

**USING STORY DRIVEN GAME TO IMPROVE STUDENTS'
VOCABULARY MASTERY**

THESIS

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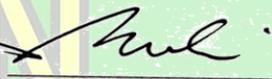
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THESIS

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Using Story Driven Game to Improve Students' Vocabulary Mastery

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan,



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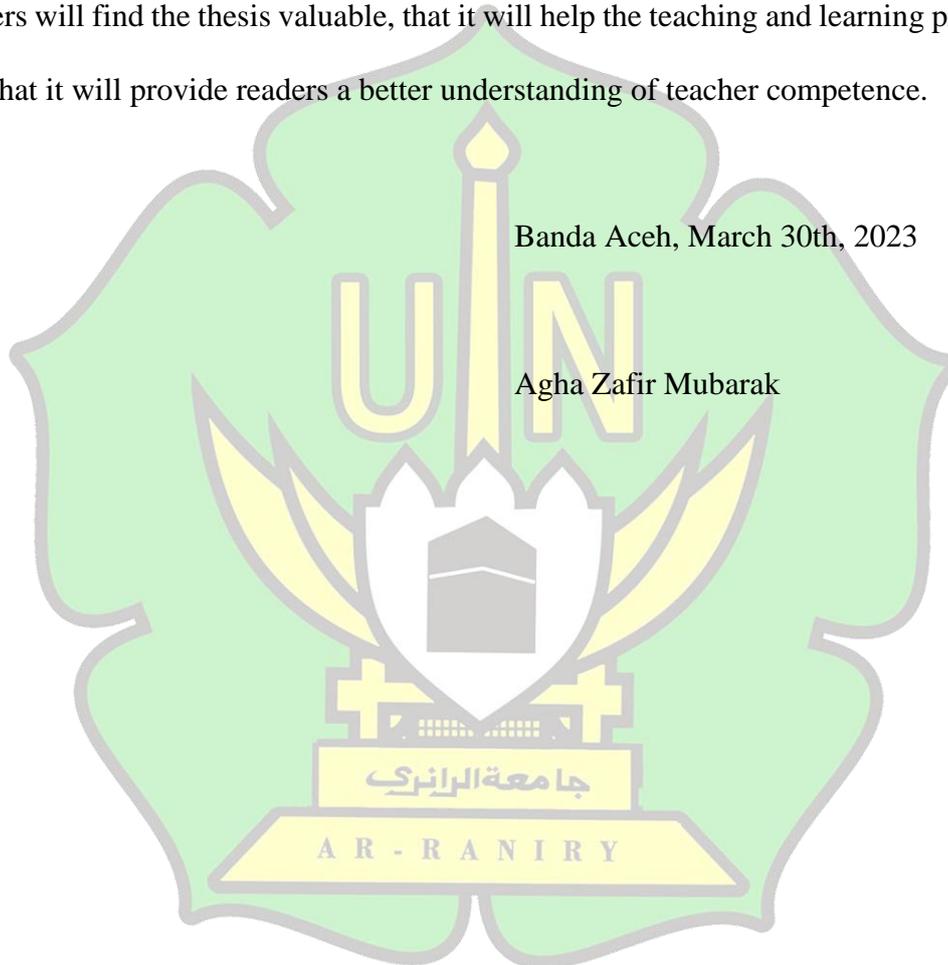
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Banda Aceh, March 30th, 2023

Agha Zafir Mubarak



ABSTRACT

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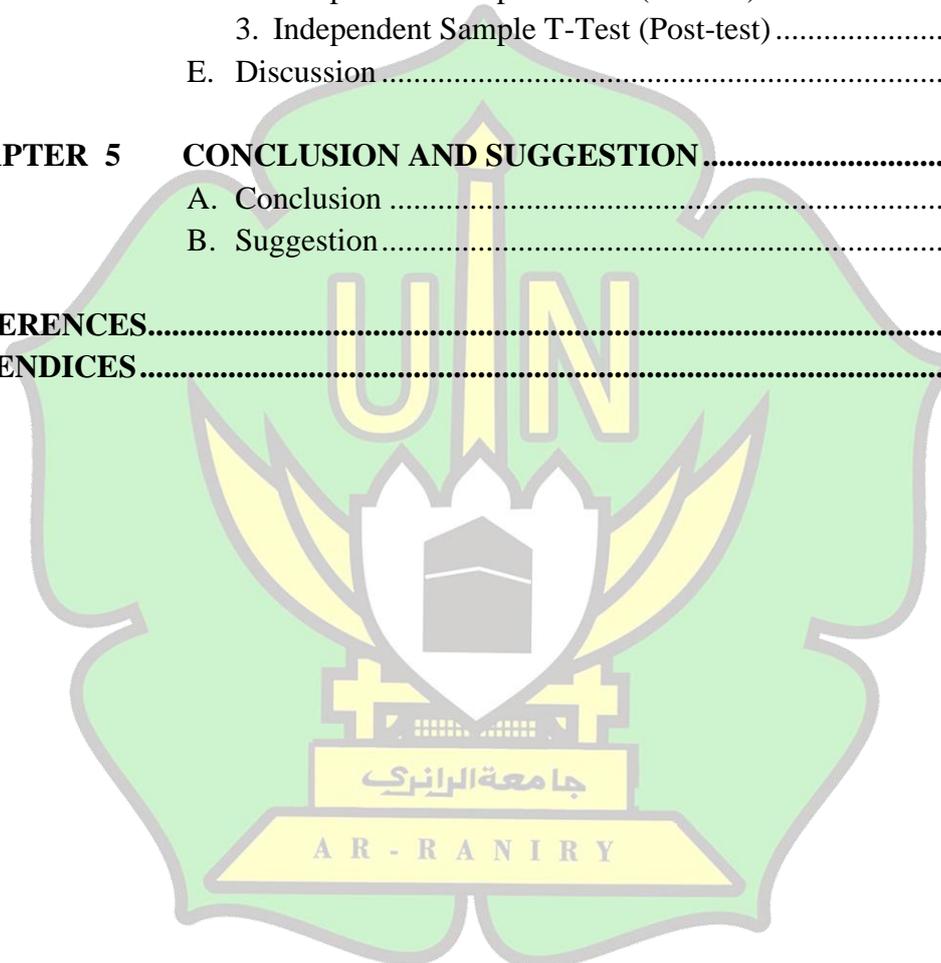
This study explores the potential of story-driven games as a tool for improving students' vocabulary. The study focuses on the use of narrative and interactive gameplay elements to enhance the learning experience. The research methodology involves a quantitative study with a participant of 35 Multimedia students from 10th grade at SMKN 1 Mesjid Raya. Students were randomly assigned to experimental and control group. A Vocabulary-based test, acting as pre-test and post-test, was conducted during the research. The results indicate that story-driven games can be an effective tool for vocabulary acquisition, with students from experimental group showing significant improvement in their vocabulary mastery, outperforming the control group. The study highlights the importance of integrating technology and gamification into language learning to enhance student's ability. The findings have implications for language educators in leveraging the power of story-driven games to enhance learning outcomes.

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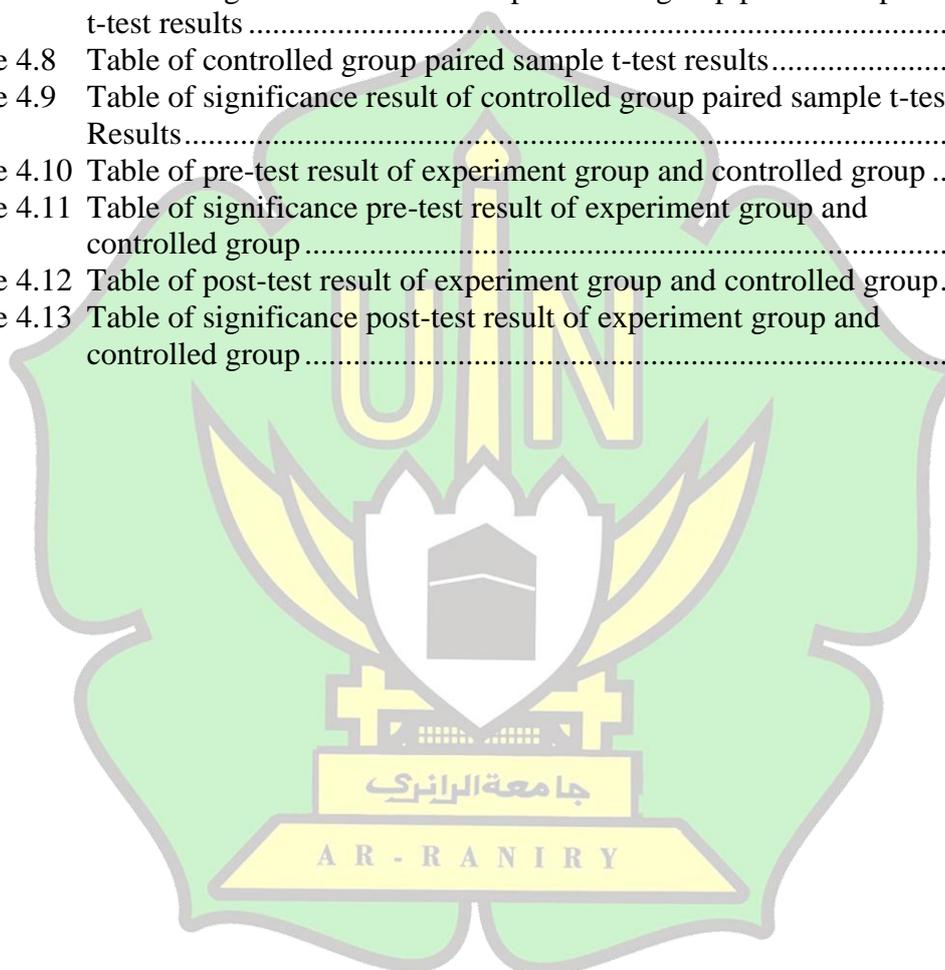
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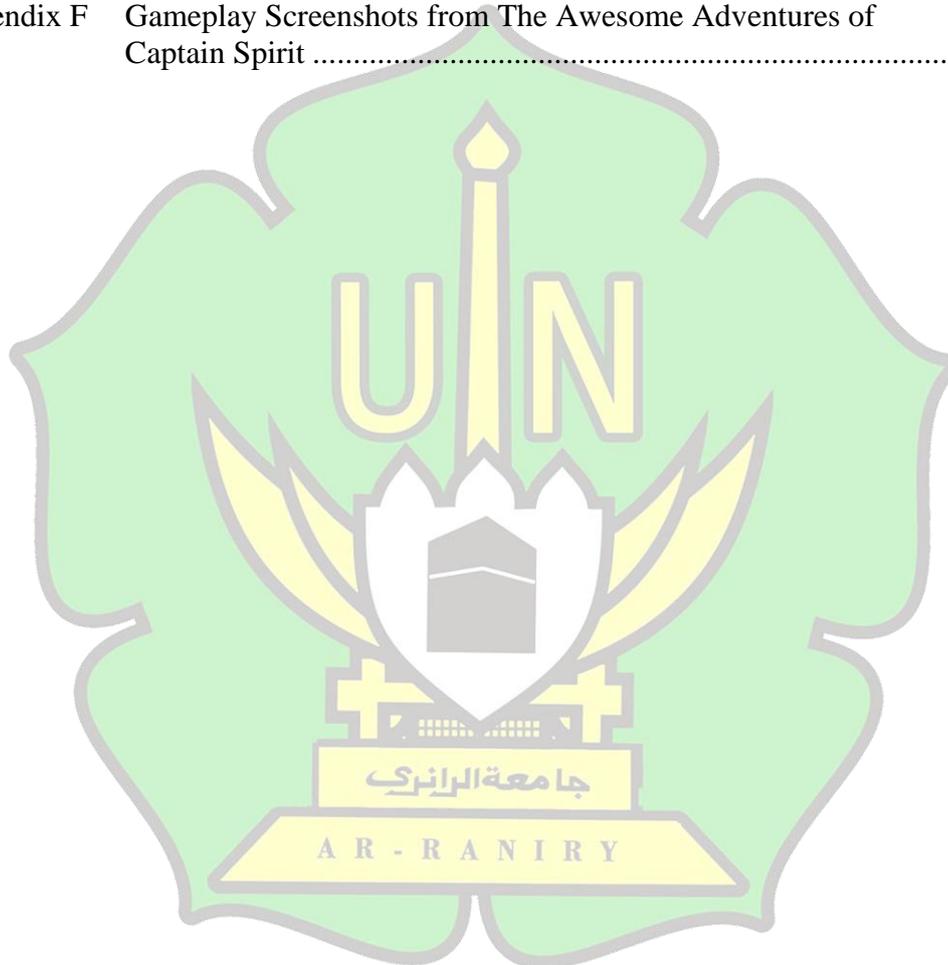
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CHAPTER 1

INTRODUCTION

A. Backgrounds for the Study

The world has changed tremendously in the last decade. New technology and commodities have piqued people's interest. The computer, which has altered many aspects of human life, including the way we think, conduct, and learn, is one of the most significant products of this pursuit. Since the implementation of CALL, teachers have introduced new learning strategies and approaches in the classroom. Because vocabulary is one of the most fundamental building blocks in language learning, teachers should be on the lookout for the best and most successful strategies to teach it.

In the era of globalization, multimedia tools become an entertainment system that provides enjoyment of interaction along with supported ways of teaching and learning. One of its implementations is playing video games. Games could provide interesting ways and interaction between the user and their devices. The use of it is not really avant-garde in this era, there has been a study that proves games could really be the solution to educational problems. The use of games in education is intended to aid students in retaining what they have learned by encouraging active engagement. Learning should not be equated with rote memorization, but students can utilize games to help them recall key principles that they can apply in exams and in real-life situations (Zirawaga & Maduku, 2017). This utilization will potentially help the teaching and learning process of SLA to become more efficient in the classroom.

The development of one's English language skills, especially the acquisition of English as a second language, is greatly aided by the practice of expanding one's vocabulary (Nguyen & Khuat, 2005). According to the notion of second language acquisition (SLA), a language should ideally be learned in a relevant context that is connected to many aspects of society, culture, and one's own life experiences (Eun & Lim, 2009). Students are better able to absorb and remember what they have learned when they are placed in a context because the context provides both language and non-linguistic signals (Upala et al., 2007). On the other hand, the vast majority of educational pursuits in Indonesia are carried out using de-contextualized approaches (Panggabean, 2015) resulting in the slow progress of language acquisition by such de-contextualized techniques.

Based on the researcher experience as an alumni from SMK Negeri 1 Mesjid Raya. One of the challenges faced by students of SMK Negeri 1 Mesjid Raya is the lack of vocabulary mastery. Vocabulary is an essential component of language proficiency that enables students to communicate effectively and access various sources of information. However, many students find vocabulary learning boring, difficult, and forgettable. Therefore, there is a need for innovative and engaging methods to enhance students' vocabulary learning.

To improve the overall quality of education, the field of teaching has to adopt a more effective instructional methodology. Even while the use of games, particularly the story component, is the primary focus, it is essential to be aware of how this thing is actually being accomplished. The expansion of students' vocabulary should be the primary focus of any subject that games, particularly those

with a strong story component, are able to address. The story, the gameplay, and the dialogue are among the elements that contribute to the overall appeal of educational story-driven video games. Story driven games are interactive digital games that use narrative elements (such as storyline, character, and quest) to create a contextual and immersive environment for language learning. Furthermore, story-driven video games will be a crucial medium for enhancing the process of Second Language acquisition in the direction of language learners.

In story-driven games, the player will be guided to comprehend the meaning of what is occurring during gameplay, and will also be motivated to expand their vocabulary in order to advance their SLA program. When students play video games that emphasize the story rather than only the gaming mechanics. Students are more interested in SLA because they will have a stake in the story, not to mention that playing the game will help them improve their fluency by expanding their vocabulary. The reason for this is that its storylines and gameplay mechanics create a beneficial atmosphere for language acquisition, as the user will absorb the constructed world and get interested while playing the game along, improving the language performance.

Therefore, this study was undertaken in order to compare the efficacy of utilizing story-driven games with SMK Negeri 1 Mesjid Raya students' ability to absorb new English vocabulary. In addition, this study investigates the practical procedures that could potentially lead to this application in instructional programs, which could then be applied to students to improve their language development.

B. Research Questions

The research question of this study is “Does story-driven game help students improve their vocabulary Mastery?”

C. Aims of the Study

The purpose of this study is to investigate the effects of using story driven game on students' vocabulary mastery.

D. Hypothesis

The researcher used null and alternative hypotheses as follows in order to obtain an answer.

Ho : Story-driven games does not have an impact to improve vocabulary performance on students of the first-grade student of SMKN 1 Mesjid Raya.

Ha : Story-driven games have an impact to improve vocabulary performance on students of the first-grade student of SMKN 1 Mesjid Raya.

E. Significance of study

a. To Students

This study provides insights into how students perceive towards playing video games as their learning media. Students will learn useful insights from the findings of this study that they can apply to their studies.

b. To Teachers

This study will help teachers improve their teaching methods by examining students' experiences with playing games to develop vocabulary ability. The findings and outcomes of this study can be used by teachers to assist students in directing their studies.

c. To Researchers

This study will assist researchers in developing more effective treatments and gaining a better understanding of student learning activities, which will result in improved future research.

F. Terminology

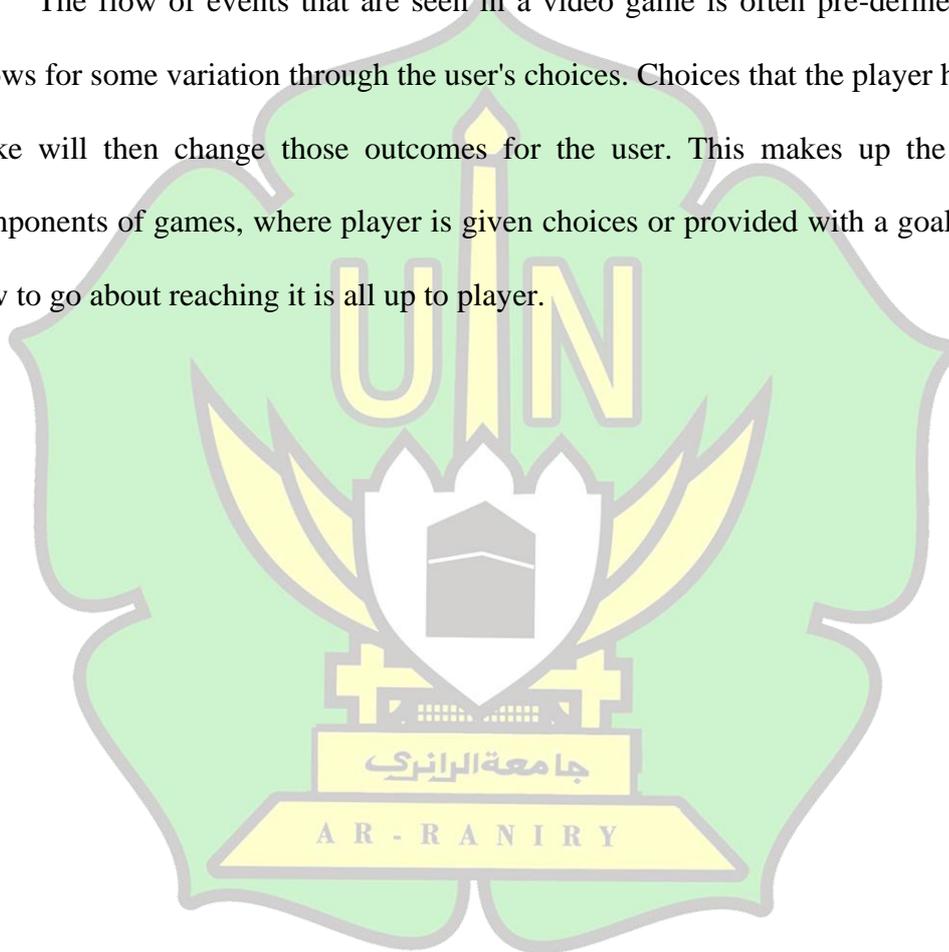
A story-driven game, a type of game that focuses more on the story than the gameplay, provides an enjoyable way of learning about what video games could offer; a story to tell, a plot to understand, and medium to explain something. Story-driven games, which include a greater diversity of genres and more specific methods of expression, have already begun to replace the classic model of how stories are told. Story-drivenness are based on the assumption that a game can be more than just an entertainment product; instead, it can become an expressive and creative medium. "When we find ways to make what we're learning more engaging, it becomes more memorable. And when you're playing a game, you're highly engaged" (Kennedy, 2018).

The main distinction between video game stories and other narratives is, of course, choice. In a book, the reader follows along as a character goes about his or

her business, whereas in a video game, the player controls the character. A user or player can often make choices that move the story in very different directions.

There are many titles that focus on this kind of gameplay. Those titles are the Grand Theft Auto series, The Last of Us, etc. However, in this research, the game which author use was The Awesome Adventures of Captain Spirit.

The flow of events that are seen in a video game is often pre-defined yet allows for some variation through the user's choices. Choices that the player has to make will then change those outcomes for the user. This makes up the core components of games, where player is given choices or provided with a goal, and how to go about reaching it is all up to player.



CHAPTER 2

LITERATURE REVIEW

A. Story-Driven Games

1. Definition of Story-Driven Games

Principally, story-driven games are those in which the players take on roles in a larger storyline. (*GuruGamer.com*, 2020). Video games have been used to tell countless stories in a variety of formats and genres. Even Hollywood blockbusters would be envious of the surroundings they have built. According to Uzun (2009), when properly organized, games provide an atmosphere in which education is predominately learner-centered. They also provide a fantastic chance for people to interact with one another and arouse people's innate drive to win and be successful in competition.

At some point, video games are being considered as a negative factor for students' development due to the addiction of playing video games. These statements are in line with Wilfred Lau (2017), who states that video gaming and social media multitasking negatively predict cumulative GPA. However, it is also asserted in the article's following segment that using social media and video games for educational purposes actually has no detrimental effects on a student's capacity for academic achievement. They do, however, have a negative effect when used for non-educational purposes.

In general, games are an effective educational resource for students because they stimulate students' interest in a topic, advance students' social and emotional

intelligence, increase a student's natural tendency to explore and be curious, broaden students' knowledge, and provide learners with multiple ways of interacting with the same material at the same time. "Narrative games like anecdotal bingo, story pass and roll-a-story provide students with inspiration for original narratives. Online narrative games are also available to teach students the fundamentals of storytelling and provide structure for narrative assignments" (*Interactive Games for Narrative Writing | Synonym*, n.d.). Because they help students get acquainted with what it is like to be an expert at something and share knowledge, games are an effective educational resource for students.

According to Mich. et al. (2004), playing computer games offers a conducive setting for language acquisition, making them a potentially useful tool for enhancing one's command of the English language. This is due to the fact that in order for users to play the games, they need to have a fundamental understanding of the English language in order to comprehend the instructions (Smith & Mann, 2002), and over time, as they play the games, they will enhance their knowledge of English. Learners have the opportunity to practice a variety of English skills, the most important of which is vocabulary, by playing a game that has been carefully prepared.

Additionally, computer games can generate motivation and pleasure for learners because they are loaded with learning materials that learners can attempt (Chee Siang Ang & Zaphiris, 2006). This is especially helpful for learning the subjects and content that are the most difficult to teach, either because they are boring or because they are complicated (Prensky, 2001). On the contrary, by

playing the games learners can generate an interest for the subject and become motivated to learn it. By playing a story-driven game that is based on the subject, learners can have more fun and be motivated to learn.

2. Types of Story-Driven Games

Ansari et al., (2022) stated stories may be told in a variety of ways in video games.

a. Embedded Narrative

This form of story is predetermined and managed by the game's designer. All story-ending cut scenes are fixed, and the developer has programmed the game to behave in this manner. You are simply following the instructions that the developer added. For instance, when a player enters the Genshin Impact game, they must see a cutscene and follow the exact instructions of the game's designer. Even if you attempt to deviate from the storyline by doing something different, you will be forced to return to it in order to complete the level. Therefore, to get from A to B, you must satisfy the necessary requirement. It may involve collecting an object, pressing a button, or defeating an enemy, all of which are predetermined by the game's designer, and the player's level will not improve if these conditions are not met.

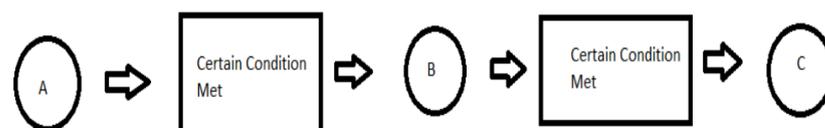


Figure 2.1 Certain condition met to go A to B of story in a game (Embedded Narrative) (as cited in Ansari, *et. al.*, 2022).

b. Emergent Narrative

In this category, the player's choices can alter the story's progression. When a trigger event occurs, the player can alter the story's progression by manipulating the conditions. In the video game *The Awesome Adventures of Captain Spirit*, for instance, your decisions might alter the story's conclusion. The game is designed to offer different outcomes based on the player's decisions to do or not do something. It affects the game, and although you will miss some endings, they will be determined by the player's decisions.

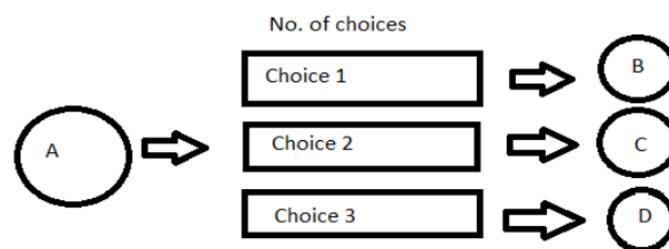


Figure 2.2 Certain condition met to go A to B of story in a game (Emergent Narrative) (as cited in Ansari, *et. al.*, 2022).

c. Evocative Narrative

This relies purely on the player's expertise. The creator's ingenuity facilitates comprehension of the story's theme. It is dependent on connections, memories, and imagination. The developer relies on the player, and the player relies on references inside the game that were not explained by the creator. Occasionally, players do not recognize the aspect added to the tale, and they also experience the game differently than the designer intended. The player narrates the game from their own point of view. Therefore, each time a player plays the game, they encounter and find new content.

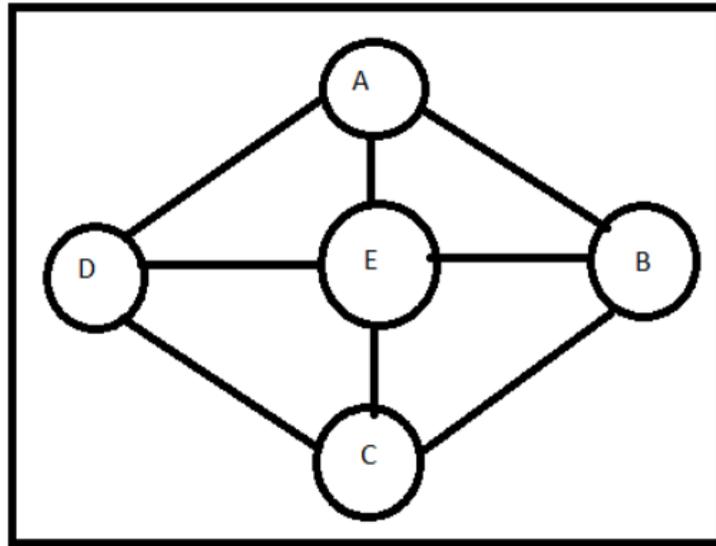


Figure 2.3 Free conditions to follow story in a game (Evocative Narrative) (as cited in Ansari, *et. al.*, 2022).

d. Enactive Narrative

Players' character development is essential for enacted stories. Using enacted narratives, story components such as power-upgrades and levelling up are portrayed. Typically, these tales occur in single-player games that emphasize character development. It simply includes the player and focuses on the gameplay rather than the plot.

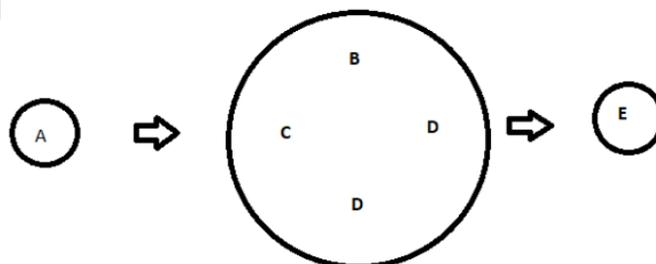


Figure 2.4 Certain condition met to go A to complete ending of story in a game (Inactive Narrative) (as cited in Ansari, *et. al.*, 2022).

B. Second Language Acquisition (SLA) Theory

Based on the theory of Second Language Acquisition (SLA), in order to acquire a new language, one does not need to make considerable use of the grammatical rules of the language being learned. The only thing that is required is for there to be meaningful interactions in the language, which in most cases focuses more on the message that is being conveyed than the grammatical norms and principles of proper speech. The ability to communicate effectively in a language can be obtained by exposing oneself to understandable input over an extended period of time, even in the absence of any previous instruction or training in the language's grammar or reading (Communication Theory, 2016).

Second Language Acquisition (SLA) is one main branch of Applied linguistics, which is well-known by the research and practices in other disciplines like Linguistics, Psychology, and Sociology. It is moderately a new and fresh area of research. Numerous studies on SLA have been done across the academic institutions. The field is still in a progressing stage, and "we are far from a complete theory of SLA, but there is development." (Krashen, 2018; VanPatten, 2017; Gass and Selinker, 2008:1) As an interdisciplinary field, SLA mainly seeks to investigate the acquisition of a new language beyond the mother tongue or L1. "Second Language Research is a far wider sub-branch than first language acquisition research since it comprises, not just the progressive aspects of first language acquisition, but all the aspects of the L2 user's language enclosed in other areas of linguistics and psychology" (Dornyei, 2013; Cook, 2002).

According to Mitchell et al. (2013) and Crystal (1997), Second Language (SL) can be well-defined as a non-native language that is broadly used for purposes of communication, commonly as a medium of education, government, or business. In other words, any language acquired after acquiring the mother tongue can be termed as a second language. The discipline of second language acquisition studies and developments in the learning of a second language after the mother tongue is acquired. Studies on the third language and fourth language and following languages are also included in second language acquisition (Gass and Selinker, 2008:8).

Fundamental to the understanding of the nature of SLA is an understanding of what it is that needs to be learned. Anderson et al. (2008) suggest that video games provide a realistic sociocultural context that favors second language learning. This is important for the player since video games will make them decide a critical decision during the gameplay, yet the storyline will be progressed due to their causes.

1. Interactive Learning

Interactive learning is particularly suited to learning languages. Having variation of learning styles allows people to progress at their own pace. This eventually will help students to gain fluency in oral skills and more language learning confidence. Most students are unaware of their preferred learning methods. Several times, students blend different learning styles to maximize their academic performance (Muluk et al., 2020).

Using games as a media to learning language can be considered as interactive learning. Games can be a medium in language learning, where learners will interact with the media. "It is impossible to nod off in class, according to Mazur, because active learning takes place rather than passive learning. " (*Harvard Graduate School of Education*, n.d.). Along with that, students will be motivated by games to interact with language and can also enjoy the process of learning.

Having an opportunity to experience newest way of learning will put student's motivation in a better place. This in line with the opinion of Dahliana (2019:78), who stated in her article that "motivating students to pay attention to the lesson and classroom activities is necessary for them to have a meaningful teaching and learning experience". This will result in the teacher will be motivated and work hard to create a quality lesson if the students are eager to learn.

2. Vocabulary

In regards of how the important vocabulary take place is, Amiruddin (2019) stated that the ability to fully comprehend English's grammar, word stress, and pronunciation is a requirement for speaking the language fluently. Additionally, they must possess a broad vocabulary in English because even someone with a good idea struggles to articulate it effectively due to a lack of vocabulary.

Without a question, vocabulary is the most crucial tool for learning a language. It makes no difference whether the language is a native tongue or a foreign one. The first and most crucial part of a learner's English learning is vocabulary; by understanding vocabulary, they will be able to communicate effectively both verbally and in writing. Furthermore, by having a large vocabulary,

students are expected to master four English skills: hearing, speaking, reading, and writing.

There are several explanations of various vocabulary terms. According to Schmitt (2008), vocabulary is a fundamental component of a language, which makes the acquisition of new words an important component of language teaching. This is in accordance with the assertions made by Meara (2000), who states that it is pointless for a learner to learn vocabulary if they are unable to comprehend the meanings of such terms. Based on Keraf's explanation in Wisma (2008), the definition of vocabulary is a list of words that is meant for distributing communication with other people.

The National Research Council (1998) put vocabulary development as a fundamental goal for college students within the early grades. Yip and Kwan (2006) in their study of "Online vocabulary games as a tool for teaching and learning English vocabulary" said that the learners playing online vocabulary games tend to learn more appropriately and will retain the new words for a extended period of time and retrieve more words compared to those who aren't supplied with vocabulary games. When it comes to studying English as a second language, vocabulary development is crucial (Nguyen & Khuat, 2005). Language should be learned in a meaningful context, according to the theory of second language acquisition (SLA), which is linked to society, culture, and life events (Eun & Lim, 2009).

Ke (2009) in their study entitled "a qualitative meta analysis of computer games as learning tools" concluded that the foremost impactful types or practices

of designing and utilizing instructional gaming would be resulted by carefully regulating and connecting the three parts of critical variables such as learning, learner, and instructional game design. It is necessary to appreciate the significance of acquiring a large vocabulary when studying a foreign language. It is a fundamental component that bridges the gap between the four abilities of speaking, listening, reading, and writing.

In order for students to be able to communicate effectively in a second language, they need to acquire not just a sufficient number of words but also how to correctly employ those words. The vast majority of students in Indonesia learn vocabulary in a non-active fashion due to a wide range of factors; this is despite the fact that they are aware of the significance of vocabulary in the process of language acquisition.

3. Vocabulary Development

The process of a person expanding the quantity of words that they use in their day-to-day conversations is referred to as vocabulary development. There are a lot of people who utilize websites, books and other media to grow their vocabulary, and doing either of those things can improve a person's capacity to communicate through spoken or written language (Language Humanities, 2022).

The acquisition of a second language's vocabulary is an important part of second language acquisition. The most crucial vocabulary development happens during the earliest phases of language acquisition, when the learner begins to collect a vocabulary in the new language. The usefulness of understanding synonyms and phrases with equivalent meaning improves as a person's proficiency in a language

grows. Any learner of a foreign language who plans to pursue an academic subject in that language must prioritize vocabulary development. A student may discover that acquiring a foreign language's vocabulary is one of the most difficult components of acquiring proficiency in that language. Students can choose from a variety of vocabulary-building tactics for a foreign language in order to fulfill this difficulty.

Stages of language development

Language development stages are an essential component of linguistics. From country to country, the importance of language in communication cannot be overstated (Hakim, 2018). The steps of person acquiring a language according to Hakim are:

a. Prelinguistic Development

The prelinguistic stage is the foundation of a child's language development. This stage begins at birth and continues for seven months. During childbirth, the baby's vocal tract occasionally resembles that of a chimpanzee more than that of an adult human. In particular, the tip of the velum covers or reaches the tip of the epiglottis. As the infant develops, the tract in the adult example gradually reshapes itself.

At the first or two months of life, a newborn child articulates distress with crying. Some non-reflexive, trouble-free sounds are articulated with a lowered velum and a closed or nearly closed mouth, creating the impression of a syllabic nasal or a nasalized vowel.

At 2 to 4 months, the newborn child starts expressing alleviation sounds. The soonest alleviation sounds possibly snorts or moans, with the later forms being vowel-like 'coos'. A child can laugh around three or four months later from birth.

At the age of 4 to 7 months, newborn children usually participate in 'vocal play.' They can produce different types of sounds such as friction noises, nasal murmurs, etc.

b. *Babbling Stage*

A newborn begins the babbling period at six months of age. A youngster may generate sounds utilizing their speech organs at this age. In addition, these children begin to produce prolonged sounds by opening and closing their jaws, lips, and tongue into syllable-like arrangements.

Children at this age make fricatives, affricates, and fluids seldom. In any case, initial vowels will be short and open in general. Occasionally, they generate [bababa], [nanana], etc.

Children's speech organs created random noises during the babbling stage. In addition, babbling and vocal play are produced when infants engage with their parents and relatives. During this period, a youngster makes a random assortment of noises that occasionally resemble its native language.

c. *Two-word stage*

When a youngster turns one or one and a half years old, the two-word stage begins. During this period, youngsters can speak one to two words. Simultaneously, children begin to develop their sound generating capabilities.

At the two-word stage, children obey some grammatical norms unconsciously in their sentences. At the conclusion of the two-word stage, a child can use inflections to describe an event through grammatical functions. By creating numerous sounds and arranging them into phrases, a kid completes the two-word stage.

d. *Telegraphic Stage*

At the age of 24 months to 30 months considered to be a child's telegraphic stage. During this time, children begin to produce expressions with more than two components, and their expressions are longer than two words and contain meaningful traits.

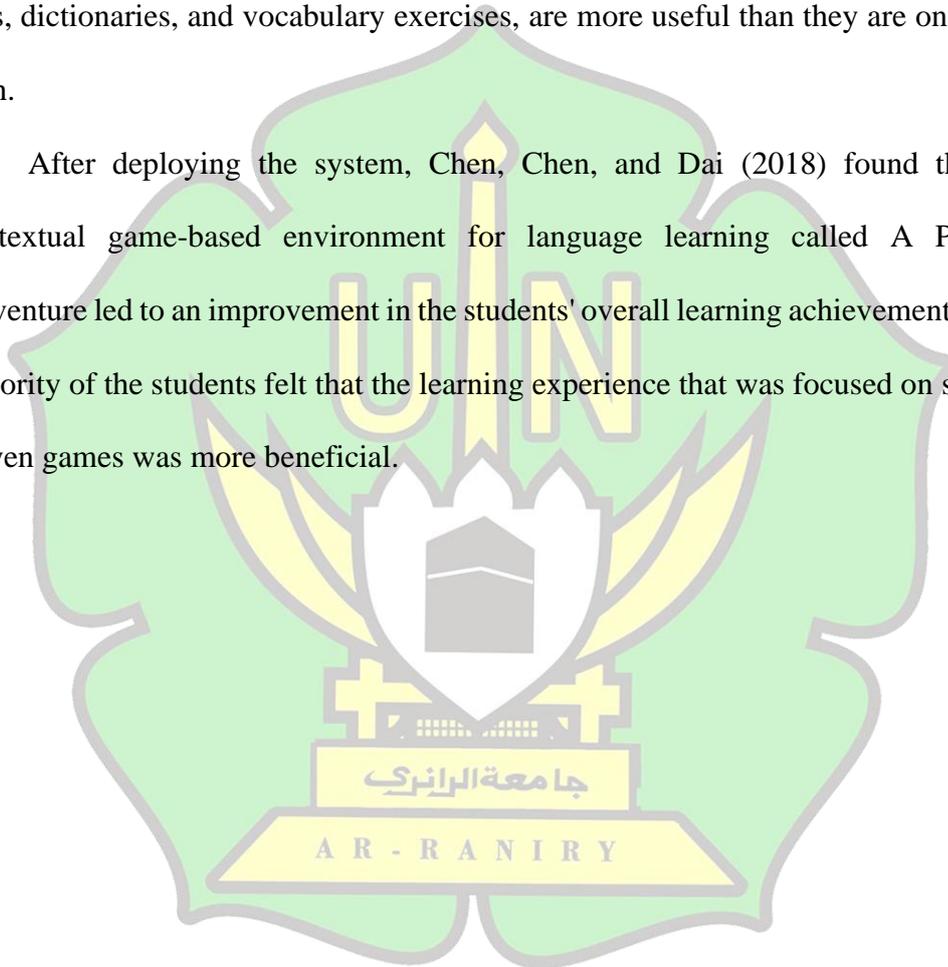
For instance, the little capacity words such as also, a, can, is, etc. are omitted; only the words that carry the essential message, i.e., the substance words, are used. Expressions such as feline stand on the table, what that, no stay here, etc., lack the potential for words. These phrases are known as the telegraphic stage. The telegraphic stage comprises merely morphemes and phrases that convey key semantic material.

C. Relevant Studies

Ashraf (2014) demonstrated that his study aimed to determine the impact of online games on EFL students' vocabulary knowledge. The result indicated that the experimental group significantly outperformed the control group in the post-test. Therefore, online games proved more effective for these students in learning English vocabulary.

Yudintseva (2015) demonstrated that game-enhanced learning offers a variety of useful tactics, such as language repetitions, contextual hints, interaction with native speakers and peers, and imagery, which may be used to practice and utilize second language vocabulary in an authentic setting. When paired with encounters with native speakers or with peers, certain tactics, such as using word lists, dictionaries, and vocabulary exercises, are more useful than they are on their own.

After deploying the system, Chen, Chen, and Dai (2018) found that a contextual game-based environment for language learning called A Planet Adventure led to an improvement in the students' overall learning achievement. The majority of the students felt that the learning experience that was focused on story-driven games was more beneficial.



CHAPTER 3

METHODOLOGY

The research approach that was utilized in this study is discussed in this chapter. The research design, participants, methods of data collecting, and methods of data analysis were the topics that were covered in this chapter.

A. Research Design

Creswell (2008), mentioned that research design is used to collect, analyze, and interpret data using quantitative and qualitative research. The researcher use a quantitative research design to find out the relation of using story driven games to improve students' vocabulary. According to Creswell (2009), Quantitative methods involve the processes of collecting, analyzing, interpreting, and writing the results of a study. Specific methods exist in both survey and experimental research that relate to identifying a sample and population, specifying the strategy of inquiry, collecting and analyzing data, presenting the results, making an interpretation, and writing the research in a manner consistent with a survey or experimental study.

This study's quantitative method was an experimental test. The experimental technique was chosen because this study required statistical analysis of the results in order to make reliable conclusions. Specific methods exist in both survey and experimental research that relate to identifying a sample and population, specifying the strategy of inquiry, collecting and analyzing data, presenting the results, making an interpretation, and writing the research in a manner consistent with a survey or experimental study.

The experimental technique was chosen because this study required statistical analysis of the results in order to make reliable conclusions.

B. Population

Population is a group of individuals who have the same characteristic (Creswell, 2012). A research population is typically a large group of people or things that are the primary focus of a scientific inquiry. The purpose of research is to benefit the population. SMK Negeri 1 Mesjid Raya has around 170 students at 10th grade as number of populations from different study program.

Due to the large size of populations, however, it is often too expensive and time-consuming for researcher to test every member of the population. This is the reason why researcher utilize sampling methods.

C. Sample

Sample is a component of the population elements. A sample refers to a subset of the population. The concept of sample stems from researcher' inability to test all individuals in a given population. The sample must be representative of the population from which it was drawn and large enough to allow statistical analysis. The main purpose of the sample is to allow researcher to conduct the study on individuals from the population so that the findings can be used to draw conclusions that apply to the entire population. It is similar to a give-and-take process. The population "gives" the sample and then "takes" conclusions from the sample's results. (Castilo, 2008).

Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population (Creswell, 2012). Etikan et al. (2016) also stated that the sample represents a percentage of the total population. This study's target demographic consists of Multimedia students at 10th grade from SMK Negeri 1 Mesjid Raya Aceh Besar.

This study used a non-random sampling method. Purposive sampling was utilized to acquire samples. Purposive sampling is a technique for determining specific criteria, according to Ilker (2016). This study's criteria are as follows:

1. Students from SMK Negeri 1 who are already familiar with using a computer.
2. Has a basic understanding of the English language.
3. Has access toward Computer Lab.

The study involved total 35 people of 10th grade students from the Multimedia Department of SMK Negeri 1 Mesjid Raya to sit on the proficiency test and employed participants in an experiment and a control group after the test.

D. Methods of Data Collection

According to Kabir (2016:202), "Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes".

Data collection techniques are usually said to be the activities of researcher to collect or collect several field data needed to answer research questions. In this study, researcher use the experiment as a source for data collection.

1. Experiments

Experimental research seeks to determine if a specific treatment influences an outcome. The researcher assesses this by providing a specific treatment to one group and withholding it from another and then determining how both groups scored on an outcome. Experiments include true experiments, with the random assignment of subjects to treatment conditions, and quasi-experiments that use nonrandomized assignments (Keppel, 1991).

The researcher decided to conduct a true experiment as a means of gathering data. So that the researcher may really observe students while they play games to improve their vocabulary and acquire new concepts of language. Data was gathered in pre-test and post-test phase which after the test were being analysed. Data is collected in such a way that the researcher could observe students' learning activities while they played the game.

E. Techniques of Data Analysis

Experiment

In the first step of the data analysis process, the researcher started an experiment that later be split into a pre-test phase and a post-test phase. 35 students were given the task of completing the pre-test phase first, and then the students are divided into two groups, one experimental and one control, with 18 students in experimental group and 17 students in control group. The control group did not participate in any training for the gaming activity. Participants in the experimental group were provided with the opportunity to use the computer in the multimedia room to play The Awesome Adventures of Captain Spirit, a game that was based

on story-driven.

Following the completion of the treatment, the participants were given the post-test, which was followed by the researcher collecting the results of the test so that they could be evaluated using Excel and SPSS program. The acquired findings from the two group later are compared with T-test model. According to Bevans (2020) a T-test is a statistical test that is used to compare the means of two groups. It is widely employed in hypothesis testing to assess whether a method or treatment actually has an effect on the population of interest, or whether two groups are distinct from one another.

F. Statistical Hypotheses

A hypothesis is a prediction made by the researcher regarding the expected result of relationships between variables. The purpose of the hypothesis testing in this study was to determine whether or not there was an impact of story-driven games as an application to improve students' vocabulary. When a hypothesis is employed, null and alternative hypotheses are used (Creswell, 2013). So, the writer employed paired and independent T-Test to prove the following hypotheses:

Ho : Story-driven games does not have an impact to improve vocabulary performance on students of the first-grade student of SMKN 1 Mesjid Raya.

Ha : Story-driven games have an impact to improve vocabulary performance on students of the first-grade student of SMKN 1 Mesjid Raya.

CHAPTER 4

RESULTS AND DISCUSSION

The purpose of this chapter is to answer the research questions posed in the introduction by providing an overview of the study's findings and a discussion of those findings.

A. Data Findings

To address the first research question, data is specified and processed using descriptive statistical procedures, which are then combined into two types of T-tests: independent and paired sample T-tests. This section describes the full data analysis process in depth.

B. Validity Test and Reliability Test

1. Validity Test

Validity, as defined by Sugiyono (2014), is the degree of accuracy that exists between the data that happens in the object of study and the power that may be reported by the researcher. The data are considered valid if there is no difference between the data provided by the researcher and the real data that occurred on the object of the research being studied. In order to test the validity of each item, analysis was utilized. Analysis correlates the scores of each item with the total score, which is the sum of the scores of each item.

If the r-count value is greater than the r-table value and the significance value is less than 0.05, the statement instrument is valid.

r-table for 40 respondents $DF-2 = 40-2 = 38$ is 0.3120

Table 4.1

Table of validity test results

Indicator	R-Count	Significance	R-Table	Sig.	Explanation
Question_1	0.532	0.000	0.312	0,050	Valid
Question_2	0.377	0.016	0.312	0,050	Valid
Question_3	0.508	0.001	0.312	0,050	Valid
Question_4	0.668	0.000	0.312	0,050	Valid
Question_5	0.592	0.000	0.312	0,050	Valid
Question_6	0.577	0.000	0.312	0,050	Valid
Question_7	0.355	0.024	0.312	0,050	Valid
Question_8	0.619	0.000	0.312	0,050	Valid
Question_9	0.732	0.000	0.312	0,050	Valid
Question_10	0.592	0.000	0.312	0,050	Valid
Question_11	0.465	0.002	0.312	0,050	Valid
Question_12	0.485	0.002	0.312	0,050	Valid
Question_13	0.382	0.015	0.312	0,050	Valid
Question_14	0.451	0.004	0.312	0,050	Valid
Question_15	0.485	0.001	0.312	0,050	Valid
Question_16	0.624	0.000	0.312	0,050	Valid
Question_17	0.414	0.008	0.312	0,050	Valid
Question_18	0.382	0.015	0.312	0,050	Valid
Question_19	0.377	0.016	0.312	0,050	Valid
Question_20	0.414	0.008	0.312	0,050	Valid
Question_21	0.577	0.000	0.312	0,050	Valid
Question_22	0.618	0.000	0.312	0,050	Valid
Question_23	0.400	0.010	0.312	0,050	Valid
Question_24	0.451	0.004	0.312	0,050	Valid
Question_25	0.484	0.002	0.312	0,050	Valid

2. Reliability Test

The degree to which a test is consistent and steady in measuring what it is designed to measure is what is meant to be referred to as the reliability of the test.

The reliability of a test is determined by examining its ability to produce consistent and repeatable results. The statement of variable is considered reliable if Cronbach's Alpha is more than 0,60.

Table 4.2

Table of reliability test results

Reliability Statistics	
Cronbach's Alpha	N of Items
.868	25

C. Assumption Test Result

1. Normality Test

In order to qualify for and decide whether or not to proceed to the next phase of testing, which is the statistical analysis hypothesis test, both parametric and nonparametric, an assumption test needs to be carried out. The normality test is one of the assumption tests that are included in this study. A normality test is carried out with the intention of determining, through the utilization of statistical methods, whether or not the data population is normally distributed. In this particular investigation, Kolmogorov Smirnov was utilized to carry out a comparison of the distribution of data to be tested for normality with the standard normal distribution.

Table 4.3

Table of normality test results

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Class		Statistic	df	Sig.	Statistic	df	Sig.
Vocabulary Test	Pre-Test Experiment Group	.210	18	.034	.905	18	.071
	Post-Test Experiment Group	.195	18	.069	.883	18	.029
	Pre-Test Controlled Group	.221	17	.027	.889	17	.045
	Post-Test Controlled Group	.199	17	.073	.903	17	.077

a. Lilliefors Significance Correction

Test of normality was using Shapiro-Wilk method due to the number of samples are lesser than 50. The significance value of normality test of the entire variable are more than 0.05 and can be concluded as distributed normally.

2. Homogeneity Test

Table 4.4

Table of pre-test homogeneity test results

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Pre-Test	Based on Mean	.002	1	33	.969
	Based on Median	.000	1	33	.997
	Based on Median and with adjusted df	.000	1	33.000	.997
	Based on trimmed mean	.008	1	33	.929

The significance value from homogeneity test of Levene method based on mean is 0.969 or larger than 0.05 which mean the research are distributed as homogeneity.

Table 4.5

Table of post-test homogeneity test results

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Post-Test	Based on Mean	.125	1	33	.725
	Based on Median	.088	1	33	.768
	Based on Median and with adjusted df	.088	1	33.000	.768
	Based on trimmed mean	.171	1	33	.682

The significance value from homogeneity test of Levene method based on mean is 0.725 or larger than 0.05 which mean the result of research data are distributed as homogeneity.

D. Hypothesis Testing

The hypothesis in this study is that "Story-driven games have an impact to improve vocabulary performance on students of the first-grade student of SMKN 1 Mesjid Raya". This hypothesis is the alternative hypothesis (H_a). The alternative hypothesis was substituted for the null hypothesis (H_0) to test the hypothesis. The null hypothesis (H_0) is "Story-driven games does not have an impact to improve vocabulary performance on students of the first-grade student of SMKN 1 Mesjid Raya."

To determine the significant impact of story-driven games on students'

vocabulary, hypothesis testing was carried out using the Paired and Independent T-test method. The following table shows the analysis' findings:

1. Paired Sample T-Test

Table 4.6

Table of experimental group paired sample t-test results

Paired Samples Statistics (Experimental Group)					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Experimental Group	69.7778	18	10.46875	2.46751
	Post-Test Experimental Group	77.3333	18	12.57448	2.96383

According to the test results, the average post-test score of the experimental class is 77.3333, while the average pre-test score is 69.7778. When comparing the two data sets, this test yields a higher score. The post-test value is greater than the pre-test value.

Table 4.7

Table of significance result of experimental group paired sample t-test results

Paired Samples Test (Experimental Group)							t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test - Post-Test	7.55556	7.74765	1.82614	11.40837	3.70274	4.137	17	.001

Based on the paired sample test output table, it is known that the significance value of the pre-test variable with the experimental class post-test is $0.001 < 0.050$, and the t-count value is 2.313, greater than the t-table (2.10092). As the basis for decision-making in the paired sample t-test can be concluded that H_0 rejected H_a is accepted. Thus, it can be concluded that there is a significant difference between the average of the pre-test variables and the post-test of the experimental class due to the treatment that involved the students themselves.

Table 4.8

Table of controlled group paired sample t-test results

Paired Samples Statistics (Controlled Group)					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 2	Pre-Test Controlled Group	68.7059	17	9.71960	2.35735
	Post-Test Controlled Group	68.4706	17	12.56044	3.04635

According to the test results above, the average post-test score for the control class is 68.7059, while the average pretest score is 68.4706. Comparing the two scores implies that the post-test score is not higher than the pretest value.

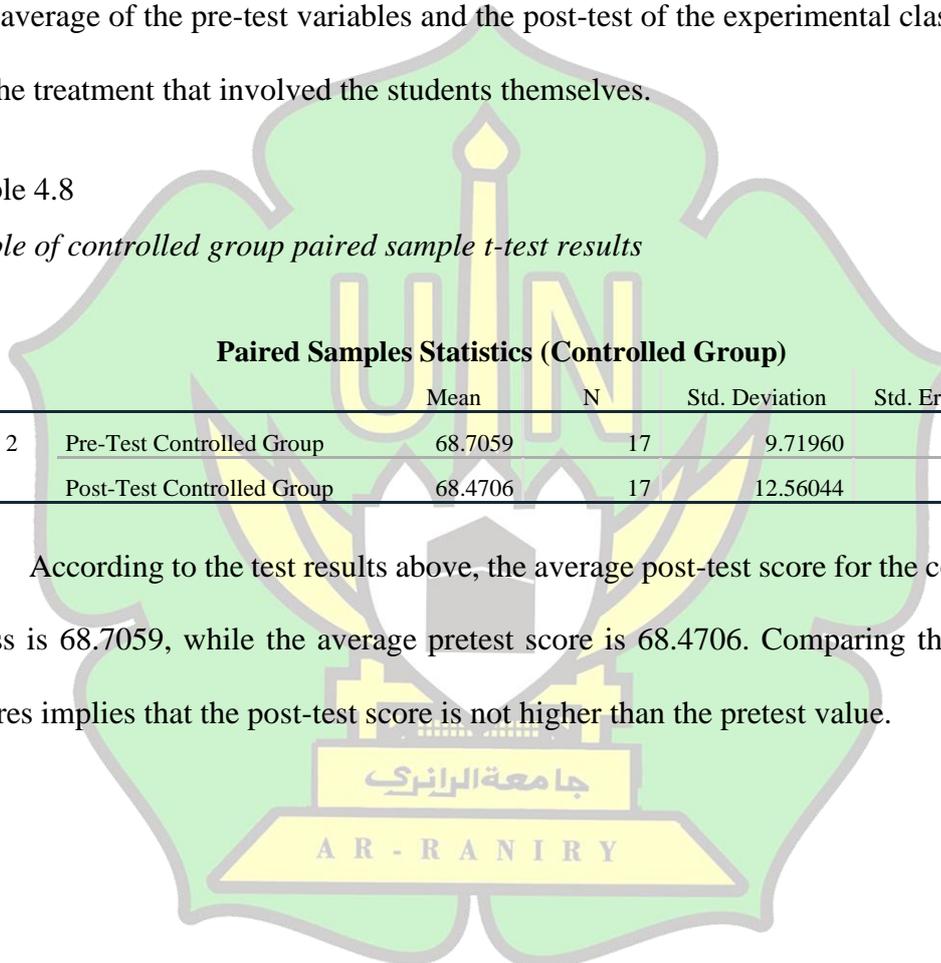


Table 4.9

Table of significance result of controlled group paired sample t-test results

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 2	Pre-Test Controlled Group - Post- Test Controlled Group	.23529	9.32423	2.26146	-4.55878	5.02937	.104	16	.918

According to the output table of the paired sample test, the significant value of the pre-test variable with the control class post-test is $0.004 < 0.050$, and the t-count value of 0.104 is less than the t-table value (2.10092). As a result of the paired sample t-test, it is possible to conclude that H_0 is accepted and H_a is rejected. Thus, there is no significant difference between the control group's average pre-test variable and the control group's post-test variable.

2. Independent Sample T-Test (Pre-test)

Table 4.10

Table of pre-test result of experiment group and controlled group

		Group Statistics			
Group		N	Mean	Std. Deviation	Std. Error Mean
Pre-Test	Experiment Group	18	69.7778	10.46875	2.46751
Results	Controlled Group	17	68.7059	9.71960	2.35735

Based on the given output table, it is known that there are 35 samples of data. The experimental class pre-test data had an average score of 69.7778, while the control class pre-test data had an average score of 68.7059. According to statistics, there is a little difference in the average outcomes between the control class pre-test score and the experimental class pre-test score. Furthermore, in order to determine whether the difference is significant, we must interpret the results of the independent sample test as follows.

Table 4.11

Table of significance pre-test result of experiment group and controlled group

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pre-Test	Equal	.061	.807	.313	33	.756	1.07190	3.42003	-5.88621	8.03000
Results	variances assumed									
	Equal			.314	32.992	.755	1.07190	3.41258	-5.87111	8.01490
	variances not assumed									

Based on the output table of the independent sample test, it is known that the significance value is $0.756 > 0.050$. Hence the foundation for making decisions in the independent sample t-test is that H_0 is accepted and H_a is refused. As a result, there is no statistically significant difference between the average data of the

experimental class's pre-test value and the data of the control class's pre-test value. This is consistent with the researcher's sample selection criteria, which stated that the student's abilities before treatment showed equal potential.

3. Independent Sample T-Test (Post-test)

Table 4.12

Table of post-test result of experiment group and controlled group

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Post-Test	Experiment Group	18	77.3333	12.57448	2.96383
Results	Controlled Group	17	68.4706	12.56044	3.04635

Based on the given output table, it is known that there are 35 samples of data. The average score of the experimental class post-test data was 77.3333, while the average value of the control class post-test data was 68.4706. Hence, statistics can be used to deduce that there is a difference in the average value of the control class post-test results and the experimental class post-test. Furthermore, to determine whether the difference is significant, we must interpret the results of the independent sample test as follows:

Table 4.13

Table of significance post-test result of experiment group and controlled group

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post-Test Results	Equal variances assumed	.003	.960	2.085	33	.045	8.86275	4.25039	.21527	17.510 22
	Equal variances not assumed			2.085	32.890	.045	8.86275	4.25025	.21446	17.511 03

Based on the independent output table of the sample test, it is known that the significant value is $0.045 < 0.050$, therefore it can be determined that H_0 was rejected and H_a was accepted as the foundation for decision making in the independent sample t-test. As a result, there is a significant difference in post test score data between the average experimental class and the control class.

These findings are consistent with the researcher' expectations and the abilities of students in the experimental group who got treatment. This therefore supports the hypothesis that the students who were exposed to a treatment had a higher average post-test result than those not exposed to the treatment, as there was no significant difference between the pre-test scores. In terms of Post-test results, the treatment in the form of story-based game playing activities can outperform the control group. This is a promising sign that using story-driven games as a learning

medium will help students at SMK Negeri 1 Mesjid Raya enhance their English vocabulary acquisition skills.

E. Discussion

Based on the study's results, the analysis results were acquired to answer the one research question. The data description of the students' test result was used to answer the research question about does story-driven games improve first grade students' vocabulary at SMKN 1 Mesjid Raya.

The research question was answered by conducting a t-test on the pre-test and post-test scores of both groups. The results showed that there was no significant difference between the two groups in the pre-test, indicating that they had similar levels of vocabulary knowledge before the intervention. However, there was a significant difference between the two groups in the post-test, indicating that the experimental group improved their vocabulary knowledge more than the control group after playing the story-driven game. This finding suggests that using story-driven games can be an effective way to enhance students' vocabulary learning.

According to the analysis of the final phase of the student vocabulary test from SMKN 1 Mesjid Raya's Multimedia first-grade students, the experimental group has an average score of 77.3333, whereas the control group's post-test data has an average score of 68.4706. As a result, students who receive the treatment of playing story-driven games titled "The Awesome Adventures of Captain Spirit" had a higher total score than those who do not receive the treatment. This demonstrates that playing story-driven games can boost students' vocabulary results.

The outcomes found here concur with those discovered by Ashraf (2014). The

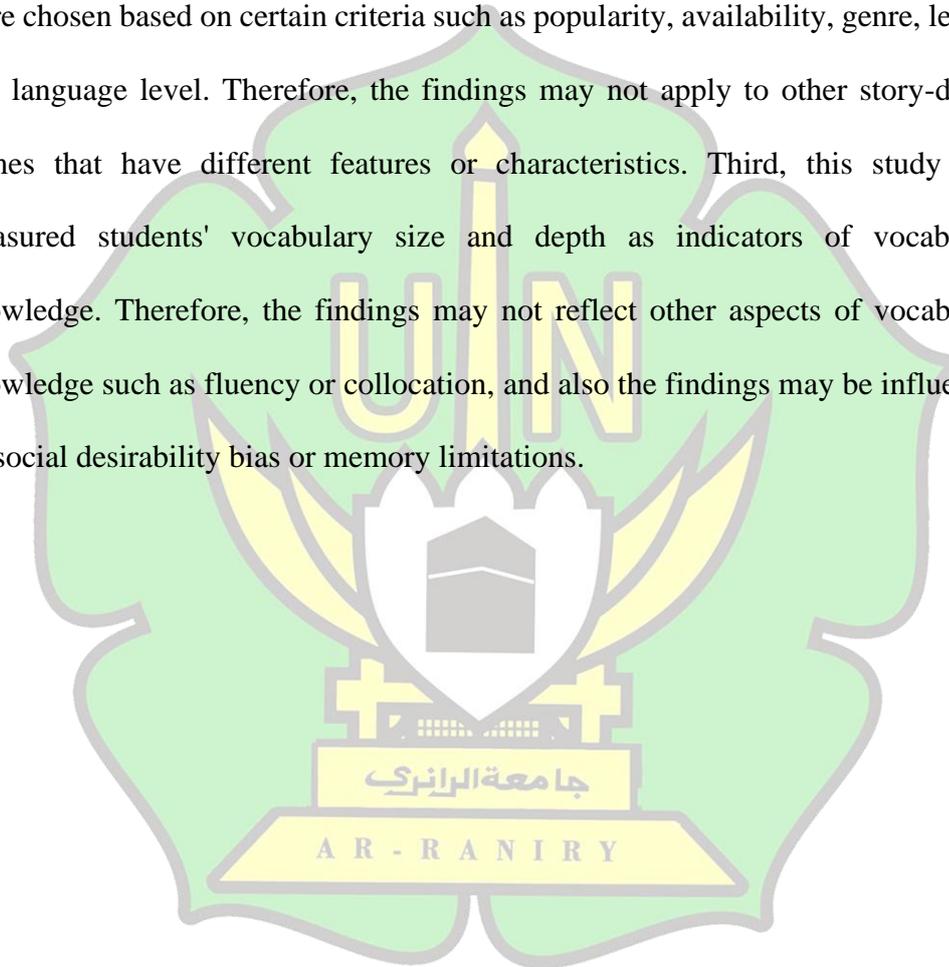
study showed that participants in the experimental group who got treatment by playing games showed enhanced levels of performance in their vocabulary capabilities. This research is noteworthy because it shows how playing games can be a powerful tool to enhance learning.

Also, these findings are in line with those from Yudinseva (2015). Interactive learning promotes better performance as compared to more traditional methods of learning, as it encourages learners to be more engaged and motivated in the process. Various tactics offered in story-driven games provide the opportunity for learners to explore their learning objectives in a more realistic environment, as opposed to the abstract concept of learning within a static textbook.

The Awesome Adventures of Captain Spirit provides a contextual game-based that was related to research from Chen, Chen, and Dai (2018). Contextual game based is developed by incorporating the inquiry-based learning contexts from the story and activity in the game itself in order promoting students' learning performance in vocabulary test. The teacher felt that the game enabled her students to develop a better understanding of the content due to the engaging nature of the story and its interactive components.

Researcher also believe that story-driven games can be quite time consuming, as they require more effort to design and create than other teaching materials. Although there are potential risks with story-driven games, such as the potential for students to get lost in the narrative, these can be addressed through careful design and planning. Furthermore, they also need to be regularly updated with new content in order to keep students engaged.

However, this study also has some limitations that need to be acknowledged. First, our sample size was relatively small (N=35) and consisted of 10th grade students from Multimedia department who had basic level of English proficiency. Therefore, researcher findings may not be generalizable to other populations or proficiency levels. Second, this study only examined one story-driven game that were chosen based on certain criteria such as popularity, availability, genre, length, and language level. Therefore, the findings may not apply to other story-driven games that have different features or characteristics. Third, this study only measured students' vocabulary size and depth as indicators of vocabulary knowledge. Therefore, the findings may not reflect other aspects of vocabulary knowledge such as fluency or collocation, and also the findings may be influenced by social desirability bias or memory limitations.



CHAPTER 5

CONCLUSION AND SUGGESTION

A. Conclusion

According to the results of the study, playing story-driven games can be an efficient way to improve one's vocabulary. The findings to date suggest that story-driven games are helpful in the process of vocabulary acquisition. This is because these games create an environment that is both interactive and motivating, one in which students can easily and unconsciously interact with the information being presented to them, and also because these games present students with challenges and demands while they are engaged in the game. Because the participants are eager to achieve the goals set out for them, they are successful in learning the new vocabulary through playing the games. Because they are so engrossed in the games, they do not even notice that their vocabulary is expanding as a result of playing them.

Moreover, based on the average value of the pre-test and the post-test values in the experimental class, it can be seen that there is a significant increase in learning outcomes, which indicates an increase in students' understanding of vocabulary mastery by using story-driven games. This can be deduced from the fact that there is a significant difference between the pre-test and post-test values in the experimental class. The outcomes of the experimental group performed significantly better than those obtained by the control group.

But, most importantly, schools might evolve and become more receptive to a new possible teaching medium that could enable a more democratic and student-centered approach. Students would be able to engage in their own individualized learning processes if more digital and innovative learning techniques were introduced, allowing them to build information and skills at their own speed and capacities. Teachers would be able to tailor lessons to students' needs and interests if more digital resources were available.

Furthermore, the teacher's position would evolve from that of an instructor to that of a facilitator and coach, guiding students through the process of self-discovery and learning.

B. Suggestion

On the basis of the conclusion of the study, there are a few recommendations that can be made that are anticipated to be utilized for teaching and learning English, particularly with regard to strengthening students. These recommendations are as follows:

a. School

For institutions or schools, it is important to provide story-driven games as teaching media. Story-driven games can be an effective educational tool, as they help students engage with the content in a more interactive way. It needs the help of the school to have a well-designed infrastructure and program in order to be able to integrate story-driven games into their curriculum. For this to be successful, school administrators need to invest in appropriate technology and provide ongoing staff training to ensure their

teachers have the skills and knowledge to effectively use story driven games as a teaching tool.

b. Teacher

English is often viewed as both a challenging and tedious subject by many students. As a result, in order to shift their students' perspectives, teachers need to get innovative with the strategies they employ. Vocabulary instruction should employ a strategy that engages and inspires its students. The results of this research show that employing story-driven games to teach vocabulary can help teachers foster an entertaining and engaging classroom setting that motivates children to learn.

Teachers of English should be creative in their own freedom, but they should also take into account their students' unique personalities and tailor their lessons and activities to each student's learning style, such as by providing a variety of games that students may enjoy and which may arouse their interest in the subject. Aside from boosting student interest, this method of vocabulary learning also promotes the growth of transferable abilities like problem solving and critical thinking. Motivating students to study English is another important role for teachers.

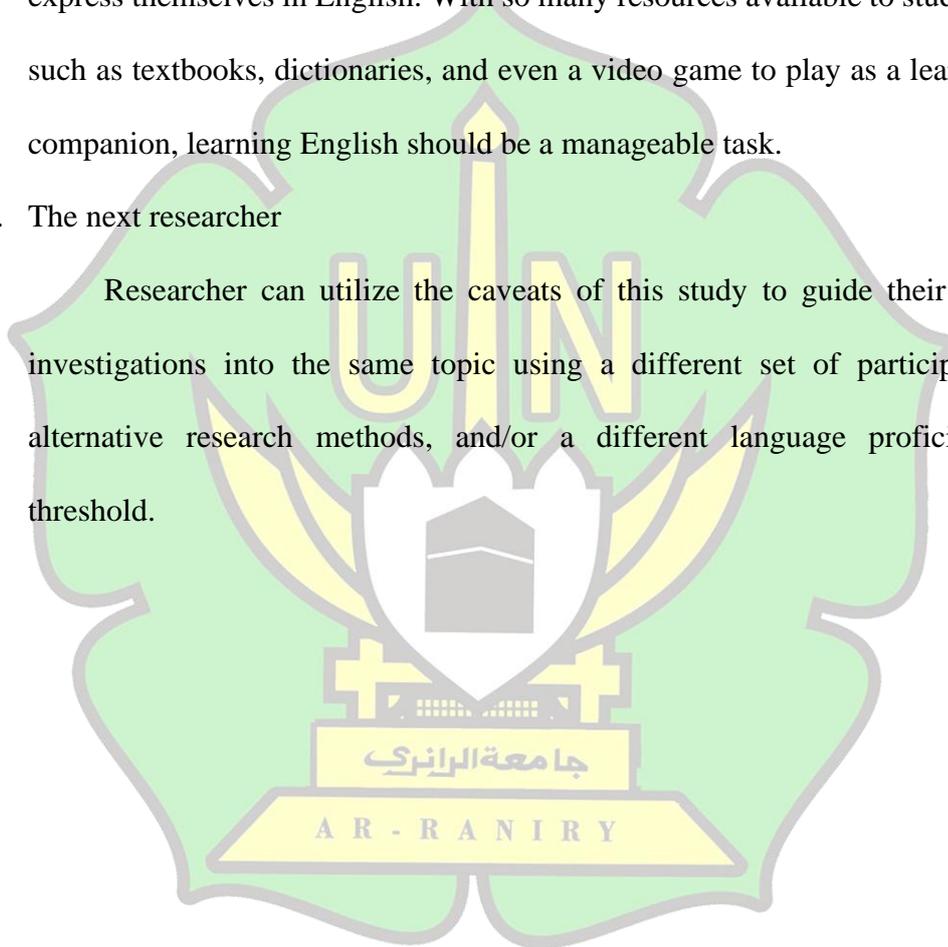
c. Student

Students should be enthusiastic about learning English because it is one of the most widely spoken languages in the world and offers excellent chances for students in vocational programs to complete internships in other countries. Students can gain confidence in their language skills and a better

understanding of the world's cultures by having the opportunity to learn with their preferred media. Furthermore, knowledge of English is seen as a valuable skill by employers, making students more competitive when it comes to securing employment opportunities. Students also need to be fearless and confident when expanding their vocabulary and using it to express themselves in English. With so many resources available to students, such as textbooks, dictionaries, and even a video game to play as a learning companion, learning English should be a manageable task.

d. The next researcher

Researcher can utilize the caveats of this study to guide their own investigations into the same topic using a different set of participants, alternative research methods, and/or a different language proficiency threshold.



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APPENDICES

Appendix A: Appointment Letter of Supervisors



SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B - 4448/Un.08/FTK/KP.07.6/03/2023

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-11794/Un.08/FTK/KP.07.6/9/2022** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal **06 Juli 2022**
- Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-11794/Un.08/FTK/KP.07.6/9/2022** tanggal **6 September 2022**
- KEDUA : Menunjuk Saudara:
1. Dr. Safrul Muluk, M.A Sebagai Pembimbing Pertama
2. Mulia, S.Pd.I., M.Ed. Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
Nama : **Agha Zafir Mubarak**
NIM : **180203202**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Story Driven Games: An Application to Improve Students' Vocabulary**
- KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;
- KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023
- KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 10 Maret 2023

Dekan,

Safrul Muluk

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk ditaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip

Appendix B: Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to Conduct Field Research



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-14428/Un.08/FTK-I/TL.00/11/2022
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Kepala Cabang Dinas Pendidikan Wilayah Kota Banda Aceh dan Aceh Besar
2. Kepada Kepala Sekolah SMK NEGERI 1 Masjid Raya Aceh Besar

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **Agha Zafir Mubarak / 180203202**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Perumnas Ujong Batee

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **Story Driven Games: An Application to Improve Students' Vocabulary**

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 07 November 2022
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



Habiburrahim, M.Com., M.S., Ph.D.

*Berlaku sampai : 31 Desember
2022*

Appendix C: Recommendation Letter from The Education Office to Conduct Field Research



PEMERINTAH ACEH
DINAS PENDIDIKAN
**CABANG DINAS WILAYAH KOTA BANDA ACEH
DAN KABUPATEN ACEH BESAR**

Alamat: Jalan Geuchik H. Abd. Jalil No. 1 Gampong Lamlagang, Kec. Banda Raya, Kota Banda Aceh KodePos: 23239
Telepon: (0651) 7559512, Faksimile: (0651) 7559513 7559513, E-mail : cabang.disdik1@gmail.com

REKOMENDASI

Nomor: 421.3/3100

Kepala Cabang Dinas Pendidikan Wilayah Kota Banda Aceh dan Kabupaten Aceh Besar dengan ini memberikan Rekomendasi kepada :

Nama : Agha Zafir Mubarak
NPM : 180203202
Judul : Story Driven Games: An Application to Improve Students' Vocabulary

Untuk Melakukan Penelitian Ilmiah dalam rangka penulisan skripsi di SMK Negeri 1 Mesjid Raya Kabupaten Aceh Besar, Sesuai dengan surat dari Wakil Dekan Bidang Akademik dan Kelembagaan Universitas Islam Negeri Ar Raniry Banda Aceh Nomor : B-14428/Un.08/FTK-I/TL.00/11/2022, tanggal 08 November 2022.

Demikianlah Rekomendasi ini dikeluarkan untuk dapat digunakan sebagaimana mestinya.

Banda Aceh, 10 November 2022

KEPALA CABANG DINAS PENDIDIKAN
WILAYAH KOTA BANDA ACEH DAN
KABUPATEN ACEH BESAR,

SYARWAN JUNI, S.Pd., M.Pd

Pembina Tingkat I

NIP. 19730505 199803 1 008

Appendix D: Research Instrument (Pre-Test and Post-Test)

Pre-Test

Name:

A. Translate the list of words below into Bahasa Indonesia

1. Wood:	2. Give:
3. Adventure:	4. Cook:
5. Snow:	6. Toy:
7. Open:	8. Exit:
9. Walk:	10. Grab:
11. Winter:	12. Get Up:
13. Dirty:	14. Throw:
15. Pick:	16. Take:
17. Clean:	18. Move:
19. Look:	20. Wash:

B. Choose the best answer!

1. You should (turn on / destroy) the light switch.
2. Please (wash / throw) your clothes!
3. I must (grab / wear) the cape to defeat that monster!
4. You have (amazing / ordinary) powers, why don't you join our team?
5. I can feel the energy (flow / leave) through me... I have the power!

Post-Test

Name:

A. Translate the list of words below into Bahasa Indonesia

1. Snow:	2. Take:
3. Move:	4. Wash:
5. Wood:	6. Toy:
7. Look:	8. Exit:
9. Throw:	10. Give:
11. Winter:	12. Pick:
13. Dirty:	14. Walk:
15. Get Up:	16. Grab:
17. Clean:	18. Adventure:
19. Open:	20. Cook:

B. Choose the best answer!

1. You should (turn on / destroy) the light switch.
2. Please (wash / throw) your clothes!
3. I must (grab / wear) the cape to defeat that monster!
4. You have (amazing / ordinary) powers, why don't you join our team?
5. I can feel the energy (flow / leave) through me... I have the power!

Appendix E: Output Data of Coefficient Calculations

Data of Validity Test and Reliability Test

Nama	Soal_1	Soal_2	Soal_3	Soal_4	Soal_5	Soal_6	Soal_7	Soal_8	Soal_9	Soal_10	Soal_11	Soal_12	Soal_13	Soal_14	Soal_15	Soal_16	Soal_17	Soal_18	Soal_19	Soal_20	Soal_21	Soal_22	Soal_23	Soal_24	Soal_25	Skor_Total
Ramadhana Yusuf	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	23
Risky Aulya	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	21
Muhammad Riski S	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	23
Salfa Al Zahra	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
Nur Rahma Hijrianti	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	23
Asriyatul Husna	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
Muhammad Riski S	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	23
Muhammad Nur	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
Ria Aulia Risky	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	22
Nisa Salsabila	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	23
Irwansyah	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
Dhea Maulidia	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	24
Nassya Effendi	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	23
Aldi Azwanda	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	23
T. Sidqi Al-Farisy	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
M. Faiz Alamul Huda	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	23
Afifa Tahirah	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	22
Rizki Savutra	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
Nisaul Humaira	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	23
Hanif Ramadhan	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	22
M. Rifqi	0	1	0	1	0	0	1	0	0	0	0	0	1	0	0	0	1	1	1	1	0	0	0	0	0	8
M. Rifqi	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
Ulhamdi	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	24
Nur Ameliana	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	22
Ananda Syahfitri Manik	1	1	1	0	1	0	0	1	1	1	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	10
Aila Azura	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24
Lisda Yana	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	22
Yahmadini	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23
Fitria	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	24
Nurul Oya	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
Akbar Aulia	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
Nurindah Risky	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	23
Luthfi Agus Tarina	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	22
Ammar	0	0	0	0	0	1	1	0	0	0	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	14

Syauci Syarif	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	23
Akram	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	23
Makhfirah	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	23	
Putri Balqis	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	24	
Syifayana	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	
Ulfa mulida	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	23	



Output of Pre-Test and Post-Test

Experiment Group

Nama	Pre-Test	Post-Test
ANNISA HUMAIRA	88	88
CUT MIRNA MUJAHIDAH	68	92
DARVIA NAYLA	72	92
FARINA ANINTIA	76	84
FAUZAN ADI MAWAL	48	52
M. HARRIS	64	72
NAJUA	76	80
NANDA NADILLA	68	56
NOVRI SAPUTRA	68	76
NUR DEWI	72	88
NURUL EL HIDAYAH	76	80
OVA OLVIKA WATI	52	60
RINA AGUNG MAHARANI	72	76
RUHUL JADID	84	88
SAFIRA FARHAH	72	80
T. SUHENDRI FATAHILLAH	52	60
TEGUH PRAYOGA	72	80
WILYA ASFANI	76	88

Controlled Group

Nama	Pre-Test	Post-Test
AIDILA AZKIA	60	72
ALBAR RIZKI	80	80
BALQIS RATU JAFIER	52	52
CUT SAFIRA MUSTAKILLA	80	60
DILLA FADILLA	48	36
FADILA AMANDA	76	72
FRIZJA PUTRA UTAMA	76	72
KHAIRA ULFIA	60	60
M. NUR MAULANA	72	84
RAFIQUL RIZKI	72	56
REVY WANDIRA SARI	76	80
RIZKINA ZAKIA	76	76
SITI UMMAIRAH	64	72
SUHAILA ULVIYAH	76	80
SULHTAN IBNU RASHYA	68	80
SYAWAL RIZKINA AL FARISI	72	68
ZULFAHMI	60	64

Appendix F: Gameplay Screenshots from The Awesome Adventures of Captain Spirit



Figure 1 As an introduction to the mechanic, the game itself allow player to choose what they prefer.



Figure 2 The player choose to draw mask



Figure 3 Various camera angle appeared in the game which makes it fun to watch



Figure 4 Player choose to draw a colorful hero character



Figure 5 This game follows Chris Erikson, an innocently charming nine-year-old, and his fictional alter ego Captain Spirit as he copes with his mother's death.



Figure 6 A third person view was the angle of this game



Figure 7 Every corner was worth to look at, player might find something interesting



Figure 8 The main character will react towards the object and give some comment about it



Figure 9 Every object may lead into something interesting



Figure 10 A triggered action will attract player curiosity and stick into the game



Figure 11 The game focuses on the relationship between a boy with extraordinary imagination and his emotionally distant father.



Figure 12 Every dialog requires focus

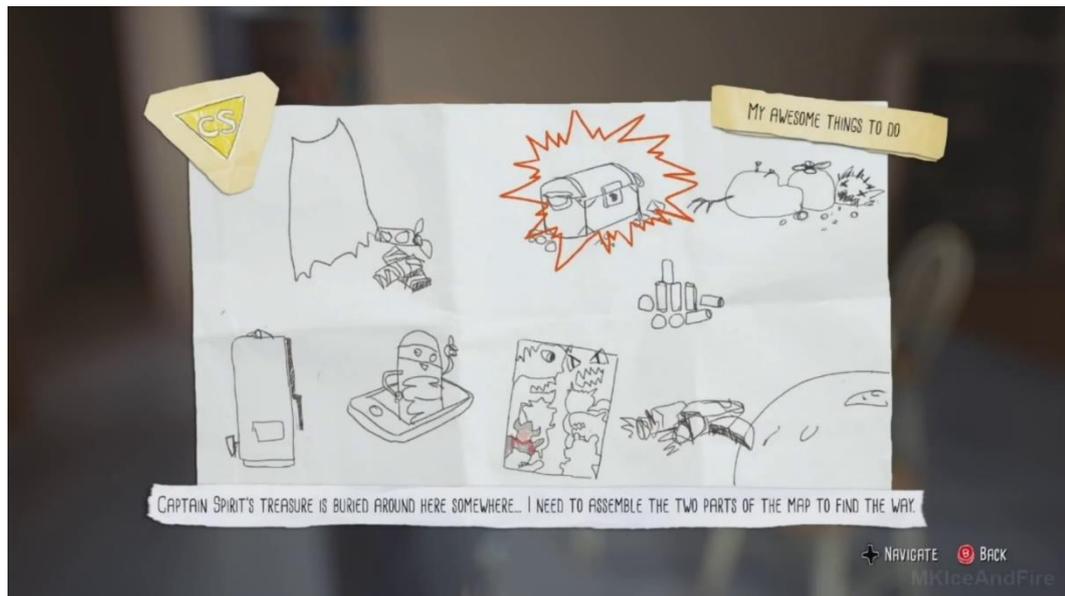


Figure 13 There are objectives for player to complete



Figure 14 Doing a laundry is one of them

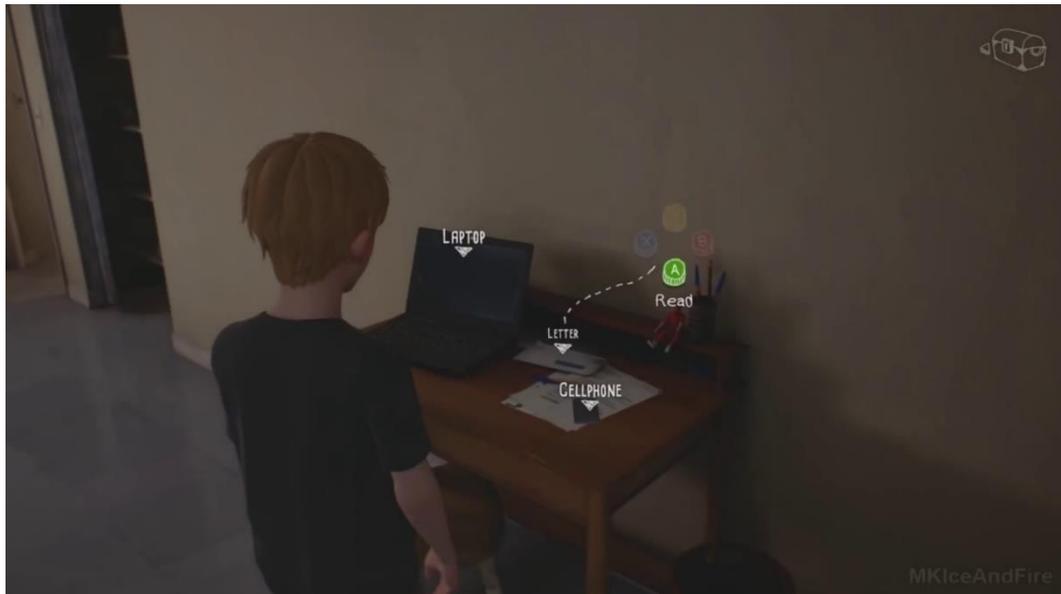


Figure 15 Even reading a letter is an important task

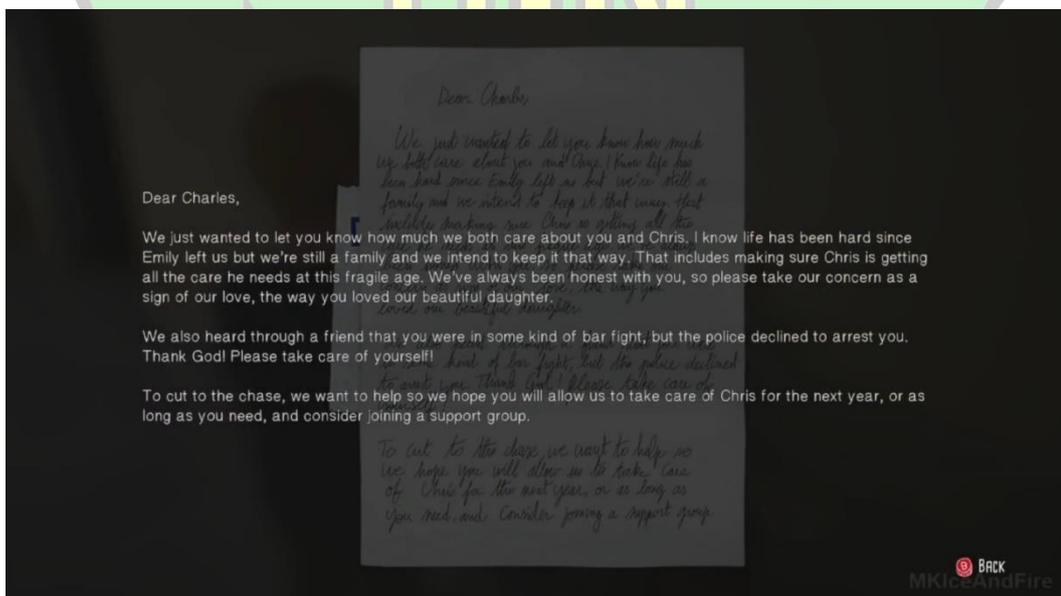


Figure 16 This pop-up text gives an information about what happened in this game



Figure 17 Chris has his imagination and the story is worth watching



Figure 18 Every action will provide an understanding how it will react

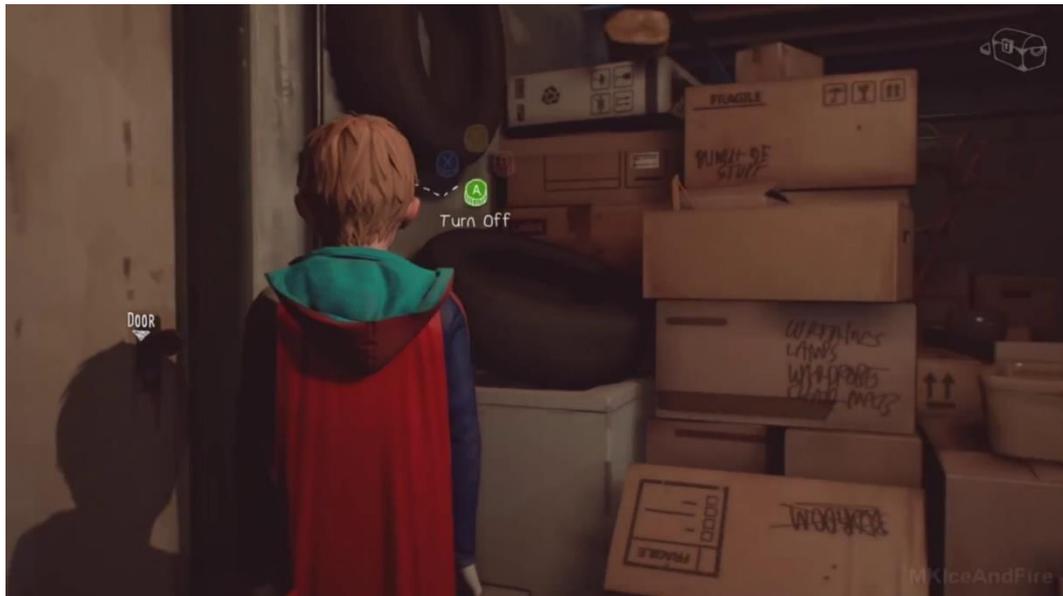


Figure 19 Player may gain basic vocabulary by just doing simple task like turning on the light.



Figure 20 Conflict is an integral part of any game, creating suspense and excitement as players strive to reach their goals

AUTOBIOGRAPHY

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