



Students' Perception Of The Use "Game To Learn English" In Improving Vocabulary Mastery: A Case Study At Twelve Grade Students Of SMAN 1 Baros

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Abstract

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This research aims to find out how students' perception of the use of game in increasing vocabulary mastery. This research was conducted in SMAN 1 Baros Kab. Serang. A qualitative method was used for this research and there were 30 students in the twelve class as the sample of this research. In collecting the data, this research used a questionnaire, interview, and observation. The findings took the result that most students agree and gave a positive response than the negative one of the uses of game in increasing vocabulary mastery. Game as a media gave the advantages and contribution to both the students to improve vocabulary mastery. 1) This media made the students feel enjoyable in learning English and made the learning process became fun; 2) This media gave a significant impact and increased students' vocabulary mastery and improved their English; 3) Using this media, the students had a chance to improve their English whenever they want to learn it. The conclusion could be taken that the students had positive responses and perceptions in using game as a media for increasing vocabulary mastery.

Keywords: Student Perceptions, Vocabulary Mastery, Game

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INTRODUCTION

In the age of globalization, proficiency in the English language is critical. The ability to learn science and technology from other, more developed nations is made possible by having a strong command of the English language (Sari et al., 2022). Additionally, being able to speak in English can create possibilities for international collaboration (Agung et al., 2022). Therefore, the development of a country depends greatly on its English language proficiency.

Vocabulary is a crucial component of learning English since it has an impact on other abilities including speaking, reading, writing, and listening (Amirzai, 2021). It will be challenging for students to comprehend conversations and readings in English if they lack vocabulary. Additionally, they will struggle to communicate in English both verbally and in writing (Sa'd & Rajabi, 2018). Therefore, learning vocabulary well is essential for developing strong English language abilities.

Research reveals that many pupils still struggle to master English vocabulary, nonetheless (Dewati, 2020). Students' low motivation and confidence in their ability to learn English are two variables that contribute to their lack of command of the language's vocabulary. This may be caused by a lack of varied teaching strategies in class, thus preventing students from participating actively (Agistiawati & Asbari, 2020). Therefore, interactive teaching media is needed as a

strategy that can increase students' motivation to participate actively in their learning.

English can be learned through games as one technique. The use of games in the English learning process has a number of advantages, including the teacher's ability to present the subject in a more engaging way and the students' ability to learn English more quickly through games.

Understanding and recalling the terminology presented as well as more active teacher- student contact increase students' motivation to learn (Sahrawi et al., 2018). Additionally, using games in the classroom can promote student-centered learning, allowing students to take an active part in their education. In order to boost student interest in learning, the classroom environment is made more enjoyable (Anisa et al., 2020).

Magfirah et al. (2021) also used media games to teach English as a second language. The activity's goal was to boost participants' English communication abilities. The activity uses activities like quiz, scavenger hunt, and bingo. The review of the activity's results revealed that participants' learning outcomes had improved. Many participants had the impression that learning English was challenging prior to the exercise. However, after taking part in a game- based English training session, participants showed greater enthusiasm and motivation for learning the language.

On this occasion the researcher used an online game, namely "Games to Learn English". This game can be accessed via computer or cellphone and can be played anywhere, making it easier for students to learn anywhere. Learning through games can improve speaking and writing skills and increase students' desire to learn because various features and visual media are available to students to help them expand their vocabulary and simplify vocabulary writing. Therefore, this activity was created to help students expand vocabulary and develop speaking and writing skills while applying interesting learning techniques. This exercise exposes participants to the subject matter through game review, speaking practice, and English sentence construction. In class, students appear more engaged and enthusiastic about learning. They develop vocabulary, sentence structure skills, and English conversation.

Based on the researchers' observations after providing treatment using games to improve vocabulary mastery, the researchers found that games could increase students' vocabulary mastery and motivation in learning languages. Games can create a good atmosphere in language learning. Therefore, researchers want to investigate students' perceptions in mastering English vocabulary using games. Several studies found that most students consider game media to be very effective in increasing students' vocabulary and they have positive perceptions about game media (Trinh et al., 2022; Dananjaya & Kusumastuti, 2019; Setiyoko, 2015; Ahada, 2021). There have even been several previous studies regarding the use of games as a learning medium to improve vocabulary mastery, such as in the study conducted by Safura (2019). This study found that games can improve students' vocabulary mastery and can be an effective way to teach vocabulary. Apart from

that, Efendi (2017) presented an innovation of language games for practicing English vocabulary mastery. The study found that games provide an opportunity for students to collaborate and cooperate with each other, create a fun, interesting, and effective learning environment, and promote an enjoyable learning experience. This is also in line with research conducted by Wibowo and Syarifah (2018). They found that the Go Fishing game is suitable for improving students' vocabulary mastery.

However, most research focuses on the effectiveness of games to increase vocabulary mastery in students using quantitative methods. So, in this study, researchers focused on how students' perception of the use of games in improving vocabulary mastery. Thus, the researcher formulated two research question: 1) What are students' perceptions of mastering English vocabulary using games? 2) What are the advantages and disadvantages of mastering vocab using games?

Apart from that, this research was carried out as an assignment to fulfill the PLP course at the Faculty of Teacher Training and Education, Sultan Ageng Tirtayasa University.

It is hoped that the results of this research can provide information for English language learners about the importance of learning vocabulary and the use of games as interactive learning to help them improve their vocabulary. This is also useful for teachers, especially in teaching vocabulary, teachers can use games in English classes as a learning medium. Apart from that, teachers can make learning more fun by using games.

LITERATURE REVIEW

Students' Perception

According to Bernstein et al. (1988), perception is an active process that involves interpreting common environmental sensations using knowledge and awareness of the outside world to make them into meaningful experiences. According to Santrock (1991), perception is the process of organizing and interpreting sensory information to provide meaning. In a nutshell, perception is the process of interpreting data gathered by the human sensory system. Attention, pattern recognition, and sensory recording are all parts of the perception process. Perception is a process that combines and organizes our sensory input so that it can be produced in a way that allows us to realize it around us, including aware of ourselves (Shale & Wahab, 2004). When individuals discuss perception, they suggest that what a person wants to perceive may not always match up with the reality.

Shidu (2003) defined student perception as the perspective of the student toward an event that occurred in a learning process class and provided it with recommendations or arguments for the teacher or fellow students to better their learning process. Perception is a person's opinion of anything they learn in order to gauge how they feel about applying it, regardless of whether they concur with the method or the material (Hong, 2003). It implies that students have their own perspectives on the things they acquire through teaching and learning processes, as

well as on how they approach those things. (Adediwura, 2007) asserts that students' perceptions of teachers' subject-matter expertise, work-attitudes, and teaching abilities are entirely reliant on whether or not they have been taught by and are familiar with the teachers in question. As a result, they are already preoccupied with the memories and responses that the data gathering inventory will measure.

Vocabulary Mastery

Vocabulary is one of the components of English which has an important role in reading comprehension and expressing all ideas in written or spoken form. There are many definitions of vocabulary according to several experts. According to Hiebert (2004) that vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests. First, words come in two forms: spoken and printed. Oral vocabulary includes the words we recognize and use in listening and speaking. Print vocabulary includes words we recognize and use in reading and writing. Second, the word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes the words we use when speaking or writing.

Meanwhile Vocabulary is a core component of language proficiency and provides much of the basis for how well students speak, listen, read and write (Richards & Renandya, 2002). According to the explanations above, it can be concluded that vocabulary is an index of words that people have used to communicate, usually arranged alphabetically and is also part of the language components.

To acquire the four language abilities of hearing, speaking, reading, and writing, vocabulary becomes a fundamental component. Students won't be able to acquire language skills without mastering vocabulary. In this situation, vocabulary proficiency is crucial for communicating. We can participate effectively in language use by learning new words, whether we utilize them to create effective written or spoken sentences. A strong vocabulary will aid speakers in communicating their ideas. Having a strong command of vocabulary will benefit students in the educational area when they wish to communicate their views or comprehend something in writing or spoken form. Because studying a foreign language requires acquiring a lot of vocabulary.

Speaking and Writing Skills

Speaking and writing are referred to as productive talents since they generate spoken and written discourse (Rao, P. S., 2019). Written language is only spoken language represented graphically, and spoken and written performance are nearly identical with the auditory signal graph serving as the only distinction (Brown, 2015). According to Coulmas (2003), the term "writing" has at least six definitions: language recording system through perceptible or visible signs; activities utilizing specific language systems; outcomes of specific language systems; texts; specific language forms; outcomes of specific language systems.

On the other hand, Speaking is the capacity to articulate spoken language in order to verbally express or convey ideas, feelings, or thoughts. One of the elements

of language, specifically the use element, is speaking (Supriyana, A., 2018). One way to describe speaking is as the act of expressing thoughts through words. The words that emerge are the expression of concepts that previously existed just as concepts.

Game Online

There are various game definitions. According to Johan Huizinga (in Murtiningsih, 2013), one of them is "an action" or "voluntary activities, which are carried out within the confines of specific time and space limits that have been determined, according to accepted rules voluntarily but fully binding, with a purpose in itself, accompanied by feelings of tension and joy, and other awareness than everyday life."

Online games are one example of the widespread use of digital games in the present era (Iswan and Kusmawati, 2015: 12). Online games are a type of technological product that might be beneficial for amusement, Syahran (2015:85). This viewpoint, games that are played online can be classified as online games because they are played through an internet connection.

The definition leads to the conclusion that the game differs from activities in another life in terms of its features, restrictions, and binding rules. In contrast, Freeman and Munandar (in Sigid, 2014) define a game as an activity that promotes children's full physical, intellectual, social, moral, and emotional development.

Wright (2006: 1) defines a game as an interesting, engaging, and frequently demanding activity that students play and typically engage in social interaction. It follows that playing games is frequently associated with being happy and content. Games as a supplement to conventional education, according to Ana C.R. Paiva et al. (2016: 443). Games can also be useful teaching aids since they are entertaining, encourage learning, and help students retain what they have learned.

METHODS

Research Design

The main aim of this research is to determine students' perceptions of learning vocabulary mastery using online games as a learning medium. In this research, researchers used a qualitative approach, namely research that aims to understand the phenomena captured by research subjects, such as perceptions, motivations and actions by describing them with words and language and using various scientific methods (Moleong, 2010). Furthermore, the method used in this research is a case study, namely a research strategy where the researcher investigates a case carefully within limited time and activities, and the researcher collects information using various data collection procedures based on this limited time (Creswell, 2003). Therefore, researchers used the case study method to obtain data about how students perceive after using online games as a learning medium to learn and improve vocabulary.

Research Site and Participants

This research was conducted in SMAN 1 Baros. The population of this study was all of the 8th grade students of the SMAN 1 Baros which is located in Kab.

Serang, Banten. 30 participants were chosen by purposive sampling technique to find suitable participants for this research. Purposive sampling technique is an intentional choice from the researcher to choose participants based on their qualities (Etikan, 2016). This technique also has some advantages in which it is less complicated to set up, less expensive, and it perfectly qualifies the finding of the research (Tongco, 2007).

Research Instruments

1. Questionnaire

The questionnaire is one of the research instruments in this study. Researchers use closed questionnaires, which means the questionnaire has a set of questions or statements and the answers also consist of each question. So, students choose the best answer based on themselves and their perception of online games. There are 10 statements regarding students' perceptions as well as the advantages and disadvantages of this online game and there are 2 choices for each statement, namely yes or no.

2. Interview

Not enough with a questionnaire, interviews as the second instrument were carried out in this research. In this section the researcher asks questions and the respondents answer them themselves in depth. Interview results must be made systematically based on research objectives (Moleong, 2002). In this research, researchers used guided interviews, which means that interviews were conducted by asking structured questions to obtain more detailed information. The 6 questions contain perceptions as well as the advantages and disadvantages of online games. This interview was conducted face to face with the researcher to obtain clear information and a neutral situation.

3. Observation

Furthermore, researchers also made observations as supporting data from questionnaires and interviews. Observation is a technique that researchers can use to find important events or facts related to ongoing research, so that the data becomes more accurate (Christanti, 2018). Apart from that, observations will also be useful for researchers to find out the actual situation in the class and the character of each student. Researchers use participant observation where the researcher is involved in the daily activities of the person being observed or used as a source of research data. During the observation process, researchers participated in learning and teaching activities from the beginning to the end of the class. There are two parts to the observation process in this research which helps to obtain more in-depth data. The first process is the learning process, especially for students in class and, the second part is the learning process for students in class using online games. In the second part of the observation, there are 5 assessment criteria related to the advantages and disadvantages of online games in increasing vocabulary.

Procedure for Data Collection

Researchers took steps to achieve the objectives of this research. First, the researcher introduced online game learning media and how it works to students during 3 meetings. The vocabulary taught is numbers, days, work, and food. After

that, researchers allowed students to try using online games and learn on their own. Then the researcher will give a quiz regarding the material using an online game. During the treatment using online games, the researcher, whose job desk was the observer, made observations using 5 assessment criteria. At the end of the meeting the researcher will conduct an interview session with students after they use the online game. Here the researcher asks students questions regarding their perceptions about the use of games in increasing vocabulary.

Data Analysis

Miles & Huberman (2014: 33) stated that in the qualitative method, there are three stages in analyzing the data namely.

1. Data Reduction is the first stage in the data analysis, especially for the qualitative research method. According to Miles & Huberman (1994: 10) data reduction is a step to make the data in a simple form by classifying it and removing unnecessary data. After doing that step, the data can be useful data to make the data easier in concluding.

2. Data display is the second step in data analysis. This technique is presenting the data in a simple and systematic. The data can be in the form of text like narrative text, matrices, graphs, or charts. For the questionnaire, the researcher calculated the result. In calculating the questionnaire, the researcher made a percentage of each option on questionnaire sheets. The result of the questionnaire was supported by the explanation descriptively.

According to Sudjana (2001: 129), the percentage formula as follows:

$$P = \frac{F}{N} \times 100\%$$

Note:

P : Percentage

F : Frequency

N : The number of samples

100% : Constant value

3. Conclusion drawing and data verification are the stages to find the main point of the data such as looking for relationships of the data, similarities, or differences to draw a clear conclusion for the problem of the research.

RESULT AND DISCUSSIONS

Finding

The researchers got 30 respondents from grade 12 to take the sample of respondents' perception of learning English using games online. After looking for the respondents' perception of learning English using game online through questionnaire and interview the researchers find a result of it. Most of the respondents' gave positive results.

Table 4.1 Respondents' Statements

NO.	STATEMENTS	YES (%)	NO (%)
1.	Learning English vocabulary using games online is fun.	30 (100%)	- (0%)
2.	Learning English Vocabulary using games online adds new vocabulary.	29 (96,6%)	1 (3,33%)
3.	Learning English Vocabulary using games online is boring.	- (0%)	30 (100%)
4.	Learning English Vocabulary using games online is effective for learning English easily.	30 (100%)	- (0%)
5.	Learning English Vocabulary using games online has more advantages than learning English normally.	23 (76,6%)	7 (23,3%)
6.	Learning English Vocabulary using games online is more interesting than learning English normally.	27 (90,66%)	3 (9,33%)
7.	Learning English Vocabulary using games online has disadvantages.	3 (9,33%)	27 (90,66%)
8.	My English writing and speaking skills were increasing after learning English vocabulary using games online.	26 (86,6%)	4 (13,3%)
9.	Learning English Vocabulary using games online helps me easily increase my English vocabulary.	29 (96,6%)	1 (3,33%)
10.	I would play this game to increase my English vocabulary.	28 (93,3%)	2 (6,66%)

First, the respondents have the perception that learning English vocabulary using games online is fun. 30 respondents chose yes (100%) that learning English vocabulary using games online is fun, and 30 respondents (100%) chose no for the statement Learning English Vocabulary using games online is boring. The result of the interview is in line with it. They said that was fun because it was a new experience for them and easy to understand. After learning it by game, they felt happy because the picture of the game gave good visualization for them and could engage their attention. Moreover, there was words and sentence below the pictures. It made them easily understand the vocab. It is also strengthened by the second statement. 29 respondents chose yes (97,6%) that learning it by games online added new vocabulary. It also helps respondents in increasing their speaking and writing skills. As many as 26 respondents (86,6%) chose yes and said they had better pronunciation, knew the vocabulary words well, and could write the vocab without seeing the example. They also were more confident than before. This statement refers to their willingness to play this game in the future to increase their English vocabulary. It showed from their choice that 28 respondents (93,33%) will play this

game. The results of the questionnaire unequivocally demonstrate that online games effectively enhance students' vocabulary mastery. This conclusion is drawn from the unanimous agreement of all 30 respondents (100%) who concurred that learning English vocabulary using games online was unquestionably effective. This resounding consensus highlights the clear and undeniable impact of online games as a potent tool for vocabulary improvement. Furthermore, the vast majority of respondents (27 out of 30, or 90.66%) confirmed that using online games to acquire English vocabulary is more fascinating than studying the language in a traditional classroom setting. This implies that playing online games might be a useful strategy for grabbing students' attention and adding fun to the learning process. This is further supported by the fact that 96.6% of respondents agreed that learning English vocabulary using games online helps them to easily increase their vocabulary.

Besides that, learning English vocabulary using games online gave many advantages over learning English normally, 23 respondents chose yes (76,6%) for this statement. They said this method was interactive, gained their interest, was eye-catching, and easy to remember. On the other side, 27 respondents chose no (90%) that Learning English vocabulary using games online has disadvantages. 3 respondents (3,33%) chose yes because of the signal. It was using signal and mobile data so, when the signal was bad, it would be buffering.

The result of the interview was in line with the result above. The students like using games online because The results of the interview align with the findings mentioned earlier.

Students express their preference for using online games in English because of various reasons. When asked about their feelings after playing English online games, they reported feeling happy, excited, and mentioned that it provided a new experience. They found the games easy to understand, contributing to vocabulary expansion, and described the experience as enjoyable. However, some students found certain words challenging, particularly in the "days" category, indicating some room for improvement in the game content.

Regarding the expansion of their English vocabulary after playing these games, students agreed that it increased significantly. They attributed this growth to the presence of images, clear explanations, example sentences, and improved subject knowledge. It was noted that the games made it easier to understand and remember new vocabulary words, ultimately making their English vocabulary richer. When asked about the disadvantages of using online games as a tool to enhance English vocabulary, some students mentioned experiencing drowsiness and issues related to network connectivity. Additionally, they found it challenging to construct sentences and acquire new words. On the positive side, students highlighted the advantages of using online games for improving their English vocabulary. They appreciated the visual appeal, memorability, and interactivity of the games. They also found the presence of written explanations helpful, as it clarified concepts and made learning less monotonous. The overall result was an expanded vocabulary. The use of online English games seemed to boost students' enthusiasm for learning English. It was described as making learning more

accessible and enjoyable, fostering motivation and excitement. The presence of ice-breaking activities and games further added to the appeal.

In terms of the impact on writing and speaking skills, students reported that their understanding, vocabulary, pronunciation, and writing skills had improved. They found themselves more confident and capable of writing without referring to examples. This suggests that online English games positively contribute to both writing and speaking abilities. The details of the interview can be seen below.

NO.	QUESTIONS	ANSWERS	
	Bagaimana perasaan anda setelah bermain game online Bahasa Inggris ini?	Senang, seru, pengalaman baru, mudah dipahami, menambah kosa kata, mudah dimengerti, asik,	Namun ada beberapa kata yang susah terutama dalam materi days, kurang mengerti gamenya
1	Apakah kosa kata Bahasa Inggris anda bertambah setelah bermain game ini? kenapa?	Bertambah, bertambah banyak, karena ada gambar, bertambah pada materi hari, mudah dipahami, menambah subject, mudah mengingat, ada contoh kalimat, lebih jelas, dari sebelumnya tidak paham menjadi paham, mendapatkan materi baru,	Lumayan bertambah
2	Menurut anda apa kekurangan dalam menggunakan media game online dalam meningkatkan kosa kata Bahasa Inggris?		kadang mengantuk, jaringan, susah menulis kalimat dan kosa kata.
3	Menurut anda apa kelebihan dalam menggunakan media game online dalam meningkatkan kosa kata Bahasa Inggris anda?	mudah dipahami karena bervisual menarik, ada gambar, mudah di ingat, karena interaktif, ada tulisan jadi lebih jelas, tidak membosankan, menambah kosa kata,	
4	Apakah dengan menggunakan media game online Bahasa Inggris secara ini membuat anda semangat belajar Bahasa Inggris?	Lebih bersemangat karena mudah, sebelumnya belum bisa menjadi bisa, seru karena ada ice breaking, karena game,	
5	Bagaimana skill writing dan speaking anda meningkat?	Mengerti, menambah, meningkat, bisa pronunciation lebih baik daripada sebelumnya, menulis vocab menjadi lebih baik, mengetahui tulisan bahasa inggris yang benar, meningkat karena belajar	lumayan meningkat
6			

	diulang2, dijelaskan dengan game, bisa menulis tanpa liat contoh, lebih percaya diri	
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Apart from using questionnaires and interviews, researchers also collected data through observation during the learning process using games. The observation results can be seen in the following table.

Valuation Criteria	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Suitability of the game to vocabulary material	✓				
Ease of the use of the game		✓			
The excitement of the game		✓			
Effectiveness of the game in increasing vocabulary	✓				
Students' satisfaction to the game	✓				

In the table, it can be seen that the observer strongly agrees (5 points) that the game used is appropriate to the vocabulary material being studied. Then, observers agreed (4 points) that the game was easy to use. This is reinforced by the results of interviews which state that students feel learning using games is easy to understand. In the third statement, observers agreed (4 points) that learning using games was fun. This is assessed from the enthusiasm of the students in playing games, as evidenced by the results of questionnaires and interviews which state that students feel learning using games is fun. Apart from that, the observer rated strongly agree (5 points) that learning using games is effective for increasing students' English vocabulary. This is in accordance with the results of questionnaires and interviews which show that students feel that the games used are effective in improving English vocabulary. Finally, the observer rated strongly agree (5 points) that the students were satisfied with learning using games.

DISCUSSION

The survey results demonstrate strong evidence supporting the effective and engaging nature of learning English vocabulary through online games. All 30 respondents (100%) unanimously agreed on the approach's effectiveness, which bolsters its credibility and indicates significant potential as an educational tool. The feedback from the respondents highlights several important factors that contribute to the success of this approach. One key factor is the perception of fun associated with learning through online games. It's worth noting that all respondents found it enjoyable and none considered it boring, indicating this method's strong appearance. This perception was supported by Wijaya, Yufrizal, & Kadaryanto (2015) showed that the students felt more enjoy and more interesting with the game and they were more active than before. Respondents mentioned that the

experience's novelty, easy comprehension, and engaging visual elements made learning fun. Additionally, they praised how combining images with accompanying sentences enhances their understanding of vocabulary. It is the same as Dananjaya & Kusumastuti (2019) research result in which game can possibly feel interested, fun, meet new words that they never knew before, and reduce their anxiety level. This positive perception of fun and engagement can be seen as a motivational factor that encourages active learning. Similarly, (Aini & Ma'rifah, 2021) suggested Using game-based learning can make vocabulary acquisition enjoyable- for students. This not only helps to foster motivation, but also increases their interest in the process of learning and mastering new words. The survey also shows that learning through online games has a dual benefit. It not only enhances vocabulary but also helps develop speaking and writing skills. Most participants reported improvements in pronunciation, retention of vocabulary, and the ability to write without needing examples. These enhancements not only strengthen their language proficiency but also boost their confidence, which is a valuable outcome when learning a new language.

The result of the questionnaire is also supported by statements from the interview result:

“Understanding, adding, improving, having better pronunciation than before, writing vocabulary better, knowing correct English writing, improving because of repeated learning, explained through games, able to write without looking at examples, more confident”

“Mengerti, menambah, meningkat, bisa pronounciation lebih baik daripada sebelumnya, menulis vocab menjadi lebih baik, mengetahui tulisan bahasa inggris yang benar, meningkat karena belajar diulang2, dijelaskan dengan game, bisa menulis tanpa liat contoh, lebih percaya diri”

P6

“Easy to understand due to appealing visuals, presence of images, easy to remember, interactive nature, written explanations making it clearer, not boring, expanding vocabulary”

“Mudah dipahami karena bervisual menarik, ada gambar, mudah di ingat, karena interaktif, ada tulisan jadi lebih jelas, tidak membosankan, menambah kosa kata, translate to English”

P4

*P = Participant

The importance of creative learning media in students' vocabulary mastery should not be underestimated. In the context of English language learning, online games have proven to be an effective tool. By combining elements of gaming, captivating visuals, and interactivity, online games make the learning process more enjoyable and engaging for students. As a result, students become more motivated and interested in continuing to learn and master English vocabulary. This approach not only enriches their vocabulary but also develops their speaking and writing skills, which are crucial aspects of language proficiency.

In the end, the findings and results gave positive answers. The responders had the perception that learning English vocab using games online was fun, helping them increase new vocab, increased their speaking and writing skills. They had better pronunciation and could write the vocab without seeing the example. On the other side, the disadvantage of this method was signal. sometimes the signal was bad. But this method also had advantages such as being eye-catching, easy to understand, and having interactive activity so it was not boring so they would play these games online in the future.

CONCLUSION

This conclusion was drawn from the unanimous agreement of all 30 respondents (100%) who agreed that learning English vocabulary using online games is undoubtedly effective, the findings of this study highlight the positive changes in students' perceptions regarding vocabulary mastery when incorporating games into the learning process. Respondents have the perception that learning English vocabulary using online games is fun, helps them add new vocabulary, improve speaking and writing skills, increase self-confidence and have better pronunciation and can write vocabulary without looking at examples. On the other hand, there is also a weakness, namely internet signal problems. However, this method also has advantages such as attracting attention, being easy to understand, and having interactive activities so that it won't be boring to play online games later.

Finally, the researcher concluded that the use of games in language learning is a good foreign language learning strategy for foreign learners. Apart from that, students' perceptions regarding the use of games in language learning also state that games help students in language learning learning.

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