



Students' Perception on Use of The PC Game: *"Big City Adventure Sydney Australia"* At MAN 2 Bukittinggi English Club Extracurricular to Improve Vocabulary Mastery

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Abstract

This research aims to know the students' perception on use of the PC game: *"Big City Adventure Sydney Australia"* at MAN 2 Bukittinggi English Club Extracurricular to improve vocabulary mastery. Vocabulary is essential in a language. Since learning vocabulary is the main point for learning other skills in a language. There is no doubt that vocabulary mastery plays an important role in the four language skills. Students can master English vocabulary in various interesting ways. One way is to use games as an attractive learning tool. Students can play the *"Big City Adventure Sydney Australia"* game to improve vocabulary mastery when they take part in extracurricular activities, namely English Club. English Club is the place for students to improve their English ability outside of regular classes. There are several benefits to join English Club at the school. One of them, mastering vocabulary in interesting way by playing game. English Club students play *"Big City Adventure Sydney Australia"* game to help them for mastering vocabulary. Descriptive research with quantitative method was used to assess the data in this research. Total sampling was used by the researcher to choose the sample of this study. The sample consisted of 93 English Club students. The questionnaire was used as the research instrument of this study. The finding showed that the students had positive perception on PC game: *"Big City Adventure Sydney Australia"* to improve vocabulary mastery the English Club students. It was represented by the total mean of the questionnaire (3.25). The results of this research showed that *"Big City Adventure Sydney Australia"* game helps the English Club students to improve their vocabulary mastery in the school extracurricular.

Keywords:

Perception, English Club, PC Game, Vocabulary, Big City Adventure

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INTRODUCTION

Understanding the importance of vocabulary is necessary before being fluent in English. Language proficiency depends significantly on vocabulary, which forms a substantial foundation for the speaking, listening, reading, and writing skills of learners (Richard & Renandya, 2002). Therefore, achieving mastery in English skills requires students to possess knowledge of the language's vocabulary, as it aids in enhancing their overall skill development (Linse & Nunan, 2005). In addition, teenagers need a fundamental grasp of vocabulary (Alexander, 2009).

The ability to understand a written or spoken text greatly relies on the individual's mastery of vocabulary. If they possess a substantial vocabulary, comprehending the points conveyed by a writer in written text or messages in spoken form becomes effortless. According Wahjuningsih (in Apriliani, 2021), Students need to master vocabulary for English proficiency in reading, writing, listening, and speaking.

There are many students struggle with learning English. The primary issue is their inability to communicate in English because of a limited vocabulary they have. In consequence, this triggers them to be reluctant to practice English in daily life. Because of the limited vocabulary they have, sometimes students want to express their ideas, but do not know how to express them, so they choose to remain silent. As a result, it also tends to make them passive students. However, vocabulary is the main key when we will learn English. Without vocabulary we will not be fluent in English. The difficulty faced by most students is laziness or monotonous learning. For instance, teacher ask the students to memorize the English vocabulary from dictionary. This makes it difficult for them to improve their vocabulary in English.

Usually, schools provide extracurricular activities to enhance students' abilities within the school environment. These activities commonly take place outside regular school. Extracurricular activities refer to structured events that underscore the positive enhancement of students' skills (Mahoney et al, 2005). In the other hand, extracurricular activities are non-academic activities that take place outside of formal school session and are not included in the curriculum (Bartkus et al, 2012). One of the extracurricular activities that supports development in learning English is the English club. The school's extracurricular activities include the English club, which is dedicated to improving students' proficiency in the English language (Brown, 2006). In the other hand, English club is a place for English extracurricular activities such as debates, poetry, songs, games, and the others (Moeluka, 2013). This group that exists for individuals interested in practicing their English. English clubs also have stress-free way to learn English while still recognizing communicative value. As a result, English clubs contribute to students enhancing their comprehension of English language communication, classroom instructions, and fundamental vocabulary.

For EFL students, learning vocabulary is challenging (Derakhshan & Khatir, 2015). After all, to help and support the mastering vocabulary of students, they should be creative learning way such as using media. The use of computer games is employed as a strategy for learning English vocabulary. Playing a game is one of the appropriate learning tools (Bakar & Nosratirad, 2013). In addition, games present

communicative competence, encouraging creative and spontaneous use of language (Chen, 2005).

Utilizing games as a method for vocabulary acquisition makes the learning process enjoyable. When English teaching employs games as a medium for vocabulary learning with appropriate methods, it proves beneficial for students. Azar (2012) supports the findings that games can serve as a platform providing significant advantages for both teachers and students. This can be practiced by using interesting techniques for learning and playing, throughout PC game. It means learning English vocabulary throughout PC game helps the students to improve their vocabulary mastery. Therefore, it describes how vocabulary become to the key for mastering all skills which is the fundamental unit of a language. Therefore, the media used in language teaching should be interesting and appropriate for the students' characteristics.

Big City Adventure is a vocabulary-based platform game set in major cities like Sydney, Australia. It combines elements of an adventure game, requiring players to explore hidden items throughout the city. The game's theme is rooted in everyday life vocabulary, and players must search for these words within a specified time frame to enhance their vocabulary knowledge. The inclusion of visualization and a storyboard in the game sets it apart from others in the same genre. Players embark on a journey to Australia, completing stages that involve finding hidden objects in public places within Sydney. The game imposes time constraints on players, fostering improvements in accuracy, dexterity, and memory as they engage in learning English vocabulary.

METHOD

In this study, the researcher employed a descriptive quantitative approach. Descriptive research refers to a type of research that naturally describe phenomena without manipulation or experimentation (Tarigan, 2008). quantitative research methods as explaining issues or phenomena by collecting numerical data and analysing them using mathematical approaches (Aliaga & Gunderson, 2002). This approach enables researchers to utilize numerical data in statistical tests, ensuring that the results exhibit a statistical correlation.

A group of citizens, a phenomenon, or a theme used as a sample for research is called population (Creswell, 2012). The population of this study was all of member MAN 2 Bukittinggi English Club for the academic year 2023/2024. Arikunto (2010) suggests using the entire population when it is less than 100 people, and for populations exceeding 100 people, a sampling size of 10-15%, 20-25%, or more is recommended.

It implies that the researcher will not be able to analyse all the data if the population numbers is more than 100. The technique of sampling data was total sampling. Total sampling involves including every member of the population as a sample in the sampling process. (Sugiyono, 2016). Thus, the researcher took all of population as sample. The total of sample is 93 students.

The researcher utilized a 22-item questionnaire with closed-ended questions, employing a Likert Scale in this study with four categories (1 to 4) representing Strongly Disagree, Disagree, Agree, and Strongly Agree. Content validation is the method employed to evaluate this questionnaire. The validation of the questionnaire was conducted by expert Rifki Oktoviandry, S.Pd., M.Hum., a lecturer in the English Department at Universitas Negeri Padang. Therefore, researchers utilized SPSS program version 26 to assess the reliability of the questionnaire, obtaining a Cronbach's Alpha reliability result of .947. This indicates that the questionnaire employed in this study demonstrated a high level of reliability.

Reliability Statistics

Cronbach's	
Alpha	N of Items
.947	22

The researchers created the questionnaire using a Google form. After spending approximately 30 minutes, students answered the questions. Subsequently, the participants filled out the questionnaire. In order to find out the frequencies, percentages, and mean score of the questionnaires, the researcher used basic descriptive statistics to examine the data.

Interpretation Table

Scale	Mean	Interpretation
4	3.26 – 4	Very Positive
3	2.51 – 3.25	Positive
2	1.76 – 2.50	Negative
1	1 – 1.75	Very Negative

RESULT AND DISCUSSION

Research Finding

This study involved gathering data from students who participated in playing "Big City Adventure Sydney Australia" game. Specifically, the participants were members of the MAN 2 Bukittinggi English Club during the academic year 2023/2024, totalling 93 individuals. The questionnaire, consisting of 22 items, aimed to find out perceptions regarding the utilization of the PC game "Big City Adventure Sydney Australia" within the extracurricular activities of MAN 2 Bukittinggi English Club for enhancing vocabulary mastery. Following the completion of the questionnaire by the students, the researcher thoroughly verified the data. Ultimately, the researcher calculated the percentages and mean category for each item.

Finding 1

The initial aspect in this study is students' perceptions of the game's potential effectiveness in improving vocabulary mastery. The questionnaire consists of four items dedicated to exploring this aspect.

Table 1. Students' perception on the potential effectiveness of game to improve vocabulary mastery

Indicators	Items	N (%)				Mean	Category
		SD	D	A	SA		
Potential Effectiveness	1	1 (1.1%)	0 (0%)	65 (69.9%)	27 (29%)	3.26	Very Positive
	2	0 (0%)	0 (2,6%)	60 (64.5%)	33 (35.5%)	3.35	Very Positive
	3	0 (0%)	0 (0%)	57 (61.3%)	36 (38.7%)	3.38	Very Positive
	4	0 (0%)	2 (2.2%)	69 (74.2%)	22 (23.7%)	3,21	Positive
Total Mean						3.30	Very Positive

Table 1 demonstrates that students view the game as potentially effective, with a positive perception. According to the information provided, the mean score for the indicators averages at 3.30. It can be interpreted that students' perception on this aspect is very positive. *Big City Adventure Sydney Australia* has very positive potential effectiveness to improve students' vocabulary mastery in English Club.

Finding 2

The second aspect involves assessing students' perceptions of the usability of the game for enhancing vocabulary mastery. The questionnaire includes four items dedicated to this aspect.

Table 2. Students' perception on the usability of the game to improve vocabulary mastery

Indicators	Items	N (%)				Mean	Category
		SD	D	A	SA		
Usability	5	0 (0%)	3 (3.2%)	70 (75.3%)	20 (21.5%)	3.18	Positive
	6	0 (0%)	1 (1.1%)	73 (78.5%)	19 (20.4%)	3.19	Positive
	7	0 (0%)	2 (2.2%)	64 (68.8%)	27 (29%)	3.26	Very Positive
	8	1 (1.1%)	13 (14%)	65 (69.9%)	14 (15.1%)	2.98	Positive
Total Mean						3.15	Positive

Table 2 demonstrates that students view the game as usability, with a positive perception. From the provided data, the mean score for indicators averages at 3.15. It can be interpreted that students' perception on this aspect is positive. *Big City Adventure Sydney Australia* has positive usability to improve students' vocabulary mastery in English Club.

Finding 3

The third aspect focuses on students' perception regarding the satisfaction obtained from the game for improving vocabulary mastery. The questionnaire includes four items.

Table 3. Students' perception on the satisfaction of the game to improve vocabulary mastery

Indicators	Items	N (%)				Mean	Category
		SD	D	A	SA		
Satisfaction	9	0 (0%)	0 (0%)	57 (61.3%)	36 (38.7%)	3.38	Very Positive
	10	0 (0%)	0 (0%)	72 (77.4%)	21 (22.6%)	3.22	Positive

	11	0 (0%)	0 (0%)	60 (64.5%)	33 (35.5%)	3.35	Very Positive
	12	0 (0%)	0 (0%)	69 (74.2%)	24 (25.8%)	3.25	Positive
Total Mean						3.30	Very Positive

Table 3 indicates positive student satisfaction with the game. The average mean score for indicators is 3.30. It can be interpreted that students' perception on this aspect is very positive. *Big City Adventure Sydney Australia* has positive usability to improve students' vocabulary mastery in English Club.

Finding 4

The fourth aspect is students' perception from the new word they learn from the game to improve their vocabulary. The questionnaire consists of four items.

Table 4. Students' perception on the new words from the game to improve vocabulary mastery

Indicators	Items	N (%)				Mean	Category
		SD	D	A	SA		
New Words	13	0 (0%)	1 (1.1%)	56 (60.2%)	36 (38.7%)	3.37	Very Positive
	14	0 (0%)	0 (0%)	65 (69.9%)	28 (30.1%)	3.30	Very Positive
	15	0 (0%)	0 (0%)	67 (72%)	26 (28%)	3.27	Very Positive
	16	0 (0%)	0 (0%)	66 (71%)	27 (29%)	3.29	Very Positive
Total Mean						3.30	Very Positive

Table 4 displays that students hold a positive perception of learning new words through game participation. The data above reveals an average mean score of 3.30 for the indicators. It can be interpreted that students’ perception on this aspect is very positive. Every stage of *Big City Adventure Sydney Australia* makes students meet at least new vocabulary in the game.

Finding 5

The fifth aspect focuses on how students’ perception the spelling component of the game, aiming to improve vocabulary mastery. The questionnaire consists of three items dedicated to exploring this aspect.

Table 5. Students’ perception on the spelling from the game to improve vocabulary mastery

Indicators	Items	N (%)				Mean	Category
		SD	D	A	SA		
Spelling	17	1 (1.1%)	1 (1.1%)	67 (72%)	24 (25.8%)	3.22	Positive
	18	1 (1.1%)	0 (0%)	67 (72%)	25 (26.9%)	3.24	Very Positive
	19	0 (0%)	0 (0%)	66 (71%)	27 (29%)	3.29	Very Positive
Total Mean						3.25	Positive

Table 5 indicates a positive student perception of spelling acquired through game engagement. The data presented reveals an average mean score of 3.25 for the indicators. It can be interpreted that students’ perception on this aspect is positive. *Big City Adventure Sydney Australia* make students can spell out the words in the game.

Finding 6

The sixth aspect involves assessing students’ perception on the categorization of words through the game to improve vocabulary mastery. The questionnaire includes one item dedicated to exploring this aspect.

Table 6. Students’ perception on the word classes from the game to improve vocabulary mastery

Indicators	Items	N (%)				Mean	Category
		SD	D	A	SA		

Word Classes	20	0 (0%)	0 (0%)	69 (74.2%)	24 (25.8%)	3.25	Positive
Total Mean						3.25	Positive

Table 6 demonstrates that students hold a positive perception of word classes resulting from playing the game. The data above indicates an average mean score of 3.25 for the indicators. It can be interpreted that students' perception on this aspect is positive. *Big City Adventure Sydney Australia* make students can classify the word classes in the game.

Finding 7

The seventh aspect focuses on evaluating students' perception on the application of words through the game for the purpose of improve vocabulary mastery. The questionnaire consists of two items.

Table 7. Students' perception on the word classes from the game to improve vocabulary mastery

Indicators	Items	N (%)				Mean	Category
		SD	D	A	SA		
Word Use	21	0 (0%)	0 (0%)	71 (76.3%)	22 (23.7%)	3.23	Positive
	22	0 (0%)	0 (0%)	70 (75.3%)	23 (24.7%)	3.24	Positive
Total Mean						3.23	Positive

Table 7 reveals positive student perceptions of word usage through game participation, with an average mean score of 3.25 for the indicators. It can be interpreted that students' perception on this aspect is positive. *Big City Adventure Sydney Australia* make students can apply word use in daily life.

Discussion

Following the collection of data from students participating in the English Club Extracurricular at MAN 2 Bukittinggi, it was observed that the students held generally positive perceptions regarding the use of the game "Big City Adventure Sydney Australia" to improve their vocabulary mastery. However, some participants chose

disagreed with some statements. The major findings from the data were mostly positive. The students' feedback points out several essential aspects that make this strategy successful.

The data showed that most English Club students responded positively about playing *Big City Adventure Sydney Australia* to improve their vocabulary mastery. This game improving their vocabulary mastery after they played in English Club. The students felt their new words, spelling, pronunciation, word classes, and word use were improved. It is in accordance with the statement from Dananjaya & Kusumastuti (2019), that respondents agreed that their aspects of vocabulary were improved by playing games.

Even though playing video games for extended periods of time can affect learning outcomes, it has been demonstrated that individuals can acquire new skills through playing games. According to Azar (2012) & Ramadhaniarti (2016) found that games can be platform offering massive benefits in the classroom. In general, games are beneficial for students and teachers because the learning process will be more interesting than usual (Gozcu & Caganaga, 2016). Furthermore, language games are interesting way for students to enrich their vocabulary (Darfilal, 2015). Games make learning vocabulary more enjoyable, reducing anxiety, increasing positive feelings, self-confidence, and expanding vocabulary (Wulandari, 2021).

CONCLUSION

According to the research findings and discussions, students generally hold a positive perception regarding the use of the PC game "Big City Adventure Sydney Australia" in the MAN 2 Bukittinggi English Club Extra-curricular to improve vocabulary mastery. The students express belief that playing the game has contributed to an improvement in their vocabulary mastery. Therefore, the researcher can conclude that learning vocabulary through games is an effective approach.

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