

**STUDENTS' PERCEPTION ON MOBILE LEGEND GAME
FOR THEIR VOCABULARY DEVELOPMENT
AT MADRASAH TSANAWIYAH NEGERI KOTA
PROBOLINGGO**

THESIS

Submitted to Islamic State University of Kiai Haji Achmad Siddiq Jember
To fulfilment of requirement for Bachelor of Education (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ

By:

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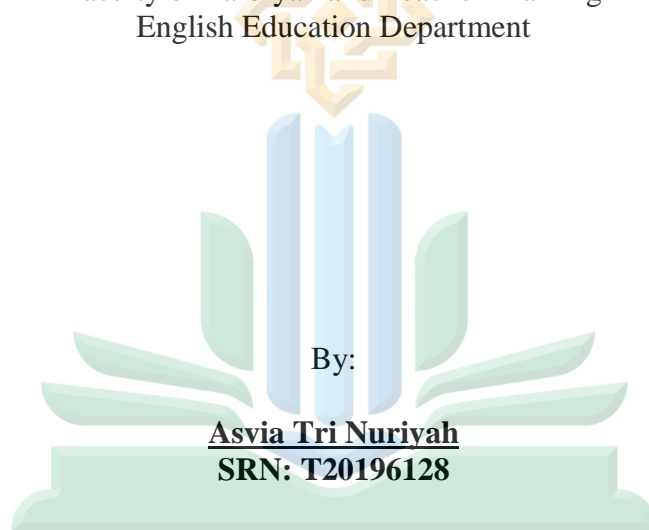
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OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION DEPARTMENT
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THESIS


It has been examined and approved as the requirements for Degree of Bachelor in
Education (S.Pd)
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English Education Department

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Date: 29 November 2023

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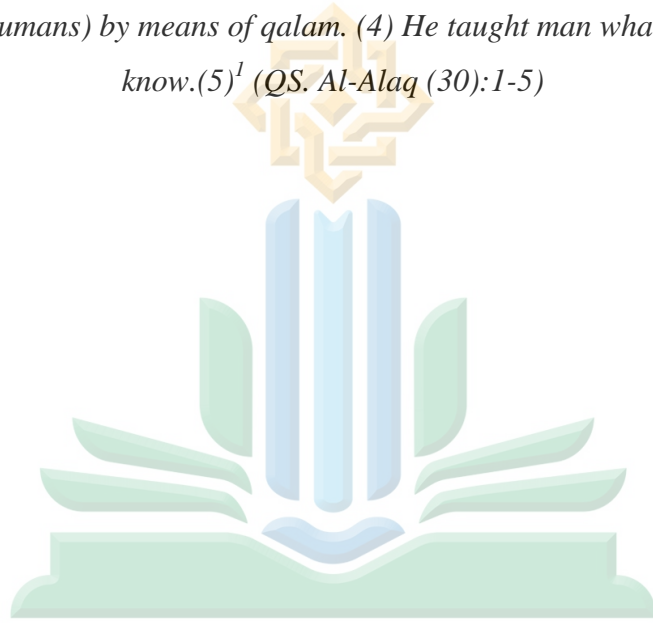



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MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَلَمْ يَكُنْ الْأَكْرَمُ ﴿٣﴾
الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

Read in (mentioning) the name of your God Who Created. (1) He created man from a clot of blood. (2) Read, and your Lord is the Most Merciful, (3) Who teaches (humans) by means of qalam. (4) He taught man what he did not know. (5)¹ (QS. Al-Alaq (30):1-5)



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¹ Muhammad Taqi-ud-Din Al-Hilali and Muhammad Muhsin Khan, *The Noble Qur'an*. (Medina: Dar-us Salam Publications, 1996), 430.

DEDICATION

This thesis is dedicated to.

1. My beloved parents, who support me mentally to finish this exam and give me money.
2. My siblings, who give me support in finishing my thesis.



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All praises to the researcher go to God because of His grace and mercy, the planning, implementation, and completion of the thesis as one of the conditions for completing the undergraduate program, can be completed.

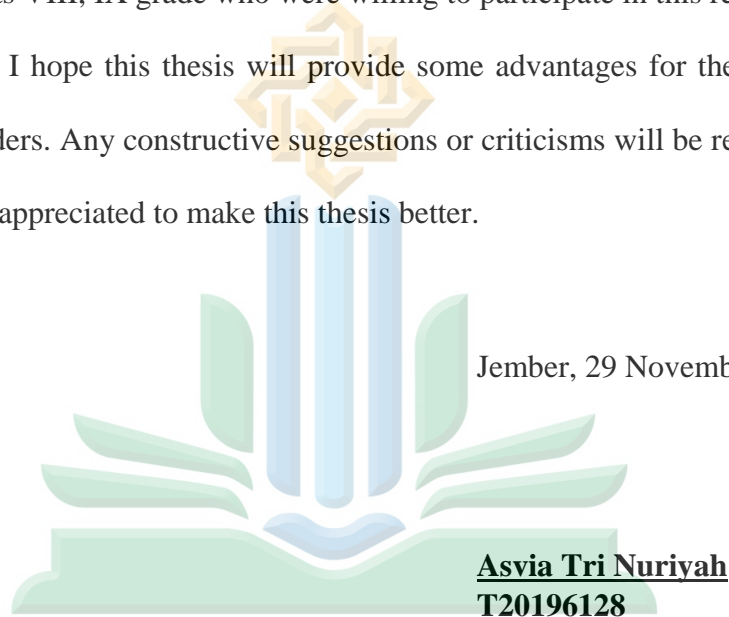
This success can be obtained by the researcher because of the support of many parties. Therefore, the author realizes and expresses her deepest gratitude to:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM. as Rector of the State Islamic University of Kiai Haji Achmad Siddiq Jember who have accepted the researcher as a student at UIN Kiai Haji Achmad Siddiq Jember.
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9. All students VIII, IX grade who were willing to participate in this research.

Finally, I hope this thesis will provide some advantages for the writer as well as the readers. Any constructive suggestions or criticisms will be respectfully welcomed and appreciated to make this thesis better.

Jember, 29 November 2023



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ABSTRACT

Asvia Tri Nuriyah, 2023: *Students' Perception on Mobile Legend Game for Their Vocabulary Development at Madrasah Tsanawiyah Negeri Kota Probolinggo.*

Keywords: Students' Perception, Vocabulary, Mobile Legends

To understand English, vocabulary learning is needed. Since learning a new language is extremely difficult, proper media use is necessary to increase learners' desire to learn by creating a pleasant atmosphere. One of the media used in this research is the Mobile Legend game application. Mobile Legend game is an online game that is the most widely used game by Indonesians compared to other online games. In Mobile Legend game provides instructions in English.

This research has two research focuses there are: 1) How is the students' perception on Mobile Legend game for their vocabulary development at Madrasah Tsanawiyah Negeri Kota Probolinggo? 2) How toward extend the students understand vocabulary on Mobile Legend game at Madrasah Tsanawiyah Negeri Kota Probolinggo?. The objectives of this research are: 1) To describe the students' perception on Mobile Legend game for their vocabulary development at Madrasah Tsanawiyah Negeri Kota Probolinggo. 2) To describe how toward extend the students understand vocabulary on Mobile Legend Game at Madrasah Tsanawiyah Negeri Kota Probolinggo.

This research uses a descriptive qualitative approach. As for research methods used are: data collection techniques using observation, interviews, questionnaires. Data analysis techniques using presenting data and drawing conclusions. Validity of data use source triangulation.

The results of this research are: 1) From the data that has been found, 52,5% of students play the Mobile Legend game and they are very attracted in this game. For them, playing the Mobile Legend game makes them happy because it is easy to play and can be played with anyone. Apart from playing, the Mobile Legend game also increases their vocabulary because the game uses English. They also argued that playing the Mobile Legend game did not improve their English skills, but slightly changed for the better. 2) Most of the students understand vocabulary in Mobile Legend game because English language is used in Mobile Legend game which is shown through the action or show some action. Moreover, not all the students understand the meaning, they understand the discourse by predicting the action that can be seen in the Mobile Legend Game. Based on students' statements in interviews, there are various ways they are able to understand the vocabulary through Mobile Legend. Such as listening to heroes when fighting, seeing descriptions and notifications when eliminating enemies, etc. So, using Mobile Legend game it can make student more active, spirit in teaching process of vocabulary development.

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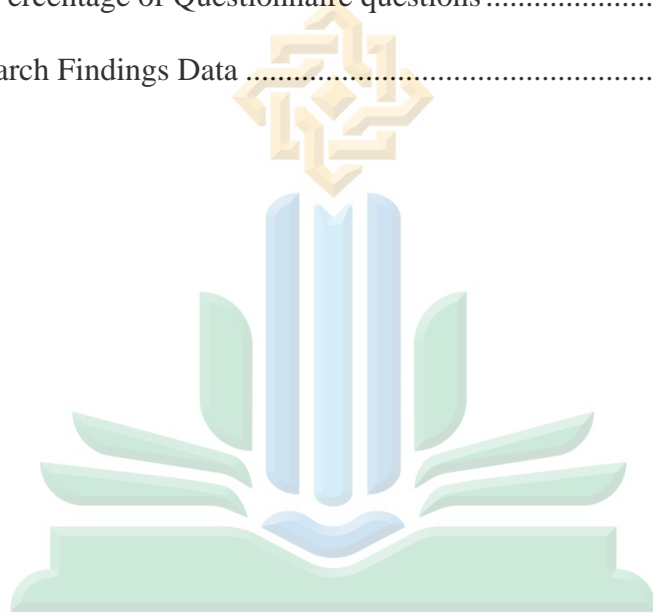
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CHAPTER I

INTRODUCTION

A. Research Background

Mastering English is a must, especially in this era of globalization. English has spread and evolved worldwide with the trend of globalization. English is an international language for people from different continents, so Indonesians are asked to speak English today. For Indonesians to speak English, they must learn a new language English.

To understand English, vocabulary learning is needed. Vocabulary has a vital role in conveying what the speaker wants to say. (Harmon, Wood, & Kiser).² Without grammar, people can still transfer what they mean, but nothing can be explained without vocabulary. Vocabulary is a central part of the language (Coxhead, Stevens, & Tinkle).³

Allah says in the Qur'an Surah Al-Baqarah: 31

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ
31. And He taught Adam the names (objects) of all of them, then He showed them to the angels, saying, "Tell Me the names of all these (objects), if you are correct!"⁴

In Surah Al-Baqarah verse 31 it is stated that the beginning of language learning is with the names of objects, this means related to vocabulary. Vocabulary learning can be developed further by studying

² Harmon, J. M., Wood, K. D., & Keser, K., "Promoting vocabulary learning with interactive word wall," *Middle School Journal*, 40 No.3, (2009) 58-63.

³ Coxhead A, Stevens L, Tinkle J., "Why might secondary science textbooks be difficult to read?" *New Zealand Studies in Applied Linguistics* No.16, (2010) 37-52.

⁴ Syekh Jalaludin, *Tafsir surat Al-Baqarah ayat 31*.

vocabulary Homophones. This means that learning vocabulary can be related to pronunciation and spelling.

Since learning a new language is extremely difficult, proper media use is necessary to increase learners' desire to learn by creating a pleasant atmosphere. The media are required to enrich vocabulary as a foreign language learner (EFL) inside and outside the classroom. Many media can enrich vocabulary, for example, using games. As one of the rapidly developing technologies in this era, the game can make it easier for students to learn and deliver it in an interesting way. The students experienced fun and relaxing atmosphere while learning by using the game. (Setiyoko). Mobile Legends: Bang-Bang (MLBB) is considered a MOBA game (online multiplayer Battle Arena) that can play either by computer/laptop or mobile phone connected to the network. Nowadays, almost everyone uses a mobile phone, so students are likely to install and play games.

Mobile Legends: Bang-Bang is an online game that is the most widely used game by Indonesians compared to other online games. Mobile Legends: Bang-Bang (MLBB) provides instructions in English. There are features that can only be found in Mobile Legends: Bang-Bang. One of the features that can be used to learn vocabulary is the Hero of Mobile Legends: Bang-Bang (MLBB). Until now, on January 28th, 2022, the researcher has calculated the number of heroes in Mobile Legends: Bang-Bang (MLBB) is 113 heroes. The heroes are playable characters who will fight to the death in Mobile Legends: Bang-Bang (MLBB). These heroes are divided into six categories, Tank,

Fighter, Assassin, Mage, Marksman, and Support. Each hero has his typical sentences. When playing the game, the sentences will be heard by the player.

In addition, this game is also one of the products of old age played by many corners of society, not least by teenagers who are students of the eighth and ninth grade in Probolinggo. The researcher chooses to research students in eighth and ninth grade because, at this level generally, the students start learning English as their compulsory lesson according to the current curriculum. The researcher also chose eighth and ninth grade students in Madrasah Tsanawiyah Negeri Kota Probolinggo because the researcher knows that some eighth and ninth grade students play Mobile Legends: Bang Bang game so it makes these students suitable as a participant to do the research.

In this research, the researcher was curious about how students' perceptions on Mobile Legends game for their vocabulary development. Vocabulary development that the researcher means in this research is the addition of a new vocabulary that is known to have a meaning, known letters, correct pronunciation, and appropriate use

Concerning the explanation above, the researcher is interested in researching *“Students' Perceptions on Mobile Legends Game for their Vocabulary Development at Madrasah Tsanawiyah Negeri Kota Probolinggo”*.

Many things can extend English language skills, such as studying in schools, courses, camp. However, in digital era age, people do something by using the internet. The internet is a global communication system that connects networks worldwide, so the internet is very influential in application. Applications for learning English are many found in the play store, one of which is the Mobile Legend game. Based on previous study, most students only know some vocabulary but it is not developed when they learn English which is causes a feeling of laziness, boredom, and lack of motivation to learn English. Most students also use game application to extend their vocabulary. So in this study, researcher will find out the students; percepetion on Mobile Legend game for their Vocabulary development and how toward extend the students understanding vocabulary on Mobile Legend game.

B. Research Focus

Following the previous discussion, this study will examine Students' Perception on Mobile Legend Game for Their Vocabulary Development. To guide the research, research questions were formulated as follows:

1. How is the students' perception on Mobile Legend game for their vocabulary development at Madrasah Tsanawiyah Negeri Kota Probolinggo?
2. How toward extend the students understand vocabulary on Mobile Legend game at Madrasah Tsanawiyah Negeri Kota Probolinggo?

C. Research Objectives

The research objective is a description of the direction to be intended by researchers, in conducting the study research must refer to the problems that have been based on research questions, the objectives of this research are:

1. To describe the students' perception on Mobile Legend game for their vocabulary development at Madrasah Tsanawiyah Negeri Kota Probolinggo.
2. To describe how toward extend the students understand vocabulary in Mobile Legend Game at Madrasah Tsanawiyah Negeri Kota Probolinggo.

D. Research Significance

The result of this research are expected to be useful both theoretically and practically.

1. Theoretical Significance

Theoretically, the findings of this research is expected to have a positive impact on players, especially students, in using mobile legends as a medium for their vocabulary.

2. Practical Significance

- a. For the students

Researcher hope that the results of this research can motivate them to study English harder in a fun way through games.

- b. For the teacher

It is hoped the teacher can use games to motivate and increase student enthusiasm for the process of learning English.

- c. For the researchers

It is hoped that the next researchers can use this research as a reference for those who want to do English research.

E. Definitions of Key Terms

The definition of the term contains the meaning of important terms and becomes the focus of attention in the research title. The goal is not to misinterpretation the terms as meant by the researcher.⁵

1. Mobile Legend Game

Mobile legend game is an online game where the game destroys the opposing team while defending their team with the aim of increasing the level of the hero (controlled avatar) in order to maintain the player's avatar. One team contains 5 players who can communicate virtually with the voice all feature.

2. Vocabulary

Vocabulary is one of the important factors in all language teaching, students must continually learn words as they learn structure and as they practice sound system. Vocabulary knowledge is the ability to understand words for the best capital in studying situations or pronouncing sentences with complex content.

3. Perception

Slameto explains that “Perception is a process related to the move of message or information into human’s brain”.⁶ Perception can be in

⁵ Tim Penyusun, *Pedoman penulisan Karya Ilmiah*. (Jember: UIN KHAS JEMBER, 2021) h 53.

form of information, sign or cues, object, condition, and situation. Perception is related with people's opinion towards stimulus, causing the individual to make a conclusion about what they experienced. Perception can be described as how we see the world around us.

F. Systematic Discussion

The systematic discussion contains a description of the flow of the thesis discussion, starting from the introductory chapter to the concluding chapter. The format for writing a systematic discussion is in descriptive narrative form, not like a table of contents. The systematic discussion includes:

Chapter I is an introduction. The chapter contains a discussion of the background matters related to the title of the research raised. So this chapter consists of research focus, research context, research objectives, research significance, definitions of terms and systematic discussion.

Chapter II is a literature review. This chapter contains a discussion of previous studies as well as theoretical studies related to the research context to strengthen and be relevant to the research title.

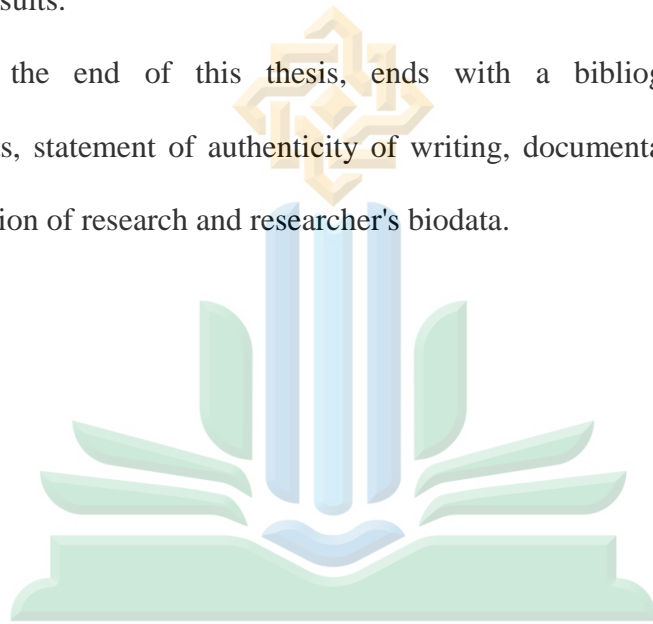
Chapter III is research methods. This chapter contains a discussion of the methods that will be used in the research, including the approach and type of research, research location, research subjects, data collection techniques, data analysis and validity, and research stages.

⁶ Slameto. *Belajar dan faktor-faktor yang Mempengaruhinya*. (Jakarta: PT. Rineka Cipta 2010),102

Chapter IV is data presentation and analysis. This chapter contains a discussion of the results of the research including an overview of the research, presentation of data and analysis, and discussion of the findings.

Chapter V is the conclusion. This chapter contains a discussion of the conclusions from the research results and there are suggestions related to the research results.

At the end of this thesis, ends with a bibliography, matrix, attachments, statement of authenticity of writing, documentation, certificate of completion of research and researcher's biodata.



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CHAPTER II

LITERATURE REVIEW

A. Previous Study

Previous studies are literature reviews or previous research that have similar themes which are usually used by later researchers to compare and look for which research areas have not been studied by previous researchers. By doing this step, it will be seen to what extent the originality and position of the research to be carried out.

The first is Fariska Wulandari (2021) research entitled "**Student's Perception of Games in Learning Words**"⁷. This study aims to determine students' perceptions of games in vocabulary learning. This research is a descriptive research which done at the Polytechnic of Tonggak Equator. To examine the phenomenon of online games in Indonesia with the aim of this study is to determine the significant effect of using online games to expand vocabulary mastery. This research was conducted by applying descriptive research choose a third semester English student for Business and Professional Communication as a research subject because students this semester have attended vocabulary lessons and have an expert the meaning of playing games in vocabulary learning in class. It research subjects consist of 10 students to interview with criteria willing to be an informant in this study, ever attended and completed vocabulary subject, have experience learn vocabulary through the game at least twice and elaborative in speaking. In

⁷ Wulandari, F., "THE STUDENTS' PERCEPTION OF GAME IN VOCABULARY LEARNING." *ELSA* 1, no.2, (2021) 1-9.

this study, researcher used Interview guide as an instrument data collection. Then, in this study, researcher use unstructured interviews to gather t data and interviews are done using video calls. Based on the interview, the students' perception about game are positive.

The second research has been conducted by Abdul, Nazriani, Rini and Teguh (2022) entitled **"Tertiary Students' Perception of Mobile Legend Game on Vocabulary Mastery"**⁸ This study aims to know perception students about mobile legends on vocabulary. This research use Qualitative research methods with thematic analysis are applied in this study and the subjects of this study were four students of the Muslim Nusantara University Al-Washliyah. Come to different departments namely; 2 English students with higher English learning experience, and 2 non-English students with less experience learning English. The survey method was applied to describe the phenomenon of the Mobile Legends Online Game from vocabulary mastery. The results of this study were found four themes, namely; Curiosity, Interaction, Obstacles, Confidence, it is implied that all students have the same level in the theme of curiosity and self-confidence, besides that all students have a high level of interaction and different obstacles. Educational background is very influential on the research. Four EFL students had different perceptions in the interaction of themes and barriers, about parameter vocabulary in the ELT context. For students from the English department, they don't find it difficult with vocabulary because they have

⁸ Perkasa, A. G. D., Lubis, N., Putri, R. F., & Amin, T. S., "Tertiary Students' Perception of Mobile Legend Game on Vocabulary Mastery". *INDONESIAN JOURNAL OF ELT AND APPLIED LINGUISTIC 1*, no.2, (2022) 64-70.

learned about vocabulary before, especially for students from Indonesian department, they just feel there are difficulties that make it a challenge for them. While for interaction with this theme, students majoring in English feel quite often interacting using English and for students from the Indonesian language department they do not often interact using English because they also do not understand

The third research has been conducted by Adil Dananjaya (2019) entitled **"Students' Perception on Online Game Mobile Legends for Vocabulary Development"**.⁹ The purpose of this research is to discover the level of EFL students' perception of online game Mobile Legends in their vocabulary development. This research used survey as the method of the research where the instruments to collect the data were closed-questionnaire and structured-interview. The result of this study is positive, reaching a 74% in the final result, therefore it is belongs to positive perception, the data shown that the respondents agreed that they met many new vocabularies, discovered how to spell and pronounce the words by the game's system and others that assisted them, even ever used the new vocabularies in their daily lives, and they claimed that their vocabulary knowledge is expanding when playing Mobile Legends. Besides playing for fun, the students can also learn about English from this game.

⁹ Dananjaya, A., & Kusumastuti, D., "STUDENTS'PERCEPTION OF ONLINE GAME MOBILE LEGENDS FOR VOCABULARY DEVELOPMENT". *ELLITE: Journal of English Language, Literature, and Teaching* 4, no.2, (2019) 53-58.

The fourth research has been conducted by Oriza Fatmawati N (2023) entitled **“Exploring English vocabulary knowledges through playing Mobile Legend game in E-sport community at UIN Raden Mas Said Surakarta”**.¹⁰ This research focuses on vocabulary both notification that appear on screen and quotes of Hero in the mobile legend game played by E-sport community at UIN Raden Mas Said Sukakarta. The purpose of this research are: 1) to explain the steps of the E-sport community as a player explore the vocabulary knowledge through mobile legend game. 2) to describe the levels of vocabulary known by the E-sport as a player while playing mobile legend game. Researcher used mixed methods they are Qualitative and Quantitative research because the researcher employs this method to collect and analyze data, which is suitable for the purpose of this research in order to get information about what steps which used by players and measure the level own by them in mastering vocabulary through mobile legend game. Data collection techniques used in this study were interview and test which the type of the test are multiple choice and subjective. The subjects of this research were two teams of Mobile Legend game players who were members of each team consisting of 5 players at the E-Sport Community of UIN Raden Mas Said Surakarta. The results of this research 1) based on the data analysis of interview, the researcher found that there are three steps that used by players to explore vocabulary knowledge through mobile legend, such as: Discrimination, understanding meaning and

¹⁰ Oriza Fatmawati N *“Exploring English vocabulary knowledges through playing Mobile Legend game in E-sport community at UIN Raden Mas Said Surakarta”* (Skripsi, UIN Raden Mas Said Surakarta, 2023) p.7

Remembering. 2). According to the test, the level of Vocabulary Knowledge of Mobile Legend matches is known by E-Sport Community players at UIN Raden Mas Said Surakarta it is categorized that 20% to level 1, 50% to level 2 and 30% to level 3.

And the last study is by Deka Darma Putra (2021) "**Students' Perception on Online Game Mobile Legend for Their Pronunciation Ability**"¹¹ The purpose of the research were to found out the students' perspective from three aspects; Perceiver, Target, and Situation. Survey method was applied to describe the phenomenon of Online Game Mobile Legends for their pronunciation.. The subject of the research was the fourth year students of English Education 2016 of Tarbiyah and Teaching Faculty Academic Year 2020/ 2021. Sample of the research consist of 20 students. Data was gathered by questionnaire and semistructured interview.

The result of students' perception on Mobile Legends towards their pronunciation ability was positive perception. The percentage reached 78% in the final result. The data shown that the students agreed Mobile Legends helps them to spell and pronounce the words better. Furthermore, they admitted that Mobile Legends helps their pronunciation in their daily life. It also helps expanding their vocabulary.

¹¹ Deka Darma Putra, "*Students' Perception on Online Game Mobile Legends for their Pronunciation Ability*", (Skripsi, UIN Raden Intan Lampung, 2021) p.30

Table 2.1
The Differences and Similarities
Previous Research and Researcher's Research

No.	Name and title of research	Differences	Similarities
1.	An article journal Fariska Wulandari (2021), Polytechnic of Tonggak Equator entitled " Student's Perception of Games in Learning Words "	<p>Data collection technique Use unstructured interviews, while the researcher used questionnaire and structure interview.</p> <p>Research Participant A third semester English student for Business and Professional Communication</p>	<p>Research method Descriptive research</p>
2.	An article journal by Abdul, Nazriani, Rini and Teguh (2022), Universitas Muslim Nusantara Al Washliyah entitled " Tertiary Students' Perception of Mobile Legend Game on Vocabulary Mastery "	<p>Research Participant Four students of the Muslim Nusantara University Al-Washliyah</p>	<p>Research Method Qualitative research.</p>
3.	An article journal by Adil Dananjaya (2019), Universitas Muhammadiyah Jember entitled " Students' Perception on Online Game Mobile Legends for Vocabulary Development "	<p>Research Participant The 8th semester students of English Education Department on 2018/2019 academic year in Universitas Muhammadiyah Purwokerto..</p>	<p>Data collection technique Were closed-questionnaire and structured-interview</p> <p>Research Focus To discover the level of EFL students' perception of online game Mobile Legends in their vocabulary.</p>

No.	Name and title of research	Differences	Similarities
4.	Oriza Fatmawati N (2023) entitled “Exploring English vocabulary knowledges through playing Mobile Legend game in E-sport community at UIN Raden Mas Said Surakarta”	<p>Research Focus Focuses on notification that appear on screen and quotes of Hero in the mobile legend game.</p> <p>Data Collection Technique Interview and test</p> <p>Research Participant Members of each team consisting of 5 players at the E-Sport Community of UIN Raden Mas Said Surakarta.</p>	<p>Both of Research Using Mobile legend game as media for research.</p>
5.	Deka Darma Putra (2021), UIN Raden Intan Lampung “Students’ Perception on Online Game Mobile Legend for Their Pronunciation Ability”	<p>Research Focus Towards their pronunciation ability, while researcher for their vocabulary.</p> <p>Research Participant The fourth year students of English Education 2016 of Tarbiyah and Teaching Faculty Academic Year 2020/2021</p>	<p>Data Collection Technique Using questionnaire and semi-structured interview.</p>

B. Theoretical Framework

1. Vocabulary

a. Definition Of Vocabulary

Vocabulary is the basic language aspect that must be mastered before mastering English skills. There are some definitions of vocabulary by some experts. According to Hornby (2006) vocabulary is all the words that a person knows or uses and it is all the words in a particular language. According Hatch and Brown (1995) vocabulary is a list or set of words for a particular language or a list or set of words that individual speakers of language might use.

The next definition noted taken from Collins Essential English Dictionary 2nd Edition in Ro'iyal Ali thesis, Vocabulary is a noun, singular, and become vocabularies in plural function. Vocabulary can be defined as:

- 1) All the words that a person knows
- 2) All the words contained in a language
- 3) The specialist terms used in a given subject
- 4) A list of words in another language with their translations
- 5) A range of symbols or techniques as used in any of the arts or crafts: the building's vocabulary of materials, textures, and tones.¹²

¹² Irwan Ro'iyal Ali, *The Correlation Between Students' Vocabulary Mastery And Reading Comprehension* (UinSyarifHidayatullah: Faculty Of Tarbiyah And Teachers' Training, 2010), P. 7- 8

Vocabulary is one of the important factors in all language teaching, students must continually learn words as they learn structure and as they practice sound system. Vocabulary is an important set that a person has for language knowledge. When we read something it will sound good if we understand the vocabulary in our reading, because it will help and guide us in pronouncing, reading, and grasping the ideas from our reading. The most important aspect of language learning is vocabulary. Without dedication to vocabulary knowledge, students cannot write, read, and speak the language. Learning English vocabulary is not only memorizing but also understanding the meaning. By understanding vocabulary correctly, it makes students able to think and feel the language.

Therefore, one of the most important things of learning English fluently is by mastering the vocabulary. By having a lot of vocabularies, we can improve our English. As Vocabulary building is very important in any language learning not only has a close correlation with the intellectual maturity of the learners, but also it helps a great deal in improvement of the four language skills of the students.

From the definition above, we can see that vocabulary is all the words in a language that are familiar and used by a person to communicate with each other. It can be concluded that vocabulary is a

word that people know and use, or all of the words in a specific language that people use when discussing a specific subject.

b. Types of Vocabulary

Some academics divide the vocabulary according to their arguments. Suardi and Sakti classified vocabulary into four categories, which are as follows:

1) Oral vocabulary

This consists of the active use of words in speech: words that are close to conversation. The more a person says a word, the easier it is for it to come out of his mouth.

2) Vocabulary writing

For words that actually get into one's finger vocabulary: perhaps even no speaking vocabulary: stock words that are responded to in other writing with meaning and understanding.

3) Listening vocabulary

A collection of words to which a person responds with meaning and understanding when hearing others speak.

4) Vocabulary reading

A collection of words that a person recognizes when he sees them in a painting or written work.¹³

¹³ Suardi, S., & Sakti, J. E. *Teacher Difficulties in Teaching Vocabulary*. (IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 2019) 7(2).

Sabuna et al distinguished two types of vocabulary: receptive vocabulary and productive vocabulary:

- 1) Receptive Vocabulary refers to words that students recognize and understand when they see them in context but cannot produce. It is vocabulary that students recognize when they see or encounter it in a text but do not use in speaking or writing.
- 2) Productive Vocabulary refers to words that students understand, can pronounce correctly, and can apply constructively in speaking and writing. It includes receptive vocabulary as well as the ability to speak or write at the appropriate time. As a result, productive vocabulary can be addressed as an active process because learners can generate words to express their thoughts to others.¹⁴

Further, Jo Ann Aebersold and Mary Lee Field classify into active and passive.

- 1) Active vocabulary refers to put item which the learner can use appropriately in speaking or writing, and it is also called as productive vocabulary, although in fact it is more difficult to put into practice, it means that to use the productive vocabulary, the students must know how to pronounce it well, they must be familiar with collocation and understand the connotation meaning of the word. This type is often used in speaking and writing skill.

¹⁴ Sabuna, E. S., Ndun, L. N., & Billik, M. O. 2021. *EFL Students' Strategies to Improve Their Vocabularies in Critical Reading Class*. SAGA: Journal of English Language Teaching and Applied Linguistics, 2(2) p.113-120

- 2) Passive vocabulary refers to language items that can be recognized and understood in the context of reading or listening and also called as receptive vocabulary.¹⁵

Meanwhile Djalinushah and Azimar Enong divided vocabulary into two, namely general vocabulary and special vocabulary.

- 1) General vocabulary is of the words that are used in general. There is no limit of field and user.
- 2) Whereas special vocabulary is that the words that are used in the certain field and job, profession of special science and technology.¹⁶

From the explanation above, we know that every expert in every book is different in classifying the kind of vocabulary, because every person has a different way in showing and telling their opinions and ideas. Some of them emphasize vocabulary to the items which the learners can use appropriately in speaking or writing and to the language items that can be recognized and understood in the context of reading and listening and some of them classify vocabulary into general and special. Even the classifications of the kinds of vocabulary that they have made are different, but the point is the same, because their classifications are based on the different sides and aspects.

¹⁵ Jo Ann Aebersold and Mary Lee Field, *From Reader to Reading Teacher* (New York: Cambridge University Press, 1997) page 139

¹⁶ Djalinushah and Azimar Enong, *Tata Bahasa Inggris Modern dalam Tanya Jawab* (Jakarta: CU. Miswar, 1980) page 81.

c. Vocabulary Development

Word or can be called as vocabulary is one of the important parts when it comes to learning a language, because word and language cannot be separated from each other. This notion is in line with Lin et al. (2013) who stated that “vocabulary is an integrated part of a language.” While Harmon, Wood, and Keser (2009) stated that vocabulary development is an important aspect of language learning. When someone wants to speak with other people, he or she should communicate it in a good and proper way; otherwise other people would not understand what is said. In other words, the use of correct vocabulary and proper grammar will ease the communication process. It is the same with Averil (2006) stated that “...the more vocabularies students know well and can use, the more meaning they can communicate in a wide variety of circumstances”. In learning English, vocabulary has an important role to convey what the speaker wants to say, as stated by David Wilkins cited by Alqahtani (2015) “...while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. It is why vocabulary is the most important part in a language, because it related to the four language skills, the listening, writing, speaking, and reading skill. Averil (2006) also stated that vocabulary is a central part of language.

Vocabulary learning is really needed if one wants to understand foreign language, therefore there are many ways to learn

vocabulary. For example, it can be learnt from game, and it is proved by some researches that will be stated later. Game as one of the technologies that develop rapidly in this era can make it easier for students to learn. Also, it can deliver learning in an interesting way.

As we know, people like game. The report from Wijman at newzoo.com in 2018 found that there are 2.8 billion active gamers in the world, which is a fantastic amount. Nowadays, many of the games are onlinebased, where it requires Internet connection in order to operate, including Mobile Legends. The main purpose of game, both online and offline, is only for entertainment, or at least that is how most people perceive. It is the same as Ahmadi & Munawar (2005) who stated that the purposes of playing game are to get fun and entertainment.

2. Game

a. Definition of Game

Game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.¹⁷ It means that there are interactions between the players when they play the game. In language teaching game is an organized activity that usually has the following properties such as: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written

¹⁷ Andrew Wright at all, *Games for Language Learning*, (Cambridge: University Press, 2006), page 1

language Moreover game can help and encourage the students to sustain their interest and work'. The use of the game can make the process of learning English easily, and also the student can understand the material that is given by the teacher with fun way. While “Hadfield in his book stated that a game is an activity with rules, a goal and an element of fun.”¹⁸ Here the teacher can use the game to make the students interesting in teaching learning process, and at the end of the game there is one of the students who become the winner. Therefore, the students feel that they are playing although actually they are studying to find a new vocabulary. So game is an activity which is done with some rules and having a specific goal in order that the players are interest in learning process.

3. Mobile Legend Game

a. Definition of Mobile Legend Game

Mobile Legends is a (Multiplayer Online Battle Arena) game designed for mobile phones. The two opposing teams compete for victory by destroying tower enemies while defending their own towers to control the trails, three "lanes" known as "upper lanes," "middle lanes," and "bottom lanes," in each team, there are five players who each control avatars known as "heroes" from their own devices. Controlled characters, known as "minions," spawn in the team base

¹⁸ Jill Hadfield, *Intermediate Vocabulary Games* (1999), Page 4

and follow the three Paths to the opposing team's base, where they fight enemies and towers (Sudharto).¹⁹

Mobile Legends is growing fast, with additions from this game that makes the interest in this game even higher, variations heroes and technology upgrades make the game better in terms of magnificence in the game. According to Panji, states that there is a positive influence that comes from research conducted he has done, this is because new players in Mobile legend are always popping up, either because of its popularity or an invitation from friends who want them to try to play Mobile Legends.²⁰

Mobile Legends games are a subgenre of real-time strategy games in which two teams of five players compete against each other, each controlling a single character. In contrast to real-time strategy games, there is no construction of units or buildings in a Mobile Legends game. As a result, much of the strategy revolves around the development of individual characters and cooperative team play in combat.

b. Roles of Mobile Legend Game

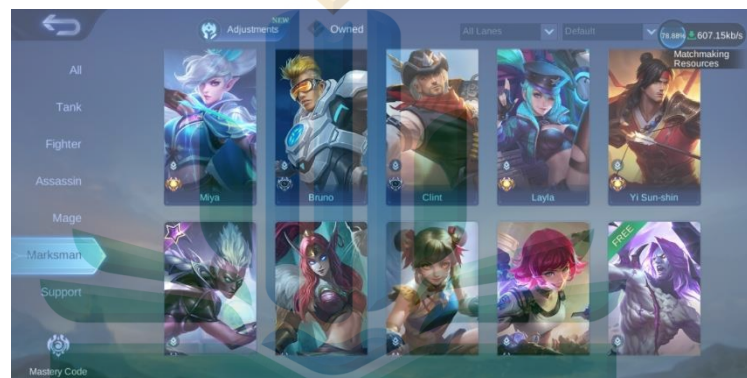
Mobile legend games cannot be separated from the term of Hero". Hero is a unique character that can only be played by one player in each round of the game. Then this hero will become a player

¹⁹ Sudharto, A. R. *Fenomena Game Online Mobile Legends di Kalangan Mahasiswa* (Studi Kasus pada Mahasiswa Universitas Sumatera Utara). Medan.2018. vol5.p.23.

²⁰ Panji, A. *Di Indonesia, Mobile Legends Dimainkan 8 Juta Pengguna Aktif*. Press Conferences, Jakarta: Kumparan, 2017.

in the legends mobile game. Every hero has four skills to defeat the opposing hero or Minions, there are one passive skill and three active skills. Mobile Legends player must place the skills possessed by the hero according to the situation when competing. This game limits players to only ten players, with five players per team. Each player only can choose one hero from several choice hero. In other words, players cannot play all heroes, the roles of the heroes are:

a. Marksman



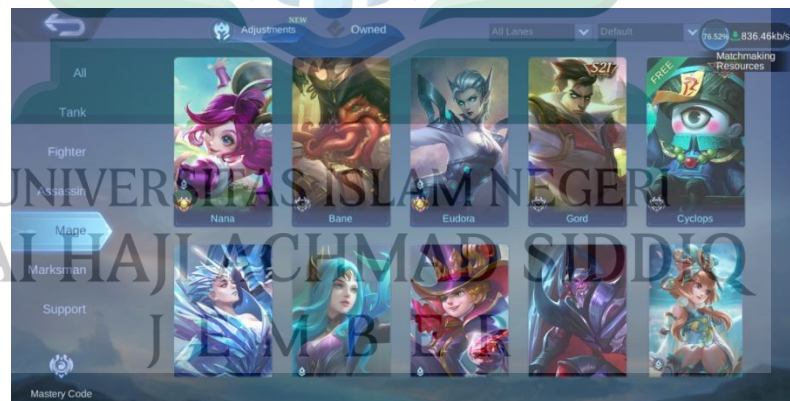
This type of hero has a strong attack power so he has role as the main attacker in the game. The existing heroes include Miya, Bruno, Layla, Lesley, Yi Sun-Shin, Clint, Moskov, Karrie, Irithel, Hanabi, Claude, Kimmy, Granger, Wanwan, Popol and Kupa, Brody, Beatrix, Natan, Edith, and Melissa.

b. Tank



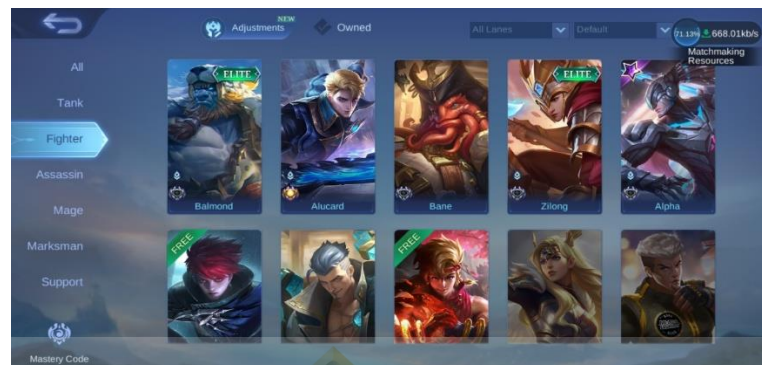
This type of hero has a large HP and Armor base so can take large damage from your opponent to protect team. The existing heroes include Tigreal, Jhonson, Akai, Franco, Minotour, Lolita, Gatot Kaca, Grock, Hylos, Balerick, Khufra, Baxia, Atlas, and Gloop.

c. Mage



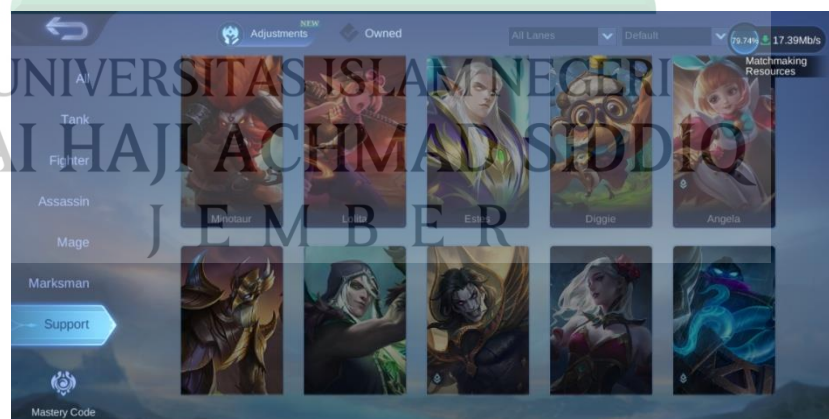
This type of hero has the ability with great damage so you can do quickly kill to your opponent's hero. The existing heroes include Alice, Eudora, Cyclops, Pharsa, Chang'e, Vale, Lylia, Cecilion, Luo Yi, Harits, Gord, Kagura, Aurora, Vexana, Harley, Kadita, and Esmeralda.

d. Fighter



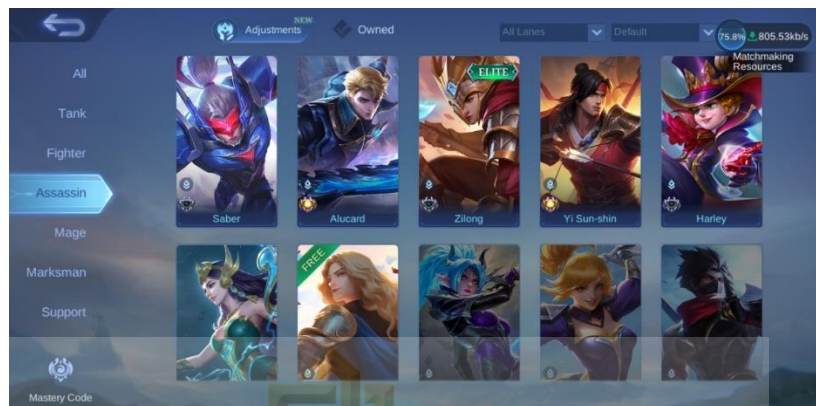
This type of hero with close range in Mobile Legends who has many roles in a team. The existing heroes include Balmond, Alucard, Zilong, Ruby, Argus, Martis, Silvanna, Bane, Freya, Chou, Alpha, Hilda, Lapu-Lapu, Roger, Jawhead, Kaja, Aldous, Leomord, Thamuz, Minisithar, Badang, Guinevere, Terizla, X-borg, Dyrroth, Masha, Yu Zhong, Khaleed, Barats, Paquito, Sun, Aulus, Uranus, and Yin.

e. Support



This type of hero has the ability to protect team and helps the team when fighting. The existing heroes include Angela, Rafaela, Estes, Nana, Carmila, Floryn, Mathilda, Faramis, and Diggle.

f. Assassin



This type of hero generally has the ability that can kill and lock the opponent. The existing heroes include Saber, Gusion, Lancelot, Hanzo, Karina, Fanny, Hayabusa, Natalia, Helcurt, Selena, Ling, and Benedetta.

c. **The advantages and disadvantages of Mobile Legends**

1) *The Advantages of Mobile Legend:*

a) **Classic Map of MOBA 5 vs 5**

Dota players usually prefer classic folders 5 vs 5. This is certainly the main attraction for dota players, they seemed to play dota when playing this game.

b) **Good Graphic**

Everyone will be happy when playing games with good graphics. Imagine you play a fun game but the graphics are very ugly your playing impression must be less.

c) Heroes from various countries

There are Gatotkaca from Indonesia, Bruno from Brazil, Yin Shun Shin from Korea, Kagura from Japan, and many more. here's one of the highlights of this game.²¹

d) Easy gameplay and control

The gameplay and controls in this game are very easy, unlike some of these other types of games on smartphones, which are quite difficult to control and control our heroes. Use of practical and easy item buying skill makes new gamers play it quickly. Menu and map view is easy to understand.

e) Many events and rewards

Who does not like reward when playing games? This is a much-awaited gamers especially those who are not premium players. Event and reward in this game almost in every month.

of course makes the gamers become more happy and spirit in playing it. With lots of exciting bonuses like skins and BP (Battle Point) that you can get during the event or when the season rank is over.

f) Fair game

Fair, that's what's in this game system, 1 Hero can not possibly kill 5 enemy Heros at once easily. If it happens, it could be a noob enemy. Unlike other Moba game types, even

²¹ <http://brgsanjuancaintarizal.blogspot.com/?m=1>

with only 1 Hero and with the finished item we can kill all the opponent heroes. different Mobile Games game, which you need is teamwork. without team work, it is very difficult to win games in this Mobile Legends game.

2) *The Disadvantages of Mobile Legends:*

a) **Unstable connection**

Unstable connections often make many players complain, by using wifi or data that is sometimes stable play this legends mobile game is very laggg. From ping 40 it suddenly turned into 200 wow instead. Hopefully the future of Mobile Legends game connection is getting better, because there has been no connection improvement at all from the Moonton for this Legends Mobile game.

b) **Player report system**

The existing report player system is not good enough, when you report player who is afk or deliberately become their feeder is only subject to a penalty reduction score and not get reward, hopefully the future can be banned for the deliberate afk and feeder. Perhaps because of the unstable connection in mobile legends moonton team has not dared to issue an afk banned player system.

c) Lots of glitch & bugs

Glitches & bugs on this Mobile Legends game we often encounter, such as invisible minions on the screen, blink using misguided flicker spell, and inverted folder position while playing. When experiencing reconnect the possibility of bug is very big we must relog first to improve our appearance when playing is very troublesome and inconvenient yes.²²

Probably just so many of me for all these advantages and disadvantages only in my personal opinion and based on my experience of playing.

Hopefully the future of Mobile Legends game can continue to update for better especially in the connection, because this game has great potential to be a game E-Sport Moba much in demand of gamers.

According to Yogatama et al mentioned The Mobile Legends game have the advantages & disadvantages as follow:²³

a) Several advantages when using Mobile Legends game, as follows:

- (1) Helps to build and foster friendships with classmates.
- (2) Know a lot of English words.

²² Mulkanin, "Advantages and Disadvantages of Mobile Legends, Popular MOBA Game on Smartphone," Steemit, August 29, 2017, <https://steemit.com/life/@mulkan/advantages-and-disadvantages-of-mobile-legends-popularmoba-game-on-smartphone-2017829t192415939z>.

²³ Yogatama, I. K. S., Kharisma, A. P., & Fanani, L. (2019). *Analisis Faktor-Faktor Yang Memengaruhi Minat Pemain Dalam Permainan MOBA (Studi Kasus: Mobile Legends: Bang-Bang!)*. *Jurnal Pengembangan Teknologi Informasi Dan Ilmu Komputer*, vol.3(3), 2558–2566.

(3) Learn about cohesiveness and cooperation.

(4) Relieve boredom or stress due to the many learning activities.

(5) Mobile legend games can make money.

b) The disadvantages when using Mobile Legends game as follows:

(1) Distraction while performing another important activity.

(2) Affecting social interaction.

(3) Sleep problems and loss of productivity.

Based on the description above, even though the Mobile Legends game has some disadvantages, the reason the researcher choose the Mobile Legend game. First, the researcher thinks about the Mobile Legends game application is the right medium to increase vocabulary because it is fun and not boring features and secondly, the Mobile Legends game can connect with other players around the world so we can greet and socialize with them.

4. A Nature of Perception

This chapter refers to how students regard Mobile Legends as the media to interpret Mobile Legends towards their vocabulary. The students' opinions are based on things or facts they experience, feel, see and hear during playing online games. Students' perception towards certain condition greatly influences their interest and motivation in

learning. Furthermore, the researcher giving some definitions by several theories about students' perception, they as follow:

According to Nelson-Smith describes that students' perception is influenced by their experience and expectation. Perception is what they see as reality to them, and what they believe will happen, whether is true or not.²⁴

According to Longman Dictionary of Contemporary English, there are several definitions of perception. There are: Perception is the way you think about something and your idea what it is like, perception is the way that you notice things with your senses of sight or hearing, perception is the naturally ability to understand or notice thing quickly.²⁵

According to Walgito, perception means a process that is preceded by the receipt of stimuli to stimulation through the five senses and arise the interpretations so that the individual will be aware and understand what is sensed.²⁶

From the explanations above, the researcher concludes that students' perception is a process of interpretation, attitudes, and ideas that are relatively stable related to what they see and believe towards true or not of something. Students' perception has an important role in

²⁴ Nelson-Smith, Kenyetta Q. Learning Styles and Students' Perception of Teachers Attitudes and Its Relation to Truancy Among African American Students in Secondary Education. Unpublished Dissertation, Louisiana: Louisiana University, 2008. In JarotSetiawan, Teachers' Belief and Students' Perception Regarding CLIL: Case Study at SMA YPVDP Bontang Chapter 4-5, p13.

²⁵ QuQiong, A Brief Introduction to Perception. Studies in Literature and Language, 15(4), p.18-28, retrieved on: <http://www.cscanada.net/index.php/sll/article/view/10055DOI:http://dx.doi.org/10.3968/10055>

²⁶ Walgito, Bimo, PengantarPsikologiUmum, (Yogyakarta: Andi Offset, 2002) p. 9

education. Students' perception becomes one of the key factors which determine whether students can succeed in their study or not, because the perception often influences students' interest and motivation. Students' perception is shaped by their lifetime experience in the teaching and learning process. In particular situation which could not meet students' expectation also influenced students' perception. Therefore, students' positive perception is compulsive in order to make sure achievement of instructional goals.

a. Kinds of Perception

Generally, perception is different from one to another. There are two kinds of perception by Robbins as follows:

1) Positive perception

Positive perception comes from individual satisfaction about certain object that becomes her/his source perception, the individual knowledge, and the individual experience of the object perceived.

2) Negative perception

Negative perception comes from the individual dissatisfaction about certain object that becomes her/his source perception, the individual ignorant, and the lack of experience of the object perceived.²⁷

²⁷ Stephen P. Robbins, Prilaku Organisasi, (Erlangga: Jakarta, 2002) p. 14

In other explanation, Irwanto said that positive perception means that this perception describes all knowledge and the response that is in line with the object being perceived. Otherwise, Negative perception is a perception that describes all knowledge and the response that is not in line with the object being perceived.²⁸

According to explanation above, it could be conclude that the forming process of those perception are hardly depends on how ones thinking and how individuals describes all their knowledge about the perceive objects.

b. Factors Affecting Perception

A perception could be different from one to another, because there are factors that affect human perception. Furthermore, Robbins state that, there are three factors that affecting perception, they as follows:

1) Perceiver

When looking at something and trying to give an interpretation, an individual will be influenced by his or her characteristics such as:

a) Attitudes

Discussed about how individuals saw the same thing, but interpret it differently. An attitude is often expressed through words which can be perceived by others. In other

²⁸ Irwanto, Psikologi Umum, (Jakarta: PT GramediaPustakaUtama, 2002) p. 71

side attitude not only affect actions, they also influence perceptions and interpretation of actual events.

b) Motives

Motives related to the things that each individual needs. The unsatisfied needs of individuals would strongly stimulate and influence individuals in perceiving things. Motives appear in one's thoughts pertain to goals that either desired or undesired. Motives are what eventually produce actions.

c) Interests

The focus of individual interest could influence different perception. This difference of perception depended on the interests that the individual was engaged in.

d) Experience

Experience, memories, or retention is the experience can be said to be dependent on the memory in the sense of the extent to which someone can recall past events to determinate a stimulus in the board sense. Experiences dealt with experience that had experienced before. Some new experienced would be more striking for someone individuals.

e) Expectation

Expectation/belief affected individual perceptions.

This was because an individual had expectations of qualifying standards on certain objects, people, or circumstances.

c. Object or target being perceived.

The target of perception is not something that is viewed in theory but in relation to others involved. This causes one tend to group similar people, objects, or events and separate them from other groups that are not similar. The greater the similarity, the greater the probability we will tend to perceive them as a group, and vice versa.

This domain may cover such as:

1) Novelty

Novelty, new, unique and distinct characteristics are easily perceived as they attract our attention easily. That's why fashion designers try to bring novelty to their in their design. It is one of the major determining factors directing attention. This factor may sound contrary to familiarity but this element also affects someone in selecting information.

2) Motion

Motion or called movement. For instance the things in motion attract more attention than things that are still. This process is like inferring the speed and direction of elements in a scene

based on visual input. For the example, both eyes are used together to perceive movements or motion of an object by tracking the differences in size, location and angle of the object between two eyes.

3) Sounds

Sounds it is like object or person is more likely to be noticed in the group they are given. In other means louder sounds are more easily perceive than low pitch sound, thats why loud and noisy people are easily noticed in a group.

4) Size

Size this factor states that the magnitude of the relationship of an object, the more easy to understand. This form will affect the perception of the individual and by looking at the size of the shape of an object. For the example: bigger targets are more noticeable than smaller ones, such as: a tall building over a shorter one.

5) Background

Background influences the things that are chosen in perception. For example, people with higher education or broad religious knowledge have a certain way in selecting information.

6) Proximity

Proximity or familiarity is something that is familiar or known attracts more attention.

7) Similarity

Similarity that is an object about the characteristics will be perceived as an object that is related or disconnected. This means that objects that have the same characteristics are perceived as having a relationship, and vice versa.



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J E M B E R

CHAPTER III

RESEARCH METHODS

This chapter describes the method that was used in the research which include research design, subject of the study, object of the study, data collecting method, procedure of analysing the data.

A. Research Design

This study was designed to get information about students' perceptions on mobile legend game for their vocabulary. In this research, the researcher used qualitative descriptive as the research design. Cresswell (2008) stated that qualitative research is exploring and understanding the meaning of people about the social or human problem.

The result of the research data would be reported descriptively, as Denzin and Lincoln, stated that "Qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them".²⁹

The object of the research is students' perceptions on mobile legend game for their vocabulary. Here, the writer would interpret the students' perceptions into words and explain to the readers about it.

²⁹ Denzin, N. K., & Lincoln, Y. S., *Handbook of qualitative research*. (London: Sage Publications, 1994) page.2

B. Location of the Research

The location of this research is at Madrasah Tsanawiyah Negeri Probolinggo, which is located at Jalan Citarum No. 09, Kanigaran, Kota Probolinggo. The placement of the research area is important stages in research. The reasons for choosing this location because the institution has used digital media innovations and also researcher follow the developments of education at Madrasah Tsanawiyah Negeri Probolinggo. This is expected by students Madrasah Tsanawiyah Negeri Kota Probolinggo have skills and knowledge about Technological advances in games on learning

C. Subject of the Research

In the beginning, the researcher planned that subject of the research was taken by using purposive sampling of students at Madrasah Tsanawiyah Negeri Kota Probolinggo.

Purposive sampling is a technique for sampling data sources using certain considerations. This particular consideration is for example people those who are considered to know best about what we expect, or maybe he is the ruler so it will make things easier the researcher explores the object/social situation being studied.³⁰

To get more accurate information about the Mobile Legend game. Researcher have criteria for selecting research subjects that are relatively short. The researcher negotiated with the English teachers of class VIII and IX. And the teachers gave suggestions to take informants from students who

³⁰ Abdussamad, Z, *Metode Penelitian Kualitatif* (Makassar: CV Syakir Media Press,2021) p.137

understand the Mobile Legend game media. And teachers allow research not to be carried out in class or during learning activities.

The teacher explains that the vocabulary material provided in the lesson includes reading, writing, speaking and listening. So students understand vocabulary through texts translated by the teacher. For media, only use audio/video.

Researcher provide an explanation regarding the Mobile Legend game application and how to apply it. Then the teacher responded quite well. And he also stated that he didn't know the Mobile Legend game before. The researcher explains what data collection techniques will be used, and the teacher agrees regarding students' perceptions of the Mobile Legend game media

Finally, the researcher got 40 students as the informant of the population who were given questionnaire and interviewed on the perception about mobile legend game for their vocabulary.

D. Data Collection Technique

This study uses three data collection techniques, there are observations, interview, and questionnaire.

First is observation, researcher make observations to obtain information about student learning activities and the geographic location of the school.

The second is interview, interview is a collection of data carried out with conversations that have a purpose. The interview protocol aims to ask questions and record answers during qualitative interviews (Cresswell, 2018).

Interviews can be conducted in various ways, in person, over the phone or even online. There are also 3 types of interviews, namely structured interviews, semi-structured. interviews and free interviews. In this study, the researcher chose the semi structured interview method by giving questions to the players with an outline.

The last used the questionnaire to collect the data that given to junior high school students by random. According to the Oxford dictionary, questionnaire is a set of printed or written questions with a choice of answers, devised for the purposes of a survey or statistical study. Another definition was stated by Gault (1907) that questionnaire is a research instrument that consists of some questions in order to collect information from respondents. In this case, the researcher gave close-ended questionnaire. Here, the students answer the questions according to command of the researcher.

E. Data Analysis

According to Miles and Huberman (1984) The data analysis consists of three streams of activity, they are data reduction, data presentation, and drawing conclusion or verification. Then, the researcher adopted the framework of techniques of data analysis developed by Miles and Huberman with the description as below.

1. Data reduction

Data reduction can be interpreted as summarizing, choosing the main things, and gathering important information related to the research problem, as well as looking for the necessary data so as to provide a clear

picture. Thus, researcher will see the results of interviews and questionnaires. Then the results of the interviews and questionnaires will be summarized and sort the data that have similarities.

2. Data Presentation

Data presentation is the second stage after data reduction, data presentation can be done in the form of brief descriptions, charts, relationships between categories and the like. Therefore, the researcher presents interview scripts to analyze how toward extend vocabulary development in games and the results of testing hero quotes and notifications during matches which are then identified based on players' understanding of the mobile legend game vocabulary.

3. Conclusion or Verification

Therefore, researchers compiled a classification of notification data based on student memories and created verification data by interviewing each student.

F. Validity of Data

In qualitative research, some techniques could be used to increased data validity. The validity of the research is very important in research. The Triangulation used by the researcher could as one of the data validity techniques. Triangulation is a method in research that often used to check validity or reliability depends on the data and source. In this research, the source triangulation and technique triangulation used by the researcher. Source triangulation uses different sources to get the same data. It used to

check the information which has been taken from different times. The emphasis is on the source of data not in the data collecting method or others.

Moloeng stated that triangulation is a technique to examination the validity of the data in comparing interviews towards an object research.³¹

Technique of triangulation has been done by collecting the same data by using different techniques or methods of collecting data. The emphasis on the used of different data collecting methods to indicate the same source to test data validity.

The steps are four, namely:

1. Comparing observational data with the results of interviews.
2. Comparing observational data with the contents of related document.
3. Comparing what students say of the research situation with the what students says in daily life or all the time.
4. Comparing the results of interviews with the contents of related document.

G. Research Steps

The stages in this research have the aim of get systematic research results. This research step as a step to simplify the research process. As follows:

1. Planning step

Research designs in compiling this plan, the researcher establishes the following: the title of the research, the background of research, the

³¹ Moloeng, Lexy J., *Metodologi Penelitian Kualitatif*. (Bandung: Remaja Rosdakarya. 2008) page 330

focus of the research, the objective of the research, the benefits, and the method used.

2. Work Step

In this stage the researcher collects information and source data related to the themes taken in the research.

3. Prepare research equipments

After all is done, the researcher prepares the equipment needed for the research before plunging into the field, including preparing the list of questions for interviews and questionnaire, notebooks, papers, handphone for recording.

4. Research stage

This step includes compiling research results, consultation with the advisor and revision of the results of improvements advisor lecturer.



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CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. Description of Research Objects

1. History of the Establishment of Madrasah Tsanawiyah Negeri Kota Probolinggo.

Madrasah Tsanawiyah Negeri Kota Probolinggo is an institution that located on Jalan Citarum Number 009, Kelurahan Curah Grinting, Kecamatan Kanigaran, Kota Probolinggo, which was founded in 1979 with NSM 121135740001. Madrasah Tsanawiyah Negeri Kota Probolinggo, initially had the status of Private Madrasah Tsanawiyah. Madrasah Tsanawiyah Negeri Kota Probolinggo birth was motivated by the changes of PGAN six years of education becomes PGAN three years of education.

In the 1980/1981 academic year, Madrasah Tsanawiyah Negeri Pamekasan Madura relocated to Probolinggo City followed by 3 (three) people employee namely Moh. Mi'roj, BA acts as Head of the madrasah, Syukri, BA as teacher, and Moh. Djaelani as Administration. Inauguration of Moh. Mi'roj, BA as Head of MTs Negeri Kota Probolinggo based on the Decree of the Head of the Regional Office East Java Province Department of Religion Number: W.m/1-b/4651/Sk/1980 dated 23 September 1980.

The first stage Moh. Mi'roj, BA built three classes, Stages The second is also building three classes, then the third stage is building BP3

room (educational testing management center) has two rooms. Initial success in building BP3 classrooms and rooms, two years later build three more classes. Beginning in 1986, Madrasah Tsanawiyah Negeri Kota Probolinggo occupies a new building located on Jalan Citarum No. 009 Kentangan Kota Probolinggo with a land area of 5,000 m² and already certified. Since its founding and state status, until the year 2022/2023 teachings at Madrasah Tsanawiyah Negeri Kota Probolinggo have been led by several heads of madrasahs, namely:

1. Abd. Manan, BA Term of Office 1979 to 1981 (Acting Head)
2. Moh. Mi'roj, BA Term of Office 1981 to 1991
3. Zainal Abidin, S.Ag Term of Office 1991 to 1995
4. Mu'ad, S.Ag Term of Office 1996 (Died)
5. Zaini, BA Term of Office 1996 (Plt. Head)
6. Drs. A. Ngewa Abdullah, M.Pd Term of Office 1996 to 2005
7. Suhari, S.Ag, M.Pd Term of Office 2005 to 2011
8. Dra. Sulaikhah, M.Pd Term of Office 2011 to 2013
9. Drs. Hairul Saleh, M.Pd Term of Office 2013 to 2016
10. Drs. Tawin, M.Pd.I Term of Office 2016 to Present.³²

³² MTs Negeri Kota Probolinggo, "Sejarah MTs Negeri Kota Jember," 23 februari 2023

2. Vision and Mission of Madrasah Tsanawiyah Negeri Kota

Probolinggo.

The vision and mission of Madrasah Tsanawiyah Negeri Kota Probolinggo are as follows:

a. Vision

The realization of a madrasah that is intelligent, innovative, devout and has morals charismatic and environmentally cultured and child friendly.

b. Mission

- 1) Creating a learning model that is characterized by utilize science and technology.
- 2) Develop academic and non-academic potential sustainable according to students' talents and interests.
- 3) Implementing the habit of praying in congregation, sunnah prayers and Reciting Al-Qur'an.
- 4) Apply polite and disciplined behavior.
- 5) Implementing religious moderation.
- 6) Creating a child-friendly madrasah environment.
- 7) Integrate environmental education as well give the child things in full.

- 8) Improve environmental quality, prevent pollution, dealing with damage and preserving it natural resources.³³

3. Organizational structure of Madrasah Tsanawiyah Negeri Kota

Probolinggo.

The organizational structure of Madrasah Tsanawiyah Negeri Kota Probolinggo was prepared in duties and responsibilities as well as obligations and rights will be presented in the following table:

Table 4.1

Table of Organizational Structure at MTs Negeri Kota Probolinggo³⁴

Name	Position
Drs. Tawin, M.Pd.	Head master
Abdul Rozi, SH	Head of administration
Rr Nita Setiawati, S.Pd.	Deputy Head of Curriculum
Abdul manaf, S.Pd.	Deputy head of Student Affairs
Cahyadi, M.Pd	Deputy head of Public Relations
Eko Hadi Sumitro, S.E	Deputy head of Infrastructure
Malik Marzuki, S.Pd.	Operator

4. Condition of Educators and Students

a. Condition of Educators

Educators are the main foundation in supporting resources school power that will improve education within the school. Educators at Madrasah Tsanawiyah Negeri Kota Probolinggo have duties the main thing is managing teaching and learning activities.

³³ MTs Negeri Kota Probolinggo, “*Visi Misi MTs Negeri Kota Jember*,” 23 februari 2023.

³⁴ Mts Negeri Kota Probolinggo, “*Struktur Organisasi MTs Negeri Kota Probolinggo*,” 23 Februari 2023.

Based on studies Madrasah Tsanawiyah Negeri Kota Probolinggo documents have 58 teachers have qualifications as teachers in their respective fields. There are 13 Masters graduates, 45 Bachelor degree graduates. As for power educators at Madrasah Tsanawiyah Negeri Kota Probolinggo are detailed in the form table as follows:

Table 4.2
Number of Educators³⁵

Educational Qualification	PNS teacher		Non-PNS teacher		Total
	Male	Female	Male	Female	
S2	7	5	-	1	13
S1	7	23	7	8	45
Amount	14	28	7	9	58

b. Condition of Students

Madrasah Tsanawiyah Negeri Kota Probolinggo has 28 classrooms for teaching and learning process, the class is divided into a number of class VII 330 students, VIII with 305 students, IX with 286 students a total of 930 students. The City State MTs students Probolinggo is detailed as follows:

Table 4.3
Number of students³⁶

No	Class	Male	Famale	Amount
1	VII	165	171	336
2	VIII	130	175	305
3	IX	118	168	286

³⁵ MTs Negeri Kota Probolinggo, "Jumlah Tenaga Pendidik MTs Negeri Kota Probolinggo," 23 februari 2023.

³⁶ MTs Negeri Kota Probolinggo, "Jumlah Peserta Didik MTs Negeri Kota Probolinggo," 23 februari 2023

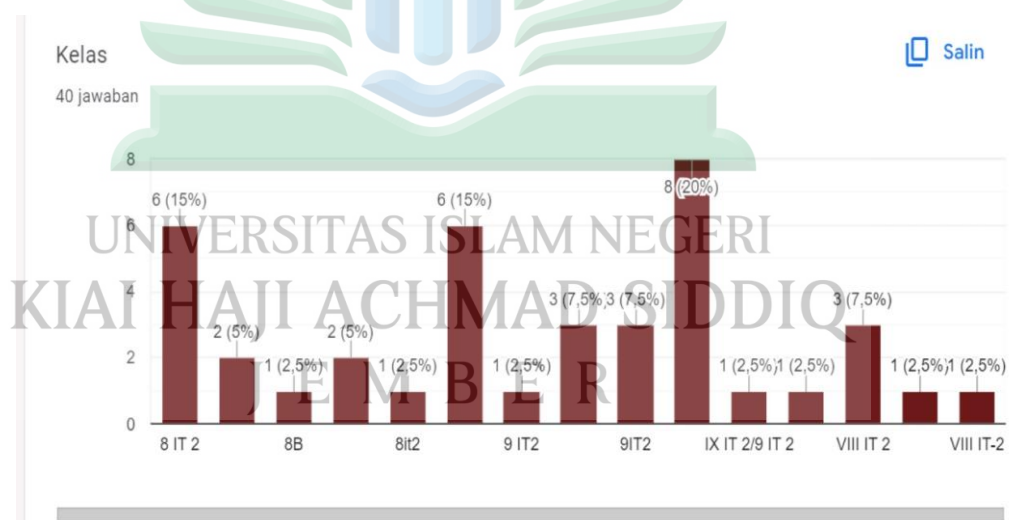
Amount	413	514	927
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B. Data Presentation

1. Students' Perception on Mobile Legend Game on Their Vocabulary Development

This chapter discusses data analysis in form of questionnaire, the researcher collecting the data from the questionnaire that already filled by forty students. Data collection was carried out via Google Form where the system automatically calculated respondents per person/answer was 2.5%. After collecting the data, the researcher analysis the data and explained the point of the question in the questionnaire.

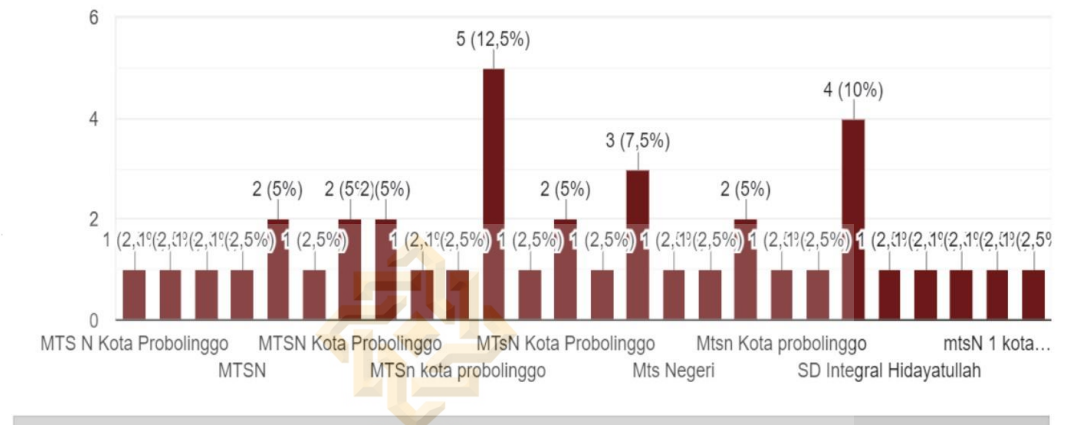
Figure 4.1 Data students' questionnaire



Asal Sekolah



40 jawaban



After the researcher analyzed and explained the point of the questionnaire, the researcher gave opinion depends on the total answer which given by the students. Here, it makes the reader understand clearly about the questionnaire and answered by the students.

Then, the researcher also gives the percentage of the answer of the questionnaire. Here, it makes the reader understanding clearly about the total of the answer by the students.

By knowing the answer of the students, the researcher has already known that all students know what Mobile Legend Game is. The researcher had already predicted it, because in this era online game is one of the most popular entertainment in students circle, and traditional game have already forgotten slowly by the development of the technology.

Table 4.4 The result of Answers percentage the questionnaire questions

No.	Questions	Percentages of Answers	
		Yes	No
1.	Do you play Mobile Legend game?	52,5%	47,5%
2.	Does playing Mobile Legends game make you happy?	65%	35%
3.	Do you play Mobile Legends game as a hobby?	67,5%	32,5%
4.	Do you spend most of your free time with playing Mobile Legends game?	67,5%	32,5%
5.	Do you play Mobile Legends game of your own free will?	67,5%	32,5%
6.	Do you use English to communicate on Mobile Legends game?	70%	30%
7.	Do you understand the English in Mobile Legends game?	70%	30%
8.	Is the English in Mobile Legends easier to understand than the English in lessons?	55%	45%
9.	Do you play Mobile Legends until late night?	52,5%	47,5%
10.	Have you learned a lot of new vocabulary in Mobile Legends?	82,5%	17,5%
11.	Do you find vocabulary in Mobile Legends that has a different meaning from the meaning in everyday life?	62,5%	37,5%
12.	Are English lessons at school boring?	57,5%	42,5%

As we can see, all students know what is Mobile Legends game, mostly they ever play it. Depends on their answer, all students ever playing Mobile Legend game before, it happens may because their curiosity what Mobile Legend after they heard about it. Likely, they curious about how is the storyline, how it works, how it feels, is it easy or difficult to play and

many more. Usually, the students persuaded by their friends, look at their friends when playing Mobile Legend game, or may be students already known then looking for fun in another world that we can called it virtual world.

Before, we have already known that all students know what is Mobile Legend game and they ever playing Mobile Legend game. Here, students who still play online game is around 52,5%, It means Mobile Legend game is interesting to play.

One of the reasons they play Mobile Legend game is for fun, to entertain themselves from activities which make them tired. There are 65% students said that Mobile Legend game make them happy, they enjoyed the game, and they will be happier if they got winning in the game. On the other side, some of them got stressed because of Mobile Legend game, it happens when they lose in the game, moreover if they got lose-streak.

Every student had various kinds of hobby such as: traveling, climbing, fishing, etc. In this case, 67,5% students said that playing Mobile Legend game is their hobby, the other students said that they play Mobile Legend game just for fun and fill in spare time.

There are not many students spend their time to play Mobile Legend game, it is proven by 67,5% who spend their time to play Mobile Legend game, maybe they choose other activities which more fun to spend their spare time.

Curiosity makes students play Mobile Legend game, it proven by 67,5% students stated that they playing Mobile Legend game because it desires by themselves. The other side said that they got affected by their friends. Its normal when we saw someone play game then we have interest into the game. We usually asking about what is that game, how to play that game, and many questions more. Then we play it to looking for answer which ever be questionable.

Most of the Mobile Legend game has English as the main language, because some of them is made by English speaking country, and 70% students said that they used English as the main language when they play Mobile Legend game. There are 70% students said that they understand English in Mobile Legend game, maybe the other language is harder to understand and better using English, that's why they choose English as the language in game online. In case, they also can learn English more by playing online game in English language.

In Mobile Legend game, we have to communicate with other players, because Mobile Legend game is like real life, we live in that game, we need help by other when we got difficulties, we need help to finished some mission in the game.

There are 55% students feel that English language is used in Mobile Legend game is easier to understand than English in academic, it happens because most of English in Mobile Legend game have an action. Here,

they can conclude the meaning by their perception after they looking at the action, even they did not know the real meaning.

Some of vocabularies in Mobile Legend game is unfamiliar for students and rarely heard in a real life, and 82,5% students said that they found some of vocabularies when they playing Mobile Legend game.

There are 72,5% students said that they got positive impacts by playing Mobile Legend game, they said their English skill is increasing after playing Mobile Legend game. But I think not all of students tell the truth.

Playing online game until late night is normally for some of Mobile Legend game player, no exception for students also. In this case, 52,5% students playing mobile legend game until late night, this is one of addiction symptom. This was considered as bad impact of playing game.

Sometimes, vocabulary in Mobile Legend game and vocabulary in a real life have different meaning. Here, 62,5% students get when they try to understand the meaning for the first time. Time goes by, they getting used to face it. Some of them asking for help to other to understand English word in Mobile Legend game.

Nowadays, there are many ways to learning English, the development of technology has provided almost everything for us to make learning English easier. Here, 57,5% students said that learning English at school is boring, it happens when the teacher using old method, teacher

explain the material using lecture method without giving challenge or quiz to students, its normal if students bored.

2. How toward extend the students understand vocabulary on Mobile Legend Game

In this research, the writer interviews two students who had fill the questionnaire in, to make it clear about the result of the research.

a. Muhammad Yanuar

As well as what was said by Muhammad Yanuar:

“In Mobile Legend, English language is used. Understand a little because I don't really can speak English. The way to understand English in Mobile Legend is by looking at the movements, for example, if you kill two enemies it's a double kill, three enemies it's a triple kill, if you kill a turret it has already been a turret. Hero also speaks a lot of English when speaking against him. I feel that playing the Mobile Legend game has not made his English skills improve, but has changed a little for the better.”(data,int,30/10/23).

He said that the Mobile Legends game is a game that uses English in the game, because he feels his English vocabulary has increased a little. He knows a little of the vocabulary in Mobile Legends because he feels he can't speak English. He has been playing Mobile Legends since 2019, the rank he has achieved is "Legend".

He explained how he understands the vocabulary in the Mobile Legend Game, namely by looking at their movements, for example killing two enemies means "double kill", if three enemies means "triple kill". He mentioned that the mobile legend game application could enrich his English vocabulary.

By his perception, he said that mobile legend game can influence someone is English vocabulary. But he feels that mobile legend game didn't make his English skill increasing in significant, just a little bit changed better, and sometimes he is forgot it.³⁷

b. Faizulan Nur Ramadhan

As well as what was said by Faizulan Nur Ramadhan:

“I have been playing Mobile Legend since 2021, grand master position. Playing Mobile Legends just for fun with friends. In ML, English language is used. The way I understand the vocabulary in ML is by listening to the hero and usually there are notifications in the game. Mobile Legend adds and enriches my vocabulary. It seems that English in ML is easier than in class” (data,int,16/10/23).

Faizulan has been playing Mobile Legends since 2021, and has reached the "grand master" rank. In one day he mentioned playing five times, and Playing Mobile Legends for fun with friends. He also said that Mobile Legends uses English, and he understands the vocabulary used in the game.

He explained how he understood the vocabulary in Mobile Legends, such as listening to the hero when spoke, then there was a notification in the game. Researcher concluded that what Faiz meant by notification was information in the form of notifications in the game and he matched it with what happened while playing.

According to him, playing Mobile Legends can increase his vocabulary and enrich English vocabulary.

³⁷ Muhammad Yanuar, interviewed by the Researcher, Probolinggo, 30 October 2023

At the end of the interview, he gave an explanation about how to learn English, he prefers to learn English from mobile legends game. because it is easier than learning in the academic field. This can be seen from the previous statement he received vocabulary by playing mobile legends.³⁸

c. Ulfariz Abimanyu

As well as what was said by Ulfariz Abimanyu:

“I have been playing Mobile Legend since 2020, mythic honor position. Playing Mobile Legends just for fun with friends. In ML, English language is used. The way I understand the vocabulary in ML is by looking at the description column and usually there is a notification in the game, for example there is a notification "savage" which means kill the enemy 5x. Mobile Legend adds and enriches my vocabulary. It seems that English in ML is easier than in class” (data,int,30/10/23)

Ulfariz has been playing Mobile Legends since 2020 and has reached the "mythic honor" rank. He stated that he often plays Mobile Legends with his friends. He also said that Mobile Legends uses English and understands the vocabulary used in the game.

He explained how to understand the vocabulary in Mobile Legends, by looking at the description column and usually there are notifications in the game, for example there is a notification "savage" which means kill the enemy 5x. Researcher concluded that what Ulfariz meant by notifications was information in the form of notifications in the game and matched with what happened while playing.

³⁸ Faizulan Nur Ramadhan, interviewes by the Researcher, Probolinggo, 30 October 2023

At the end he said that he agreed if Mobile Legend was used as a medium to improve English vocabulary.³⁹

d. Savira Catur

As well as what was said by Savira Catur:

“I have been playing Mobile Legend since 2022, master position. Playing Mobile Legends is not certain if I have free time to play. In ML, English language is used. The way I understand the vocabulary in ML is with descriptions and pictures because I indirectly listen to the notification, for example "killing spree" means killing and still surviving with the remaining life. Mobile Legend adds to my vocabulary.” (data,int,30/10/23)

She explained how to understand the vocabulary in Mobile Legends, by looking at pictures and descriptions and usually in the game there are notifications, for example there is a "killing spree" notification which means killing the enemy and surviving with the remaining life. Researcher concluded that what Ulfariz meant by notifications was information in the form of notifications in the game and matched with what happened while playing.⁴⁰

The results of the researcher interviews concluded overall that students can find out the vocabulary in the Mobile Legend game by looking at and listening to notifications. It is known that in Mobile Legend there is an MPL elimination notification feature. Each elimination notification including First Blood, Double Kill, Triple Kill, Maniac, and Savage has a characteristic animation that is divided into three levels

³⁹ Ulfariz Abimanyu, interviews by the Researcher, Probolinggo, 30 Oktober 2023

⁴⁰ Savira Catur, interviews by the Researcher, Probolinggo, 30 Oktober 2023

Figure. 4.2 Mobile Legends' notification

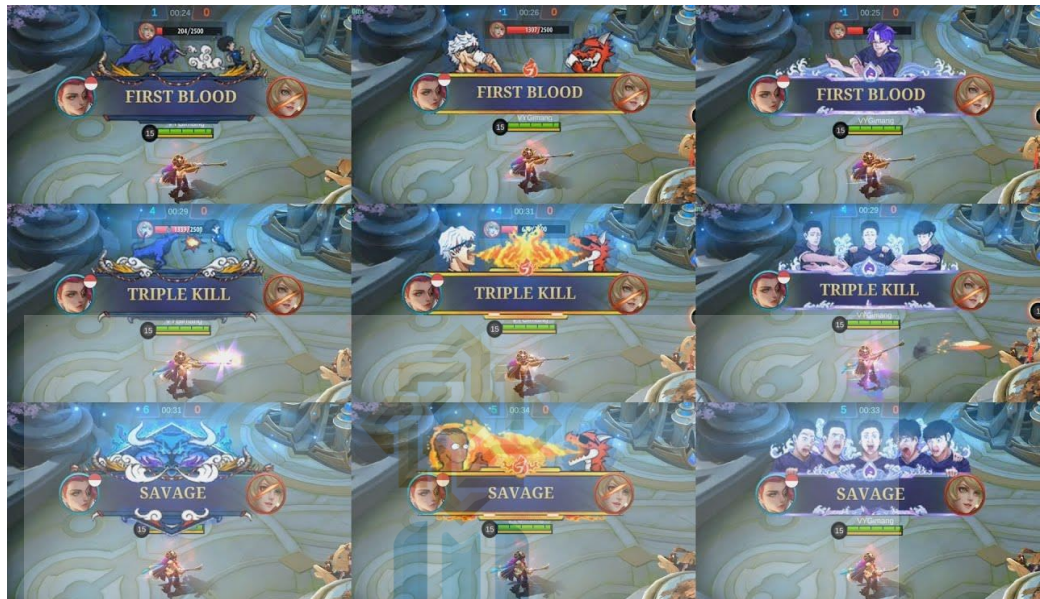


Figure 4.2 There are some the examples of notifications in Mobile Legend based on students' statements in understanding English vocabulary in the Mobile Legends game.

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C. Findings

Table 4.5
Research Findings Data

No	Research Focus	Research Findings
1.	Students' perception on Mobile Legend game for their vocabulary development at Madrasah Tsanawiyah Negeri Kota Probolinggo	By the perceptions, playing the Mobile Legend game makes them happy because it is easy to play and can be played with anyone. Apart from playing, the Mobile Legend game also increases their vocabulary because the game uses English. They also argued that playing the Mobile Legend game did not improve their English skills, but slightly changed for the better.
2.	How toward extend the students understand vocabulary on Mobile Legend game	At the part of understanding vocabulary, students can understand foreign vocabulary concepts. This can be supported by presence images, animation, narration or description, characters, and another visualization in Mobile Legend game that plays a big role in forming character understanding of students' vocabulary. Then students will understand the vocabulary while playing because they directly experience it occurs and will take further action to streamline the game achieve the goal of victory.

D. Discussions

In this section, describe and discuss the relationship between the data obtained in this field and the theories describe. Field data analyzed in the previous subsection, discussions will be described in terms of previously identified research priorities in order to be able to answer questions that exist in the field. The result are as follows:

1. Students' Perception on Mobile Legend Game on Their Vocabulary Development

Adediwura and Bada Tayo show the process of having perception as follows: every impression that comes in from without, be it a sentence, which we hear, an object or vision, no sooner enters our consciousness than it is drafted off in some determinate directions or others, making connection with other materials already there and finally producing what we call reaction. From this it is clear that perception is reaction elicited when an impression is perceived from without after making connection with other materials in consciousness (memory).⁴¹

From this point of view, it could be inferred that perception cannot be done in vacuum. It depends on some background information that will trigger a reaction. Perception may be energized by both the present and past experience, individual attitude at a particular moment, the physical state of the sense organ, the interest of the person, the level of attention, and the interpretation given to the perception.

In part of education, students' perception includes on how students' understanding in facing some experiences, especially past experiences about their studying process. specifically and pshyologically, learner percept on what they see, hear and touch

⁴¹ A. Adediwura and Bada Tayo, "Perception of teachers' knowledge, attitude and teaching skills as predictor of academic performance in Nigerian secondary schools", *Educational Research and Review*, Vol. 2 (7), (July, 2007), 165-166.

during in school. On the other hand, it can pshyologically claimed that perception activity of students involves their cognitive impression that is formed by “process of study”.

Based on the findings, the students’ perception on Mobile Legend game for their vocabulary development make students happy because it is easy to play and can be played with anyone. Apart from playing, the Mobile Legend game also increases their vocabulary because the game uses English.

In addition, students also argued that playing the Mobile Legend game did not improve their English skills, but slightly changed for the better.

2. How toward extend the students understand vocabulary on Mobile Legend game

As it is known that mobile legend game is a game that can be played by anyone at any time. Both domestic and foreign people so to understand each game the system provides information in the form of sound and is written in notifications that appear on the screen. As well as to help the mentality and mood of the players, this game also presents cool, funny and various characters which are also accompanied by positive sentences to characterize the chosen role. In the Mobile Legends game there are quite a number of terms used when

playing, sometimes for types of player understanding include killer notifications and hero tones.⁴²

By the result of the interview. The researcher found something that can be discussed in this part. Most of students understand Vocabulary in Mobile Legend game since English in Mobile Legend game used in action or shown by some actions.

From the description above, it means that in this case, the students' understanding of the vocabulary in the Mobile Legend game is mostly not based on the meaning, but understanding the situation. With this understanding, students can remember and apply it in their game to anticipate the opponent's strategy. It is also known that the players are also not English students, which means that their knowledge of English is also lacking. However, it does not rule out the possibility that players can continue to play this game and explore the words in the game.

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⁴² Pratama, B. N. *Pola komunikasi kelompok squad Golden Beast game Mobile Legends di Surabaya* (Doctoral dissertation, UIN Sunan Ampel Surabaya) 2021.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions derived from the findings of the research and suggestions by the researcher.

A. Conclusion

Based on the findings and discussion in previous chapter, the conclusions can be drawn as follows:

All students know Mobile Legends, and they all have ever played the Mobile Legends game. This means they can give their perception about Mobile Legends practically. They find something new in the Mobile Legend game such as friends, knowledge, language and more. In terms of knowledge, the Mobile Legends game has the background of the story, which is usually taken from history, provides information to students about some of the history that has happened. In language, they discover new vocabulary in it English. This is because of the Mobile Legend game use English in the game.

They understand English in Mobile Legends even a little. In this case, they understand the meaning but when applied in real life they experience misunderstandings. Here, the issue is about understanding of vocabulary in context, because some vocabulary has it more than one meaning.

B. Suggestion

Based on the conclusions of the study, there are some suggestions for the next project which have related to this research.

The Mobile Legends game can be a medium for learning, especially in the field English, considering that English is the main language in Mobile Legends. Maybe it would be better if students received guidance from teachers or parents. Here, the Mobile Legend game can be used as a medium in learning English. The results of the research can be said to be still up in the air as well generalized, not a specific reference in a case. Here, it would be even better for you further research if the problem you want to raise is more specific, such as behavior, academic achievement, and non-academic achievement. Hopefully it can be clearer and easier to understand.

This research was used dichotomous questionnaire which makes respondents can only answer yes or no. It may be better if the next research using open-ended questionnaire, so the answer by students will have more in-depth and varies.

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STATEMENT AUTHENTICITY OF THE WRITING

The undersigned below:

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Study Program : English Education Department

Faculty : Tarbiyah and Teacher Training

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Declaring truthfully that in the results of this research there are no elements of plagiarism of research work or scientific works that have been carried out or created by other people, except for those which are quoted in writing in this manuscript and mentioned in the source of quotations and the bibliography.

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Thus, I have made this statement letter truthfully and without coercion from anyone.

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JEMBER

Jember, 29 November 2023



Asvia Tri Nuriyah
SRN: T20196128

APPENDICES

APPENDIX 1: MATRIX OF RESEARCH

TITTLE	Students' Perception on Mobile Legend Game for Their Vocabulary at MTs. Negeri Kota Probolinggo				
VARIABLE	VARIABLE	SUB VARIABLE	DATA RESOURCE	RESEARCH METHOD	RESEARCH FOCUS
<p>Students' Perception on Mobile Legend Game for Their Vocabulary Development at Madrasah Tsanawiyah Negeri Kota Probolinggo</p>	<p>1. Perception 2. Mobile legend game. 3. Vocabulary</p>	<p>1. Perception a. Definition of Perception b. A Nature of Perception c. Kinds of Perception d. Factors Affecting Perception</p> <p>2. Mobile Legend Game a. Definition of Mobile Legend Game. b. Roles of Mobile Legend Game c. The Advantages and Disadvantages of Mobile Legend Game.</p> <p>3. Vocabulary a. Definition of Vocabulary b. Types of Vocabulary c. Vocabulary Development</p>	<p>Informant: a. Deputy Principal for Curriculum b. English teacher c. Students</p>	<p>1. Research Design Qualitative Descriptive</p> <p>2. Research Method a. Observation b. Interview c. Questionnaire d. Documentation</p> <p>3. Data Analysis Method a. Data Collection b. Data Presentation c. Drawing Conclusions (<i>Verification</i>)</p> <p>4. Data Validity Triangulation Method</p>	<p>1. How is students' perception on Mobile Legend game for their vocabulary development at Madrasah Tsanawiyah Negeri Kota Probolinggo?</p> <p>2. How can students understand vocabulary on Mobile Legend game at Madrasah Tsanawiyah Negeri Kota Probolinggo?</p>

APPENDIX 2: RESEARCH GUIDLANES

Data collection technique	Research Focus	Informant	Data obtained
<p style="text-align: center;">Observation</p>	<ol style="list-style-type: none"> 1. How is the students' perception on Mobile Legend game for their vocabulary development at Madrasah Tsanawiyah Negeri Kota Probolinggo? 2. How can students understand vocabulary on Mobile Legend game at Madrasah Tsanawiyah Negeri Kota Probolinggo? 	<ol style="list-style-type: none"> 1. Head Master 2. Deputy Head of Public Relations 3. Deputy Head of Curriculum 4. Teachers 5. Students 	<ol style="list-style-type: none"> 1. History of Madrasah Tsanawiyah Negeri Kota Probolinggo. 2. Profile of Madrasah Tsanawiyah Negeri Kota Probolinggo. 3. Vision and Mission of Madrasah Tsanawiyah Negeri Kota Probolinggo. 4. Organizational structure of Madrasah Tsanawiyah Negeri Kota Probolinggo. 5. Condition of Educators and Students.
<p style="text-align: center;">Documentation</p>	<ol style="list-style-type: none"> 1. How is the students' perception on Mobile Legend game for their vocabulary development at Madrasah Tsanawiyah Negeri Kota Probolinggo? 2. How can students understand vocabulary on Mobile Legend game at Madrasah Tsanawiyah Negeri Kota Probolinggo? 	<p>Activity Photos, Google forms, etc</p>	<ol style="list-style-type: none"> 1. History of Madrasah Tsanawiyah Negeri Kota Probolinggo. 2. Profile of Madrasah Tsanawiyah Negeri Kota Probolinggo. 3. Vision and Mission of Madrasah Tsanawiyah Negeri Kota Probolinggo. 4. Organizational structure of Madrasah Tsanawiyah Negeri Kota Probolinggo. 5. Condition of Educators and Students.

Data Collection Technique	Informant	Questions
<p style="text-align: center;">Interview</p>	<p style="text-align: center;">Students</p>	<ol style="list-style-type: none"> 1. Do you play Mobile Legends? (<i>Apakah kamu bermain mobile legends?</i>) 2. Since when have you been playing Mobile Legends? (<i>Sejak kapan kamu bermain mobile legends?</i>) 3. What is your rank position? (<i>Apa posisi rank mu?</i>) 4. How many times do you play Mobile Legends in a day? (<i>Berapa sering kamu bermain mobile legend dalam sehari?</i>) 5. Do you know what the language that uses in Mobile Legends? (<i>Apa kamu tau bahasa yang digunakan pada Mobile Legends?</i>) 6. When you play Mobile Legends, do you understand the English vocabulary in the game? (<i>Ketika kamu bermain mobile legends, apa kamu paham kosakata bahasa inggris pada permainan</i>) 7. How can you understand the English vocabulary in the game? (<i>Bagaimana kamu dapat memahami kosakata bahasa inggris pada permainan?</i>) 8. Do you think Mobile Legends game has improved your English? (<i>Apakah menurutmu game Mobile Legends meningkatkan bahasa inggrismu?</i>) 9. Do you think Mobile Legends adds your English vocabulary? (<i>Apakah menurutmu Mobile Legends menambah kosakata bahasa inggrismu?</i>) 10. Can playing Mobile Legends enrich English vocabulary? (<i>Dapatkah bermain Mobile Legends memperkaya kosakata bahasa inggris?</i>) 11. Do you agree that Mobile Legends can be used as a suitable medium for learning English? (<i>Apakah kamu setuju Mobile</i>

		<i>Legends dapat dijadikan media yang cocok untuk belajar bahasa inggris?)</i>
Questionnaire	Students	<ol style="list-style-type: none"> 1. Do you know game Mobile Legends? (<i>Apa kamu tau Mobile Legends game?</i>) 2. Do you play game Mobile Legends? (<i>Apa kamu bermain Mobile Legends game?</i>) 3. Have you played the Mobile Legends application for more than 6 months? (<i>Apakah kamu memainkan aplikasi Mobile Legends lebih dari 6 bulan?</i>) 4. Does playing Mobile Legends make you happy? (<i>Apakah bermain Mobile Legends membuatmu bahagia</i>) 5. Does playing Mobile Legends make you stressed? (<i>Apakah bermain Mobile Legends membuatmu stres?</i>) 6. Do you play Mobile Legends as a hobby? (<i>Apakah kamu bermain Mobile Legends karena hobi?</i>) 7. Do you spend most of your free time playing Mobile Legends? (<i>Apakah kebanyakan waktu luang kamu dihabiskan dengan bermain mobile legend?</i>) 8. Do you play Mobile Legends of your own free will? (<i>Apakah kamu bermain mobile legend atas keinginan sendiri?</i>) 9. Are you playing Mobile Legends on a friend's want? (<i>Apakah kamu bermain mobile legend atas keinginan teman?</i>) 10. Does the Mobile Legends game use English? (<i>Apakah di permainan mobile legend menggunakan bahasa inggris?</i>) 11. Do you understand the English Vocabulary in Mobile Legends? (<i>Apakah kamu paham dengan kosakata bahasa inggris yang ada di dalam mobile legends?</i>)








		<p>12. Do you use English to communicate on Mobile Legends? (<i>Apakah kamu menggunakan bahasa inggris untuk berkomunikasi di dalam mobile legends?</i>)</p> <p>13. Is the English Vocabulary in Mobile Legends easier to understand than the English Vocabulary in lesson? (<i>Apakah kosakata bahasa inggris di mobile legend lebih mudah dipahami dibandingkan kosakata bahasa inggris di dalam pelajaran?</i>)</p> <p>14. Have you learned a lot of new vocabulary in Mobile Legends? (<i>Apakah kamu mendapat banyak kosakata baru di dalam mobile legend?</i>)</p> <p>15. Does mobile legend have a good impact on your English skills? (<i>Apakah mobile legend berdampak baik pada kemampuan bahasa inggris kamu?</i>)</p> <p>16. Do you have difficulty understanding English Vocabulary on Mobile Legends? (<i>Apakah kamu kesulitan dalam memahami kosakata bahasa inggris pada mobile legend?</i>)</p> <p>17. Do you find vocabulary in Mobile Legends that has a different meaning from the meaning in everyday life? (<i>Apakah kamu menemukan vocabulary di dalam mobile legend yang mempunyai arti berbeda dengan arti di kehidupan sehari-hari?</i>)</p> <p>18. Does mobile legend increase your English vocabulary? (<i>Apakah mobile legend menambah kosakata bahasa inggris?</i>)</p> <p>19. Do you play Mobile Legends until late at night? (<i>Apakah kamu bermain mobile legend sampai larut malam?</i>)</p> <p>20. Are English lessons at school boring? (<i>Apakah pelajaran bahasa inggris di sekolah membosankan?</i>)</p>
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APPENDIX 3: RESEARCH JOURNAL

Students' Perceptions on Mobile Legends Game for their Vocabulary Development at Madrasah Tsanawiyah Negeri Kota Probolinggo

Name: Asvia Tri Nuriyah

SRN: T20196128

No	Day/Date	Kegiatan	Paraf
1.	Wednesday / 18 th October 2023	Silaturahmi and ask with the Deputy Head of Curriculum about students activities	
2.	Thursday / 19 th October 2023	The researcher confirm the research permission	
3.	Friday / 20 th October 2023	Distribute questionnaires for eight grade students	
4.	Saturday / 21 th October 2023	Distribute questionnaires for ninth grade students	
5.	Monday / 30 th October 2023	Interview with the students at MTs Negeri Kota Probolinggo	
6.	Tuesday / 31 th October 2023	Complete the research data and document review	
7.	Saturday / 4 th November 2023	Request for Research Completion Letter	

Mengetahui

Kepala Madrasah



Des. TAWIN

APPENDIX 4: STUDENTS' QUESTIONNAIRE DATA⁴³

No	Name	Class
1.	Adib Tamim Ramadhan	VIII IT 2
2.	Afifah Nuril Azzahra	IX IT 2
3.	Ahmad Abi Ulul Adzmi	IX IT 2
4.	Ahmad Muzakki Asror	IX IT 2
5.	Ahmad Nurrohman Wirayudha	IX IT 2
6.	Ahmazuha Nur Fauziah Nisa	IX IT 2
7.	Alda Risma	VIII IT 2
8.	Alvino Zidane Alfattan	VIII IT 2
9.	Alqyza Bima Aryasha	IX IT 2
10.	Amelia Mitha Felisa	VIII IT 2
11.	Asyikin Fahri Wardhana	IX IT 2
12.	Atika Putri Syarifah	VIII IT 2
13.	Azalea Defianindya Maharani	VIII IT 2
14.	Citra Puspita	IX IT 2
15.	Diah Nur Sajadah	VIII IT 2
16.	Dzaky Bintang Ramadhan	VIII IT 2
17.	Faizulan Nur Ramadhan	VII IT 1
18.	Febriyan Putra Prawira	VIII IT 2
19.	Galang Mulya Sp	IX IT 2

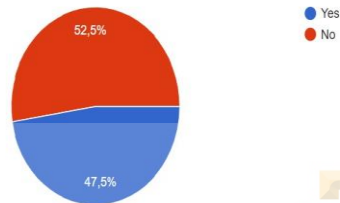
⁴³ <https://forms.gle/6jNJJ4bzm838FgbDA>

20.	Kenzie Quiin V	IX IT 2
21.	Khairysa Norine Aaqilah	IX IT 2
22.	Khalisha Hasna Fairuz	IX IT 2
23.	Marchela Nur Sa'adah	VIII IT 2
24.	Marsha Yunsla Auralisty	IX IT 2
25.	Maya Audrey Faustina	VIII IT 2
26.	Moch. Ardiansyah	IX IT 2
27.	Muhammad Allaric Rafa Suhendri	IX IT 2
28.	Muhammad Arshad Farras	IX IT 2
29.	Muhammad Yanuar	VII IT 1
30.	Qirana Rega A	VIII IT 2
31.	Qonita Yasmin N.B	VIII IT 2
32.	Risca Qurrotu Aini Wibowo	IX IT 2
33.	Sabrina Puteri Berliani	VIII IT 2
34.	Safina Regita Naysirova	IX IT 2
35.	Selina Gita Yanti Devi	VIII IT 2
36.	Setyo Maulana Febriansyah	VIII IT 2
37.	Syifa Salsabila	IX IT 2
38.	Ulfariz Abimanyu	IX IT 2
39.	Vina Nur Aisyah	IX IT 2
40.	Ziyan Ameera Rosita Arifandi	IX IT 2

APPENDIX 5: STUDENTS' ANSWER OF QUESTIONNAIRE DATA THROUGH GOOGLE FORM

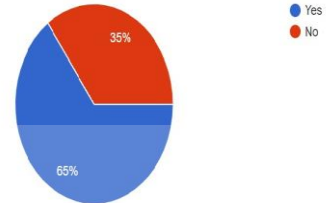
Apakah kamu bermain mobile legend?

40 jawaban



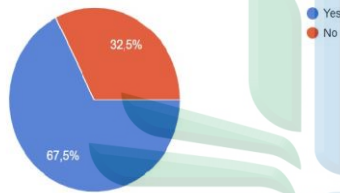
Apakah bermain mobile legend membuat kamu bahagia?

40 jawaban



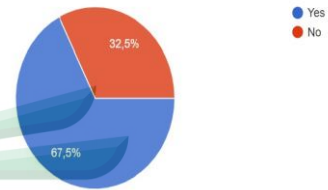
Apakah kamu bermain mobile legend karena hobi?

40 jawaban



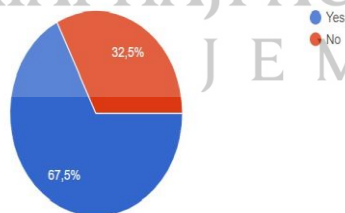
Apakah kebanyakan waktu luang kamu dihabiskan dengan bermain mobile legend?

40 jawaban



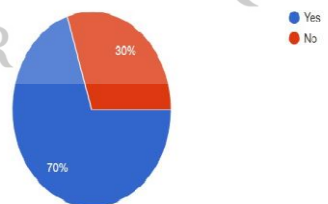
Apakah kamu bermain mobile legend atas keinginan sendiri?

40 jawaban



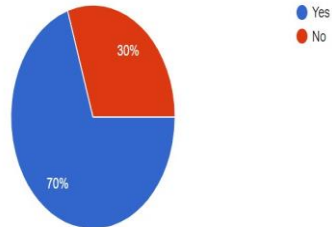
Apakah kamu menggunakan bahasa Inggris untuk berkomunikasi di dalam mobile legend?

40 jawaban

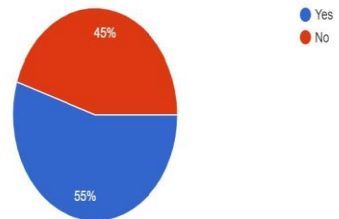


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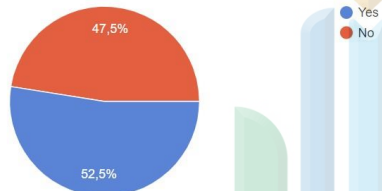
Apakah kamu paham dengan bahasa Inggris yang ada di dalam mobile legend?
40 jawaban



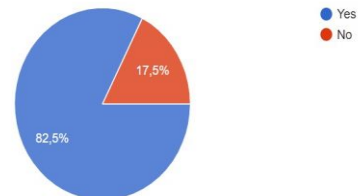
Apakah bahasa Inggris di mobile legend lebih mudah dipahami dibandingkan bahasa Inggris di dalam pelajaran?
40 jawaban



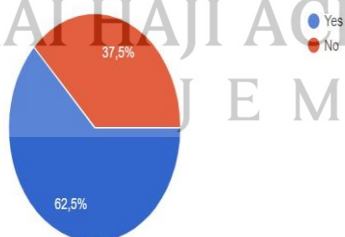
Apakah kamu bermain mobile legend sampai larut malam?
40 jawaban



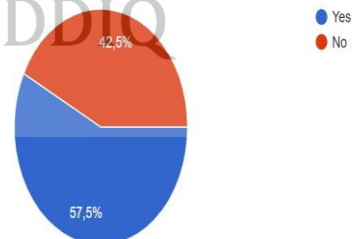
Apakah kamu mendapat banyak kosakata baru di dalam mobile legend?
40 jawaban



Apakah kamu menemukan vocabulary di dalam mobile legend yang mempunyai arti berbeda dengan arti di kehidupan sehari-hari?
40 jawaban



Apakah pelajaran bahasa Inggris di sekolah membosankan?
40 jawaban



APPENDIX 6: DOCUMENTATION



Picture 1. The researcher was introducing herself and explaining the purpose of her research



Picture 2. Researcher conducted interviews with students

APPENDIX 7: ADMINISTRATION



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Nomor : B-4470/ln.20/3.a/PP.009/11/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs Negeri Kota Probolinggo

Jl. Citarum 09 Kanigaran Kota Probolinggo

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196128
Nama : ASVIA TRI NURIYAH
Semester : Semester sembilan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Students` Perception on Mobile Legend Game for Their Vocabulary at MTs. Negeri Kota Probolinggo" selama 10 (sepuluh) hari di lingkungan lembaga wewenang Bapak/Ibu Drs. Tawin

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 06 November 2023

an. Dekan,

Wakil Dekan Bidang Akademik,

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JEMBER



MASHUDI



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KEMENTERIAN AGAMA KOTA PROBOLINGGO
MADRASAH TSANAWIYAH NEGERI PROBOLINGGO**

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SURAT KETERANGAN

Nomor : B-396/Mts.13.26.01/HM.00.01/06/2023

Menindaklanjuti Surat dari Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember Nomor : B-1465/In.20/3.a/PP.009/03/2023 tanggal 27 Maret 2023 maka dengan ini menerangkan :

Nama : **ASVIA TRI NURIYAH**

NIM : T20196128

Program Studi: Tadris Bahasa Inggris

Nama tersebut diatas telah melaksanakan Penelitian di Madrasah Tsanawiyah Negeri Kota Probolinggo mulai tanggal 03 April s/d 03 Juni 2023 dengan judul "*Students' Perception On Mobile Legend Game For Their Vocabulary At MTs Negeri Kota Probolinggo*"

Demikian Surat Keterangan Penelitian ini, untuk dipergunakan sebagaimana mestinya.

Probolinggo, 04 November 2023

Kepala



Tawin

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J E M B E R



Dokumen ini telah ditanda tangani secara elektronik.

Token : 7AqPkw

BIOGRAPHY



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3. SMP Muhammadiyah 1 : 2013-2016
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5. UIN KHAS Jember : 2019-2023