

CHAPTER IV

RESEARCH REPORT

A. Findings

1. The Process of Designing Game

a. Analyze the learners

The initial phase of data collection involves the critical process of conducting a comprehensive needs analysis to ascertain the suitable and indispensable materials required for development. Within the framework of this study, the need analysis is meticulously developed, drawing upon insights garnered from interviews conducted with both English teachers and students. Through these interviews, valuable information is elicited, providing a rich understanding of the specific requirements and preferences regarding instructional materials in the context of English language learning. This methodological approach ensures a thorough examination of the needs and expectations of both educators and learners, serving as a foundational step in the subsequent stages of material development.

1) Result of the Students'

The results from the interview with the teacher indicated a preference for engaging classroom scenarios. Eighth class students of MTS Sabial Muhtadin mentioned that "I have lack of interest of learning English vocabulary, the teacher just told us to memorize the dictionary 5-10 words each meeting". Students expressed feeling

disinterested during English lessons, citing boredom as a significant challenge. They also stated that “I lack of daily vocabulary to use in simple conversation, so I feel difficult to make a simple sentence”. They highlighted a lack of daily English vocabulary as a primary difficulty in their language learning journey. Students emphasized the necessity for captivating instructional materials to enhance their engagement with the English subject matter.

2) Result the Teacher

The interview findings with the teacher underscored the necessity for instructional media capable of instilling motivation among students to actively engage with English vocabulary. The teacher mentioned that:

“I need more media or materials to teach English Vocabulary, and to increase students’ interest in learning English Vocabulary, the students’ ability to memorize the vocabulary is so weak, so the students feel difficult when learning English Vocabulary. I also have a brainstorming for students in memorizing English vocabulary, I called it ‘Vocabulary Racing’ I tell the students a word and then they find I the word in the dictionary, it helps me to make the situation of the class fun, I need specific and factual media to teach English Vocabulary, especially if it can make the students happy in learning English”.

The teacher articulated a specific need for materials that encompass vocabulary pertinent to daily contexts such as home and

school, recognizing these as areas of significance aligned with students' practical needs. Presently, the teacher's pedagogical resources primarily consist of English learning textbooks sourced from Kemenag. The teacher also mentioned that "I have some brainstorming for students' in memorizing English Vocabulary, I called it Dictionary Racing, it helps me to increase students' interest in learning English Vocabulary". Moreover, the teacher introduced an innovative teaching technique termed "Dictionary Racing". wherein students participate in a dynamic activity involving the rapid retrieval of words from a dictionary in response to prompts provided by the teacher. This inventive approach not only fosters vocabulary acquisition but also cultivates a sense of competitiveness and excitement within the classroom environment, thereby enhancing student involvement in the learning process.

The choice of vocabulary topics was derived from both the course book designed for 8th-grade junior high school students and the syllabus provided. The selected topics, namely home, school, and vacation, were identified from these sources. The gathered information will inform the decision-making process regarding which topics to incorporate into the material under development.

b. State Objective

Based on a thorough analysis of interviews conducted with both students and teachers, the researcher has decided to create an English vocabulary game as a novel educational tool designed specifically for students. These interviews

uncovered several critical issues that informed this decision.

Teachers reported a significant shortage of effective teaching media for English vocabulary instruction. This lack of diverse resources has resulted in a repetitive and dull learning environment, making it challenging to capture students' interest and enthusiasm. Teachers noted that the existing methods fail to provide the dynamic and interactive learning experiences that are essential for keeping students engaged and motivated.

On the other hand, students highlighted their struggles with a limited English vocabulary, which severely hampers their ability to participate in everyday conversations and construct even basic sentences. Many students expressed feelings of frustration and disinterest due to the monotonous nature of the current vocabulary learning methods. This boredom and lack of stimulation contribute to a general apathy towards learning English, further exacerbating their difficulties in language acquisition.

To address these issues, the researcher decided to create an English vocabulary game that introduces an interactive and enjoyable approach to learning. The game is designed to move away from traditional, monotonous teaching methods and instead offer an engaging and immersive learning experience. To maximize its effectiveness, the researcher has chosen several relevant and practical topics that are crucial for the students' everyday interactions. These topics include 'home', 'school', and 'vacation'.

The 'home' category will cover vocabulary related to household items, family members, and daily activities, providing students with the language they

need to talk about their immediate environment. The 'school' category will include words and phrases related to classroom objects, subjects, and school activities, helping students navigate and discuss their academic life. The 'vacation' category will introduce vocabulary related to travel, leisure activities, and holiday destinations, equipping students with the terms necessary for discussing their experiences and plans outside of school.

By focusing on these specific topics, the game aims to significantly enhance students' vocabulary in contexts that are directly relevant to their daily lives. This targeted approach not only aids in everyday conversation but also supports students in constructing simple, coherent sentences. Furthermore, the game format is intended to transform the learning process into an enjoyable and stimulating activity, fostering a greater enthusiasm and motivation among students to learn and use English vocabulary effectively. Through this innovative approach, the researcher hopes to create a more engaging and effective learning experience that will better support students in their journey to mastering the English language.

c. Select Materials

The game serves as an educational tool, designed to reinforce English vocabulary knowledge through interactive gameplay. Specifically, the game's structure entails presenting players or students with English vocabulary materials within a designated learning menu. Upon completion of the learning phase, participants transition into the playing mode to engage with the acquired vocabulary in an engaging setting.

1) Game Scenario

During the learning phase, students encounter three separate modules: Home, School, and Vacation. Each module is equipped with vocabulary materials featuring visual aids, written descriptions, and audio pronunciations to facilitate comprehension. Upon mastering 15 vocabulary items within each module, students proceed to complete the study mode. Subsequently, they are prompted to transition seamlessly to the play mode through a menu interface. Within the play mode, students are presented with two levels of interactive games, allowing them to apply the acquired knowledge from the preceding 15 vocabularies.

2) Game Design

The development of this educational game to enhance English vocabulary acquisition involved the utilization of several key tools and technologies. Specifically, Unity software, Microsoft Visual Studio 2019, and the Windows 10 operating system were utilized to bring the game to fruition. By capitalizing on the capabilities of these platforms, the seamless integration of various elements essential for an engaging and interactive learning experience was achieved. Moreover, the programming aspect of the game was accomplished through the use of the Python language, enabling the implementation of dynamic features and functionalities to enrich the educational content.

a) Main Menu Design

This main menu design displays an image from the beginning of the game when the game first starts. In this initial menu there are study, play and exit menus.

Figure 4.1: Main Menu Layout

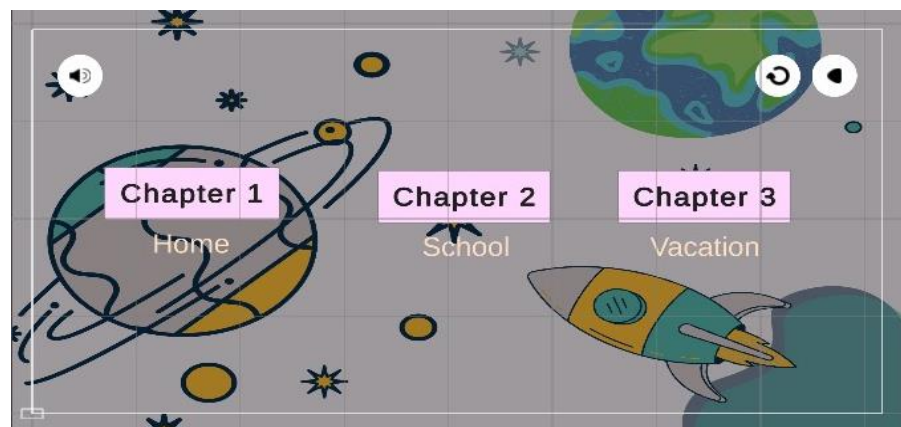


b) Learning Menu

In this menu there is learning material in this game. There are 3 materials available, namely; Home, School, and Vacation.

Students will enter the vocabulary learning material section.

Figure 4.2: Learning Menu Layout



To open other material, students must complete the exercises in the play menu.

Figure 4.3: Learning Menu Layout



Within each module, students will encounter 15 vocabulary words to learn. Each vocabulary word is presented with audio pronunciation, accompanied by visual images and written descriptions. Navigation through the vocabulary list is facilitated by arrow buttons, allowing students to easily move between entries. Upon completing the module, a button to access the play menu becomes available.

c) Practice Menu

Within this menu, students encounter a presentation of training levels that they must successfully complete in order to unlock subsequent materials within the game. Within the play menu, students are presented with a test designed to assess their mastery of the vocabulary they have been learning. Each material contains two levels of testing.

In Chapter 1, Level 1 of the game, students engage in an activity

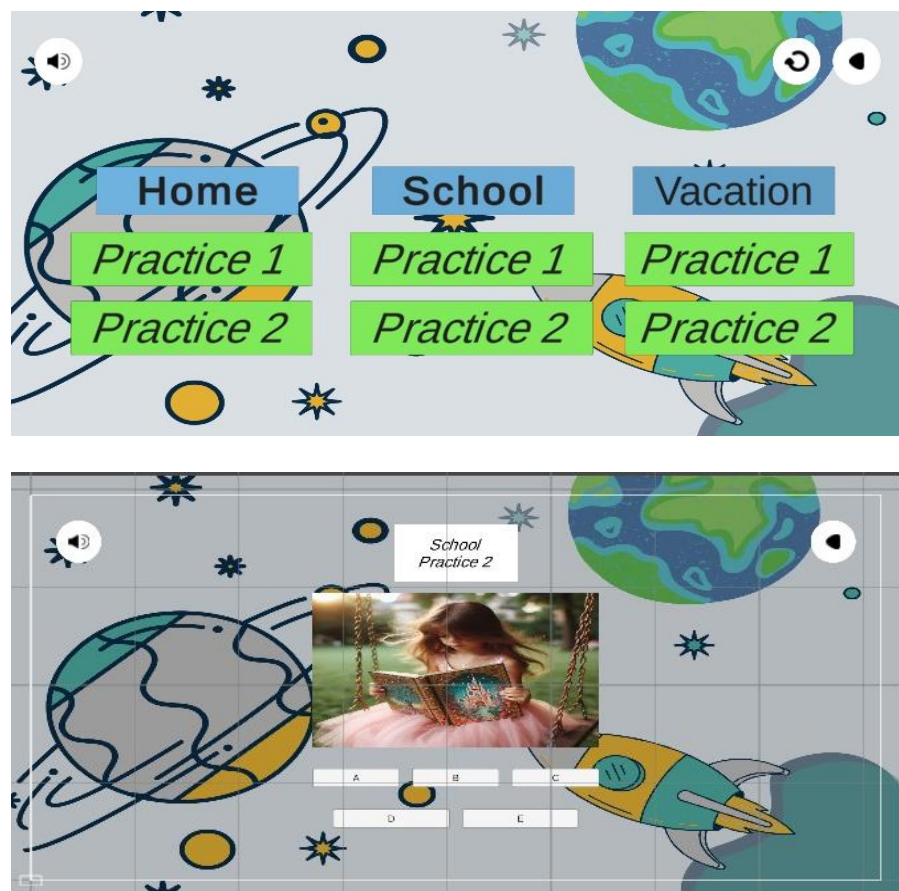
where they are presented with images and are required to match them with corresponding vocabulary words. This exercise aims to reinforce visual recognition of vocabulary items. Moving on to Level 2, students are presented with a listening task where they hear the pronunciation of vocabulary words and are subsequently tasked with selecting the correct corresponding image from a set of options provided in the text. This activity not only enhances auditory discrimination skills but also reinforces vocabulary retention through multiple modalities.

Transitioning to Chapter 2, Level 1, students are presented with a task where they must discern the accuracy of statements regarding the relationship between provided pictures and vocabulary words. This activity encourages critical thinking and comprehension of vocabulary in context. Level 2 of Chapter 2 introduces a listening task similar to the previous chapter, where students listen to the pronunciation of vocabulary words and then identify the corresponding written words. This task reinforces auditory processing skills and reinforces vocabulary recognition.

In Chapter 3, Level 1, students continue to engage in activities aimed at strengthening their ability to discern true and false statements regarding the relationship between pictures and vocabulary words. This activity encourages careful observation and comprehension of vocabulary usage. Level 2 of Chapter 3 mirrors the listening task from previous chapters, where students listen to vocabulary word

pronunciations and then select the matching written words. This activity reinforces auditory discrimination skills and further solidifies vocabulary retention. Through these progressively challenging levels, students are provided with diverse opportunities to reinforce and expand their English vocabulary skills.

Figure 4.4: Practice Menu Layout



Question 1

A collage of five images: children eating, a kitchen, a house, a living room, and a window.

Knife Kitchen Stove
Cook Bowl

School Practice 1

18

Draw
True False

d) Info Menu

Within this menu, comprehensive details are provided regarding the researcher responsible for the project, as well as the pivotal individuals who have played significant roles in its development and implementation. This section serves as a repository of information, offering insights into the backgrounds, expertise, and contributions of the researcher and other key stakeholders involved in the undertaking.

e) Exit Menu

As its title suggests, this particular menu serves as the designated exit point within the educational gaming application. Users can utilize this menu to gracefully conclude their session and exit the application, ensuring a seamless and intuitive user experience.

d. Utilize learners**1) The Implementation of Educational Games in Vocabulary Learning**

The learning process commences with the familiarization of menus incorporated within the gaming interface. Just as in traditional vocabulary learning methods, the utilization of this gaming medium for educational purposes is initiated by the teacher guiding students to access the application. Subsequently, students are afforded individualized timeframes to engage with and practice the exercises provided within the game. The teacher assumes a supervisory role, monitoring student progress

exclusively through the game's server infrastructure. Throughout this instructional journey, students are encouraged to explore, interact, and reinforce their learning in an immersive and interactive digital environment.

e. Require Learners

The observational phase encompassed an in-depth examination of various aspects, including user engagement, comprehension levels, and overall user experience, providing valuable insights for further refinement and optimization of the educational material. This investigative process involved meticulous scrutiny, thorough assessment, and detailed analysis to glean comprehensive understanding and inform subsequent enhancements to the educational material.

1) First meeting

The researcher observed the vocabulary teaching method employed by the teacher in the eighth-grade class at MTS Sabilal Muhtadin Jaya Karet Kotawaringin Timur. During the initial session, the teacher utilized dictionaries as a medium to instruct students on vocabulary. All students were required to bring their dictionaries to class. The teacher guided students in locating words in the dictionary using an alphabetical approach, which facilitated ease of word retrieval for the students.

Towards the end of the class, students participate in a Pre-Test designed to evaluate their mastery of vocabulary in the eighth-grade class at MTS Sabilal Muhtadin Jaya Karet. The Pre-Test consists of 20 vocabulary questions customized to meet the requirements of eighth-grade

students. These questions are drawn from the eighth-grade handbook provided by Kemenag.

2) Second meeting

In the second session, students began learning vocabulary through a game-based approach. The teacher noticed a significant increase in student engagement, reflected in their active participation and responsiveness to the teacher's prompts. The teacher observed a noticeable enthusiasm among students towards learning. At the end of the class, several students expressed acquiring numerous new vocabularies from the game, which they could readily apply in daily conversations or within the classroom setting.

3) Third meeting

During the third session, students engage in a Post-Test examination derived from the educational game. The Post-Test encompasses three distinct topics, namely Home, School, and Vacation, each comprising two subtests. Within each subtest, students encounter a series of 15 questions aimed at assessing their comprehension and retention of vocabulary within the respective topics. Following completion of the assessments, the final scores of all students are compiled and displayed on a scoreboard, providing a comprehensive overview of individual and collective performance. This evaluative process serves to gauge students' proficiency levels and identify areas for further improvement in vocabulary acquisition.

f. Evaluate and Revise

1) The Result of Expert Validation

The validation giving to the media experts and the materials experts, the researcher gave each of them a checklist of media and material evaluation. The material checklist contained some several criteria such as, introduction, lessons, and contents. And the media checklist contained some several criteria such as, design, appearance, programs, and benefit.

a) **Material Expert Validation**

1) Introduction

Introduction criteria is contained about the instructions, topic, guidance, ease, and understanding. The materials expert gave the score for these criteria as follow:

Table 4.1: Material Expert Validation (Introduction)

No	Aspects	Grading Point	Score			
			1	2	3	4
1	Introduction	Clarity of instructions			✓	
		Connections of topic		✓		
		Guidance suitability			✓	
		Ease and understanding			✓	

Note: 1 = Not Applicable 2 = Poor 3 = Good 4 = Excellent

Based on above scoring, it could be reviewed that according to the expert gave the introduction are good. While, the score about the clarity of instructions can help to understood about game concept and purpose. The connection of the topic based on the expert statement could be improved by checking the student's handbook materials. The guidance of the game can help to understood about the topic of the game and the purpose of the test in the game. The difficulty of the game is good for increase student's vocabulary skills included of listening in the game.

2) Lessons

Lessons criteria is contained about the suitability to target, strategy, clarity of language, language suitability, effectiveness of the materials, and compatibility with the characteristics. The materials expert gave the score for these criteria as follow:

Table 4.2: Material Expert Validation (Lessons)

No	Aspects	Grading Point	Score			
			1	2	3	4
2	Lessons	Fit to target			✓	
		Strategy precision			✓	
		Clarity of language use				✓
		Language suitability for target use			✓	
		The effectiveness of materials or information				✓
		Compatibility of difficulty with characteristics		✓		

Note: 1 = Not Applicable 2 = Poor 3 = Good 4 = Excellent

Based on above scoring, it could be reviewed that according to the expert gave the lessons are good. The expert gave the score about the suitability to the target showed good score. The strategy of the game got good score from the expert showed that this game could be improve student's learning motivation trough active learning. The next is about language suitability for target use got good score from the expert showed that this game could be used by teacher in learning English vocabulary. Then about the effectiveness of materials got

excellent score from the expert, it showed that this game effective to use in learning English vocabulary. The last point is about the difficulty of this game got poor score from the expert, it showed that the developer could improve this game by rechecking the materials of this game.

3) Contents

Contents criteria is contained about the fun of games in motivating, clarity of content, and material factualization. The materials expert gave the score for these criteria as follow:

Table 4.3: Material Expert Validation (Lessons)

No	Aspects	Grading Point	Score			
			1	2	3	4
3	Contents	The fun of games in motivating				✓
		Clarity of content			✓	
		Material factualization				✓

Note: 1 = Not Applicable 2 = Poor 3 = Good 4 = Excellent]

Based on above scoring, it could be reviewed that according to the expert gave the contents are excellent. The first point is about the fun of the game in motivating got excellent score from the expert. The clarity of the content got good score from the expert. And then the materials

factualization got excellent score from the expert, it showed that the content of this game could improve students learning motivation in learning English vocabulary.

4) Comments and Suggestion

The materials expert stated that there are some things that can still be improved:

- a) The benefits received from such a good application are still too small, related features can be developed further simple complete sentences.
- b) In the practice section, the answer choices in the listening section are too easy to guess despite their meaning he said it was difficult.
- c) The writing 'excellent' after taking the test is reversed.

From the comments and suggestions above, developer hope that this research could inspiring to other researcher to make advanced level of this game such as the suggestions of the expert that is about sentences.

b) Media Expert Validation

1) Design

Design criteria is contained about the ease of use and the suitability of button. The media expert gave the score for these criteria as follow:

Table 4.4: Meida Expert Validation (Design)

No	Aspects	Grading Points	Score			
			1	2	3	4
1	Design	Ease of use			✓	
		The suitability of the button location			✓	

Note: 1 = Not Applicable 2 = Poor 3 = Good 4 = Excellent

Based on above scoring, it could be reviewed that in design criteria got good score from the expert. The ease and button location are good. it can be concluded that the design of this game is good.

2) Appearance

Appearance criteria is contained about clarity of tittle, interesting of colours, suitability of colours and character, readability of the contents, layout attractiveness, and audio compatibility. The media expert gave the score for these criteria as follow:

Table 4.5: Media Expert Validation (Appearance)

No	Aspects	Grading Points	Score			
			1	2	3	4
2	Appearance	Clarity of game titles				✓
		Interesting use of colours			✓	

		The suitability of the colours combination with the character			✓	
		Readability of the text contained in the game			✓	
		Layout attractiveness			✓	
		Audio compatibility			✓	

Note: 1 = Not Applicable 2 = Poor 3 = Good 4 = Excellent

Based on above scoring, appearance criteria of this game got good score from the expert. The colors, texts, lay out, and audio are good for the users. The vocabulary audio of this game use real voice recording.

3) Programs

Programs criteria is contained about the ease of interacting, clarity of instructions for use, the accuracy with learning strategies, complete game components, and student's comprehension and memory. The media expert gave the score for these criteria as follow:

Table 4.6: Media Expert Validation (Programs)

No	Aspects	Grading Points	Score			
			1	2	3	4
3	Programs	Ease of interacting with games			✓	
		Clarity of instructions for use			✓	

		The accuracy of the application of learning strategies			✓	
		Complete game components			✓	
		Increase students' comprehension and memory				✓

Note: 1 = Not Applicable 2 = Poor 3 = Good 4 = Excellent

Base on above scoring, could be reviewed that program aspect of this game got good score from the expert. The ease of interacting in this game have good score, also the clarity of the instructions is good. And then about the components of the game are complete. This game also increased student's comprehension and memory.

4) Benefits

Benefits criteria is contained about the fun of learning process, the activity of learning process, and student's self-confidence.

The media expert gave the score for these criteria as follow:

Table 4.7: Media Expert Validation (Benefits)

No	Aspects	Grading Points	Score			
			1	2	3	4
4	Benefits	Make the learning process fun				✓
		Make the learning process Active				✓
		Grow students' self-confidence				✓

Note: 1 = Not Applicable 2 = Poor 3 = Good 4 = Excellent

Based on scoring above, benefits criteria got excellent from the expert. This game successful make the learning process become fun and active, and also grow the student's self-confidence.

5) Comments and Suggestions

The media expert, stated that the expert has some suggestions to make your project more successful. This application is easy to use but you need some improvements below: - Re-check "EXCELLENT" word of every ending of the practice, or you can vary the words like "Good Job, Super, etc." - Watch out the back-sound's location. Don't put it on the listening practice page, because it makes the instruction unclear. - It would be better if you also put material button after finishing the study, or just delete the other practice buttons to make the students more focus on practice - especially on Practice 2 chapter 1 you have to revise or give more instruction on how to do the practice - I hope you will put the audio on every picture at study page.

From comments and suggestion above, developer made some revision on some text, lay out and audio to make this English Vocabulary game become best version for the students.

3) Revision

Based on the observation of tried out the developing material, there some problems should be revised again. The revision can be seen in the following table:

Table 4.8: Expert Revision

No	Part should be revised	Revision
1	The text “excellent” on the layout in every ending of practices	Fix the layout
2	Double back sound bugs	Fix the back sounds bug

2. Students View of Using Game on Vocabulary Learning

The findings in the form of student answers through the interview to 15 of 24 students of VIII grade at MTS Sabilal Muhtadin Jaya Karet can be seen as follows:

The researcher provided the students with the first question, “Could you learn English vocabulary by using this vocabulary game?”. As a result of the first question, all students which consist of 15 students stated “yes” it mean this game can be use by teachers in teaching-learning activities.

Second questions, “are the sounds in this game make you happy when playing this game?”. The answers are 15 students answered they enjoy the sounds and that sounds make them happy. Its mean all of the students enjoy the sounds of the game. Next question, “Is this game easy for you to play and understand?”. 15 students stated that: “I can play this game easily and, in the process, acquire some new English vocabulary. The game provides a fun and engaging way to learn and expand my language skills, making it an enjoyable educational tool.” Its mean that this game can be play on junior high school, especially for eight grade students.

The fourth question, “Is the text in this game easy for you to understand?”. 13 students answered that they can read the text clearly and got the mean of the text; then some students have near sighted, they ask to researcher to enlarge the text. Next question, “Is this game motivate you in learning English vocabulary?”. All participants stated that they motivated by this game on learning vocabulary. It means this game can increase student

motivation in learning English Vocabulary.

Last question, “In your opinion, how does this game motivate you in learning English Vocabulary?”. The researcher got variative answer from the participants, the students answered that “The sounds in this game make me enjoy the class even more, creating an immersive and engaging experience. The images are very attractive and visually appealing, capturing my attention and making the learning process more enjoyable. The quizzes included in the game spark curiosity, encouraging me to think critically and test my knowledge in a fun way. Additionally, the contents are easy to understand, making the material accessible and ensuring that I can grasp the concepts being taught effectively. Overall, this game enhances my learning experience in multiple ways, from auditory and visual stimulation to interactive and comprehensible content”, other students answered that “The sounds in this game enhance my enjoyment of the class, making it a more immersive and engaging experience. The visually appealing images capture my attention, adding to the overall enjoyment. The quizzes pique my curiosity, motivating me to think critically and assess my knowledge in an entertaining manner. Furthermore, the content is straightforward and easy to understand, ensuring that I can effectively grasp the concepts being taught. Overall, this game enriches my learning experience by combining auditory, visual, and interactive elements with clear and accessible content”. It means this game success to increase students learning motivation.

B. Discussion

The research objective of this research was about the design of English vocabulary game and the student's view of using game in English vocabulary learning at eighth grade students of MTS Sabial Muhtadin Jaya Karet. Based on the results of the student's interview that students view of using game in English vocabulary learning can be seen from the researcher's questions (Q1, Q2, Q3, Q4, Q5, Q6) and it would be explained as follows:

The first result based on interview is the students said that they could learn English vocabulary through game that researcher made, based on findings:

“Yes, the game increased my interest in learning English vocabulary; the game made me know some new daily English vocabulary”, “Yes, the game has heightened my interest in learning English vocabulary. It has introduced me to several new words and phrases that I can use in daily conversation”; “Absolutely! The game has significantly boosted my enthusiasm for learning English vocabulary, and it has helped me discover numerous new words and expressions for everyday use”.

There are 15 students said that the game very effective for students to learn English vocabulary. It means that most of the students want interesting media to learn English vocabulary. It supported from ARCS model from Keller stated that learning media should get Attention, Relevance, Confidence, and Satisfaction of the students. Through this media, the teacher could get attention, relevance of materials, student's confidence and satisfaction.

The second result based on the interview, student's view about the

sounds of the game. Based on the findings from the question “are the sounds in this game make you happy when playing this game?” and the result:

“of course, the sounds of the game increase my learning enthusiasm; the sounds make me enjoy the lesson”, “Of course, the sounds in the game significantly boost my enthusiasm for learning. They create an engaging and lively atmosphere that makes the lessons more enjoyable and stimulating. The auditory elements captivate my attention, helping me to stay focused and interested in the material being presented. This enhanced enjoyment of the lessons contributes to a more effective and pleasurable learning experience overall”; “Certainly! The sounds in the game greatly enhance my enthusiasm for learning. They create a dynamic and engaging environment that makes the lessons more enjoyable. These auditory features captivate my interest, making it easier to stay focused and absorb the material. As a result, the sounds not only make the lessons more fun but also contribute to a more effective and stimulating learning experience”.

15 students said “yes”. It means that they agree that the sounds of the game increase their learning motivations, it can be seen that all of the students have positive view of the sounds of the game.

Next, students view about difficulties of the game. Based on findings:

“easy to understand; easy, I got many new vocabularies from this game”, “The content of this game is easy to understand, making the learning process straightforward and enjoyable. Because of its simplicity, I have been able to grasp the material quickly and effectively. Additionally, I have acquired

many new vocabulary words from playing this game, significantly expanding my language skills. The combination of clear content and new vocabulary acquisition has made this game an excellent educational tool for me”.

15 students stated “easy to understand the lessons”. Based on students view its mean that this media helpful for the students to learn English vocabulary.

Next, students view about the text of the game. Based on findings:

“The text is appropriately sized, ensuring that it is easy to read without straining my eyes. This thoughtful design choice enhances my overall experience by making the content more accessible and enjoyable to engage with for extended periods. The clear and well-proportioned text contributes to a user-friendly interface, allowing me to focus on learning and understanding the material without any distractions.”

“I am having difficulty reading the text clearly. Could you please enlarge it? Increasing the text size would make it much easier for me to read and understand the content without straining my eyes. This adjustment would greatly enhance my overall experience by making the material more accessible and enjoyable to engage with. Thank you for considering this improvement.”

Based on students view its mean that researcher should enlarge the text of the game.

The students' opinions on "does the game motivate you in learning English vocabulary?" are the next outcome. According to research, fifteen students reported feeling inspired by the game since it was a novel teaching

tool. This indicates that engaging media is necessary for the kids' learning activities.

Last result is student's opinion about "how does this game motivate you in learning English Vocabulary?". Based on findings:

From 15 students, they have variative opinion. Some students motivated by the game from the sounds, others motivated by the quizzes, by the pictures, and also the contents. It supported by the thesis written by Triana Kusumaningrum entitled "Development of an Android-Based Educational Game for Learning French Vocabulary at SMA Negeri 2 Klaten". The result of her study an application called Le Voca.Fr, the materials contained in this application are numbers and objects in the classroom. The application was then validated by material expert lecturers, media expert lecturers, French teachers and class X students. From this assessment, it is indicated that the Le Voca.Fr learning media can make it easier for students to learn vocabulary language and can attract students' attention in learning French vocabulary.

Based on thesis written by Halimur Rosyad entitled "Effectiveness of Educational Game Media to Improve Japanese vocabulary Skills". The focus of the research in this thesis is different as the research that researcher did. This study is focus on the effectiveness of the game to improve Japanese vocabulary skills, while the research that researcher did is focus to increase students' English vocabulary learning motivation using games.

Munadi (2013) mentioned that learning media can be understood as anything that can convey and distribute messages from sources in a planned

manner so as to create a conducive learning environment where the recipient can carry out the learning process efficiently and effectively. Based on the results of students' view, the media that researchers designed success to improve the students' English vocabulary learning motivation.

C. Final Product

After the researcher corrected various flaws discovered during testing, the research culminated in an android-based application. The product that is now being used aids pupils in their vocabulary acquisition in English. There are three units in the menu for vocabulary materials. Each unit's topics are:

1. Home
2. School
3. Vacation

The final product of developing English vocabulary material can see in the appendix V (Review of Developing English Vocabulary Android Based Game).