DIGITAL GAME-BASED VOCABULARY LEARNING FOR JUNIOR HIGH SCHOOL STUDENTS

(A Descriptive Study of Out-off Class EFL Learning)

Final Project

Presented as fulfillment for the requirement to obtain a recommendation to generate bachelor final project in English Education Program

WALISONGO

Submitted by

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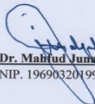
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RATIFICATION

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ABSTRACT

Title : Digital Game-based Vocabulary Learning for Junior High School Students (A Descriptive Study of Out-off Class EFL Learning).

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This final project discusses about English vocabulary acquisition for junior high school students through digital game-based learning media. This research focus on how do junior high school students use digital game-based vocabulary learning outside of the classroom, as well as student perceptions of digital game-based vocabulary learning. In this research, the PBS Kids media game was chosen as the learning media. This research used the descriptive qualitative method and collected data through observations, documentation, and interviews with eight participants. Transcribing, data reduction, representative findings, and interpretation were used to analyse the data. The research found that implementing digital game-based vocabulary learning was more effective for students in comprehending, acquiring English vocabulary, and student perceptions after using digital game-based vocabulary learning could help them stimulate student problem-solving abilities and create social interaction skills. The results imply that, under the right conditions, digital games could be used as a medium in the process of vocabulary acquisition, teachers can use digital games-based vocabulary learning as an alternative teaching material for English students. Digital games provide learners with flexibility and accessibility. However, future researchers should be able to explore other digital game-based vocabulary learning platforms.

Keywords: *Digital Game-based learning, Vocabulary Acquisition, Student Perceptions*

MOTTO

وَلَا تَهِنُوْا وَ لَا تَحْزَنُوْا وَاَنْتُمُ الْاَعْلَوْنَ اِنْ كُنْتُمْ مُّؤْمِنِيْنَ

"Do not falter or grieve, for you will have the upper hand, if you are 'true' believers" – QS. Ali Imran, 139.

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happy to accept criticism and suggestions to make it better. The writer also hopes that this thesis can be useful for future readers.

Semarang, 4 April 2023

Averoes Fikria

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CHAPTER I
INTRODUCTION

This chapter present the research background, research questions, research objectives, significance of study, and research limitations.

A.   Research Background

Children's daily use of computer games or the internet involves informal learning processes in which players are both 'teachers' and 'learners'.' They learn to use these media via trial and error through discovery, experimentation, and play and cooperation with others, both in person are important parts of the process. Traditional forms of teaching, which involve the transmission of a fixed body of information, are largely irrelevant.[1] Now, the notion of learning while playing has been combined to create an educational game as a digital game. A digital game is frequently called digital game-based learning, utilizing all the advantages of full-fledged video games, so-called digital

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[1] David Buckingham, "Media Education Goes Digital: An Introduction"*, Journal Learning Media and Technology,* (May, 2007), p.116, <https://doi.org/10.1080/17439880701343006>

game-based learning (DGBL).[2] Marc Prensky discovered the beginning of the development of this theory. Prensky believes that technology in learning media has been used in teaching and learning activities.[3] The collaboration of technology, games, teaching, and learning activities has been developed. The functions of game-based learning include facilitating problem-solving, providing feedback, and creating interactions.[4] DGBL is used digital game-based learning to emphasize students' vocabulary development. The term' learning media

[2] Cyril Brom *et al.,* "Implementing Digital Game-based Learning in Schools: Augmented Learning Environment of 'Europe 2045', *Multimedia System* 16:23-41, (November 2009), p.23, https://doi.org/10.1007/s00530-009-0174-0

[3] Marc Prensky, Digital Game-Based Learning. (New York: McGraw-Hill, 2001).

[4] Prensky.

games based on vocabulary games' refers to a digital game that includes a variety of random vocabularies, images, and sentences designed to stimulate participants' interest in learning.

The relevance of DGBL includes, among other things: 1) DGBL can teach students to have fun while they study, 2) Stimulate the growth of thinking ability, creativity, and language to be able to grow excellent attitudes, mentality, and morals, 3) DBGL provides a learning environment that can impress students, exciting learning conditions, give a sense of security and fun, 4) Stimulate the development of students in terms of physical-motor development, language, intellectual, moral, social, and emotional.[5]

In practice, digital game-based learning strategies to enhance student acquisition are still considerably underutilized compared to conventional teaching techniques. One of the primary causes of students losing learning motivation and getting quickly uninterested in their studies, especially while learning foreign languages like English, is monotonous learning and inadequate learning resources. The monotony of learning media can be one of the factors inhibiting students from mastering vocabulary. Evaluations of the gaming process showed that experiencing an

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[5] Dicky Irawan et al., "Pengembangan Media Digital Game-based Learning (DGBL) Untuk Meningkatkan Kemampuan Kronologis Siswa Dalam Pembelajaran Sejarah di SMA", *Journal Halaqah,* (Vol.1 13-31, January 2019), p.17.

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interactive learning approach in a classroom environment made them feel engaged and satisfied.[6]

In the school where I conducted my research, MTS Hasan Kafrawi 02 Tamansari Jepara, the usage of learning media in digital media is still surprisingly underutilized. The teacher's handbook is frequently the only source for teaching and learning activities, and students only use the student worksheet.

Furthermore, The Indonesian Regulation of the Minister of Education has explained that Teacher Regulation Number 16 Years 2007 in Table 3 Number 5; "For the quality of teaching and learning, teachers need to be proficient in fundamental skills like using technology for information and communication".[7] Having an in-depth understanding of technology can assist teachers in offering different learning media options. There are still no supporting tools available at Mts. Hasan Kafrawi 02, and some teachers still have limited access to technology. Even if they already have access to the internet connection at school. As a consequence of this, the

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[6] Cheng-Yu Hung et al., "The Benefits of A Challenge: Student Motivation and Flow Experience in Tablet-PC-Game-based Learning", *Journal of Interactive Learning Environment*, (Vol 23 No. 2 2015), p.186, http://dx.doi.org/10.1080/10494820.2014.997248.

[7] Indonesian Regulation of Minister of Education Number 16 Years 2007, *https://jdih.kemdikbud.go.id/*.

teachers frequently rely on the supplied textbooks. As is well known, the pandemic's effects have made e-learning increasingly important. Teachers must be more inventive and creative to boost and engage student enthusiasm. The technology used as a learning tool fosters participatory learning. It also encourages student participation in learning. The reason for taking this topic is because the research assumes students of MTS Hasan Kafrawi 02 have a lack about digital game-based, mastery of English at MTS Hasan Kafrawi still tends to be below average. This certainly needs support in implementing various variations of learning. The researcher wants to know the students' perception after the students have enriched their English vocabulary learning.

It is important to diversify study options to acquire the language. One of them by utilizing game-based online learning. Understanding English vocabulary can benefit students learning outside the classroom or in enrichment classes. By understanding a lot of new vocabulary, students can understand various kinds of questions and materials in class. The use of digital game-based vocabulary learning in language acquisition is used because it is game-based learning. It involves game-based learning, digital game-based vocabulary learning is employed in language acquisition.

Students can have fun while learning and lessen strain and boredom when studying.

Preliminary research was conducted to determine how the student learning process and the state of the facilities support the introduction of digital game-based learning. According to preliminary research based on observations, students are disinterested in English. Students are bored and have difficulty understanding English because traditional teaching methods only focus on repetitive exercises; monotonous drills lead to student disinterest. Most English materials, particularly vocabulary, are presented in a dull or uninspiring way, failing to capture student attention.

Previous research has shown that digital game-based learning induces the motivational and cognitive dimensions of the task-induced involvement construct, specifically 'Need, Evaluation and Search'. This indicates that other digital games, under the right conditions, may also support incidental vocabulary acquisition through gaming.[8] A common motivation for using digital games to support

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[8] Barry Lee Reynolds, "Evidence for The Task-induced Involvement Construct in Incidental Vocabulary Acquisition Through Digital Gaming", *The Language Learning Journal*, (Augustus 2014), p.17, DOI: 10.1080/09571736.2014.938243.

learning is a belief that games can act as rich primers for active and deeper learning engagement with subject matter, by providing an engaging and contextualized setting for authentic problem-solving.[9] In this case, the researcher wants to develop the use of digital game-based learning in the students' vocabulary acquisition ability and discover the expected revenue of understudies about digital game-based vocabulary learning. Digital game learning out of class may be considerably more compelling to inducing students to improve their language acquisition ability.

B.   Research Questions:

   a. How do junior high school students use digital game-based vocabulary learning outside the classroom?
   b. What are students' perceptions after using digital game-based learning based on Vocabulary games?

C.   Research Objectives

   a. This study aims are to investigate the practices and implementation of digital game-based vocabulary learning in EFL

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[9] James Paul Gee, "What Digital Games Have to Teach Us About Learning and Literacy", (New York: Palgrave Macmillan, 2003).

b. This study finds out the experience of students after learning vocabulary through digital game-based

D.   Significance of Study

This study is expected to give a valuable contribution to some parties theoretically, pedagogically, and practically:

a.   Theoretically

The result of this study could give more extensive knowledge and insight about digital game-based learning, as an alternative tool in learning media in English teaching.

b.   Pedagogically

This study's result could provide educational innovations in conducting learning media.

c.   Practically

The result of this study hopefully useful for:

1. For Students

The findings of this study would aid pupils in comprehending and assimilating into English **and** make it a strategy for boosting pupils' motivation to learn new vocabulary in the English.

2. For Teacher

    The result of the study can be useful for teachers because it can provide enrichment classes by using digital game-based learning media as the teaching media.

3. For Next Researcher

    The result of this study can be used as additional information to conduct other researcher about the digital game-based vocabulary learning.

4. For Reader

    By reading this study, the reader hopefully got more information and experience about the digital game-based vocabulary learning as media learning to understanding English as foreign language.

E.   Limitation Research

This research focused on game-based vocabulary learning for junior high school students outside the classroom, or enrichment and will focus on online games by using PBS Kids.

CHAPTER II
THEORETICAL REVIEW

This chapter highlights three main points such as previous of the research, literature review, conceptual framework which ideally discussed digital game based vocabulary learning,

A. Previous Research

To develop **the first** analysis, the researcher shows previous study dealing with the topic: Language Journal has been published *"Evidence for the Task Induced Involvement Construct in Incidental Vocabulary Acquisitions Through Digital Gaming"* written by Barry Lee Reynolds. This study conducts information about an investigation of the suitability of mobile vocabulary games for inducing a state of incidental vocabulary acquisition. This research aims to deeply discuss Taiwanese university students that engaged in mobile vocabulary game play simply for the sake of the 'fun factor' to gain insights on what aspects of such games make them

effective at inducing a state of incidental vocabulary acquisition.

The researcher used expository analysis to find the factor analysis, reliability analysis was performed to ensure the reliability of the extracted factors. To investigate which factor was induced significantly more than the others during game play as perceived by the Taiwanese university students, a one-way ANOVA (Analysis of Variance) was applied. The research results show that the investigation indicate 'draw something' induces the motivational and cognitive dimensions of the task-induced involvement construct. This is a good indication that other digital games, under the right conditions, may also be supportive of incidental vocabulary acquisition through gaming.

This investigation also illustrates how exploratory factor analysis can be used to evaluate other digital games in terms of inducing involvement to encourage vocabulary acquisition, retention, and resistance to decay. The study is similar to the current research, because both discussed the use of game-based learning as media fostering English vocabulary.[10]

The second study written by José Ramón Calvo-Ferrer entitled *"Exploring Digital Native-ness as a Predictor of Digital Game-based L2 Vocabulary Acquisition"*. This study analyzed the predictive strength of some characteristics attributed to digital natives on digital game-based L2 vocabulary acquisition and on students' engagement with the educational system. Specifically, it investigated the outcomes in vocabulary acquisition of students of English as a foreign language with different levels of self-reported digital native-ness. This research tends to aim to assess the predictive strength of digital native-ness on digital game-based learning and technology-related engagement with the educational system. Specifically, it analyses whether digital native-ness has an impact on short and long-term L2 vocabulary

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[10] Reynolds.

acquisition, which has often been identified as central to language learning, through a video game.[11]

The third research is taken from Abiq Zakia's final project, "*The Interactive of Formative Assessment Through Gamification Tool of Kahoot in Learning English (A Study at Reading Classes)"*. The purpose of this research is to describe the process of it, including the implementation of 'Kahoot!' and students learning activeness when assessed using 'Kahoot! This study used the descriptive qualitative method because the data were analyzed using sentences. The data were collected by three-technique: observation, interview, and documentation. Process of data analysis involved three activities; those are data reduction, data display, and conclusion drawing or verification. Descriptive qualitative analysis was used to present the result of the study in the form of descriptive explanation. The result of this study showed that 'Kahoot!' is utilized for a post-test in learning English. The assessment process using 'Kahoot!' is more convenient and comfortable than the use of paper-based testing. But the preparation of doing the assessment using 'Kahoot!' takes a

long time. The use of 'Kahoot!' is quite effective because it can't accommodate the assessment-based text.[12]

The fourth research was taken from the journal computer assisted language learning entitled *"Cybertext Redux: Using Digital Game-based Learning to Teach L 2 Vocabulary, Reading and Culture"*, written by David O. Neville, Brett E. Shelton & Brian McInnis. This research discusses mixed-methods study using an interactive fiction (IF) game to teach German vocabulary, reading, and culture to university students. The study measured knowledge retention and transfer, and evaluated the attitudes of students toward the game, which aims to determine whether an increased measure of player presence and engagement in the game world would equate to an increased sense of student immersion in the German culture, whether this immersion in increased vocabulary retention scores, and whether this immersion more easily enabled transfer of learned knowledge to parallel tasks. The results found from this research tentatively indicate that contextualized, immersive role play

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12 Abiq Zakia, "The Interactive of Formative Assessment through Gamification Tool of 'Kahoot!' in Learning English (A Study at Reading Classes"), *Final Project,* (Semarang: State Islamic University of Walisongo, 2015).

may have helped students to learn. Nevertheless, most students were apprehensive about the game as a learning platform given the departure from traditional instruction.

B. Literature Review

a. *Digital Game-based Learning*

The different pedagogical innovations that are currently available are a type of innovation in learning media and one of the pedagogical techniques. Game-based learning is the educational strategy that makes use of video games. Teachers and schools have tried to create a digital game-based learning media approach to give students a range of learning ways; motivational psychology has been included in game-based learning; students can engage in educational content and subjects in a dynamic, entertaining, and playful way.[13] Prensky presented a new game-based learning approach, named digital game-based learning, in which he incorporated digital games in combination with curricular contents. Moreover, Prensky defined the key characteristic of

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[13] Theofylaktos Anastasiadis et al., "Digital Game Learning and Serious Games in Education", *International Journal of Advanced in Scientific Research and Engineering,* (Vol.4 Issue 12 December 2018), p. 141, DOI: http://doi.org/10.31695/IJASRE.2018.33016.

digital game-based learning as 'the coming together' of interactive entertainment and serious learning through digital games.[14]

Kapp defined a game as "a system in which players engage in an abstract challenge, defined by rules, interactivity, and feedback that results in a quantifiable outcome often eliciting an emotional reaction".[15] In 2012, the School of Interactive Games and Media at Rochester Institute of Technology developed 'Just Press Play'[16] to help students engage in learning and learning environments. The result shows, students who participate in 'Just Press Play' can improve their academic performance, make their lives easier, and improve their happiness.[17]

In its use, game-based learning aims at engaging the learner in active and playful learning experiences to address the traditional dichotomy between learning and playing.[18]

[14] Prensky.

[15] Karl M Kapp, "Gamification of Learning and Instruction Fieldbook", (New York: John Wiley and Son, 2013), p. 10.

[16] Rochester Institute of Technology, https://www.rit.edu/showcase/index.php?id=168.

[17] Sangkyun kim, et al., "Gamification in Learning and Education Enjoy Learning Like Gaming", (Switzerland: Springer International Publishing, 2018), p. 119.

[18] Margarida Romero, et al., "Game-Based Learning Across the Lifespan Cross Generational and Age-Oriented", (Switzerland: Springer International Publishing, 2017), p. 2.

Playing game is fundamental to this approach, which is widely recognized in educational studies as a way for children to learn. A more in-depth of perceptions on games and learning is required for that reasons. The proliferation of digital games within the current mediascape and the diversity and multitude of games found in game universes, narratives, mechanics, and devices make digital games potentially appealing to all of ages.[19]

Digital game-based learning can be designed according to student needs, digital games can be designed to increase the motivation and willingness of students to answer questions. More notably, they can provide students with accurate feedback.[20] With digital game-based learning media, students can actively learn through existing mistakes. Digital game-based enables students to actively learn through trial and error, and decreases uncertainty, thus producing learning-oriented behavior. Using digital game learning media can provide new practice for students, because in the game there are challenging features, interesting visual images and can

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[19] Romero et al.

[20] Kai-Hsiang Yang, "Learning Behavior and Achievement Analysis of A Digital Game-based Learning Approach Integrating Mastery Learning Theory and Different Feedback Models", *Interactive Learning Environment*, (Vol 2, February,2017), p,2.

attract students' curiosity. By using digital game-based, it is expected to develop students' cognitive skill, stimulate knowledge acquisition and development of cognitive skills.

There are various positive impacts of using digital game-based, including; cognitive growth and digital literacy.[21] 1) Social-emotional growth and soft skills development, 2) Enhanced decision making and problem-solving skills, as well as critical thinking, 3) Improved collaboration and communication environment, 4) Positively competitive environment, 5) High self-esteem and autonomy, 6) Progressive learning through experience, 7) Rewarding feeling of progression and achievement, 8) Feedback driven and student-centered learning. To improve student learning experiences and seek benefits, the use of digital game-based learning can also be elaborated with various learning methodologies and other learning media. Extensive research was done to identify the aspects of video games that were engaging and motivating players, many of these studies highlighted the sophisticated ways that video games were able to reward players for their effort and perseverance. However, the issue on digital game-based learning with most gamification attempts in education is the way that they seem

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[21] Theofylaktos.

to inject isolated elements from these given rich, multifaceted digital worlds into existing rote tasks. It returns to the 'Skinner box': systems of artificial motivation, but no meaningful play.[22]

The most challenging aspect of DGBL is integrating it into the curriculum The lack of acceptance of games as an educational tool, problems with integration of games into formal schooling environments.[23]. It is critical to ensure that the game's learning objectives relate to the curriculum. Some game tends to not pedagogical, it might not be effective in promoting learning. Moreover, the majority of products being developed under the umbrella of the DGBL movement are mostly 'tools for making didactic, instructivist learning.[24] However, when teachers treat games like other educational tasks, the sense of game is misplaced, and the games become a burden, gamification is particularly prone to this reduction: the framing of work through gaming incentive mechanisms "changes the nature of play, making it a duty rather than a

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[22] Emily K. Johnson and Anastasia Salter, "Playful Pedagogy The Pandemic : Pivoting to Game-Based Learning", (New York: Routledge, 2023), p.30.

[23] Brom et al.

[24] Andrè R. Denham and Kelly W. Guyotte, "Cultivating Critical Game Makers in Digital Game-based Learning: Learning From the Arts", *Learning Media and Technology*, (June 2017), p.1, DOI: http://dx.doi.org/10.1080/17439884.2017.1342655 .

choice, a routine rather than a process of exploration".[25]   In other words, instead of creating digital games that either promote twenty-first-century skills, help learners acquire higher order thinking skills, or implement powerful learning strategies within the design of a game, many in the DGBL movement picked the traditional learning outcomes such as mastery of facts.

b.   *English as Foreign Language*

The use of English can be found in every human activity, starting with social media, direct social interaction, learning, and the economy, which cannot be separated from the bond of communicating with others, making English the most major communication part for humanity. Sociocultural perspectives on English as foreign language point out the significance of putting learners in real environments where social   interactions   occur,   allowing   language learning/acquisition and language use to founder.[26] It is the

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[25] Jennifer Dewinter, et al., "Taylorism 2.0: Gamification, scientific Management and the Capitalist Appropriation of Play", *Journal of Gaming & Virtual Worlds,* (Vol.6 no.2, 2014), p.109.

[26] Rustam Shadiev, et al., "Improving English as A Foreign Language-learning Performance Using Mobile Devices in Unfamiliar Environment", *Journal Computer Assisted Language Learning,*

most widely used language in the world in international trade, diplomacy, mass entertainment, international telecommunications, scientific publications, and publishing.

Around 375 million people speak it as a first language and more than 750 million people speak it as a second language. Moreover, English has official or special status in almost 70 countries. By observing these statistics, one can easily understand why English occupies such an important role as a global language.[27]

English is a contact language between people who share neither a common native tongue nor a common culture, and for whom English is the chosen foreign language of communication".[28] In the past, English has become a lingua franca, an international language for people of different linguistic and cultural backgrounds, a language which "Once

tainted by imperialism is rapidly becoming 'ours' in many parts of the world".[29]

Nevertheless, English is a foreign language, yet certain nations have made it their second language. Scholars have claimed that traditional English as a foreign language (EFL) instruction is typically delivered in the classroom, where a teacher delivers a lecture while students sit passively listen, take notes, and complete textbook assignments in much of the world.[30] Therefore, in these kinds of foreign language contexts, the hundreds of thousands of learners of English tend to have an instrumental motivation for learning the foreign language.[31] Existing motivations can be in the form of motivation to learn English to be able to continue studying abroad which makes English the first language. So, the learners of English as a foreign language are encouraged to learn English in order to promote their learning abilities in the fields of science and technology, IT, engineering,

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[29] Olga Majchrzak, "Learner Identity and Learner Beliefs in EFL Writing", (Switzerland: Springer International Publishing, 2018).
[30] Shadiev, et al
[31] Geoffrey Broughton et al., "Teaching English as A Foreign Language", (London: Routledge, 1980), p.5.

medicine, law, business, tourism, and so on. Though English is not an official language in some countries.[32]

c.   *Vocabulary Acquisition*

Mastering a language's vocabulary is one of the most crucial steps in the process of learning it. The need for teaching approaches for vocabulary learning as a separate learning activity since lexicon that organizes mental vocabulary in a speaker's mind appears to be an independent entity in processing. Vocabulary acquisition strategies can also be divided into those that involve explicit (direct or intentional learning) and those involving implicit (indirect or incidental learning).[33]

Both explicit and implicit learning contribute to vocabulary development. Thereby, vocabulary acquisition is one of the most essential aspects of a language because helps learners understand the text and express the meanings.[34] However, high frequency in a word does not guarantee its usefulness to every learner, it is the best guide to general

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[32] Parupalli.

[33] Ahmad Najafi Nezhad, et al., "Explicit and Implicit Learning in Vocabulary Acquisition", *Asian Online Journals,* (Vol. 3 Issue. 01, February 2015), p. 18.

[34] Nezhad, et al.

usefulness that seems to exist, as these words contribute so massively to coverage in general texts.[35]

However, there are still a lot of schools in Indonesia where English is taught as a foreign language that do not promote vocabulary-based learning specifically. We sometimes underestimate the relevance of vocabulary, although it is use in a wide range of fields, students must be able to interact with vocabulary both receptively and constructively. Incidental vocabulary acquisition and purposeful vocabulary learning are two different kinds of language-based learning stages. Swanborn and De Glopper define vocabulary learning as the opposite of intentional vocabulary learning, where 'word' incidental implies that the purpose for (task involvement) does not specifically provoke learning or directing attention to the meaning of unknown words.[36] Second language vocabulary acquisition can be

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[35] James Milton, "Measuring Second Language Vocabulary Acquisition", (UK: British Library Cataloguing Publication Data, 2009), p. 195.

[36] M.S.L Swanborn and K. de Glopper, "Incidental Word Learning While Reading: A Meta-Analysis", *Review of Educational Research*, (Vol. 69 No. 3, 1999), p.262.

learned incidentally by reading multiple texts and listening to the vocabulary used in context.[37] it well in book review:

1) Learners acquire vocabulary from meaning focused input. 2) Direct and explicit vocabulary teaching can also be of benefit to learners. 3) Vocabulary acquisition can be enhanced by tasks requiring learners to engage in productive activities. 4) Real command of a vocabulary requires a high level of verbal fluency.[38]

These ideas, particularly combined with game-based learning, can help students acquire new vocabulary. Some studies reported that commercial digital games can support vocabulary acquisition and enhance the retention of receptive knowledge of form-meaning recognition.[39] Additional study

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[37] Jeanette Marie Benoit, Desertation, "The Effect of Game-based Learning on Vocabulary Acquisition for Middle School English Language Learners", *Dissertation*, Liberty University, (2017)

[38] Benoit.

[39] Mohsan Ebrahimzadeh and Sepideh Alavi, "Motivating EFL students: E-learning Enjoyment as A Predictor of Vocabulary Learning Through Digital Video Games", *Information & Communications Technology in Education Research Article,* (November 2016), DOI: http://dx.doi.org/10.1080/2331186X.2016.1255400.

on this topic has demonstrated that adopting game-based learning for academic vocabulary acquisition has considerable benefits. Hence, high frequency in a word does not guarantee its usefulness to every learner, it is the best guide to general usefulness that seems to exist, as these words contribute so massively to coverage in general texts.[40]

The complexity of vocabulary learning has made vocabulary acquisition challenging. Contrary, a language learner must retain information about each word's receptive, productive, form, meaning, and use.[41] By promoting academic vocabulary acquisition while teaching English language to non-native English speaker will provide these student access to the curriculum. Game-based learning can be the key to increased success in academic for English language learners.[42] Compared to other language abilities like speaking, reading, or grammar, vocabulary-based digital game strategies are simpler to use and evaluate. Playing a game focused on massive multiplayer online roleplaying

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[40] Milton.

[41] Amin Rasti-Behbahani and Maryam Shahbazi, "Investigating the Effectiveness of Digital Game-Based Task on the Acquisition of Word Knowledge", *Journal Computer assisted Language Learning,* (December 2020), p. 2, DOI : https://doi.org/10.1080/09588221.2020.1846567.

[42] Benoit.

games (MMORPG) in conjunction within game features, participants were to "vocabulary not normally encountered in regular classes," and participants learned new vocabulary during gameplay.[43] Digital game instructional approaches outperformed non-digital game approaches, the educators can integrate games to promote TESOL vocabulary development.[44]

d. *PBS Kids Vocabulary Game*

PBS Kids created several transmedia suites, which are compilations of content from several media types (broadcast, internet video, games, and offline activities) related to narrative theme. In 2015, 77% of children 2–8 watched PBS Kids, reaching over 8.2 million monthly viewers and 12.5 million monthly users across digital platforms.[45] A variety of instructional games are available on the PBS Kids Game

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[43] Christopher G. Thompson and Sam Von Gilern, Video-game Based Instruction for Vocabulary Acquisition with English Language Learners: A Bayesian Meta-Analysis, *Educational Research Review*, (April 2020), DOI: https://doi.org/10.1016/j.edurev.2020.100332.

[44] Thompson and Gilern.

[45] Jeremy D. Roberts et al., "Supporting Children's Progress Through the PBS Kids Learning Analytics Platform", *Journal of Children and Media,* (Vol. 10 No.2, 2016), p. 257, DOI: http://dx.doi.org/10.1080/17482798.2016.1140489.

website and free to access simple to use and packed with interesting graphics and pictures. This format would be reassuring and comforting to children and let us re-use animation in a way that was purposeful and helpful to kids.[46] This game was created to support cognitive skills, particularly those linked to e-learning. PBS Kids designed and developed a transmedia suite of digital learning games and related education products based on Curious George, the popular character from the PBS Kids television series and online games.[47]

By creating a variety of alternative learning materials, such as narrative stories, educational games, and online videos, to enhance students' sense of curiosity about what they are studying. PBS Kids model was quickly shared across the country, and stations were able to localize it to meet their own state standards. [48]The core idea being explored was that mass media could be used to instantiate fictional worlds in the imaginations of learners, provide engaging and educational

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[46] Lesli Rotenberg, "Made for This Moment: How PBS Kids Navigated the Crises of 2020 in the U.S", *Journal of Children and Media*, (March 2021), p. 74, DOI: https://doi.org/10.1080/17482798.2020.1858908.

[47] Roberts *et al.*

[48] Rotenberg.

media experiences wherever kids are in their normal lives, and achieve educational impact at scale.[49] It is available for free on the PBS Kids lab website accessed frequently by teachers, parents, and young children.

e.   *SWOT Analysis of PBS Kids Game Learning*

STRENGTH	WEAKNESS
Attractive visuals	The game's vocabulary cannot be customized.
Easy to access	Students without devices cannot play
Free game	
Various style of game	
OPPORTUNITIES	**THREATS**

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[49] Betsy McCarthy et al., Learning Math with Curious George: PBS Kids Transmedia and Digital Learning Games in the Preschool Classroom, (San Francisco: WestEd, 2014), p. 6.

Its accessible to all search engines	The game does not support multiplayer
Playable by all skill levels	The user would lose track of their progress if the connection was lost.
The vocabulary level is modified based on the player's skill level.	

Table 1: SWOT Analysis of PBS Kids

f. How to Play

1. Player must open PBS Kids through search engine by writing the address the player can use their smartphone or PC. After entering to the home page. There are two choices of videos or games. Players must choose "Games" button to start the games. There are various types of games available on PBS Kids.

Figure 1 PBS Kids Homepage

2. Choose game Home Alone in Dr. Two Brains Liar on PBS that you want the students to play. It can be shown by clicking on the 'play' button on the home page.

3. Students simply point the trackpad to the object that is pointed out in the game Home Alone in Dr. Two Brain's Liar on PBS Kids. The selected item is made up of arbitrary English word choices. Due to the time limit, players must point at things fast and precisely.

Figure 2 : PBS Kids Games

4.   Every time you complete a mission, the game level will increase to a more difficult stage. The level of vocabularies you get is getting more advanced. To play the same game, the teacher can click 'Play Again', and for another game, the teacher can click 'New Game'.

Figure 3: Capture of Content Gam

B. Conceptual Framework

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┌─────────────────────────────┐
│  Implementation of DGBL     │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│  Vocabulary Acquisition     │
└─────────────────────────────┘
              │
              ▼
┌──────────────────┐          ┌──────────────────────┐
│   PBS Kids       │ ───────▶ │  Student Perception  │
└──────────────────┘          └──────────────────────┘
```
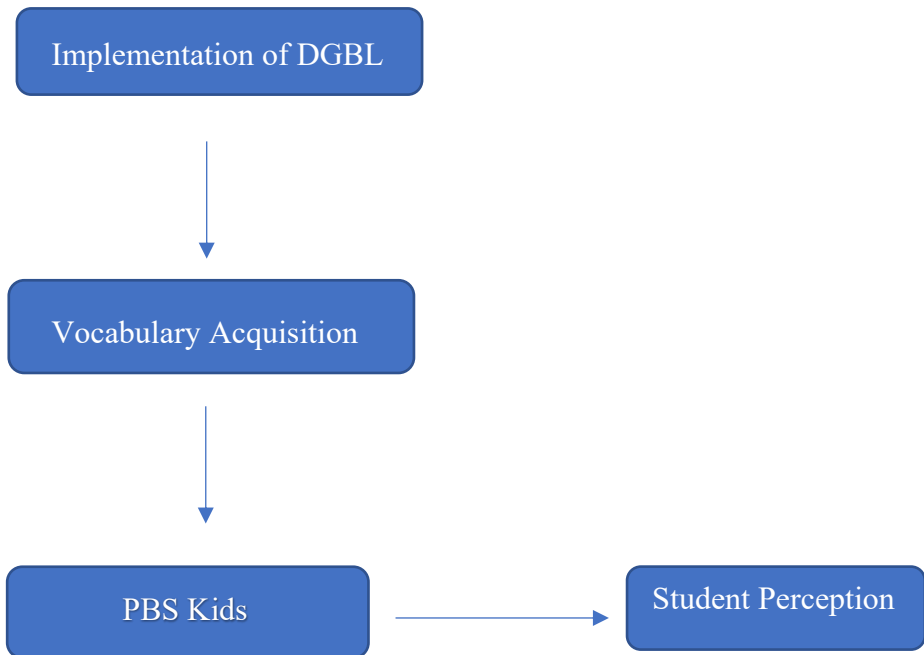
The chart is intended to make it easier to find out the flow of how to be implementing digital game-based vocabulary learning for junior high school student out of class; 1) digital game learning, 2) vocabulary acquisition.

The author aims to analyze Mark Prensky's theory of student views in digital game-based learning as a conceptual framework because it supports the idea that such learning allows students to replicate how they solve problems, provide feedback, and form social connections.[50] Based on this, the authors combine digital game-based learning with kids' vocabulary mastery through PBS Kids vocabulary-based games to learn more about how students engage with other.

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[50] Prensky.

CHAPTER III
RESEARCH METHOD

This chapter discussed about the research method. It played important roles in research since it affected the findings and discussion. Before conducting the data, the researcher represented a clear description research design, research approach, data source, data collection method and data.

A.   Research Design

Data collection in this study uses qualitative techniques, Creswell describe qualitative research is typically used to establish the importance of the central idea and to explore the problem and develop an understanding of small individuals in social problem.[51] With a specific research analysis design in the form of descriptive case-study, in order to describe the phenomena that occur in design of game-based vocabulary learning in EFL. The goal of descriptive research is to describe a phenomenon and its characteristics. This research concerns what rather than how or why something has

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[51] John W Creswell, "Qualitative Inquiry & Research Design Choosing Among Five Approaches", (SAGE Publications, 2013).

happened. Therefore, observation and survey tools are often used to gather data.

B. Research Approach

To achieve this research's aims and objectives, an appropriate research approach to the subject is needed. The research approach that the researcher uses is as follows:

a. Type of Research

The research approach that the researcher uses is qualitative research. Qualitative research is typically used to establish the importance of the central idea, explore the problem, and develop an understanding of small individuals in social problems.[52] The data collected are in the form of text, words, symbols, pictures, although it is possible to collect quantitative data. It can be in the form of a script, for example the

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[52] Creswell.

results of recorded interviews, field notes, photos, video tapes, personal documents, notes or memos, and other official documents.[53]

b. Research Location

The authors chose the research location in Islamic Junior High School (MTS) Hasan Kafrawi 02 Tamansari, Mayong, Jepara to obtain the data in this study.

c. Participant of the Research

During the academic year 2022/2023, the study conducted with students who took part in enrichment class. The study group called Fun English-HK 2, which comprised grade 8 pupils. This research involved conducting semi-structured interviews with the students about their experience in participating in digital game-based vocabulary learning. The interviewees used their mother tongue, Bahasa Indonesia, to facilitate recounting the needed information.

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[53] Kaelan, "Metode Penelitian Kualitatif Bidang Filsafat". (Yogyakarta: Paradigma, 2005)

C.   Data Source

Lofland classifies data sources according to their nature (in terms of research objectives) into primary and additional data sources.[54]

a. Primary Data Source

It is the main source that can provide information, facts, and descriptions of the desired events in the study. This means that the first source of data is generated. In qualitative research, the main data sources are the words and actions of observed or interviewed people.

b.   Additional Data Sources

Are all forms of documents, both in written form and photos. It means the second data source after primary data. Although referred to as a secondary (additional) source, documents cannot be ignored in a study, especially written documents such as books, scientific magazines, archives, personal documents, and official documents.

D.   Data Collection Method

The data collection method is used to obtain the necessary data, both related to the study of literature or

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[54] John Lofland et al., "Analyzing Social Settings A Guide to Qualitative Observations and Analysis, (New York: Basic Book, 2006).

literature as well as data generated from the field. The data collection methods used by the author are:

a. *Observation Method*

Terminologically, observation comes from the English term observation which means observation, view, supervision. According to Bungin, observation is a human daily activity using the five senses of the eye as the main tool, in addition to other senses such as ears, nose, mouth, and skin.[55] In this research, the researcher observed the situation enrichment class and the game-based learning process. This observation was conducted in students' enrichment class, Fun English-HK 2. It is aiming to answer the first research question that how the student use digital game-based learning and students' learning activeness do to understanding vocabulary in learning English. The researcher used observation guidelines to observe the assessment process in the classroom and take a field note to gain the data.

b. *Interview Method*

Interviews are one of the favorite methodological tools for qualitative Researchers. The interview, according to

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[55] Burhan Bungin, "Penelitian Kualitatif: Komunikasi, Ekonomi, Kebijakan, Publik, dan Ilmu Sosial lainnya", (Jakarta: Prenada Media Grup, 2007).

Moleong is a conversation with a specific purpose, involving two parties: the interviewer who asks questions and the interviewee who answers the question. This method is used to obtain data about something related to the experience and knowledge of the.[56] The author use semi-structural interview. The semi-structured interview (SSI) employs a blend of closed and open-ended questions, often accompanied by follow-up why or how questions.[57] Semi-structural interview is the question that had been prepared and can appear new questions during the question and answer. 8 participant student from Fun English HK-2 was choosen in this interview.

   c. Documentation

In this research, the researcher used documentation to get some pictures as evidence to support the data.

E.   Data Analysis Method

In processing the data, the result of data collection which is then explained through a descriptive case studies

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[56] Lexy J Moleong, "Metodologi Penelitian Kualitatif", (Bandung: PT Remaja Rosdakarya, 2018).
[57] William C Adams, "Conducting Semi-Structured Interview), Handbook of practical Program Evaluation, fourth edition, 2015.

method is the overall systematic effort made by researchers in understanding the data and finding systematic, rational, and argumentative meanings, which are able to answer each research question well and clearly. Systematic means following certain patterns, sequences, or rules. Rational and argumentative means supported by data, facts, and literature.

> *Data analysis was carried out using Creswell's data analysis theory through the following stages: 1) Transcribing interview and arranging the data into different classification depending on the sources of information's. 2) Reading the data to reflect on its overall meaning. 3) Coding the data, coding was the process of organizing the data by bracketing chunks (or text or image segments) and writing a word representing a category in the margins. It involved taking text data or pictures gather during data collection. 4) Using codes to develop the description. 5) Representative the findings in qualitative narrative passage to convey the finding of the analysis. 6) Creating an interpretation in qualitative research of the findings, research might describe how the*

narrative outcome will be compare with theories and general literature on the topic. [58]

The data that had been previously coded based on the variable and indications had been interpreted by the researcher. The data presented in descriptive form, with the required supporting documentation (images, recording, or video). The conclusion drawn from study that is strongly supported by extensive evidence.

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[58] Creswell.

CHAPTER IV
FINDINGS AND DISCUSSIONS

The researcher is going to describe digital game-based vocabulary learning for junior high school student focus on enrichment class. This discussion involves how the use of digital game-based vocabulary learning and student perceptions after using digital game-base vocabulary learning

A. Findings

This sub-chapter describe the use of digital vocabulary game-based learning and students' perceptions of using PBS Kids as learning media outside the classroom. Examining the research questions, the researcher attempted to identify the factors influencing the introduction of digital game-based vocabulary learning and student opinions.

Digital game-based vocabulary learning is an interactive and engaging way of learning new vocabulary. It incorporates various game mechanics to create fun learning environment, such as quizzes, puzzles, and other interactive activities. In this sub-chapter, the researcher will describe data findings obtained through interviews with several

students from 8 grade in Mts. Hasan Kafrawi 02 who took part in the Fun English enrichment class.

This enrichment program uses digital game-based media resources to enhance students' interest and excitement about learning, as well as gadgets used to support the course of learning activities, such as students' smartphones and school laptops, below was the explanation of junior high school student using digital game-based vocabulary learning in the classroom based on observations and interview that has done.

a. The Implementation of Digital Game-based Vocabulary Learning Out-off Class

This sub-chapter will analyze results and factors that influence the use digital game-based vocabulary learning media from PBS Kids game.

1. Vocabulary Acquisition

Digital game-based vocabulary learning provides a unique chance for learners to acquire new vocabulary through an engaging, interactive, and exciting method. Nevertheless, like any other teaching approach, digital game-based vocabulary learning must overcome challenges to be effective. Schools offered learning facilities through digital game-based learning media. Each student can play according to their level on PBS Kids game, accessed in a class using personal smartphones and school PCs.

PBS Kids has random words and random images, then students must match the two correctly this was not built with a specific vocabulary, it may also be out off-topic or irrelevant. Correspondents assumed it was more difficult for them to acquire new vocabulary[59]. However, there are flaws in the use of PBS Kids as an alternate learning media, such as

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[59] Student interview.

incompatibility and lack of integration of vocabulary learning outside and inside the classroom. It happened because learning outside the classroom using digital game-based vocabulary is kind of incidental learning because it absorbs vocabulary incidentally.

Incidental learning of vocabulary can be described as words acquired when engaging in an activity with another purpose than learning vocabulary, such as reading a book, listening in on a native-speaker conversation or trying to decide with a peer the order of furniture in a room.[60] 3 of 8 students perceived that the vocabulary on PBS Kids appeared in daily activities rather than academic vocabulary when studying.[61] In order to bridge this gap, the teacher in charge of this enrichment class uses the vocabulary on PBS Kids to ensure the students write in a specific book and let them create sentences or paragraphs by the writing style standards.[62] Meanwhile, most of them feel PBS Kids provides them with access to a secondary source of vocabulary outside of textbooks, introducing them to a variety of vocabularies,

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[60] Albin Von Sydow and Ämneslärarprogramet, "Vocabulary Acquisition Possibilities Within The Task-Based Framework, (Sweden: Göteborgs Universitet).
[61] Student interview 4,6,8.
[62] Observation.

thereby increasing their familiarity with the English language. Basically, digital game-based learning are media that can attract student engagement.

Extensive digital gaming might be even more effective at inducing incidental learning in that student may already be engaged in digital gaming as an after-school activity and would therefore not need to make learning adjustments.[63] they visited PBS Kids to entertain and pass the leisure time in their daily lives. PBS Kids provides an extensive selection of game themes and genres, which encourages students to explore the website's features.

2. Inhibiting Factors Accessing PBS Kids

PBS kids' games were introduced in Mts. Hasan Kafrawi 02 during the start of the new academic year 2022/2023 as the first form of introduction to digital game-based learning. Despite this, there are a number of challenges in putting digital game-based learning models into implementation. Further challenges to deploying digital game-based learning in the classroom such as technical issues, hardware and software compatibility, internet

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[63] Reynolds.

connectivity are concerns. Most students find this to be a barrier when accessing and playing PBS Kids game.

006/S1: "Yes, usually at home when accessing this game, it often lags, and sometimes the signal doesn't support either"[64]

We can see from the one preceding example, lack of supporting gadgets becoming the issues that face student when using PBS Kids. Students utilize their personal devices at home instead of the computers and reliable internet access at school. The application of digital game-based learning in daily activities is limited by the unsteady availability of internet connectivity, among other things. Moreover, some English teachers were unfamiliar with digital game-based learning and struggled to integrate it into their learning activities. Another factors that happened also is a limited amount of time for teaching and learning activities to incorporate digital game-based learning into their curriculum because of other time demands, such as standardized testing and grading.[65]

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[64] Student interview.
[65] Observations.

3. The Effectiveness of Implementing Digital-game
   Based Vocabulary Learning

The findings show most students who participated said that learning through digital games was more effective for them in comprehending and acquiring English vocabulary. According to interviewees, these students had difficulties memorizing vocabulary; however, by having to complete missions involving pictures from PBS Kids, these students were better able to acquire vocabulary. Correspondent also mentioned that feedback from teachers to every student is one of important element in the vocabulary acquisition learning. [66]

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[66] Student interview.

Figure 4: Pictures of student using PBS Kids

In this case, students feel quickly bored and less motivated to study English only with conventional methods. As a result of the multiple audio-visual components on PBS Kids that aid students in vocabulary acquisition, pupils feel more motivated to learn and have improved English language skills in terms of pronunciation and spelling, this is very much in contrast to Gunter argument where they claimed that the knowledge acquisition mechanisms embedded in a game cannot bring about positive changes to users' learning motivation, attitude, and social skills development without

the intervention of an instructor who knows how to implement the game effectively in teaching.[67]

Students can learn new things by playing games using a random vocabulary that appears with interesting images and various rules. Considering to observation, each person takes part in at least 20 minutes of play during one enrichment class session. Students are provided with time limits so that they can explore new vocabulary on PBS Kids.

In accordance with the information by the interviewees, students learn new things when they play PBS Kids, even if they simply learn words and their context in books. Students who play PBS Kids also learn how to pronounce words and spell words correctly in context. The combination of audio and visual learning media makes it simple for students to receive feedback at the end of the game.[68]

Compared to directly acquiring vocabulary from books through memorizing, they believe that playing PBS Kids gives them a deeper understanding of new words.

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[67] Glenda A. Gunter et al., "Taking Educational Games Seriously: Using the RETAIN Model to design Endogenous Fantasy into Standalone Educational Games", *Educational Tech Research Dev*, (October 2007), DOI: 10.1007/s11423-007-9073-2.

[68] Student interview 7&8.

Digital game-based learning, unlike conventional technology-enhanced learning, is able to provide a more stimulating learning environment and thus facilitate a more effective acquisition of skills and knowledge.[69]

Here, students feel more confident and comfortable acquiring English vocabulary with additional learning media such as digital game-based learning. To balance the learning process, the teacher tries to elaborate between digital games and conventional learning to engage students and improve their comprehension of English skills. They were implementing digital game-based learning in Mts. Hasan Kafrawi 02 has changed how students' perceptions in learning English.[70]

Digital game-based learning is a new educational approach that uses digital games to engage students in learning. It is a popular method among educators as it has

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[69] Mohamed Mohamed K. Elsherbiny and Raya Hamed H. Al Maamari, "Game-based Learning Through Mobile Phone Apps: Effectively Enhancing Learning for social Work Student", *The International Journal Social Work Education,* (March 2020), DOI: https://doi.org/10.1080/02615479.2020.1737665

[70] Observation.

been found to promote student learning and improve academic performance. However, the success of digital game-based learning ultimately depends on how students perceive it. The researcher will explain student perceptions about digital game-based learning in this sub-chapter.

b. Student Perceptions

In this part will shows the data of student perception after using digital game-based learning, there are 3 perceptions that will be discussed in this sub-chapter, including problem-solving skills, feedback games and student social interaction.

1. Problem-Solving

Considering findings, students believe that adopting digital game-based learning resources can assist them stimulate problem-solving when acquiring languages. Students claimed to be difficult when working on questions or understanding an English text in their book.

Here, the contribution of the teacher's role as an educator in overcoming this problem due to the lack of sources of student vocabulary input. The involvement of the teacher as a mediator is very important. However, the

collaboration between teachers, as instructors and digital game-based learning media is an essential for student to stimulate their critical thinking and problem-solving skills.

Digital game-based learning is the use of games and simulations to teach educational content and skills. PBS Kids have the ability to engage by presenting them with challenges that require critical thinking and problem-solving to overcome.

PBS Kids involve complex systems that require players to analyze and understand how different components interact with each other. This can help learners develop analytical and problem-solving on digital game-based learning has found that it is indeed effective in increasing problem-solving abilities among students.[71] It has been describing by the researcher below, and others can be seen in the appendix.

004/S2: "There are several games that are easy to use, but sometimes there are game missions that are difficult to solve, usually if I get a difficult mission or vocabulary, there

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[71] Chun-Chieh Huang et al., "The Idea Storming Cube: Evaluating the Effects of Using Game and Computer Agent to support Divergent thinking", *Educational Technology & Society*, (Vol 13 Issue 4, 2010).

are opportunities for help in the game, then we are looking for the right answer"[72]

Some games demand the ability to analyze and critical thinking while being played. Indirectly, students feel challenged when encountering such cases and want to continue immediately to be caught. Participants describe how they overcome the challenges exist at each level in the game. It is relevant to another argument from Dickey, he claimed learners use analytic skills and apply critical thinking to game play as they navigate their gaming experience.[73]

For example, they must rely on critical thinking skills such as analysis and evaluation to assess a situation and weigh the decisions they intend to make against possible outcomes.[74] Followed by a review PBS kids promote problem-solving skills by providing students with a safe environment in which to experiment and explore. It helps students develop critical thinking skills.

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[72] Student interviews.

[73] Michele D Dickey, "Engaging by Design: How Engagement Strategies in Popular Computer and Video Games Can Inform Instructional Design*", ETR&D*, (Vol. 53 No. 2, 2005), p. 67-68.

[74] Hsiu-Ling Chen and Cheng-Ting Wu, "A Digital Role-Playing Game for Learning: Effects on Critical Thinking and Motivation", *Interactive Learning Environment*, (April 2021), DOI: https://doi.org/10.1080/10494820.2021.1916765.

The observation that has been done by the research shows many parts of PBS Kids require players to evaluate complex situations, analyze options, and make decision based on incomplete or ambiguous information. The following level is intentionally difficult, and players frequently have to try several times before they succeed. By persisting in the face of failure, students develop resilience and the ability to persevere through difficult challenges.

It is also important to provide students with guidance and support as they play games. Teacher is available to answer questions, provide feedback, and facilitate discussions about the content and skills being learned. This help students to stay engaged and motivated, and to understand how the skills they are learning in the game relate to their broader educational.

2. Providing Feedback

Digital game-based features also provide valuable feedback to student in a variety way. The immediate feedback allows them to adjust their approach and correct their mistakes in real-time. With the certainty that students may learn from their errors, this feedback loop motivates learners to experiment and take risks. PBS Kids offer activities that

are suitable matched to the learner's skills while also adapting to their level of ability and understanding. This creates a sense of flow, where learners are engaged in the learning process and are motivated to continue playing.

Prensky explained one of the advantages of digital game-based learning media is in the game, feedback is given both directly and indirectly.[75] Digital game-based learning (DGBL) is an approach to education that uses digital games as a tool to support student learning. It helps them to learn more effectively how DGBL provides feedback for students and the benefits of this approach. Feedback in DGBL can take many forms, from visual cues to sound effects to direct messages.

They might see a red X and hear a negative sound effect if they respond incorrectly. The student receives rapid feedback from these auditory and visual cues, which help them learn from their mistakes and reinforce correct responses. DGBL can offer more thorough feedback besides visual and audio cues by written or spoken communications. For instance, when student is struggling with a particular concept, PBS Kids provide hints or explanations to help them understand it better. In contrast, when student is consistently

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[75] Prensky.

answering questions incorrectly, PBS Kids provide more direct feedback, such as telling them which part of the question they got wrong or offering extra chances to practice.[76]

Researchers observed that the teacher tried to give feedback in the form of personalized feedback to students based on their individual performance during the PBS Kids implementation at Mts. Hasan Kafrawi 02; the first feedback was given through the games being played, and the second feedback was given directly by the teacher. Students explain the findings of their essay under the guidance of the teacher as they process the vocabulary, they learned from the PBS Kids game and turn it into a simple phrase or descriptive story.

Digital game-based learning (DGBL) offers immediate and personalized feedback to students, which can be more exciting and motivating than traditional forms of feedback. As a result, students may be more likely to keep playing and learning as a result of the visual and auditory feedback provided by DGBL. The DGBL's visual and audio clues can help students remember the right answers and learn

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[76] Observations

from their mistakes, and the individualized feedback can be adjusted to meet the needs of each individual student.

3. Creating Interactions

The use of digital game-based learning media is being carried out to offer opportunities for to students in experiencing new experiences in active learning, exploration, and experimentation. From the interview all of correspondent agreed the interactive and immersive nature of digital games enables students to learn at their own pace, acquire new knowledge, and develop skills in a fun and engaging way of social interaction and collaboration created by providing a shared learning experience that promotes teamwork, communication, and problem-solving. There is research that goes along with the interactive digital game had a favorable influence on the participating students' learning.[77]

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[77] Leonardo López-Neira et al, "Digital Game for the Development of Classroom verbal Interaction Strategies: enhanced Pre-Service Teacher Training Model with Technology", *Journal Culture and Education*, (August 2020), DOI: https://doi.org/10.1080/11356405.2020.1785139

Figure 5: Student interactions

PBS Kids provides a collaborative learning environment where kids may collaborate to solve issues, finish assignments, and accomplish objectives. According to the observations, the teacher offers opportunity for children to work in pairs or groups, share ideas and resources, and give feedback to one another as they analyze the vocabulary, they have discovered through PBS kids' activities. It enhances student learning outcomes by offering opportunities for active learning, exploration, and experimentation.

In this case, one student explained during interview, that she could interacted and grew closer to her friends while playing the PBS Kids game, because before she had been less able to do so, cause effects of the covid-19 outbreak on their

ability to interact and communicate.[78] Student can rebuild the interaction with others through PBS Kids both within and outside of the classroom. This game is designed to be interactive, therefore to achieve success, children must take part actively in the game.

PBS Kids is a useful tool for encouraging student interaction through this level of engagement. When students play digital games, they engage with the game's story, characters, and mechanics, which promote critical thinking, problem-solving, and decision-making skills. Additionally, digital games allow students to interact with each other, promoting collaborative learning and social interaction.

B. Discussions

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[78] Student interview 1.

In this part the researcher discussed about the comparasion, contrast, strength,, weakness and implication of this research.

a. Comparison of Research

This study was revealed through the interviews that children are more motivated to learn English when they play PBS Kids. Students are drawn to complete each level because has a variety of images, forms, and challenging mission aspects. Which is related in this instance to support the viewpoint that game-based learning; can engage student in educational content in a playful way.[79] related research conducted by Barry Lee Reynolds to several Taiwanese students who felt more motivated students indicate the mobile game Draw Something does support the motivational and cognitive dimensions of the task-induced involvement construct[80].

Moreover, this research findings shows the digital game-based vocabulary learning has evolved as a popular method for increasing student engagement and encouraging the development of problem-solving abilities, and effective to

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[79] Anastasiadis.
[80] Reynolds.

improving social interaction resemblance with the findings in another research written by Florence W.M. Yip , with title Online Vocabulary Games a tool for teaching and learning English Vocabulary, on her research shows the use of digital learning games as learning media and conclude that games could be more effective at capturing learners attention than traditional media such as textbooks.

b. Contrast of the Research

this research shows the data that Students are encouraged to take an active role in processing and using vocabulary during the enrichment class. They may produce short stories, chats, and pocketbooks as a result of the acquired vocabulary and the teacher's role in this situation is to act as both a guide and a student mentor, directing students to be able to play this game successfully and ensuring that the content received is appropriate for each individual's abilities. In contrast, one of the studied written by Johnson claimed when games are presented as isolated, "extra" activities and/or started and stopped abruptly such as playing for the last 20 minutes of a class or assigning Level 2 as home

homework the potential for the learner to feel immersed in the game is diminished[81].

McCharty develop on her research about a variety of alternative learning materials, such as descriptive stories, interactive experiences, and content, combining the core idea of PBS Kids was used to instantiate fictional worlds in the imaginations of learners[82].

Opposition to this research, teacher need to address the potential for digital games to distract student from learning. While digital game-based more engaging and motivating, student can also be addictive, and it could distract student from their learning objectives.

c. Implications of Research

This study has several important implications. Among other things, teachers can use digital game based vocabulary learning in providing other alternatives in learning English. Another implification that can be done is to integrate game content and learning objectives that can make students interested. Games can incorporate adaptive learning

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[81] Johnson et al.
[82] McCarthy.

algorithms that adjust the difficulty level, content, and pacing of the game based on the learner's performance and progress. Learners are more likely to be intrinsically motivated to improve their vocabulary skills within the game environment, which can lead to increased engagement and persistence in the vocabulary learning process. Digital game-based vocabulary learning can offer flexibility and accessibility for learners. Learners can access vocabulary games on various devices, such as computers, tablets, or smartphones, allowing them to learn anytime, anywhere, and at their own pace.

d. Strength of Research

The strength of this thesis is relevant to the development of learning media developed through digital game-based learning, which can be used as an alternative for educators. In this research, there is compatibility between the theory initiated by Marc Prensky about the function of digital game-based learning. This research was not only conducted through interviews but also conducted preliminary research and observation of students so, the data obtained could be more objective.

e. Weakness of Research

The researcher encountered some weaknesses, the number of participant variables used is still insufficient to describe the situation that occurred, and the research media object used was only PBS Kids, although many vocabulary games are still available. however, sometimes there is a misunderstanding in understanding the questions when collecting data and information from respondents through interviews. Moreover, in the research process and future researchers should pay more attention to perfecting their research because this research has deficiencies that must be continuously improve

CHAPTER V
CONCLUSION

This chapter, serving the conclusion of the whole research, cover summaries of the major findings, and suggestions for further studies.

A. Conclusions

In this part, the researcher presents some conclusions of the research: Inferences can be drawn from the analyses conducted by researchers, include:

1. Implementation of digital game-based vocabulary learning media can help students in acquiring and understanding English vocabulary. Nevertheless, implementing DGBL also presents challenges, including appropriate technology infrastructure and careful integration into the curriculum. Schools and instructor must deliberate both the benefits and difficulties of DGBL implementation before creating a complete strategy takes these into account. With proper planning and implementation, DGBL can be a powerful tool for enhancing student learning and engagement in the classroom.

2. The student perceptions after using digital game-based vocabulary learning media includes a range of instant feedback which could help stimulate students' problem-solving capabilities, creative thinking, and social interaction skills.

B. Suggestion

Based on the conclusion above researcher came out with the following suggestions:

a. *To the Teacher*

Using digital game-based learning media can help students understand the material. The researcher expects teachers to be aware of this issue by guiding students in using digital game-based learning media, which can ease them to be more comfortable in learning many things.

b. *To the Students*

Students are expected to maintain self-control so that the class remains conducive and can effectively use digital game-based learning media as a source of learning materials.

c. *To the Future Researcher*

The findings of this study can be used to inform future studies on digital game-based vocabulary learning. T therefore is expected to be able to conduct research on game-based learning media using different game variations and different research approaches.

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APPENDIX

A. Interview Guideline

No	Questions
1.	Do you own any gadgets?
2.	How often do you use PBS Kids?
3.	What are your opinions on learning English vocabulary through game-based learning media?
4.	Do you think PBS kids' games are simple to use for English learning?
5.	Do you have any problems accessing this game?
6.	Did you have trouble understanding and absorbing vocabulary while studying English?
7.	After you tried playing the PBS kids' game, did you understand the random vocabulary in the game?
8.	When you play the PBS Kid's game, a lot of random vocabulary shows; might this vocabulary help you understand English courses in class?
9.	After acquiring the vocabularies from PBS Kids, how do you use those vocabularies?
10.	Do you like learning through digital games, or do you get bored playing them?
11.	Do you reckon games like these are appropriate for playing with friends?
12.	Do you prefer learning through game-based learning or learning without game-based learning?

Student 1:

Code	Questions	Data

001/S1	Do you own any gadgets? If yes, how do usually use for?	Yes, I have a smartphone, usually I play games.
002/S1	How often do you use PBS Kids?	I often play this game, in PBS Kids there are many choices of games, so i can change them. usually, I play with my sister.
003/S1	What are your opinions on learning English vocabulary through game-based learning media?	Exciting, because there are many interesting pictures. And we can complete several missions in each level.
004/S1	Do you think PBS kids' games are simple to use for English learning?	Easy to use, for example finding a difficult mission usually takes time to think and sometimes there is a vocabulary that is misleading. Like the *word Can = can (be able to),* and *Can = can (a <u>cylindrical</u> metal*

		container.) it's quite difficult.
005/S1	Did you have trouble understanding and absorbing vocabulary while studying English?	Sometimes, usually there are a few words that I don't understand when reading English books on worksheets or textbooks and working on questions
006/S1	Do you have any problems accessing this game?	Yes, usually at home when accessing this game, it often lags, and sometimes the signal doesn't support either
007/S1	After you tried playing the PBS kids' game, did you understand the random vocabulary in the game?	Compared to when I learned to memorize vocabulary through, I find it easier to understand vocabulary through this game, because there are lots of pictures, so we don't get

		bored, and its fun there is a time duration so we feel more challenged. For example, if i don't know what it means, I usually ask the teacher.
		.
008/S1	When you play the PBS Kid's game, a lot of random vocabulary shows; might this vocabulary help you understand English courses in class?	Helped me a lot. Because I am more accustomed to knowing English vocabulary
009/S1	After acquiring the vocabularies from PBS Kids, how do you use those vocabularies?	in class we are asked to record vocabulary, put together. Usually, the teacher gives us assignments to make sentences.

010/S1	Do you like learning through digital games, or do you get bored playing them?	I prefer learning through digital games
011/S1	Do you reckon games like these are appropriate for playing with friends?	In my opinion, it can. Previously, I was not close with my classmates because I used to go to online school. By playing like this, we discuss playing with friends together. Because my friends also like to play games on smartphone.
012/S1	Do you prefer learning through game-based learning or learning without game-based learning?	I prefer when the class is interspersed with playing games, or using new things. But because the time in class is limited, we usually don't use games as learning media. That is

| | | why i took additional classes. |

Student 2

Code	Questions	Data
001/S2	Do you own any gadgets?	I have a smartphone at home. I usually use it to dive in to social media.
002/S2	How often do you use PBS Kids?	I often play anyway, usually at home and in class when I'm having fun English. There are lots of game options on the website.
003/S2	What are your opinions on learning English vocabulary through game-based learning media?	Exciting, so I have a new experience in learning English.
004/S2	Do you think PBS kids' games are simple to use for English learning?	"There are several games that are easy to use, but sometimes there are game missions that are difficult to

		solve, usually if I get a difficult mission or vocabulary, there are opportunities for help in the game, then we are looking for the right answer"
005/S2	Did you have trouble understanding and absorbing vocabulary while studying English?	Yes, I don't understand much of the vocabulary in the book, or in the questions
006/S2	Do you have any problems accessing this game?	No, the games are easy to open and play.
007/S2	After you tried playing the PBS kids' game, did you understand the random vocabulary in the game?	I already know a lot of vocabulary, but there is new vocabulary such as *watering can*, which I just learned about earlier.
008/S2	When you play the PBS Kid's game, a	In my opinion it is possible.

		lot of random vocabulary shows; might this vocabulary help you understand English courses in class?	
009/S2	After acquiring the vocabularies from PBS Kids, how do you use those vocabularies?	Usually, the teacher tells us to write down the vocabulary, then we are told to arrange it according to our wishes
010/S2	Do you like learning through digital games, or do you get bored playing them?	I prefer use digital game based before. more fun
01/S2	Do you reckon games like these are appropriate for playing with friends?	Yes, it can be played with friends
012/S2	Do you prefer learning through game-based learning	"Preferably like this. there are playing games."

	or learning without game-based learning?	

Student 3

Code	Questions	Data
001/S3	Do you own any gadgets?	Yes, I have my own
002/S3	How often do you use PBS Kids?	play sometimes when you want. because I don't play games very often
003/S3	What are your opinions on learning English vocabulary through game-based learning media?	Interesting. Because it makes me understand English better
004/S3	Do you think PBS kids' games are simple to use for English learning?	It's quite easy to do, only when you enter at a high level it's sometimes confusing to find the right word, but it makes you

		curious so you want to finish it right away
005/S3	Did you have trouble understanding and absorbing vocabulary while studying English?	Yes, when I was in class and understood a lot of questions, I didn't know what they meant, and the meaning of vocabulary.
006/S3	Do you have any problems accessing this game?	"Because I don't use a laptop, and use a cellphone, it often lags."
007/S3	After you tried playing the PBS kids' game, did you understand the random vocabulary in the game?	Most of them have new vocabulary that I receive.
008/S3	When you play the PBS Kid's game, a lot of random vocabulary shows; might this vocabulary help you	Yes, it is possible

	understand English courses in class?	
009/S3	After acquiring the vocabularies from PBS Kids, how do you use those vocabularies?	we are told to make a word bank in a book, then we usually get assignments like homework to use the vocabulary
010/S3	Do you like learning through digital games, or do you get bored playing them?	I prefer to learn by playing games or new things. Because just studying in class makes me sleepy.
011/S3	Do you reckon games like these are appropriate for playing with friends?	Yes.it is possible
012/S3	Do you prefer learning through game-based learning or learning without game-based learning?	Prefer to play like that.

Student 4:

Code	Questions	Data
001/S4	Do you own any gadgets?	Yes, I have
002/S4	How often do you use PBS Kids?	often, but I prefer to play PBS kids but not at this level, I usually play the type of looking for objects. because it is more exciting and there are many variations of maps and their types. The challenges in the game make we even more challenged in completing this game.
003/S4	What are your opinions on learning English vocabulary through game-based learning media?	Exciting, hopefully it can be applied in all subjects
004/S4	Do you think PBS kids' games are	It's easy, I have solved many English vocabulary missions on PBS Kids.

	simple to use for English learning?	
005/S4	Did you have trouble understanding and absorbing vocabulary while studying English?	Yes, sometimes there are words that I don't understand when working on questions
006/S4	After you tried playing the PBS kids' game, did you understand the random vocabulary in the game?	Mostly I already know.
007/S4	Do you have any problems accessing this game?	On the smartphone that I use it usually crashes.
008/S4	When you play the PBS Kid's game, a lot of random vocabulary shows; might this vocabulary help you	In my opinion, it cannot, because most of the themes in games rarely appear when learning vocabulary in class.

	understand English courses in class?	
009/S4	After acquiring the vocabularies from PBS Kids, how do you use those vocabularies?	For daily use, I have not applied, but the teacher usually tells us to take notes, and make sentences or text stories according to the vocabulary obtained.
010/S4	Do you like learning through digital games, or do you get bored playing them?	Not bored at all, more fun if like this
011/S4	Do you reckon games like these are appropriate for playing with friends?	Of course, we can play with friends. I think it will more fun when playing together.
012/S4	Do you prefer learning through game-based learning or learning without game-based learning?	I prefer learning like this.

Student 5:

Code	Questions	Data
001/S5	Do you own any gadgets? If yes, how do usually use for?	Yes, I have my own smartphone.
002/S5	How often do you use PBS Kids?	I only access it when I'm at school, because I'm using a school laptop. If at home it very difficult to access PBS Kids.
003/S5	What are your opinions on learning English vocabulary through game-based learning media?	It's great fun using PBS Kids
004/S5	Do you think PBS kids' games are simple to use for English learning?	It is easy to do
005/S5	Did you have trouble understanding and absorbing	Yes, because I had never known the meaning of words before, and was immediately confronted with worksheets, I found it very

	vocabulary while studying English?	difficult especially when learning English such as stories and questions
006/S5	Do you have any problems accessing this game?	My smartphone is difficult to access this game. Usually, it takes a long time to load.
007/S5	After you tried playing the PBS kids' game, did you understand the random vocabulary in the game?	No, I don't know much. My friend helped play it
008/S5	When you play the PBS Kid's game, a lot of random vocabulary shows; might this vocabulary help you understand English courses in class?	In my opinion it can.

Code	Questions	Data
009/S5	After acquiring the vocabularies from PBS Kids, how do you use those vocabularies?	Usually I wrote in my note, and then practicing with my friends.
010/S5	Do you like learning through digital games, or do you get bored playing them?	I prefer learning with this method
011/S5	Do you reckon games like these are appropriate for playing with friends?	I think game more fun if we playing together with friends.
012/S5	Do you prefer learning through game-based learning or learning without game-based learning?	"I'm happier and more exciting when interspersed with playing."

Student 6:

Code	Questions	Data

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001/S6	Do you own any gadgets? If yes, how do usually use for?	Yes, I have
002/S6	How often do you use PBS Kids?	I only play when I'm in class, because my devices don't support it, usually when playing on a smartphone it tends to lag
003/S6	What are your opinions on learning English vocabulary through game-based learning media?	Exciting and fun
004/S6	Do you think PBS kids' games are simple to use for English learning?	This game is quite easy to do, and use for learning
005/S6	Did you have trouble understanding and absorbing vocabulary while studying English?	Yes, when working on English questions in class

006/S6	Do you have any problems accessing this game?	Usually the connection, because if it's not stable it usually goes out on its own.
007/S6	After you tried playing the PBS kids' game, did you understand the random vocabulary in the game?	Most already know what it means
008/S6	When you play the PBS Kid's game, a lot of random vocabulary shows; might this vocabulary help you understand English courses in class?	If the game earlier maybe you can't, but if the level is already high maybe you can because, there are lots of new vocabulary that I rarely find.
009/S6	After acquiring the vocabularies from PBS Kids, how do you use those vocabularies?	usually, I write all vocabulary in my book, then make sentences and stories. continue to practice in class.

010/S6	Do you like learning through digital games, or do you get bored playing them?	I prefer both of learning, so the collaboration between digital game-based learning and conventional learning
011/S6	Do you reckon games like these are appropriate for playing with friends?	Yes, I would recommend this game to my friends
012/S6	Do you prefer learning through game-based learning or learning without game-based learning?	I am more interested in learning while playing rather than just learning.

Student 7:

Code	Questions	Data
001/S7	Do you own any gadgets? If yes, how do usually use for?	Yes, I have my own smartphone

002/S7	How often do you use PBS Kids?	I play quite often, usually at home too when I'm out of work playing this game.
003/S7	What are your opinions on learning English vocabulary through game-based learning media?	It's a new experience, so I like it, I get new things in understanding English. If we only use books, we don't know the visuals or the shape of the objects that exist, how to read them and how to spell them correctly. But in PBS kids we can know the specific meaning and form of vocabularies.
004/S7	Do you think PBS kids' games are simple to use for English learning?	Most of the games are easy to play, maybe there are some that are difficult when playing, such as charades arranging the alphabet into words takes quite a long time to think. If there is something I do not understand, I usually ask a friend or teacher for help.
005/S7	Did you have trouble understanding and	Yes, there are many words in the book that I don't understand

	absorbing vocabulary while studying English?	
006/S7	Do you have any problems accessing this game?	When I play this game at home, the internet connection signal is usually unstable.
007/S7	After you tried playing the PBS kids' game, did you understand the random vocabulary in the game?	I already know most of them
008/S7	When you play the PBS Kid's game, a lot of random vocabulary shows; might this vocabulary help you understand English courses in class?	Of course, I know a lot about the new vocabulary on this game.
009/S7	After acquiring the vocabularies from PBS Kids, how do	Usually it we write it, and try to memorizing after that we usually

Code	Questions	Data
	you use those vocabularies?	make some sentence or story to practice.
010/S7	Do you like learning through digital games, or do you get bored playing them?	I prefer playing with learning
011/S7	Do you reckon games like these are appropriate for playing with friends?	yes
012/S7	Do you prefer learning through game-based learning or learning without game-based learning?	Using PBS Kids is more fun, so I chose yes

Student 8:

Code	Questions	Data

001/S8	Do you own any gadgets? If yes, how do usually use for?	Yes, I have smartphone at my home
002/S8	How often do you use PBS Kids?	I play it sometimes at home, sometimes at school. When I have free time, I play this game
003/S8	What are your opinions on learning English vocabulary through game-based learning media?	I like learning through media like this, because in my opinion learning like this is more interesting for me to know something than learning without using games, or ice breaker
004/S8	Do you think PBS kids' games are simple to use for English learning?	Easy to play
005/S8	Did you have trouble understanding and absorbing	No, I have known most English vocabularies

	vocabulary while studying English?	
006/S8	Do you have any problems accessing this game?	The problem is that my phone usually likes to lag
007/S8	After you tried playing the PBS kids' game, did you understand the random vocabulary in the game?	Most of them I already understand.
008/S8	When you play the PBS Kid's game, a lot of random vocabulary shows; might this vocabulary help you understand English courses in class?	It doesn't really give impact to me.
009/S8	After acquiring the vocabularies from PBS Kids, how do	It is written in a book for new vocabulary, memorized and then made up like a story essay or practiced in class

No		
	you use those vocabularies?	
010/S8	Do you like learning through digital games, or do you get bored playing them?	Of course, I like the variations
011/S8	Do you reckon games like these are appropriate for playing with friends?	Usually, we play it together with friends in class, in groups. Then sometimes we also do story assignments in groups.
012/S8	Do you prefer learning through game-based learning or learning without game-based learning?	If the game is the same, we might get bored. But I'd be happier if there were new variations.

B. Observation Guideline

No	Classification	Aspect of the Observation	Result	
			yes	no

	1	The process of using game-based vocabulary learning	All the students have the devices to access	yes	
			Students understand how to play PBS Kids	yes	
	2	Vocabulary acquisition process	Student can understand the vocabulary	yes	
			Students are enthusiastic to continue to the next level	yes	
	3	The end of digital game-based learning	Students get feedback at the end of learning	yes	

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