

**NON-ENGLISH DEPARTMENT STUDENTS' PERSPECTIVE OF IN-GAME
COMMUNICATION FEATURE TO INCREASE VOCABULARY MASTERY**

SKRIPSI



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**NON-ENGLISH DEPARTMENT STUDENTS' PERSPECTIVE OF IN-
GAME COMMUNICATION FEATURE TO INCREASE VOCABULARY
MASTERY**

SKRIPSI

Present as partial fulfilment of requirements
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in English Language Education Departement

by
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FACULTY OF EDUCATION AND HUMANITIES
UNIVERSITAS KRISTEN DUTA WACANA
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and Declared Acceptable

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STATEMENT OF ORIGINALITY

I honestly declare that this skripsi does not contain the work or part of the work of other people, except those sited in the quotations and the references.



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Abstract

This study was conducted to investigate students' perspectives of in-game communication features to increase vocabulary mastery in Indonesia. The first reason is that the study about in-game communication in Indonesia is still rare. The second reason is the majority of users of online games that include in-game communication are young adults. The previous study regarding this theme has been conducted using test and observation as the method and this research use questionnaires and in-depth interview. This research aims to find to what extent in-game communication improves non-English department students' English vocabulary mastery. Further, this research aims to find students' views on in-game communication usage and it's effect on their English vocabulary mastery.

From all the questionnaires collected, most of the participants agreed and strongly agreed with the statement given. The research found that in relation to the first research question, in-game communication in online games can be used to learn English vocabulary with a mean score of 3.14. Furthermore, in relation to the second research question, this research found that the students find a positive impact of in-game communication with a mean score of 3.21. Using the in-game communication feature, students find that it is improving their English skills, especially in vocabulary mastery. The students also feel more motivated to learn English vocabulary while playing online games. The students also think that online games are a fun and effective way to learn vocabulary mastery than just by reading books. Therefore, online games also can be used as learning material in class.

This finding means that online games can be used as a learning tool for teachers to improve their students' English skills in a fun and effective way. However, not all online games are able to be used as learning tools as many of them needs to be adjusted and improved to further utilize it as a learning tool.

There are also some limitation in this research. The limitation in this research are about the sample size dan sample background. The sample size for this research is only sampled non-English department students around Java and Bali, in a total of 170 participants. it is not enough to represent Indonesia as there is still many islans has not been covere, and not many participants are gathered.

Keywords: *in-game communication, online games, vocabulary mastery*

Intisari

Penelitian ini dilakukan untuk mengetahui perspektif siswa tentang fitur komunikasi dalam gim untuk meningkatkan penguasaan kosa kata di Indonesia. Alasan pertama penelitian ini dilaksanakan karena kajian tentang komunikasi di dalam gim di Indonesia masih jarang. Alasan kedua adalah mayoritas pengguna gim daring yang menggunakan fitur komunikasi dalam gim adalah orang-orang yang sudah dewasa. Penelitian sebelumnya mengenai tema ini telah dilakukan dengan menggunakan metode tes dan observasi, sedangkan dalam penelitian ini menggunakan kuesioner dan wawancara mendalam. Penelitian ini bertujuan untuk mengetahui sejauh mana komunikasi dalam gim meningkatkan penguasaan kosa kata bahasa Inggris mahasiswa jurusan non-bahasa Inggris. Selanjutnya, penelitian ini bertujuan untuk menemukan pandangan siswa tentang penggunaan komunikasi dalam gim dan pengaruhnya terhadap penguasaan kosa kata bahasa Inggris mereka.

Dari semua kuesioner yang dikumpulkan sebagian besar peserta setuju dan sangat setuju dengan pernyataan yang diberikan. Penelitian menemukan bahwa terkait dengan pertanyaan penelitian pertama, komunikasi dalam gim dalam gim daring dapat digunakan untuk belajar kosa kata bahasa Inggris dengan skor rata-rata 3,14. Selanjutnya, terkait dengan pertanyaan penelitian kedua, penelitian ini menemukan bahwa siswa menemukan dampak positif dari komunikasi dalam gim dengan skor rata-rata 3,21. Dengan menggunakan fitur komunikasi dalam gim, siswa menemukan bahwa hal itu meningkatkan keterampilan bahasa Inggris mereka terutama dalam penguasaan kosa kata. Siswa juga merasa termotivasi untuk eblajar Bahasa Inggris ketika bermain gim daring. Para siswa juga merasakan bahwa gim daring adalah cara yang menyenangkan dan efektif untuk belajar penguasaan kosa kata dari pada hanya dengan membaca buku. Oleh karena itu, gim daring juga dapat digunakan sebagai bahan ajar di dalam kelas.

Temuan ini berarti bahwa gim daring dapat digunakan sebagai alat pembelajaran bagi guru untuk meningkatkan keterampilan bahasa Inggris siswanya dengan cara yang menyenangkan dan efektif. Namun, tidak semua gim daring dapat digunakan sebagai sarana pembelajaran karena masih banyak yang perlu disesuaikan dan diperbaiki agar dapat dimanfaatkan lebih lanjut sebagai sarana pembelajaran yang lebih efektif.

Terdapat beberapa keterbatasan dalam penelitian ini. Keterbatasan dalam penelitian ini adalah tentang ukuran sampel dan latar belakang sampel. Ukuran sampel untuk penelitian ini hanya sampel mahasiswa non-Bahasa Inggris di sekitar Jawa dan Bali, dengan total 170 partisipan. tidak cukup mewakili Indonesia karena masih banyak pulau yang belum tercover, dan belum banyak peserta yang terhimpun.

Kata Kunci: *komunikasi di dalam gim, gim daring, penguasaan kosa kata*



CHAPTER I INTRODUCTION

This chapter consists of four parts that would be discussed. They are research background, research question, research objective, and research benefits.

A. Research background

Today, technology has become a part of daily activities (Havukainen et al., 2020). Ahmadi (2018) stated that technology is an essential thing in language learning both inside and outside the classroom. The use of technology in the classroom does not directly increase the students' level of learning, but using technology provides the student with rich learning possibilities and improves students' learning experiences (Tuluk, 2014). Technology outside the classroom can help students master the language through the things they like (Shyamlee & Phil, 2012). Technology can be a computer, mobile application, and other digital platforms that provides user access in a digital form especially in teaching and learning (Sargent & Casey, 2020). Some learning platform that can be accessed with those technologies are such as music, movies, social media, and online games (Shyamlee & Phil, 2012). Therefore, it can be said that technology is an essential thing in the process of learning language.

One of the ways of learning language using technology is through online games. Nowadays, online games are very popular among teenagers, and teachers can also utilise the games as a strategy to teaching English skill (Shahriarpour & Kafi, 2014). Deubel (2017) stated educational content that uses computer or video games can be used in almost all subjects and skill levels. This is because most technologies can be accessed by all ages and language levels. Deubel (2017) stated the use of digital games for learning has the ability to engage and motivate students to present learning experiences and help with long-term memory where it can give practical experience. Furthermore, it can enhance students' problem solving and students' confidence (Taghizadeh et al., 2017). Through games, students are invited to practice solving problems that arise during the game and it makes them indirectly practice their language skills while increasing their confidence. It is also usually online games that are group games, not individual games. Even though students have freedom to choose what kind of online games they want, teachers need to give some information about the online games based on students' age and the competitiveness (Deubel, 2017).

Spyridonis et al (2018) stated that communication is an essential aspect in playing online game, especially in the Massively Multiplayer Online Games (MMOGs) genre. Among various features of popular online games like Dota 2 and Valorant, the feature called in-game communication makes people in those online multiplayer games easier to talk to each other. It is because MMOGs use different player-to-player communication based on their gameplay style and the level. The purpose of it is to make the players enjoy the experience of a game with voice and textual chat (Spyridonis et al., 2018). Manninen (2003) stated not all these methods will work for all games and genres because some games more support textual chatting and some of them enable communicative gestures. Löber et al (2007) stated textual chat would be more effective to communicate with larger team size in different settings but using voice would be faster for the team to make a decision while playing the online game. There are some external platforms that players can use to make in-game communication such as TeamSpeak, Discord, and voice-over IP software (Manninen, 2003).

The use of games for students to learn vocabulary is better than learning using the traditional way (Taghizadeh et al., 2017). According to (Ruth & Stuart, 1986) there are three categories for traditional ways, they are visual (flashcard and wallchart), verbal (synonym and definition, contrast and opposite), and translation. The using of online games like MMORPG in the classroom can support the learning process such as those associated with problem-solving and experience-based learning where the learners can design and developed the gamestyle by themselves (Lee et al., 2005). The teacher can initially created the virtual environment for students to explore about the history of Edinburgh Castle in Scotland in a more interactive way to learn new vocabulary there (Environment, 2010).

Vocabulary is one of the important parts of teaching English as a foreign language (Octaberlina & Rofiki, 2021a). Vocabulary is a basic word of language that has form and contains an aspect which are use of word, meaning, form such as pronunciation and spelling (Angraeni et al., 2019). In the relation with games, online games have a role to strengthen and support memorising the language features with real-life application because of the feature in the online game that would improve students' vocabulary achievement (Hasram et al., 2021). Plass et al (2015) stated that online games will help the student to become more confident with their language use, where online games have some beneficial characteristics for language learners that are suitable for them, and they can choose what kind of online game they are interested in. The use of digital games in mastering vocabulary

can reduce students' fear and anxiety in using the language (Prof et al., 2021). It can be said that online games offer many benefits to vocabulary learning. Another study by Natalia V. Iaremenko (2017) stated that online games can foster motivation and engage students in learning activities. Therefore, it is important to conduct further study about the relationship between online games and students' English learning to find other possibilities of online games usage in learning English.

This study conducted to investigate students' perspective of in-game communication feature to increase vocabulary mastery in Indonesia. The first reason is because the study about in-game communication in Indonesia is still rare (e.g. Spyridonis et al., 2018). The second reason is the majority of users of the online games that include in-game communication are young adults (Bawa et al., 2018). With those considerations this research will be appropriate to conduct as online games become very popular these days. This study used mixed-method as design but with a different instrument. This study used close-ended and open-ended questionnaires as method instrument. Even though the method is the same with the previous study (i.e. (Spyridonis et al., 2018), which is a mixed-method, but the instrument are different. The previous study using test and observation and the presents use questionnaires and in-depth interview that has purpose to gain in-deep more data. In conclusion, the mix-method used in this research are upgraded version of the previous research.

B. Research Questions

Regarding to the rationale of the research stated above, the following research questions

1. To what extent do non-English department students use in-game communication to learn English Vocabulary?
2. What are the students' views on how in-game communication impacts their vocabulary mastery?

C. Research Objectives

Based on the research question, this study intended to:

1. To find the extent of non-English department students use in-game communication to learn English Vocabulary.
2. Find out non-English department students' view on the possible effects of the use of in game communication in their vocabulary mastery.

D. Research Benefits

There are three main benefits of conducting this research:

1. For teacher

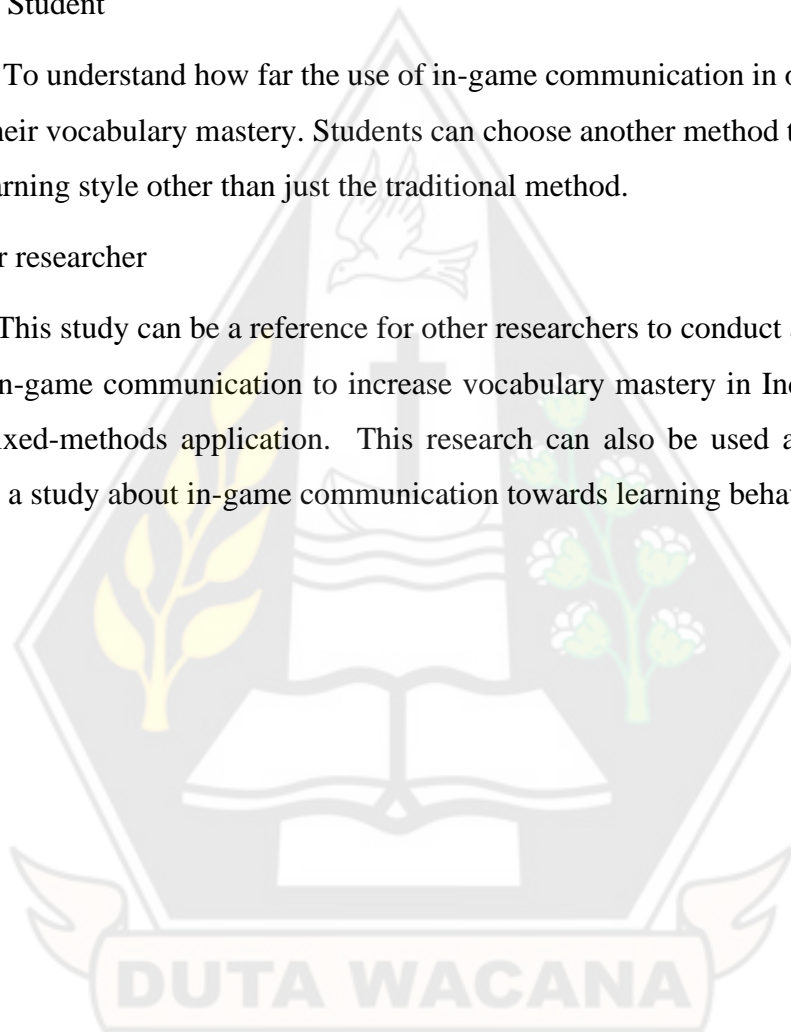
Knowing the possibilities of in-game communication in online games to enhance students learning experience. Where it can provide an optional method that can be apply in the teaching session.

2. For Student

To understand how far the use of in-game communication in online games can affect their vocabulary mastery. Students can choose another method that suitable with their learning style other than just the traditional method.

3. For researcher

This study can be a reference for other researchers to conduct a study about the use of in-game communication to increase vocabulary mastery in Indonesian context with mixed-methods application. This research can also be used as a reference to conduct a study about in-game communication towards learning behaviour.



the second research question, this research found that the students find a positive impact of in-game communication with a mean score of 3.21. Using the in-game communication feature, students find that it is improving their English skills, especially in vocabulary mastery.

There is also several findings in this research about students' views on how in-game communication affects students' English vocabulary mastery. Firstly, it boosts their learning motivation since English is the main language in most of the online games they play. Secondly, it facilitates students to access more related information to words in their mind. Based on these findings, it may conclude that online games can be used as a learning tool for teachers to improve their students English skills in fun and effective ways rather than reading books.

B. Implications and Contributions

Based on the research, there is some implications that have been found. First, text-based In-game communication encourages students to open translating tools which can improve their English vocabulary learning. Second, voice-based In-game communication can be useful to help students to improve their English pronunciation. Three, both text-based or voice-based in-game communication can be used to improve their English vocabulary skills. Four, this research finds that students think that learning English vocabulary through online games are fun and enjoyable, while at the same time effectively improving their English skill. This finding means that online games can be used as a learning tool for teachers to improve their students' English skills in a fun and effective way. Because online games often include multiplayer task, it can promote collaboration among students. Students can interact with others players, objects and tools of the game, et cetera. However, not all online games can be used as learning tools as many of them need to be adjusted and improved to utilize it as a learning tool further.

This research was contributed to the field of English learning literature especially for vocabulary mastery. This research has found that in-game communication had a positive impact on students' English vocabulary skills. This research was conducted using mix-method and sampling non-English department students, which has not been done before.

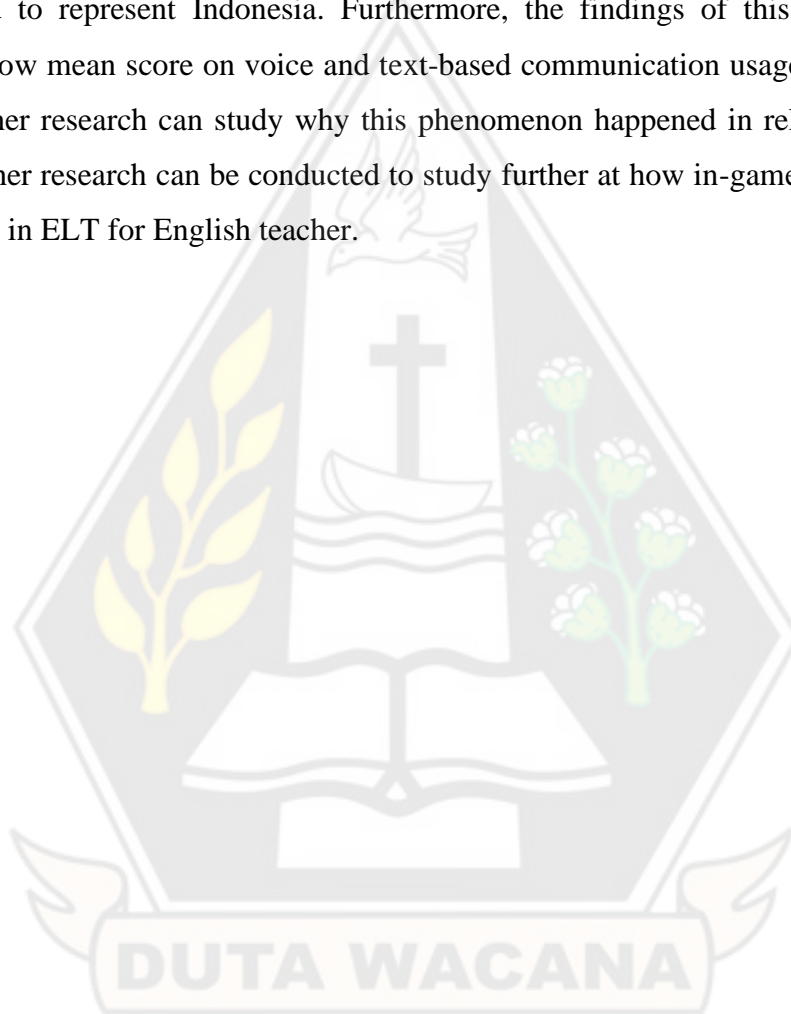
C. Limitations

This research has some limitations which include the sample size and sample background. This research only sampled non-English department students around Java and Bali, in a

total of 170 participants. It is not enough to represent Indonesia as there is still many islands has not been covered, and not many participants are gathered. For the qualitative methods this research only interviewed six (6) people because the in-depth interview took a long time in each session. However, all of the six (6) people represent each island and each gender.

D. Future Studies

Based on the limitations, further studies can improve the sample size and sample background to represent Indonesia. Furthermore, the findings of this research which presents a low mean score on voice and text-based communication usage, can be studied more. Further research can study why this phenomenon happened in relation to English skills. Another research can be conducted to study further at how in-game communication can be used in ELT for English teacher.



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