutral and 28.2% choose to disagree.

4.1.2 Teacher interview about her students playing video games

According to the interview, the teacher tells the writer about her students to play video games and the teacher allowed them to play video games but they must choose which games are better to be played. Secondly, about addicted to video games, it was found that they understand on how to divide their time to play video games and when the time to study. If they always play video games or addicted to it, it is not allowed. Third, when her students play video games during teaching and learning process, she will take their gadgets and give them punishment. Fourth, the teacher believes that when her students playing video games, they will acquire new vocabulary form it. She also said that, if the players want to win the games, they need to understand the instruction from the game and in order to understand the instruction they need to find the answer from it.

In addition, of the record the teacher tells the writer about she also loves to play video games, she tells the writer about her video games, called "Hay Day".
(See the **APPENDIX 6**).

4.2 Discussion

In this part, the writer discusses the vocabulary acquisition that the students get from playing video games in their daily live. The writer discusses the process when they acquire the English language from playing video games. From the findings, the writer found 37% students of theseventh grader of SMP SHALAHUDDING Malang choose to agree that they acquire the English language when they are playing video games. 34.8% of them choose neutral that means they agree or disagree with they will acquire English vocabulary from playing video games. The last 28.2% of them choose to disagree from playing video games that can acquire English vocabulary.

In this study, the writer explored students' perceptionstowards video games to acquireEnglish vocabulary. As the results of this study show, when they playing video gameshave a strong effect on acquiring new vocabulary, which confirms what Schlimme (2002) and Turgut and Irgin (2009) had predicted. In this study, statistical results revealed that using a video game, as a media for vocabulary acquisitionis useful. The value in each statement revealed that more agreeing than disagreeing. Such a statistical difference indicates a significant help of the video games on vocabulary Acquisition. However, one key question remains: How did the video game help gamers to outperform traditional learners? Shaffer et al. (2005) state that the virtual world created in video games is a powerful tool because it simulates a social context, and helps gamers to

become masters of their learning using the learning environment provided by the virtual world in the video games.

Furthermore, the virtual world, with pictures, voices, and graphics, in addition, helps make an authentic context for acquiring. In other words, what is going to be taught or learned can also happen in a real-life like asituation that provides a well understanding for students. The results of the questionnaire (specifically, statements 2, 8, and 10, with an average 62.3% agreement) support this idea. The virtual environments of video games offer enormous potential in education; ironically, learning and assessment canbe placed in a real-world context easier in video games than in a standard classroom. Another beneficial aspect of video games is skill learning. As Gass and Selinker (as cited in Turgut and Irgin, 2009) states that the natural repetition in games allows a student to be continuously exposed to the target language, creating more opportunities for acquisition to occur. Furthermore, according to Turgut and Irgin (2009), the sense of winning increases both the motivation and awareness of the players, and the average of 52.5% agreement for questions 3and 9 (which designed to elicit ideas about motivation and fun) supports this idea.

Finally, evidencefrom playing video games to acquire English vocabulary is its degree of interactivity. According to DeHaan et al. (2010), a defining characteristic of video games is the extent to which users can participate in modifying the form and control of a mediated environment in real time. As

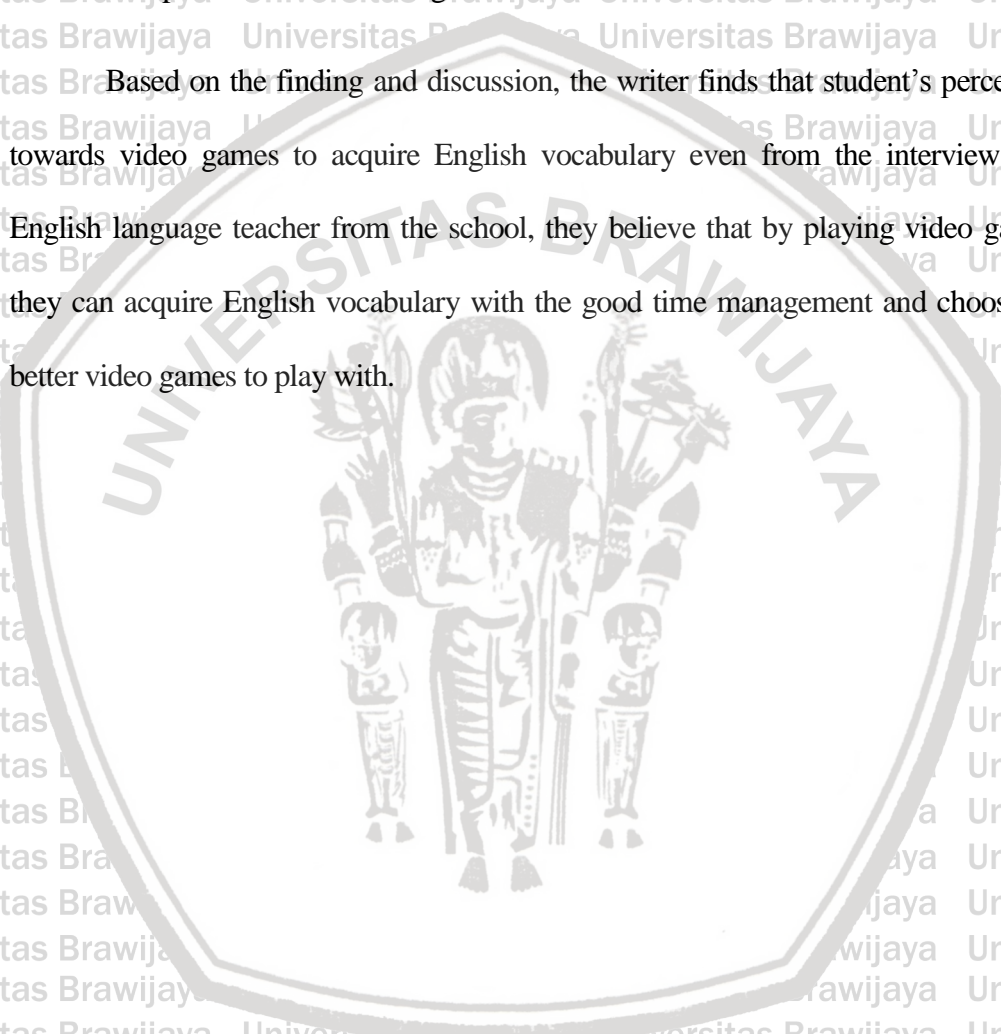
DeHaan (2010) states that video games incorporate various technological and pedagogical elements to both entertain and train the player, and when a degree of interactivity between players and these elements takes place, acquiring happens.

Based on the previous study Sabri's & Aziah's (2011) thesis entitled *A Study on Malaysian Language Learner's Perception towards Learning Arabic through Online Games*. In this study, they analyze about how is Malaysian language learners perception toward learning the Arabic language through online games. From theirs, the finding revealed that the participants have positive responses towards the potential of online digital games in enhancing the learning Arabic language. Same like their finding this study shows that the participant also has positive responses towards video games to acquire English vocabulary.

Related from second previous study Salamari's (2014) thesis entitled *the Usefulness of Games in Foreign Language Learning*, the writer also has similarities because they have the same findings, revealed that board games and video games could indeed be highly useful in many aspects when designed properly. Because his study used SWOT analysis to show strength, weakness, opportunities, and threats, from the SWOT analysis from Salamari's finding of the Second Life virtual world one can notice that the strengths and opportunities of the virtual life game are numerous while the weaknesses and threats are more questionable – and perhaps even avoidable. The students learned the targeted language through life-like scenarios that offer them

various possibilities of vocabulary, grammar, pronunciation and even oral skills with the help of microphones and voice-over commands. The technology of a virtual life game is advanced and as well as being interesting and motivating for the youth of 2014, it can develop even further as time goes on.

Based on the finding and discussion, the writer finds that student's perception towards video games to acquire English vocabulary even from the interview with English language teacher from the school, they believe that by playing video games, they can acquire English vocabulary with the good time management and choose the better video games to play with.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer presents the conclusion of the study and the suggestion for the next writers who are interested in conducting a similar study about video games in English language teaching. The conclusions are derived based on the findings and discussion while the suggestion is given for those who are interested in conducting a similar study of this thesis.

5.1 Conclusion

This research meant to find out the video games for acquiring English vocabulary conforming to the students' perceptions. Many findings in this research genuinely derived from the students' perceptions towards video games to acquire English vocabulary. In line with that, the results and findings of this research might become additional information for English teachers as the reflection to consider in teaching and learning process to use video games as a tool or media in it.

The results of the research indicated the positive result as it shows that, most of the students chose to agree more than the other options as the most believable one in video games to acquire the English language. In accordance with

this, this result also sustained by some other research about the use of video games in acquiring and learning the English that affects more to create the figure of an effective teacher (Salamari's 2014). Afterwards, neutral was favored in the second place, followed in the last place is disagree.

The total of the finding is 433 choose strongly agree and agree, 407 choose to neutral, and 330 choose strongly disagree and disagree. Therefore, the percentage shows 37% Agree, 34.8% neutral and 28.2% of the participants choose to disagree, because most of the students with the most rate choose agree with 37%, afterwards, neutral in the second place with total 34.8%, followed in the last place is disagreeing with 28.2%.

It is influential to mention that although this research provides some advice and information for English teachers and students, but the findings of this research cannot be used as a generalization for all stages of educational institutions. The results and findings of this research might show some differences in comparison to other educational institutions as avocational, secondary or primary school.

Furthermore, it is expected for English teachers and parents to pay more attention to the students' or children thought about how they play their video games and it can be used to increase the qualities of students when playing video games to acquire English vocabulary in this country. In accordance with it, the writer also expects that the results of this research can be useful for the Department of English especially in Indonesia that video games also can help

students to earn or acquire anything especially English language when they are playing it.

5.2 Suggestion

The writer hopes that this research can give benefits to the teachers, parents, students, and the next writer. For the teachers, especially in Indonesia, the writer hopes this research will help you to understand towards the needs of the students from playing video games. Parents need to watch the students; their children while their play video games and help them to choose better games to play with. For the next writers who are interested in conducting the similar research about video games, it is eminently expected to improve the lack of this research to be better and increase the explanation in this research to be more deeply elaborated.

Moreover, it is recommended for the next fellow writers to continue this research by using the comparison of acquiring English language from video games from female and male students. It might be quite a fascinating object to be analyzed and to prove whether the female students' concept of playing video games is conforming to the male students or not, and what aspect that the students love from that video games to see how their motivation grow to learn English from playing video games. In line with it, the next writers also suggested to the next writer in conducting a deeper research on one specific video game such as

android games, PlayStation games, online games and etc. Or it will be much better when the next writer can make their own gamebeconducted as the next research.

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APPENDICES

APPENDIX 1(English)

QUESTIONNAIRE

Name:

Class

Give this mark ✓ to the options below, choose carefully and choose with your heart!

ASPECTS	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
---------	----------------	-------	---------	----------	-------------------

1. I spend my time to play video game				
2. It is easier to learn English vocabulary from video games				
3. I believe that my English vocabulary will be increased from playing video games				
4. I play video games until the midnight				
5. It is fine to guess if I do not know a word in playing English video games				
6. Playing video games can make me confident to get good English score				
7. Video games make me interested in learning English				
8. I learn English from video games				
9. Video games motivate me to learn English				

more				
10. I acquire at least 10 vocabularies from playing video games				



THANK YOU

KUESIONER

Nama:

Kelas:

Berikan tanda \surd pada pilihan yang anda inginkan, pilihlah dengan seksama dan pilihlah dengan pilihan yang paling tepat menurut anda!

ASPEK	Sangat setuju	Setuju	Netral	Tidak Setuju	Sangat tidak setuju
1. Menghabiskan waktu untuk bermain video game					
2. Lebih gampang belajar kosa kata dalam Bahasa Inggris dari bermain video game					
3. Saya percaya bahwa kosa kata bahasa Inggris saya akan meningkat dari bermain video game					
4. Bermain video game sampai tengah malam					
5. Tidak apa apa menebak-nebak kata yang kamu tidak ketahui di dalam bermain video game					
6. Bermain video game dapat membuat ku					

percaya diri dari nilai Bahasa Inggris ku				
7. Video game membuat saya tertarik untuk belajar Bahasa Inggris				
8. Saya belajar Bahasa Inggris dari video game				
9. Video game membuat motivasi belajar Bahasa Inggris saya bertambah				
10. Saya mendapatkan paling sedikit 10 kata dari bermain video game				

Terima Kasih

APPENDIX 3

Teachers' Interview Guide

1. In your opinion, what do you think about your students like plays video games?
2. What if, they become addicted to video games?
3. Are the students play video games in the class while teaching- learning process? Moreover, what will you do if yes?
4. Do you believe, your students will acquire new vocabulary from playing video games?

APPENDIX 4

Bimbingan wawancara Guru

1. Bagaimanat pendapat ibu, kalau murid ibu senang bermain video game?
2. Bagaimana kalau mereka kecanduan bermain video game?
3. Apakah pernah murid ibu bermain game di dalam kelas, ketika ibu mengajar? Terus bagaimana?
4. Apakah ibu percaya, murid ibu akan mendapatkan kosa kata bahasa Inggris baru dari bermain video game?

APPENDIX 5

Adapted Questionnaire

Questions	Strongly Disagree	Disagree	No Idea	Agree	Strongly Agree
1. I'm so motivated when I try to learn via video games.	0%	0%	15%	40%	45%
2. When I face a word that I don't know, I'm so motivated to learn it.	5%	15%	5%	55%	20%
3. Video games make vocabulary learning more boring.	70%	20%	5%	5%	0%
4. Learning vocabulary via video games is stressful.	85%	15%	0%	0%	0%
5. Facing new words incidentally helped me to get them better.	5%	10%	0%	20%	65%
6. The virtual world of the game helped me to get the meaning of new words.	0%	5%	0%	25%	70%
7. The meaning of the words became crystal clear by supports from the virtual world of the game.	0%	5%	5%	80%	10%
8. When gaming, I felt like I was in an English-speaking country.	0%	0%	0%	15%	85%
9. I learned new words visually.	5%	0%	15%	50%	30%
10. When I recall the words I learned via the video game, I remember their images too.	0%	5%	5%	15%	75%
11. Having fun didn't lessen my learning.	5%	0%	20%	45%	30%
12. Having fun motivated me to continue my learning for long hours.	0%	0%	5%	35%	60%
13. Sound bites, pictures, and graphics helped me to get the meaning better.	10%	5%	35%	55%	0%
14. The video game provided opportunities for deepening my word knowledge.	20%	5%	5%	25%	45%
15. The video game provided opportunities for developing fluency with known vocabulary.	5%	15%	15%	45%	20%
16. Repeated exposure provided by the video game helped me learn better.	10%	10%	0%	30%	50%
17. The video game helped me to learn word features, like collocation.	0%	15%	5%	50%	30%
18. Video games provide opportunities for the intentional learning of vocabulary.	5%	0%	5%	5%	85%
19. Video games made learning engaging.	15%	20%	5%	35%	25%
20. I don't feel the pressure of learning when I learn via video games.	10%	10%	0%	30%	50%
21. I don't get nervous when I don't know the meaning of a word in a video game.	0%	15%	50%	35%	0%
22. I think video games make language learning more interesting.	5%	0%	10%	30%	55%
23. Words in the video game were more related to male occupations.	20%	5%	5%	55%	15%
24. The main character of the game was a boy so I didn't care as much about the video game.	65%	20%	0%	15%	0%
25. If the main character were a girl, I would care more about the game.	15%	15%	55%	0%	15%
26. The video game was male-oriented.	5%	0%	15%	35%	45%

APPENDIX 6

Teacher's interview script

Writer: Bagaimana pendapat ibu, kalau murid ibu senang bermain video game?
(In your opinion, what do you think about your students like plays video games?)

Teacher: Saya, karena saya juga suka ya, jadi ya menurut saya ga papa, selama dia bisa... apa ya, memilah ini game bagus, oh ini game jelek, jadi ya menurut saya ya gapapa, anak-anak bermain game.
(Because I like video game too, so I think it's okay, but if they can choose which are the better game to play with, so that's okay, the students play their video games.)

Writer: Bagaimana kalau mereka kecanduan bermain video game?
(What if they become addicted to video games?)

Teacher: Kalo sampee, apa.. kecanduan gitu ya, menurut saya kalo selama dia bisa memilah waktunya untuk belajar, taulah tugasnya, tau saya murid, saya harus belajar, ooh Selasa ini saya ada waktu luang, saya main video game, gapapa. Tapi kalau dia kecanduan terus dan lupa belajarnya nah itu yang enggak boleh, gatau tugas.
(If they addicted, in my opinion if they can manage their time to study, and remember their job to learn, for example this Tuesday I'm free I can play video games, that's okay, but if he/she really addicted and they forget about their study that are not allowed to).

Writer: Apakah pernah murid ibu bermain game di dalam kelas, ketika ibu mengajar? (Are the students play video games in the class while teaching-learning process?)

Teacher: Pernah2x pernah terjadi.
(Yes, it happened)

Writer: Terus bagaimana? (And what will you do?)

Teacher: Teruss ya saya biasanya ya memberi sanksi, saya ambil hapenya, saya rampas.

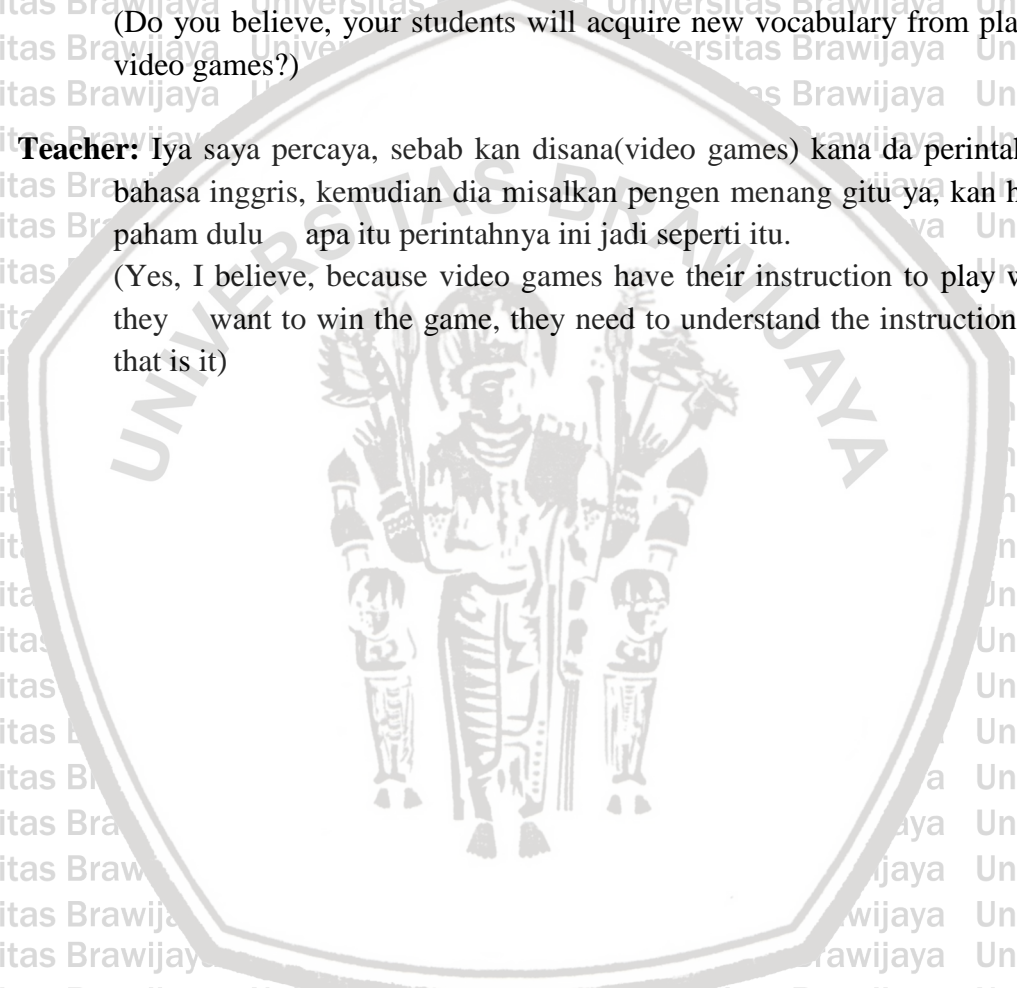
(Then, I give her/his punishment and I take their smartphone)

Writer: Apakah ibu percaya, murid ibu akan mendapatkan kosa kata bahasa Inggris baru dari bermain video game?

(Do you believe, your students will acquire new vocabulary from playing video games?)

Teacher: Iya saya percaya, sebab kan disana(video games) kana da perintahnya bahasa inggris, kemudian dia misalkan pengen menang gitu ya, kan harus paham dulu apa perintahnya ini jadi seperti itu.

(Yes, I believe, because video games have their instruction to play when they want to win the game, they need to understand the instructions, so that is it)



APPENDIX 7
The Research Admission Letter



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
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E-mail : fib_ub@ub.ac.id - http://www.fib.ub.ac.id

Malang, 31 MAY, 2016

Nomor : 1217 /UN10.12/AK/2016
Lampiran : 1 (satu) lembar
Perihal : Permohonan Ijin Penelitian

Yth. Kepala SMP Shalauddin Malang
Jalan Jaksa Agung Suprpto, Klojen
Kota Malang, Jawa Timur

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu Budaya Universitas Brawijaya, kami mohon dengan hormat agar Saudara:

Nama : Said Ramadhan
NIM : 125110501111026
Semester : VIII (Delapan)
Program Studi : S1 Pendidikan Bahasa Inggris

diberikan ijin untuk melaksanakan kegiatan penelitian dan memperoleh data pendukung berkaitan dengan usulan skripsi berjudul:

"STUDENTS' PERCEPTION TOWARDS VIDEO GAMES TO ACQUIRE ENGLISH VOCABULARY"

Selanjutnya kami sampaikan bahwa data yang diperoleh akan dijaga kerahasiannya dan hanya digunakan untuk penelitian (terlampir).

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.



Dekan
Prof. Ir. Ratya Anindita, MS., Ph.D.
NIP. 19610908 198601 1 001



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS BRAWIJAYA

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E-mail : fib_ub@ub.ac.id - http://www.fib_ub.ac.id

Surat Pernyataan

Saya, yang bertandatangan di bawah ini:

Nama : Saïd Ramadhan
NIM : 125110501111026
Semester : VIII (Delapan)
Program Studi : S1 Pendidikan Bahasa Inggris

dengan ini menyatakan bahwa berkaitan dengan penyusunan skripsi Program S1 saya yang berjudul:

"STUDENTS' PERCEPTION TOWARDS VIDEO GAMES TO ACQUIRE ENGLISH VOCABULARY"

akan menjaga kerahasiaan data yang saya peroleh dan jika terjadi penyalahgunaan terhadap data tersebut, saya bersedia untuk ditindak sesuai dengan hukum yang berlaku di Indonesia.

Pernyataan ini saya buat atas kesadaran saya akan etika penelitian yang berlaku.

Tanggal pernyataan: 30 Mei 2016

Yang membuat pernyataan;



Saïd Ramadhan
125110501111026

Mengetahui:



Prof. Ir. Ratya Anindita, MS., Ph.D.
NIP. 19610908 198601 1 001

Ketua Program Studi
S1 Pendidikan Bahasa Inggris

Dr. Esti Juning
NIP. 19720604 200212 2 001

APPENDIX 8

The Brief List of Thesis Writing Process

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Said Ramadhan
2. NIM : 125110501111026
3. Program studi : Pendidikan Bahasa Inggris
4. Judul Skripsi : Students' Perception towards Video games to Acquire English Vocabulary (a descriptive qualitative research at 7th grade students of SMP SHALAHUDDIN Malang)
5. Tanggal Mengajukan : 23 Desember 2015
6. Tanggal Selesai Revisi : 17 Oktober 2016
7. Nama Pembimbing : Didik Hartono, M.Pd
8. Keterangan Konsultasi :

No	Tanggal	Materi	Pembimbing	Paraf
1	3 Februari 2016	Pengajuan judul	Didik Hartono, M.Pd	↓
2	3 Februari 2016	Persetujuan judul	Didik Hartono, M.Pd	↓
3	17 Februari 2016	Proposal konsultasi 1	Didik Hartono, M.Pd	↓
4	24 Februari	Proposal konsultasi 2	Didik Hartono, M.Pd	↓

	2016			
5	7 Maret 2016	Konsultasi bab 1, 2, dan 3	Didik Hartono, M.Pd	
6	14 Maret 2016	Konsultasi bab 1, 2, dan 3	Didik Hartono, M.Pd	
7	2 April 2016	Konsultasi bab 1, 2, dan 3	Didik Hartono, M.Pd	
8	17 April 2016	Konsultasi bab 1, 2, dan 3	Didik Hartono, M.Pd	
9	26 April 2016	Konsultasi bab 1, 2, dan 3	Didik Hartono, M.Pd	
10	9 Mei 2016	ACC bab 1, 2, dan 3	Didik Hartono, M.Pd	
11	17 Mei 2016	Seminar proposal	Didik Hartono, M.Pd	
12	5 September 2016	Konsultasi bab 4 dan 5	Didik Hartono, M.Pd	
13	7 September 2016	Konsultasi bab 4 dan 5	Didik Hartono, M.Pd	
14	9 September 2016	Revisi bab 4 dan bab 5	Didik Hartono, M.Pd	
15	14 September 2016	Revisi bab 4 dan 5	Didik Hartono, M.Pd	
16	16 September	ACC bab 4 dan 5	Didik Hartono, M.Pd	

17	28 September 2016	Seminar hasil	Didik Hartono, M.Pd	H
18	3 Oktober 2016	Revisi bab 1 – 5 ACC Ujian Skripsi	Didik Hartono, M.Pd	H
19	14 Oktober 2016	Ujian Skripsi	Dr. Sugeng Susilo Adi, M.Hum	H
20	14 Oktober 2016	Ujian Skripsi	Didik Hartono, M.Pd	H
21	17 Oktober 2016	ACC Penjilidan Skripsi	Dr. Sugeng Susilo Adi, M.Hum	H
22	17 Oktober 2016	ACC Penjilidan Skripsi	Didik Hartono, M.Pd	H

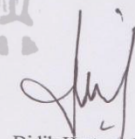
Telah dievaluasi dan diuji dengan nilai:

Malang, 17 Oktober 2016

Mengetahui,
Pembantu Dekan I
Bidang Akademik


Syariful Muttaqin, M.A.
NIP. 19751101 200312 1 001

Dosen Pembimbing


Didik Hartono M.Pd
NIK. 780813 11 1 0041