

**THE USE OF UNDERCOVER GAME IN IMPROVING ENGLISH COURSE
STUDENTS' VOCABULARY MASTERY**

SKRIPSI



by

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SKRIPSI

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STATEMENT OF ORIGINALITY

I honestly declare that this Skripsi does not contain the work or parts of the work of other people, except those cited in the quotations and the references.

Yogyakarta, 2nd May 2022

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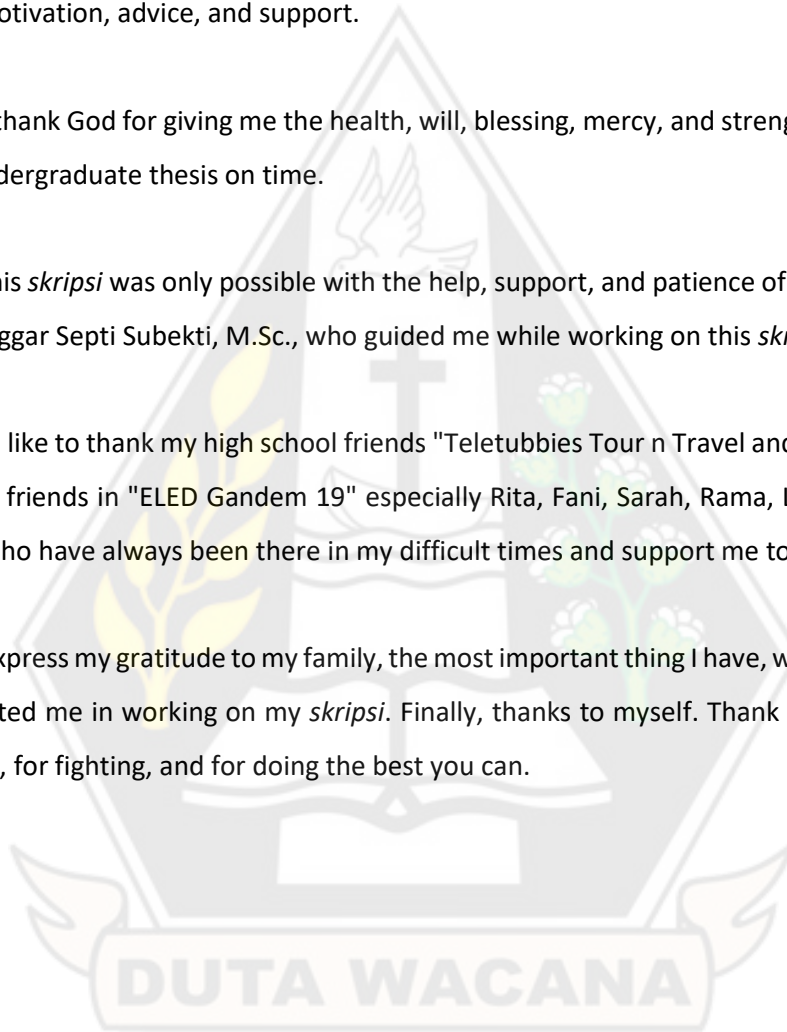


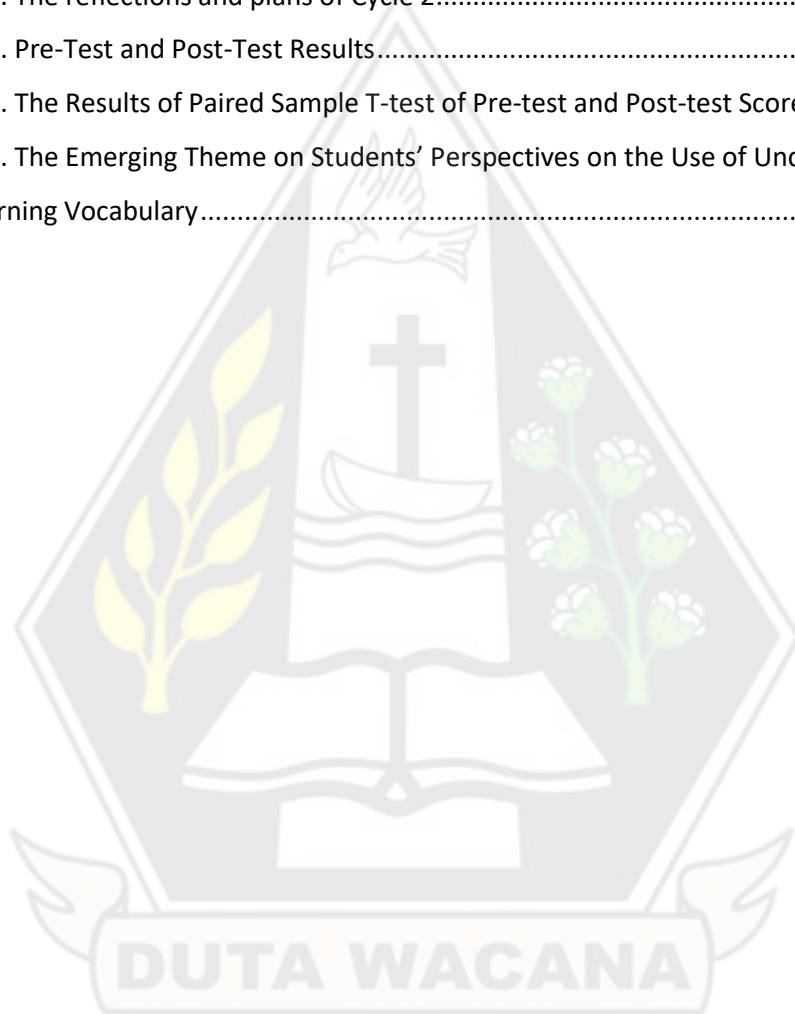
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ABSTRACT

Pertiwi, W. G. N. (2023). *The Use of Undercover Game in Improving English Course Students' Vocabulary Mastery* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

The aims of this study were to investigate to what extent English course students used Undercover Game and to investigate the students' perspectives in the use of Undercover Game to learn English vocabulary. The study involved eight Senior High School students from an English course in Yogyakarta. This study used Classroom Action Research (CAR) and followed a mixed-method. This study used an observation checklist and Paired Sample T-test to find the use of Undercover Game in improving English course students' vocabulary. The result of observations and tests was analyzed by using descriptive analysis. From the observation, this study found that the use of Undercover Game helped students to find and practice English vocabulary. However, the result of the Paired Sample T-test was no statistically significant difference between students' results of pre-test and post-test ($p > .05$). Moreover, this study also involved four students in follow-up interviews. The interview results were analyzed by using thematic analysis and two themes were found. First, four students agreed that Undercover Game is a fun learning media for learning vocabulary. Second, the researcher found that Undercover Game influences students' ability to learn pronunciation and parts of speech of new words. The result of this study suggested the teacher to consider the use of Undercover Game in large-scale classes. Moreover, this study also suggested for future studies to investigate the Undercover Game in a longer period of implementation to get better findings.

Keywords: *Classroom Action Research, Undercover Game, Vocabulary Learning*

INTISARI

Pertiwi, W. G. N. (2023). *The Use of Undercover Game in Improving English Course Students' Vocabulary Mastery* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

Tujuan dari penelitian ini adalah untuk menyelidiki sejauh mana siswa kursus bahasa Inggris menggunakan Undercover Game dan untuk menyelidiki perspektif siswa dalam penggunaan Undercover Game untuk belajar kosa kata Bahasa Inggris. Penelitian ini melibatkan delapan siswa SMA dari kursus Bahasa Inggris di Yogyakarta. Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) dan dilanjutkan dengan metode kombinasi. Penelitian ini menggunakan observasi checklist dan Paired Sample T-test untuk mengetahui penggunaan Undercover Game dalam meningkatkan kosa kata siswa kursus bahasa Inggris. Hasil observasi dan tes dianalisis dengan menggunakan analisis deskriptif. Dari observasi, penelitian ini menemukan bahwa penggunaan Undercover Game membantu siswa menemukan dan melatih kosa kata bahasa Inggris. Sebaliknya, hasil Paired Sample T-test tidak ada perbedaan yang signifikan secara statistik antara hasil pre-test dan post-test siswa ($p > .05$). Selain itu, penelitian ini juga melibatkan empat siswa dalam wawancara lanjutan. Hasil wawancara dianalisis dengan menggunakan analisis tematik dan ditemukan dua tema. Pertama, penggunaan Undercover Game sebagai media pembelajaran kosakata yang menyenangkan. Kedua, pengaruh Undercover Game terhadap kemampuan siswa untuk mempelajari pengucapan dan bagian-bagian dari kata-kata baru. Hasil penelitian ini menyarankan guru untuk mempertimbangkan penggunaan Undercover Game di kelas skala besar. Selain itu, penelitian ini juga menyarankan penelitian selanjutnya untuk menginvestigasi Undercover Game dalam periode implementasi yang lebih lama untuk mendapatkan hasil yang lebih baik.

Kata kunci: Belajar Kosakata, Penelitian Tindakan Kelas, Undercover Game

CHAPTER I

INTRODUCTION

This chapter contains four subheadings of why the researcher conducted this study. It is divided into four parts: research background, research questions, research objectives, and research benefits.

A. Research Background

Learning vocabulary is an essential part of learning a language (Nation, 2001). Vocabulary enables learners to communicate in another language. The burden of learning vocabulary is the words taught by the teacher are not received by the students explicitly and implicitly (Alqahtani, 2015). Vocabulary in language learning usually taught followed by learning grammar, that makes students are pressured to learn more about the grammar instead of having an understanding about the words learned. Nation (2015) mentioned that teachers usually teach the students implicitly through text, assignment, or context, whereas the explanation about the word function including pronunciation and spelling is important to help students understand and use them to communicate not only for doing test. Therefore, Alqahtani (2015) argued that vocabulary is a critical tool for every Second Language Learner to enable them to use structures and functions for more comprehensible communication.

In learning English, students need four core learning skills; listening, reading, writing, and speaking (Powers, 2010). In using English, vocabulary mastery is an essential part to learn those four skills. Moreover, the comprehension of the use of vocabulary is the starting point in teaching and learning (Rodríguez & Sadoski, 2000). Especially in Indonesia, learning English has become a prominent subject to enhance students' readiness to compete in industry era 5.0 (Yosintha, 2020). Thus, recognizing vocabulary meaning is connected with learning techniques (Rashid et al., 2022). Accordingly, Pardo (2004) commented that teachers' method in the class is very influential in achieving comprehension of the use of vocabulary. Furthermore, teachers play an essential role in making the class environment comfortable and exciting, which would make an attractive class (Alqahtani, 2015).

The absorption of English vocabulary comes from many ways. Palmer and Rodgers (1983) classified games as one of many applications or learning media that is quite exciting and different in improving students' understanding of English vocabulary in class. Using gamification in class has been a popular approach to intensify students' enthusiasm (Akdogan, 2017). Games can encourage students' motivation to interact, cooperate, and be creative in class; it can have a tremendous educational value so the students can appropriately use the language instead of thinking about the correct formulas (Akdogan, 2017). Saeed and Neyadi (2007) suggested that using games to practice vocabulary could improve students' ability to memorize words effectively. Moreover, several studies have used games to enhance the students' vocabulary (e.g. Alfadil, 2020 used Virtual Reality Game; Gholamreza & Pourhosein, 2019 used Bingo Game; Rosyidi & Nahartini, 2022 used Undercover Game; Suryani, 2020 used Word Tail Game; Wulansari & Azizah, 2018 used Snakes and Ladders Game).

Vocabulary is essential for Senior High School (SHS) students. That is because SHS students are prepared to find better jobs in the future, pass the national exams, and compete in various sectors internationally (Aziz & Quraishi, 2017). Namgyel (2013) commented that SHS students might have some problems in learning vocabulary, hesitate to speak because of the too teacher-centered style of instruction, way of learning that is too textbook-based, and uses learning media that could be more interesting. This case could also occur to English Course students who take the course because they want to understand English more deeply. They may experience no progression in learning English at school, so they choose an approach to have fun learning and understanding English that is more relevant to communication.

Recently, several studies have investigated the use of games and vocabulary mastery in various EFL contexts (e.g. Alfadil, 2020 in Saudi Arabia; Chen & Hsu, 2020 in Taiwan; Gholamreza & Pourhosein, 2019 in Iran; Gu & Lornklang, 2021 in China). Additionally, several studies have investigated the use of games in improving students' vocabulary mastery in the Indonesian EFL context, especially in kindergarten, elementary, junior high school, and senior high school (Permatasari, 2019; Putra, 2023; Rahmah & Astutik, 2020; Suryani, 2020; Wulansari & Azizah, 2018). Specific about Undercover Game, however, only a few studies were conducted in Junior High School and Senior High School (Ekayanti

et al., 2021; Rosyidi & Nahartini, 2022; Syahr & Kareviati, 2022). The present study differed from the study of Ekayanti et al. (2021). In terms of the participants, Ekayanti et al. (2021) investigated SHS students' speaking skills in social science. Unlike Ekayanti et al.'s (2021) participants, the present study investigated the use of Undercover Game in various grades of SHS students who took English courses and were in the pre-intermediate level of English at that course. Subsequently, Rosyidi and Nahartini (2022) and Syahr and Kareviati (2022) investigated using the Undercover Game to improve vocabulary in Junior High School students. In contrast, this study investigated English Course students in Yogyakarta, Indonesia. Suryasa et al. (2017) found that English Course's students are more motivated instrumentally in learning English than interrogatively. Moreover, Wagiyo (2018) reported that SHS students tend to have instrumental motivation because they are not motivated by themselves to learn English. Moreover, students in English course tend to have the same level of English comparing to students in school. Therefore, this study was designed to investigate the English Course students' behavior of the use of Undercover Game in improving English Course students' vocabulary mastery.

To gather data from the participants, this study used Classroom Action Research (CAR) designed by Kemmis and McTaggart (1988) using a mixed-method approach which was different from those which used in the previous Undercover Game studies (Ekayanti et al., 2021; Rosyidi & Nahartini, 2022; Syahr & Kareviati, 2022). The use of CAR aims to obtain great efficient experimental treatment of teaching and learning in direct action (Mertler, 2019). Simply, CAR is a "learning by doing" method for the teachers which is implemented to get new experiences and new inventions in teaching (Kemmis & McTaggart, 1988). Additionally, CAR is the research design that focuses on the need of understanding how things are happening, rather than merely on what is happening (Stringer, 2007). Kemmis and McTaggart (1988) mentioned key features of CAR or Participatory Action Research in a mechanical sequence of steps. There is planning, observing, reflecting, replanning, and keep repeating until the research is deemed sufficient to achieve certain targets. Kemmis and McTaggart (1988) mentioned CAR method is used to improve the quality of content, process, and learning outcomes in class or school management; improve professional ability and attitude of teachers or principals; foster an academic culture to create a proactive attitude in improving the quality of

learning in schools. Furthermore, the use of mixed-method approach is to construct the synergy and strength between the quantitative and qualitative methods to acknowledge a phenomenon deeper than is possible using only qualitative or only quantitative (Mills, 2003). Different from this study, Syahr and Kareviati (2022) conducted the research using a mixed-method and descriptive-qualitative research design. In addition, Ekayanti et al. (2021) used a quantitative pre-experimental research design, and Rosyidi and Nahartini (2022) used a mixed method in a quasi-experimental design. The present study utilized a mixed-method in CAR design in three cycles. At first, this study implemented observations and tests between the three cycles of CAR to what extent Undercover Game can improve English Course students' vocabulary mastery. Second, the present study conducted interviews to find students' perspectives on using Undercover Game to learn vocabulary.

B. Research Questions

In relation to the research background that has been mentioned above, the following research questions can be identified:

1. To what extent does the use of Undercover Games improve English Course students' vocabulary mastery?
2. What are English Course students' perspectives on the use of Undercover Game for vocabulary?

C. Research Objectives

Based on the research question this study had, it is expected to:

1. Find the extent of English Course students using Undercover Games to improve English vocabulary.
2. Discover English Course students' perspectives on the use of Undercover Games for vocabulary.

D. Research Benefits

The result of this study perhaps can be implied to improve students' vocabulary skills using gamification such as Undercover Games. To be more specific, there are benefits that the students, teacher, schools, and other researchers might experience:

1. For students

By knowing the implementation of Undercover Games in class to learn vocabulary more interesting and fun, students could recognize suitable ways to find and comprehend vocabulary well.

2. For teachers

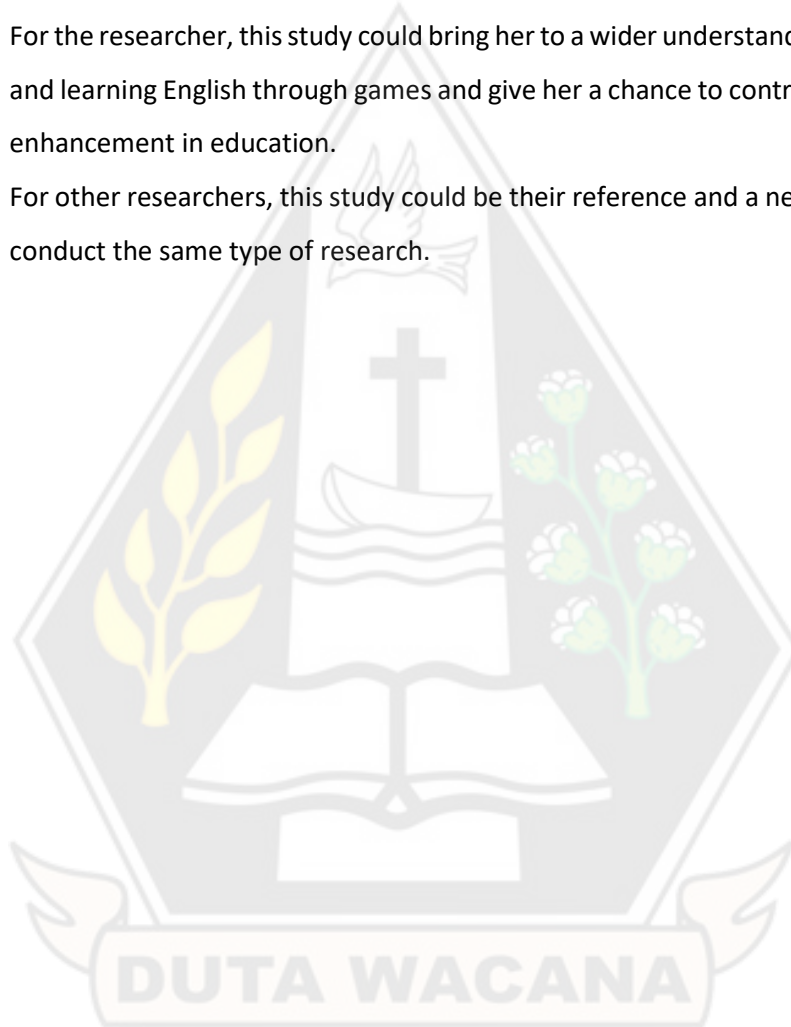
By knowing the result of this study, teachers will be able to optimize the positive effects and minimize the negative effects in any learning class after this study.

3. For the English Course

By knowing the possible effect of the use of Undercover Games, the study can enrich learning media in the English Course in a positive way.

4. For the researcher, this study could bring her to a wider understanding of teaching and learning English through games and give her a chance to contribute to quality enhancement in education.

5. For other researchers, this study could be their reference and a new viewpoint to conduct the same type of research.



CHAPTER V

CONCLUSION

In conclusion, this chapter will report some points, such as a summary, implications and contributions, limitations, and future studies.

A. Summary

In this study, there are two objectives related to the use of Undercover Game to improve the English course students' vocabulary. This study conducted observations, tests, and interviews. The first research question aims to find out to what extent Undercover Game affects students' vocabulary mastery. Through observation and test, this study found that students experienced an improvement in observation when playing the Undercover Game, they were willing to find new vocabulary and learn it, but the results of the pre-test and post-test showed that there was no significant improvement in their vocabulary test. The second research question appeared to find the students' perspective towards the use of Undercover Game to learn vocabulary. This research question was answered by conducting interviews and producing two themes. The first theme was the use of the Undercover Game as a fun vocabulary learning media. The second theme was the influence of the Undercover Game on students' ability to learn pronunciation and parts of speech of new words.

B. Implication and Contribution

Regarding the findings, this study has implications. First, related to the use of Undercover Game in three cycles, in the observation results, it can be seen the students' enthusiasm in playing Undercover Game, however, the pre-test and post-test results obtained showed that there was no significant difference in students' vocabulary development. This study may help teachers to consider the implementation of Undercover Game in class. The Undercover Game might be used in a small class that already has understanding in the use of this game, because the instructions need some time to be comprehended. Considering that the steps of instructions in the Undercover Game are quite long, the researcher does not recommend carrying out the Undercover Game in large-scale classes. However, it is possible that the Undercover Game can be carried out on a large-scale class which has been divided into several groups where each group has a representative who

fully understands how to play the Undercover Game. Second, the game produced insignificant changes to the students' vocabulary development in the pre-test and post-test due to the lack of time and material flexibility at that time. This can be a consideration for the teachers who want to implement Undercover Game, the teacher must accustom the game with flexible material, so that learning objectives can be achieved.

In addition, this study adds to the literature in the education field regarding the study of games in English learning. Since this study was conducted using games in learning English vocabulary, the result of the study can be used as a reference for future studies that are related to games in English learning and as a reference for future studies that are related to the vocabulary in language learning. Moreover, this study implemented CAR that provided enrichment in CAR studies. The implementation of CAR in this study can be used for future studies related to the implementation of CAR. Furthermore, there are many studies conducted on various games in English learning. Thus, this study can be a reference for future studies who want to research Undercover Game.

C. Limitation

In addition to implications and contributions, there must be limitations to this study. First, the materials to be discussed in the 3 cycles were all different. That was caused by not having a deeper understanding of each material. The decision to conduct the research was a little difficult for researchers to be able to provide material that can roughly achieve research objectives because of the inflexibility of material and time in conducting research. Second, the sources of this study about the implementation of Undercover Game was very rare. Thus, there were not many findings to compare with this study related to Undercover Game to improve vocabulary.

D. Future Study

There are several recommendations for further studies based on the findings and limitations of the present study. Firstly, the finding of the use of Undercover Game in improving vocabulary mastery does improve students in gaining new words while playing games, but not in the test. Further research can examine more about the use of Undercover Game regarding the course's students, to find more reasons why they performed less than the game section. Secondly, this study still had limited approaches to the implementation of the Undercover Game in class. Further research can have better

findings by conducting more than six meetings that are used effectively in implementing Undercover Game. Moreover, further study can be conducted in three cycles by using a long period of time each meeting, to get a more measurable result about the influence of the Undercover Game in the classroom.



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