STUDENTS’ PERCEPTION OF ONLINE GAME “CRIMINAL CASE” FOR VOCABULARY LEARNING

THESIS
Submitted in Partial Fulfillment of the Requirements for the Degree of SarjanaPendidikan

Ernes Setiyoko
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ENGLISH DEPARTMENT
FACULTY OF LANGUAGE AND LITERATURE
SATYA WACANA CHRISTIAN UNIVERSITY
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Students’ Perception of Online Game “Criminal Case” for Vocabulary Learning

Ernest Setiyoko

Abstract

Vocabulary is an important element when learning a foreign language. However, there are issues of vocabulary learning in traditional approaches, where students only learn passively through the teacher’s explanations. This issue could be tackled by the use of games and with the advancement of technology, computer games offer the best solution. This study aimed at examining students’ perceptions toward the use of an online game, named Criminal Case, for vocabulary learning. The Criminal Case Online Game is a game that required the players to play with words as the instruction in finding the right objects in the game. In order to find out how such game could support the learning, 12 students of the English Language Education Department of SatyaWacana Christian University were asked to play the game and afterwards interviewed. The results of this study revealed that the students showed positive responses toward the use of the game for their vocabulary learning. The participants’ underlying reasons toward the game and how could this game could help in learning vocabulary were discussed based on their perceptions. The discussion of the results was divided into 2 main themes including sub-themes in each. For the first main theme, pedagogical benefits, the sub-themes were learning through pictures, enrich vocabulary, and alternative tool. Meanwhile, for the second main theme, psychological benefits, the sub-themes were fun learning and increase students’ motivation.

Keywords: vocabulary learning, vocabulary learning tool, online game, students’ perceptions.

A. INTRODUCTION

In foreign language learning, vocabulary has an important role in the process. According to Linse (2006), language ability of learners will be overall improved by
vocabulary improvement. Rich vocabulary helps people to understand and learn new words to communicate well in a foreign language. However, even though students realize the importance of vocabulary when learning language, there are issues of vocabulary learning in class. For example, students are accustomed to learn vocabulary passively when they acquire a new word by studying their textbooks or when a word is contributed by the teacher during a classroom lesson. Teachers need to find activities that encourage students to practice the language they learn in meaningful ways. One of them is through games. Vocabulary games are one of the activities which requires students to actively communicate with their classmates, using their own language.

As technology advances, games are now available in computer software even online software. To increase the amount of vocabulary learning, computer games are considered as an effective and entertaining tool which can be applied in any foreign language classrooms. McFarlane et al. (2002) suggested that by using computer games students experienced, fun and a relaxing atmosphere. Therefore, vocabulary learning will be much easier to learn and students can be more interested to study. Moreover, learning vocabulary becomes much easier because in this digital age, the internet has opened up a world of possibilities for improving the vocabularies. The use of the internet eventually led to the development of online games. By using online games, students can experience the language learning that is different from the traditional classroom in an academic setting which is full of papers and teacher’s talk. As online games are interactive, teacher could incorporate online games in their vocabulary teaching.
In using online games for language learning, teachers need to consider many aspects. One of them is students’ perceptions. In another study, Leger (2009) stated, “Learners may also have different learning goals and expectations that may affect their willingness to participate in oral activities” (p.158). In language learning, students have their own goals and expectations. These perceptions affect to what students think and interests to learn. A good teacher, must take consideration that each learner has different interests and expectations. Because learners have different purposes for studying a language, it is important for teachers to identify students’ purposes and needs, also to develop proper strategies in designing language course (Karaoglu, 2008). This same approach should also apply in the application of online games in language learning.

Considering the importance of vocabulary learning as well as the importance of perception studies discussed earlier, this study wanted to see the learners’ perception towards the use of games in their learning. In this case the game was Criminal Case, an online game. In other words, this study wanted to answer this research question, “What are the students’ perceptions about the use of the Criminal Case online game for vocabulary learning?” This study is expected to provide a solid result of the use of online games in vocabulary learning.
B. THEORETICAL FRAMEWORK

Vocabulary Learning

One of the most important challenges that learners will face during the process of second language learning is learning vocabulary. Asgari (2011) states that Vocabulary has been recognized as crucial to language use in which insufficient vocabulary knowledge of the learners led to difficulties in second language learning. When students are learning vocabulary and they face some problems to acquire the words, they need to change the technique to help them acquire and understand the words. Every student has their different techniques and this technique is sometimes different one to another. Correspondingly, Thornbury (2002) explains that the techniques are:

- Word cards; apart from keywords techniques, there is probably no vocabulary learning technique more rewarding than the use of word card. In fact, this technique is more effective than keywords technique.
- Guessing from context; guessing from context probably one of the most useful skills learners can acquire and apply both inside and outside classroom. This technique should be integrated with text-based activities, such as reading or listening for comprehension, and will be most effective after a global understanding has been established.

Other techniques that students can use to acquire new vocabulary words is using pictures. Phillips (1993) states “the best way to learn vocabulary is when the meaning of the word is illustrated for example by a picture or real objects.” (p.68). The use of
pictures are more efficient and practice than words, they are easier to recall and remember than words, further more they expose real life situation although it happened a long time ago.

**Games and Vocabulary Learning**

Studies have suggested that games could be an effective tool for vocabulary learning. According to Haldfield (1999):

“A game is an activity with rules, a goal and an element of fun… Games should be regarded as an integral part of the language syllabus.” (p.8)

This definition highly evaluates the importance of games in teaching. It adds to teachers’ techniques in teaching that games serve not only as an ‘amusing activity’, but as a technique to carry out tasks to learners amusing as well. In addition, Wright, Betteridge and Buckby (1984) says that with the use of games the teacher can create various contexts in which students have to use the language to communicate, exchange information and express their own opinions. Students are demanded to be more active and able to do more activities when they learn vocabulary.

Haldfield(1999) further emphasizes the effective use of games. Students are always lazy to do the tasks. Therefore, games are used suitably in the way in which learners are led to participate in the games so that learners can have a chance to practice or use the new language items they have just learnt eagerly and willingly instead of forcing them to do the tasks unwillingly. It is more effective in a way that students can play and learn at the same time.
In this study, games are the main tool to help students understand more in vocabulary learning. As Huyen and Nga (2003) say, students tend to learn new vocabulary better in a relaxed environment such as playing vocabulary games. This is one of the advantages of applying games in vocabulary learning. There are a lot of advantages using games as learning tools. Lee (1995:35) listed several main advantages when games are used in the classroom, including a welcome break from the usual routine of the language class, motivating and challenging, effort of learning, and language practice in the various skills. It was also supported by Ersoz (2000) who explains that it is the amusement factor of games that plays an important role in its application in the classroom. Moreover, teachers can use games to help their students practice more their skills of communication, through games the learners can learn fundamentally and easily. In summary, games are useful and effective tools that could be applied in vocabulary classes. The use of vocabulary is a way to make the lessons more interesting, enjoyable and effective.

**Previous Study on Students’ Perception of Learning Vocabulary Using Game**

Lam (2014) investigated the usefulness of using Web 2.0 games to help students learn vocabulary in a tertiary institution in Macau. Five groups of students were involved in this research. They were all aged between 18 and 20 from different faculties who had to take English 1 or Business English in the second semester of their first year of the undergraduate programme. In her study, she uses online game “Fling the Teacher” and “Jeopardy” and she aimed to identify the effectiveness of using online flash games in learning and reviewing vocabulary. An online survey was conducted to collect feedback.
from 91 freshmen. The aim of the survey was to find out students’ opinions and attitudes towards using online games in learning vocabulary and its effectiveness. The results showed that students preferred using technology to learn vocabulary not only because it was more fun and exciting but also because it facilitated vocabulary retention. In conclusion, she stated that the appropriate use of “gamification” can enhance learning.

In another study that conducted by Sahrir and Alias (2011), they have done a research to investigate the perceptions of learning via online games among Arabic elementary language learners at the Centre for Foundation Studies (CFS), International Islamic University Malaysia (IIUM). The descriptive quantitative and open-ended survey was distributed among 113 out of 133 learners, taking an Arabic language course in an academic semester. The results showed a positive level of pre-acceptance among the learners’ support and “value-addedness” of online games were also pronounced in the suggestions put forward by the participants.

C. THE STUDY

Context of Study

This study was conducted in the English Department of Faculty of Language and Literature at Satya Wacana Christian University. It was located in Salatiga, Central Java, Indonesia. The subject was the English Department students who were asked to play the Criminal Case Online Game. This game was an English vocabulary game which has a different level of difficulties in each level. In this game, the player was asked to find and
match the words with the objects correctly. This study was a qualitative descriptive research. A qualitative research is designed to reveal a target audience’s range of behavior and the perceptions that drive it with reference to specific topics or issue. The data of this study were displayed with a description. The reason was simply due to the basis of this research that is to examine the use of online game in vocabulary learning based on the participants’ perceptions.

**Participants**

There were 12 students chosen to be the participants of this study. The participants were chosen purposefully to meet the criteria of what the writer needs in this research. The reason in choosing the participants was because they have an intermediate to advanced level of knowledge about vocabulary in order to able to understand the game instructions and was willing to play the Criminal Case Game as they have never been playing the game before.

**Research Instrument**

In this research, the writer used interview questions to collect the data. The interview was conducted in Indonesian to get richer and more valid data from the participants. The interview was a semi-structured interview. This kind of interview was flexible in which allowed the interviewer to add follow up questions if necessary. The interview was conducted to find the students’ perceptions toward the Criminal Case game for vocabulary learning. The interview consisted of the following main questions:

- Do you like the game? Why?
Could the game help you in learning vocabulary?

How could the game help you in learning vocabulary?

**Procedure for Data Collection**

First, the participants were asked to play the Criminal Case game after the writer had explained what they need to do with the game. The participants were required to play 1 level of the game. In this level, there are 6 scenes with different games. During the game, the participants would find the object based on the vocabulary that has been available. They were not allowed to seek any help from the dictionary or ask a friend during the game. The writer then left them to play the game for 15 minutes so they could concentrate. When the participants played the game, they must complete one level of the Criminal Case game.

Then, the interview was held after the game sessions when the participants have completed the level of the game. Here, the writer asked the participants with several questions toward their perceptions about the use of the game in learning vocabulary. The interview was then recorded.

**Procedure of Data Analysis**

First, the recorded interviews were transcribed. Since it was in Indonesian, when presented in the discussion section, the excerpts were then translated by the researcher. Based on the transcriptions, summaries of the interviews were written. These accounts were summaries of the topics discussed in the interviews. The writer divided data from interview into two categories: Pedagogical benefits and Psychological benefits. On
Pedagogical benefits consist of learning through pictures, enrich vocabulary, and alternative tool. Psychological benefits consist of fun learning and increase students’ motivation. The results were then displayed in the findings and discussion section as the extracts of the study. The extracts were the students’ perceptions toward the game for the vocabulary learning whether the game could help them in learning or not, how such game could help them in learning, and their reason why they like or dislike the game.

D. FINDINGS AND DISCUSSION

The answer to the research question:’’ What are the students’ perceptions about the use of the Criminal Case online game for vocabulary learning?’’ is discussed in this section. It is based on the results of the interview, which was classified into 2 main themes. It is summarized in the table below.

<table>
<thead>
<tr>
<th>Main Theme and Sub-theme</th>
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<tbody>
<tr>
<td><strong>Pedagogical Benefits</strong></td>
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<td>Learning through pictures</td>
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<tr>
<td>Enrich vocabulary</td>
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<tr>
<td>Alternative tool</td>
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<td>Fun learning</td>
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<td>Increase students’ motivation</td>
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</tbody>
</table>

The table shows the 2 main themes that were developed from the interview; Pedagogical and Psychological Benefits. Each main theme was then divided into
subthemes. As for Pedagogical benefits the sub-themes are learning through pictures, enrich vocabulary, and alternative tool. Meanwhile, the subthemes of Psychological benefits are fun learning and increase students’ motivation. Each subtheme then will be discussed further as follows.

**Pedagogical Benefits**

Pedagogical benefits is one of the main themes developed from the participants’ answers. They are positive perceptions related to the practical advantages the game could offer in the students’ learning. The sub-themes consist of learning through pictures, enrich vocabulary, and alternative tool.

*Learning through Pictures*

It was found that according to most participants, pictures in the Criminal Case online game were useful for vocabulary learning activity. There were 8 out of the total 12 participants in this study who said that the pictures were given assistance in terms of gaining an understanding of new words. Below are some excerpts from the interview.

**Extract 1**

“Daripada menghafal vocab, akan lebih baik bermain game seperti ini, karena dengan begitu kita akan secara otomatis tahu artinya dan objeknya.”

(“Instead of memorizing new vocabulary, it’s better to play such game because by doing so, we automatically know the meaning and the object.”)

(Participant 10)

**Extract 2**
“Ketika memainkan game tersebut dan menemukan kata-kata baru, kita akan secara otomatis selalu ingat kata-kata yang sulit karena kita melihat gambar yang nyata, sehingga kita tahu makna dari kata tersebut dengan lebih baik.”

(“When playing the game and find new words, we can automatically always remember the difficult words because we see the real picture, so we know the words’ meaning better.”)

(Participant 11)

Extract 3

“Game ini cukup membantu mereka yang tidak tahu vocab, dan ketika mereka melihat gambar atau menemukan gambar, mereka dapat belajar sesuatu yang baru.”

(“It was useful enough to help those who do not know the vocabulary, and when they see the picture or find the picture, they can learn something new”)

(Participant 7)

Since the basis of the game’s rule was to match the pictures of objects with the words, of course the game has an eye-catching look with the pictures in it. The various pictures provided in the game may attract the students in playing this game further to the next level. From the answer of the participant in extract 2, the pictures of the game make the new words stay longer in their head. In other word, it helped the students did not easily forget the new words they had learnt. Pictures can be visual stimulus that are beneficial to learning(Yip and Kwan, 2006). Visual elements like pictures might help students remember and recall the words they have seen. It can facilitate the transfer of information from short-term to long-term memory. The activity of matching the words with the right objects might stimulate the memory of the students itself. At first, they
might have to struggle to find the right picture. Once they found the pictures, they might always remember the words, since it gives the opportunity to see the reference of the words. Phillips (1993:68) states “the best way to learn vocabulary is when the meaning of the word is illustrated for example by a picture or real objects.” Through pictures, students got the chance to see the concrete things in which would make the words which is abstract to be visually clear.

*Enrich Vocabulary*

The participants revealed that the Criminal Case online game could assist to enrich vocabulary. Particularly, it provides difficult words and words that a learner rarely heard in daily conversation. There were 6 out of the total 12 participants who said so. The following are some excerpts from the interview.

**Extract 4**

“Game ini bagus untuk memperkaya vocab kita mengenai hal-hal yang belum pernah kita temukan sebelumnya dalam kehidupan sehari-hari, contohnya seperti kata pentagram, saya belum pernah mendengar kata ini sebelumnya.”

(“The game is good to enrich our vocabulary about the things that we have never found yet in our daily life, like the word pentagram, I have never heard it before.”)

(Participant 6)
“Tentu saja game ini membantu sebab saya memperoleh vocab baru yang jarang saya dengar dalam percakapan sehari-hari.”

(“Of course it helps since I got new vocabularies that I rarely heard in daily conversation.”)

(Participant 3)

Based on what the participants said in the extract, it indicated that playing a vocabulary game like Criminal Case was more effective to enrich the students’ vocabulary bank. Having a rich vocabulary is more helpful rather than grammar constructions (Ghadessy, 1998; cited in Sripramong 2004), because in language learning, it was harmful when one has a good knowledge of grammar without a rich vocabulary bank. Since vocabulary collection is crucial in the use of language to communicate. The person will not be able to convey or utter their ideas as much as those who have a rich vocabulary bank. The idea was the same with Asgari (2011) who said that “vocabulary has been recognized as crucial to language use in which insufficient vocabulary knowledge of the learners led to difficulties in second language learning” (p.84). The lack of vocabulary bank often becomes an obstacle for communicating with others, since the basis of communication is arranging one word with another into sentences. Criminal Case offers the chance for the players to gain more new words. The more words collection students have, the easier students could communicate. Thus, the activity that provided by the game might be suitable to be used for vocabulary learning, since it could help students improve their knowledge of vocabulary that also can support their ability to communicate using the target language.
Alternative Tool

In addition, according to the participants, the use of the game can be an alternative tool to learn new vocabulary. Meaning that, the learning activity is different from the usual activity such as the conventional way of learning in class which deals with textbooks and worksheets. The following are the excerpts.

Extract 6

“Menurut saya ini dapat digunakan sebagai sebuah media alternatif untuk belajar vocab. Ini akan bagus bagi mereka yang senang belajar sambil bermain dibandingkan dengan hanya membaca buku, contohnya adalah anak-anak.”

(“I think it could be used as an alternative medium to learn vocabulary. It would be good for those who like to learn while playing rather than reading books, such as children.”)

(Participant 1)

Extract 7

“Mungkin game ini lebih bermanfaat dan baik untuk menambah vocab, bukan untuk membantu dalam menyusun kalimat. Ini juga dapat digunakan sebagai media belajar untuk anak-anak.”

(“Maybe this game is more useful and good for improving vocabulary, not in helping arranging sentences. It also can be used as a learning tool for kids.”)

(Participant 12)

From the extracts, it can be seen that 2 out of the total 12 participants said that the Criminal Case online game could be an alternative learning tool. In this case, the participants were specified use by saying that this kind of game can be used for those who like to learn while playing, such as children. Indeed, since children were more likely
get interested in doing an activity in the learning process rather than just reading books or listening to the teacher’s explanation in class. The good sound effects and other features offered by the Criminal Case Online game might engage the students to learn more.

The traditional way of learning that deals with completing exercises such as blank-filling, multiple-choice questions, and Cloze on worksheets to improve and review vocabulary might be way too painful and boring for students, particularly children. It might less effective at capturing students’ attention during the learning. Learning needs to be more entertaining so that students will be attracted and their attentions will be captured. This idea was similar to the findings of Wood (2001, in Yip and Kwan, 2006) that concluded that the use of game-like formats as a tool in vocabulary learning could be much more effective to gain learner’s attention than traditional media like textbooks.

**Psychological Benefits**

This theme is related to the advantages the game possesses from psychological perspectives. It deals more with the feelings of the students in the process of their learning. The sub-themes are fun learning and increase students’ motivation.

*Fun Learning*

Meanwhile, 5 out of the total 12 participants in this study said that the use of the game could help the process of vocabulary learning since it could build a fun atmosphere during the learning. A fun atmosphere of learning was kind of crucial since it could decrease the boredom of learning. The following extracts were what the participants said about the Criminal Case online game for learning.
Based on the participant’s opinion, playing such game could decrease the boredom of the learning process. It was because the game provides participants with an interesting activity. It required the participant to find the right object based on the instruction given that is the word in the game. Learning vocabulary in class might be boring, but not when they learn it through the game. As stated by Ersoz (2000), games are highly appreciated thanks to their amusement and interest. From the extracts, it can be said that the game could create a fun atmosphere to support the process of learning since
it offers a different activity from what the students usually do in class. Student demand more active and do more activities when they learn about vocabulary. It might enable the learners to learn better when they are participating and having fun. The colorful and interactive online game like Criminal Case might attract players since it gives the feeling of experiencing information. Hence, learning becomes an enjoyable experience.

Increase Students’ Motivation

Next, there were 2 out of the total 12 participants revealed that the Criminal Case Online game could be motivating in vocabulary learning. The participants argued that students would be able to have high motivation during the process of their vocabulary learning when the learning is done in different ways like playing such game. It could be a media to increase students’ motivation in learning. Here are the extracts.

Extract 11

“Game inimemberikan kemudahan bagisanwauntuk belajar new kata baru dengan cara yang lebih menarik. Sehingga siswa akan lebih motivasi.”

(“It gives an ease for the students to learn new vocabulary in a more interesting way. So the students will be more motivated.”) (Participant 2)

Extract 12

“For me, the game is quite challenging and motivating because it has us to find objects based on the words which we do not know the meaning yet.”

(“Untuksaya, game inicukupmenantang dan memotivasi karena kita harus menemukan objek-objek berdasarkan pada kata-kata yang belum kita tahu maknanya.”) (Participant 12)
Lee (1995:35) lists several main advantages when games are used as a learning aid in the classroom, including a welcome break from the usual routine of the language class, motivating and challenging, effort of learning, and language practice in the various skills. Looking at the advantages, using Criminal Case online game might be one of ways to increase students’ motivation in learning since it offers a different way of vocabulary learning like the usual learning routine in which usually done by reading books. It might offer a more challenging activity of vocabulary learning process that can increase students’ motivation since the Criminal Case online game has different difficulties in each level. As facing a challenging task, the students will become fully engaged.

If the students are not motivated, even if they had the ability to solve the problem they may not end up solving it. On the other side, if the students are highly motivated, even though they have limited ability, motivation will assist them to find the means to accomplish a task and eventually enhance the ability. Thus, when the students feel they were challenged by playing such game, they might give more effort to finish each level that means they were unconsciously learning new words while playing the game.

Discussion of Findings

From the findings of this study, it can be seen that the 12 participants gave positive responses toward the use of the Criminal Case Online game for vocabulary learning. It was then indicated that the use of such game brought a positive effect to the students’ vocabulary learning process. The game is a vocabulary game, and since the
words are all in English, this kind of game could be used as an alternative tool to support vocabulary learning for EFL learners to be more interesting, effective, and meaningful. Hence, the learners will not easily forget the new words they just learnt and also enable them to enrich their vocabulary bank. The findings in this study were similar to the findings of Alemi (2010) on 100 third grade junior high school students, who found that word game have a positive effect on vocabulary development of third-grade junior high school students. In his study, the word game was done in pairs in which the player could get help from their partner. Differ from this study, the Criminal Case Online game only can be played individually in which the player can only get help by the feature of the game called hint.

The results indicate that Criminal Case Online Game is a good medium for vocabulary learning. Here, some reasons are noted on why applying such game is good in the process of vocabulary teaching and learning. First, as for the pedagogical benefits, Criminal Case Online Game could give more opportunity for the students to understand new words and find the references by seeing the pictures. In this stage, while they are instructed to match the words with the pictures, students would be unconsciously learned as they get new words to be included in their vocabulary bank and keep it in their memory. The game also could be an alternative tool to be used for learning. This game may help those who cannot keep their focus in a conventional activity-based lesson. According to what the students said mentioning that a conventional activity-based lesson might be too boring and painful, then, it can be concluded that Criminal Case Online Game can be a fresh ice-breaking for the students in their process of vocabulary learning.
Second, from the psychological benefits side, Criminal Case Game could decrease the boredom in learning since it creates a fun learning atmosphere. Fun EFL games like Criminal Case could be a great way to revive students’ interest in learning and often also help them absorb and retain more information rather than if they are simply having to study or doing an assignment. As found in the study conducted by Lam (2014) who investigated the use of Web 2.0 games to help students learn vocabulary in a tertiary institution in Macau, students preferred using technology to learn vocabulary not only because it was more fun and exciting but also because it facilitated vocabulary retention. The research is then similar to the findings of this study that students like to play game for vocabulary learning because of its amusement. Doing game also could increase students’ motivation to learn. Criminal Case has a number of levels to be accomplished. Here, each level has a different level of difficulties. As the students are eager to finish each level, they were unconsciously known that their motivation was increased. Motivation was raised when external rewards, such as awards or good scores, drive the players to take an action.

Vocabulary games such as Criminal Case enables player’s discovery, examination, and a voluntary involvement of the students in the learning process. In addition, it leads to a better bonding between the students and the teacher. Most importantly, this game ushers in the real world context in students' learning. Thus, it could enrich students’ number of vocabulary banks to be used in real communication.
Based on the results of this study, there are several factors should be considered in implementing vocabulary game such as Criminal Case in vocabulary learning. The teacher should consider the level of age, level of language proficiency, difficulties of language used in the game’s instruction, duration and content. Due to the factors above, not all of ages can play this kind of games. The game requires a player who is at least intermediate learner of English to be able to understand the instruction of the game, so that they could pass each level of the game.

E. CONCLUSION

This study was aimed at finding out the students’ perception toward the use of the Criminal Case Online Game as a tool for vocabulary learning. The Criminal Case Online Game was the kind of game which required the player to play with English words to find the right objects in the game. The findings of this study revealed that the total participants in this study (12 participants) respond positively toward the use of the game for vocabulary learning.

The results showed that the participants like the Criminal Case Online Game. There were several underlying reasons of the participants why they like the game which is divided into two main categories. First, the benefits from the pedagogical side of Criminal Case Game offer assistance for the learners to learn through pictures. Pictures not only give a chance for learners see the real reference of a word, but also help learners in gaining understanding of new words. Next, the game also provides the chance for the learners to enrich their vocabulary bank as they find new words they have never
knew while playing the game. The use of such game was effective for vocabulary learning instead of memorizing the words only when learning new words. Moreover, the game also could be an alternative tool which offers a chance for learners to learn vocabulary in a different way, not in a traditional way in which doing assignment and reading textbooks are the main activity.

Second, from the psychological benefits, Criminal Case Online game could create a fun atmosphere since it offers attractive features. It gives the learners an enjoyable experience of learning activity. Then, the game also could be a medium to increase students’ motivation. It is because the game has different difficulty in each level. Hence, it will arouse students’ motivation to finish each level of the game.

However, the findings of this study cannot be generalized into all contexts. It has its own limitation due to the time limit, subject, and setting. Therefore, other related studies may have a different result compared to the result of this study.

It is also recommended for those who want to conduct any further research toward the use of game for vocabulary learning to broaden the scope of the research. For instance, it could be done by taking a different subject from a non-English department. Finally, it is hoped that this study can enrich our knowledge about the use of game for learning vocabulary and be an inspiration for any researcher to dig deeper toward this issue.
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G. REFERENCES


