

**THE USE OF PHANTASY QUEST VIDEO GAME IN TEACHING ACTIVE
VOCABULARY: AN EXPERIMENTAL STUDY AT SMAN 8 MATARAM, GRADE
X SEMESTER 1, ACADEMIC YEAR 2014/2015**



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**THE USE OF PHANTASY QUEST VIDEO GAME IN TEACHING ACTIVE
VOCABULARY: An Experimental Study at SMAN 8 Mataram Grade X Semester 1,
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ABSTRACT

The aim of this research was to find out the effectiveness of Phantasy Quest Video Game in teaching active vocabulary. The research was conducted at the tenth grade students of SMAN 8 Mataram academic year of 2014/2015. This research employed Quantitative Method to find out whether Phantasy Quest Video Game is effective in teaching active vocabulary or not. Two classes of tenth grade were taken using cluster as sample; they were X IPS (experimental group) and X IPA (control group). The Phantasy Quest Video Game was applied in the experimental group during the experiment, while in the other class was not. In order to gain the data needed, pre-test and post-test was delivered to both classes, and throughout analysis was conducted. As a result, it was found that Phantasy Quest Video Game is effective in teaching active vocabulary.

Keywords: Phantasy Quest Video Game, Video Game, and active vocabulary

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui keefektifan dari permainan video Phantasy Quest dalam pengajaran kosakata aktif. Penelitian ini dilakukan pada siswa kelas sepuluh dari SMAN 8 Mataram tahun ajaran 2014/2015. Penelitian ini menggunakan metode kuantitatif untuk mengetahui apakah permainan video Phantasy Quest efektif atau tidak dalam pengajaran kosakata aktif. Dua kelas dari kelas sepuluh diambil menggunakan cluster sebagai sampel; mereka adalah X IPS (grup eksperimen) dan X IPA (grup kontrol). Permainan video Phantasy Quest digunakan pada kelas experiment, sedangkan tidak pada kelas yang lain. Dalam pengambilan data, peneliti menggunakan pre-test dan post-test kepada kedua kelas tersebut, dan melakukan analisis mendalam terhadap hasil test tersebut. Sebagai hasilnya, ditemukan bahwa permainan video Phantasy Quest efektif dalam pengajaran kosakata aktif.

Kata kunci: *Permainan Video Phantasy Quest, permainan video, dan kosakata aktif*

Introduction

Background of study

Language is one of the most important aspects of life. Language has become the same important subject as science or math. Without good mastery of language, it could be hard to give speech or convince other people to follow us. Singmaster (2013) mentions one of the seventh skills needed by students in the future, namely effective oral and written communication. However, with the globalization and the need to communicate across country, people cannot use their own language because they will not understand one another if they speak in different languages. People need to find one international language that can connect them each other.

English is the international language and the most used language in the world. If someone wants to apply for job, he has to master at least English language. It is important because the company needs to expand their market outside the country, so English as international language is needed. Broughton (2002) states that:

“300 million native speakers of English are to be found in everycontinent, and an equally widely distributed body of secondlanguage speakers, who use English for their day-to-dayneeds, totals over 250 million.”

Also besides becoming the language for United Nation and command language for NATO, it is official language for international aviation, and sport. Shamrao (2013) also argues that more than 60% of the world’s radio programmes are broadcasted in English and also 70% of world mail use English language.

Students learn four skills in English; they are listening, speaking, reading and writing. In addition, students have to master vocabulary in learning English. It is quite hard for children who do not have enough vocabulary to develop their language skill.

However, most of English teachers teach vocabulary very little or nothing at all. Teacher only tells the students to read and open up the dictionary if they want to remember new words. Teacher rarely gives the students interactive or interesting way to learn vocabulary. This kind of learning will only give students boredom, because they cannot correlate the word with the “image” or in which context that the word is used. For students, it is also hard to remember only the word list without having “experience” with the word.

Based on the definition above, the research conducted in order to know the effectiveness of Phantasy Quest video game in teaching active vocabulary. The reason why this method is chosen because video game becomes more popular nowadays. A lot of students choose video game more than books.

Research Question

Based on the background above, the statement of problem is formulated as: Is there any effect on the use of Phantasy Quest video game in teaching active vocabulary in grade X semester 1, academic year 2014/2015 of SMAN 8 Mataram?

Purposes of the study

The purpose of the study is to know whether there is any effect on the use of Phantasy Quest video game in teaching active vocabulary in grade X semester 1, academic year 2014/2015 of SMAN 8 Mataram.

Scope of the study

The scope of this study focuses on the analysis whether the Phantasy Quest video game makes effect on teaching active vocabulary. The limitation of the problem as follows: The use of Phantasy Quest video game in teaching active vocabulary in grade X semester 1, academic year 2014/2015 of SMAN 8 Mataram.

Significance of the study

Theoretically, this research is able to give the effect of using Phantasy Quest Video Game in teaching vocabulary. On the other hand, this research is expected to give information to the students, a fun and effective way in learning active vocabulary. For the researcher, to give information that there is a fun way in learning active vocabulary instead of just remembering the word in dictionary or just find the meaning in the dictionary. For the next researcher, there are lots of fun activity or media to learn active vocabulary.

Theoretical Framework

Vocabulary is one of the important aspects of learning a language. In learning four skills in language, namely listening, reading, speaking and writing, the mastery of vocabulary first is important. Students will be easier to comprehend the text, speak more fluently, and write more accurate if they have a good vocabulary. Shoebottom (2012), mentions that learning vocabulary is a very important part of learning a language. The more words you know, the more you will have the capacity to comprehend what you hear and read; and the better you will have the capacity to say what you need to when talking or writing. According to Richards and Schmidt (2010) vocabulary is a set of lexemes, including single word, compound words and idioms.

According to Djalanushah and Enong (1980:81) in Priska (2013) vocabulary can be divided into general and special vocabulary. General vocabulary is the words that are used in general situation and there is no specific user of the field. Special vocabulary is the words that are used in a specific field and user such as in the office, in medical terms or science and technology. Vocabulary also can be divided into several topics, in which the vocabulary items are topically related (Priyono: 2004). For example in the topic under 'personal identity', the words can be address, age, birth date, country and religion.

The old ways in teaching vocabulary we can say is through remembering 25 words everyday and present that new word in front of the class (Alber: 2014). Another method is students should write repeatedly again and again the English words and their equivalent mother tongue word. According to Teeko (2007) this method is not good enough to teach students about new word, teacher should find a new way, more interactive one in teaching

vocabulary. One of the strategies in teaching vocabulary is through game. Then students have the motivation to learn the vocabulary in order to finish the game easier.

In the Basic Course Outline (BCO) of the curricula, the actual classroom presentation is not clear of how the Vocabulary is to be taught (Priyono: 2004). The procedure is open to the teacher, whether the teacher wants to teach the vocabulary in separate session or included in listening, writing or reading classes.

Vocabulary is the first thing students should know before the grammar in order to use the language successfully. For this reason it is very important for children to quickly build up a large store of words. Research studies have shown the strong links between having an extensive vocabulary and achieving school success.

Thornburry (2007) argues that:

“If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!”

Vocabulary also becomes one of the criteria to measure the level of achievement in learning English (Priyono: 2004). Students will be considered success if they can master, for example 500 words in first year, 750 words in second year, and 1000 words in the third year.

Communicative language teaching is method which is focused on teaching language as communicative purpose (Richards: 2006). It is different from grammatical purpose which is focus on how sentence are formed with full of exercise, when CLT focus on Knowing how to use language for a range of different purposes and functions and also Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies).

Video game has been used for teaching learning process since 1971 (Lieberman: 2014). The game called *The Oregon Trail* is used to teach U.S. history. The purpose of this method is to make learning more fun and simple. It is because the teacher feels that this method provided fun in learning and intriguing prospect for coercing some children to learn (Lieberman: 2014). Prensky in Hockly (2011) describes people who came from the age of internet naturally learn better while using technology. The use of video games has made good result in teaching learning process. Some scholars also mention the benefit of using video games in teaching learning process. Griffiths (2002) reports that video games have great positive potential in teaching a certain skill and address a specific problem. Chuang (2009) also mentions that video games can facilitate students' cognitive learning process.

According to Ferlazzo (2011) in his website, there are eighteen 'fun' online video games for English language development, Such as Polleke's Blue Room, Monster Basement, and Phantasy Quest. Every game provided with walkthrough, but the most reliable game in teaching is Phantasy Quest. Bhavani (2010) supports this statement by saying Larry Ferlazzo who teaches English and Social Studies at Luther Burbank High School in Sacramento use Phantasy Quest video game to teach English as a Second Language.

Research Method

This research was conducted in order to find out the effect on the use of Phantasy Quest video games in teaching active vocabulary in grade X semester 1, academic year 2014/2015 of SMAN 8 Mataram. This research was conducted by using quantitative experimental method.

Population in this study was the students of tenth grade of SMAN 8 Mataram. Tenth grade students of SMAN 8 Mataram are divided into eight classes which each class contains 30-32 students.

The sample of this research was used cluster random sampling technique which means the selection of sample is taken based on the cluster selection. Therefore the sample of this research was class X IPS and X IPA; the whole students are 60 students. X IPS was considered as experimental group, while X IPA was considered as control group.

In collecting the data, pretest and posttest was applied. To make it clear, the data collecting procedure can be divided into three major categories: pretest, treatment, and posttest.

In order to answer the research question, the data was analyzed in order to know the effect of Phantasy Quest video games in teaching active vocabulary. Then, the mean score of experimental group and control group was founded out by using the formula as follows:

$$Mdx = \frac{\sum dx}{Nx}$$

$$Mdy = \frac{\sum dy}{Ny}$$

Finally the correlation of two mean scores was computed in order to know whether they are significant or not. The formula as follows:

$$t - test = \frac{Mx - My}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

After obtaining the t-test scores, then it is tested at the significant levels .05 (95%) and .01 (99%). The result of the test could be interpreted by using the following formula :

- a. If $t\text{-test} > t\text{-table}$ at the significant level .05 and .01, H_0 is rejected.
- b. If $t\text{-test} < t\text{-table}$ at the confidence level .05 and .01, H_0 is failed to be rejected.

Findings and Discussion

Lowest and Highest pretest and posttest score

The lowest score of pretest in experimental group and for control group was 23.5. While the highest score of pretest for experimental group was 44.5 and for control group was 45.5. The lowest score of posttest for experimental group was 55.5 and for the control group was 46.5. While the highest score of posttest for experimental group was 80.5 and for control group was 79.

Discussion

Based on the interpretation of the data above, it is indicated that there is an effect of Phantasy Quest Video game in teaching active vocabulary. It can be seen by comparing the result of t-test and t-table. As the computation above, the t-test is 2.871. In this research, two-tailed test was taken in order to know whether or not there is a significant effect of Phantasy Quest Video Game, where the significant level are .05 (95%) with (2.0017) and .01 (99%) with (2.6633) in degree of freedom (df) 58. Hence, from comparing the t-test value with t-table, it was found that there is significant effect of Phantasy Quest Video Game in teaching active vocabulary. The result can be further seen in the table below.

t-test	t-table		
	df	.05	.01
2.871	58	2.0017	2.6633

Table 4.2.1 shows that there is significant effect of using Phantasy Quest Video Game in teaching active vocabulary. It can be seen that with the degree of freedom 58, the t-test value 2.871 is higher than the table at significance level of .05 (95%) and .01 (99%).

6 students (20%) got significant result, which they were made improvement above 40 points. These six students did not have good pretest score, but they were actively involved in the group discussion and took control of their group. After the treatment, these students asked the Phantasy Quest Video Game to me. They said that they wanted to play the game at home again because they thought that this game was so fun to play.

On the other hand, 6 students (20%) got insignificant result. Their scores only increases below 30 points. This is not because they did not have adequate knowledge - as seen from the pre-test they got a good scores - but because they did not get high scores in the post test. It is also when in their group discussion they tent to become passive one. They asked for going to toilet a lot and did not really care about what happened in the class.

Thus it is clear that Null hypothesis (Ho) which states: There is no significance effect of Phantasy Quest video game in teaching active vocabulary in grade X semester 1, academic year 2014/2015 of SMAN 8 Mataram is rejected. As a result, it has to be altered into (Ha) which states: There is a significant effect of Phantasy Quest video game in teaching active vocabulary in grade X semester 1, academic year 2014/2015 of SMAN 8 Mataram.

Finally, the analysis and the interpretation of data above lead the writer to the conclusion that there is an effect of the use of Phantasy Quest Video Game in teaching active vocabulary in grade X semester 1, academic year 2014/2015 of SMAN 8 Mataram.

Conclusions and Suggestions

Conclusions

Based on the result of data analysis and data interpretation as seen in chapter IV, it can be concluded that:

1. Phantasy Quest Video Game gave significant effect on teaching active vocabulary at SMAN 8 Mataram. It was seen from the post-test result of the experimental group which was higher than that of the pre-test. The average value of the post-test was 68.433, while the average value of the pre-test was 34.166. Moreover, the average value of the post-test from control group was lower than the average value of the post-test from experimental group, it was 63.666. Thus, it is indicated that Phantasy Quest Video Game was influential on teaching active vocabulary at grade X of SMAN 8 Mataram.
2. There were 6 students who got significant results and six other students who got insignificant results. On students who gain a significant result they tended to engage actively in group discussions and by the time they play the game. While the students who got insignificant result, they were not interested in this game.
3. From the data analysis, two tailed test was used in order to know the significant effect of Phantasy Quest Video Game on teaching active vocabulary. The t-test result was 2.871, it is higher than the t-table value at the significance level of .05 (95%) with 2.0017 and .01 (99%) with 2.6633. In conclusion, Phantasy Quest Video Game gives significant effect on teaching active vocabulary at grade X of SMAN 8 Mataram.

Suggestions

Here are some suggestions of my suggestions:

1. For English teachers, Phantasy Quest Video game is one of the effective techniques in teaching vocabulary. Teacher could use Phantasy Quest Video Game not only in teaching active vocabulary, but also in teaching passive vocabulary.
 2. For students, there are always other ways in learning English, not only from books but also from video games. Moreover this technique is one of them; there are lots of more good games out there.
 3. For future researcher, Phantasy Quest Video Game can be used on other kind of vocabulary such as passive vocabulary. It may be possible for another research such as in teaching reading skill.
- Still, this research had not been conducted perfectly, therefore I hope the future researcher can do better and explore more on the use of Phantasy Quest Video game in teaching active vocabulary.

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