



The Impact Of Real Find Object Game To Enrich Students' Vocabulary Mastery

Virna Kris Angelina

Faculty of Teacher and Education, University West Sulawesi, Majene West Sulawesi, Indonesia

*virkrisangelina@gmail.com

Article Info

Article History

Submitted: 2025-06-10

Revision: 2025-06-13

Accepted: 2025-06-20

Publish: 2025-12-20

Keywords:

Real Find Object Game;
English Vocabulary Mastery.



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ABSTRACT

This research is motivated by the low vocabulary mastery of students at SMP Negeri 2 Tobadak which is caused by the lack of student learning motivation in enriching new vocabulary in English. The purpose of this study was to determine whether the use of Real Find Object Game can improve the English vocabulary mastery of eighth grade students and how it impacts students' learning motivation after learning using Real Find Object Game. This study used a quantitative approach with a quasi-experimental design involving two classes, namely the experimental class VIII A and the control class VIII B. The population consisted of all students of SMP Negeri 2 Tobadak, with a sample of 32 students selected using random sampling techniques. Data collection instruments used tests, including: pre-test and post-test to measure the increase in students' vocabulary mastery and questionnaires to obtain information about students' motivation. Data were analyzed using SPSS. The results of this study showed that it was successful in improving students' vocabulary mastery as seen from the average post-test score of the experimental class, which was 87.19, higher than the average pre-test score, which was 41.25. The results of the paired sample t-test showed a significance value (2-tailed) of $0.000 < 0.05$, which indicated that H_0 was rejected and H_1 was accepted. In addition, students' intrinsic and extrinsic motivation increased higher after using Real Find Object Game. Object Game with an overall sub-indicator score: intrinsic motivation 86.25% (very high), extrinsic 85% (very high). Therefore, it can be concluded that the use of the Real Find Object Game application in learning English vocabulary, especially nouns, is effective in enriching students' vocabulary mastery. From this study, English teachers can adopt this game-based learning method as an alternative to overcome the problem of lack of student motivation.

INTRUDUCTION

Vocabulary is an important aspect in language learning, especially English. A good command of English vocabulary can help improve communication, reading, and writing skills. Simply put, vocabulary can be defined as a collection of words known and used by someone in a particular language. However, in reality, many students still lack vocabulary, especially English vocabulary. One of the factors causing this lack of vocabulary is difficulty understanding and using English words correctly, not practicing the vocabulary that has been learned in everyday life, ineffective learning methods, and a lack of motivation and interest. Based on the results of observations and interviews with English teachers at SMPN 2 Tobadak, it can be seen that the causes of students' low English vocabulary mastery are as follows: due to students'

attitudes and interests in memorizing new vocabulary; their memory is not able to store memories for too long; and a lack of interest in practicing in everyday life. The most fundamental thing is that students lack motivation to learn and enrich their English vocabulary. Based on initial observations and interviews in eighth-grade students at SMP Negeri 2 Tobadak, it was found that students' motivation in learning English vocabulary was still low. Intrinsically, students lacked the desire to search for or memorize vocabulary, did not express joy after successfully answering questions, lacked the habit of using vocabulary in everyday life, and lacked the awareness to note down or repeat new words given by the teacher. In terms of extrinsic motivation, students only showed participation when the teacher offered praise or rewards. They were passive when there was no teacher reinforcement. Teacher suggestions were often ignored, enthusiasm for learning was low, and students simply imitated examples when instructed.

To address this problem, innovative teaching methods are needed that utilize rapidly developing technology by implementing one of its application features. One application feature that can be used is the Real Find Object Game. The Real Find Object Game application is a type of puzzle game that requires players to search for and find hidden objects, also known as find doodles. This game is also known as a Hidden Object Game, which is a game that uses images as its main medium. Hidden object games are games that search for objects in images that are often hidden among other objects to make them less conspicuous. Based on the background above, this study aims to analyze whether the use of the Real Find Object Game can improve students' English vocabulary mastery. In addition, this study also wants to determine the level of student motivation towards learning vocabulary through the Real Find Object Game. It is hoped that the results of this study can contribute to the development of more effective and interesting vocabulary mastery learning strategies.

LITERATURE

Vocabulary is the totality of words that make up a language. Language means communication, although not just communication between people; language is certainly important to us. Vocabulary is a single component that connects the four skills of speaking, listening, reading, and writing. Students must learn sufficient vocabulary and know how to use it correctly to communicate well in a foreign language. According to Hibert and Michael (in Muda R, 2020), vocabulary is a collection of words whose meaning we know when speaking or reading orally and a collection of words that someone can use when writing. According to Jack Richards and Willy Renandya (in Rachmawati JR, 2019), vocabulary is a fundamental part of language skills and provides a basis for assessing a student's English proficiency. The Real Find Object Game, published by Rottz Games, is a type of puzzle game that requires players to search for and find hidden objects. This game is also known as a Hidden Object Game, which is a game that uses images as its primary medium. Setyawan, H et al. (2020) explain that "hidden object" is an English term that can be translated into Indonesian as "hidden object." Find the Object is also an English vocabulary learning app that uses the concept of hidden object puzzles. The app features ten vocabulary categories, including kitchen, bedroom, classroom, living room, dining room, bathroom, street, park, beach, and forest. It also features over 500 different boards and four difficulty

levels, requiring players to use their sight to find all the elements as quickly as possible. Furthermore, Ningtyas Nurhidayanti Dina (2023) in her research showed that the average post-test scores of students who received the puzzle game treatment were significantly higher than the average post-test scores of students who did not receive the treatment.

Another study by Ningsi Gayatri et al. (2024) examined the Development of Student Vocabulary Mastery Through Hidden Object Games. Using a hidden object application, students were required to find objects according to the meaning of the vocabulary words displayed on the board. They concluded that using Hidden Object Games can improve junior high school students' vocabulary mastery. Furthermore, In the process of teaching and learning, motivation is crucial. If students have the motivation to acquire knowledge, then students will be like enthusiastic in the educational process, and the process becomes more engaging. In Kamila, A. et al., (2024), Idzhar, (2016:3) says the mental drive that propels and guides human activity, including learning, is known as motivation. Learning motivation is an internalized desire an individual to take part in activities that are relevant to their goals. This is a an emotion or desire to accomplish something that motivates learning.

According to Hasanuddin, et al, (2024), One important way to improve students' English skills is to motivate them to learn. In this context, students are often involved in a variety of learning activities that are driven by an intrinsic desire to achieve optimal learning outcomes in various forms consisting following Extrinsic and intrinsic motivation. According to Akib & Patak, (2018), (in Hasanuddin, et al, 2024), citing that A drive that originates internally is known as intrinsic motivation, which indicates the existence of an inherent and personal drive to excel in the learning process. and according to Purwanto, (2010:107), (in Hasanuddin, et al 2024), citing the opposite that extrinsic motivation involves external stimuli or impulses from sources outside the individual. In conducting this research, it is important to consider how the results are expected to be useful in the future. One consideration is novelty. The researcher found only a few journals discussing the Real Find Object Game and similar applications, such as Hidden Word Puzzle Games and Treasure Hunt Games. Both previous research and this researcher's research used hidden object games with different application names and were applied to prove that these games can improve students' vocabulary.

RESEARCH METHODS

This research uses a quantitative approach with a Quasi-Experimental design. According to Sugiono (2016:14) a quantitative approach can be defined as a research method based on the philosophy of positivism, used to research a specific population or sample, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative or statistical in nature with the aim of testing predetermined hypotheses. Quasi-Experimental. According to Cresswell (2008) Quasi-Experimental is a procedure in quantitative research in which researchers determine whether an activity or material provides different results for participants. This research uses a design consisting of three stages, namely: pre-test, treatment, and post-test.

This research was conducted at SMP Negeri 2 Tobadak, Mamuju Tengah Regency, West Sulawesi, in July 2025. The population in this study was all 130 students of SMPN 2 Tobadak. The sampling technique used was random

sampling, or by randomly selecting representatives from each class. Teachers and researchers drew lots among representatives from grades 7, 8, and 9. The class representatives with the highest scores became the sample. Using this method, two classes were selected as samples for this study: grades VIII A and VIII B, with a total sample size of 52 students from SMP Negeri 2 Tobadak, Central Mamuju Regency. This study consisted of two variables: the independent variable and the dependent variable. The independent variable was the treatment given to the experimental class, namely the use of the Real Find Object Game. The dependent variable was vocabulary mastery, specifically nouns, as measured by pre- and post-treatment test results. The instrument used in this study was a written test (pre-test and post-test) to measure students' vocabulary mastery.

The student learning motivation questionnaire consisted of 10 statements covering sub-indicators of intrinsic and extrinsic motivation, using a Likert scale, to determine students' level of vocabulary learning motivation before and after using the Real Find Object Game. Documentation served as supporting data for this study. Six sessions were held, with four sessions of treatment. At the beginning of each session, both the experimental and control groups were given a pre-test. then the treatment stage where there are 4 sessions, the experimental class was given treatment using the Real find object game application, while the vocabulary learning of the Control group used conventional methods (lectures, word lists, and textbook exercises). and at the last meeting, both groups were given a Post-test, and the experimental group filled out a motivation questionnaire.

The test result data was analyzed using descriptive statistical tests. Normality Test to ensure the data is normally distributed. Hypothesis Test (t-Test): Paired Sample T-Test, to compare the results of the pre-test and post-test in one group. Independent Sample T-Test, to compare the difference in the average post-test score between the experimental group and the control group. Descriptive Analysis of the Questionnaire, using percentage calculations to measure the level of motivation.

RESULT AND DISCUSSION

This section presents research findings based on data collection and analysis, obtained through written tests (pre-test and post-test) and student learning motivation questionnaires. The discussion of these research findings will be linked to the theories explained in the literature review and previous relevant research.

1. Pre-test and Post-test Results

This research was conducted in two classes: an experimental class and a control class. Before receiving the treatment, both classes were given a pre-test to determine students' initial vocabulary mastery. The pre-test results indicated that both classes had relatively low vocabulary mastery, with similar average scores. This indicates that the initial conditions of the two classes were balanced and worthy of comparison in this study. After four sessions of treatment, the experimental class used the Real Find Object Game application and the control class used the conventional method, a post-test was administered using the same questions as the material presented during the treatment. The post-test results showed an increase in average scores in both classes, but the increase

was greater in the experimental class. The average pre-test score for the experimental class was 41.25, while the post-test score increased to 87.19. while the average pre-test score of the control class was 29.69, and the average post-test score was 42.50. From the results of the independent t-test, the significance value of Sig (2-tailed) was 0.000. Because the Sig (2-tailed) value of 0.000 < 0.05, it can be concluded that there is a significant difference in vocabulary mastery between students taught using Real Find Object Game (experimental class) and students taught conventionally (control class). thus the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. This means that Real Find Object Game has a significant influence in enriching the mastery of English vocabulary, especially nouns, of students at SMP Negeri 2 Tobadak.

2. Student learning motivation

The low motivation of students in learning English vocabulary at SMP Negeri 2 Tobadak was revealed through observations and interviews with eighth-grade English teachers. The observations and interviews were conducted to determine the students' motivation levels before using the Real Find Object Game. Based on the observations and interviews, it was clear that students' motivation to learn English vocabulary was still low, based on both intrinsic and extrinsic motivation indicators. Intrinsically, students lacked the desire to search for or memorize vocabulary, showed little joy after successfully answering questions, lacked the habit of using vocabulary in everyday life, and lacked the awareness to note down or repeat new words given by the teacher.

In terms of extrinsic motivation, students only showed participation when the teacher offered praise or rewards. They were passive when there was no reinforcement from the teacher. Teacher suggestions were often ignored, enthusiasm for learning was low, and students simply imitated examples when instructed. This was evident in student behavior during the lesson.

After the treatment using the Real Find Object Game, a questionnaire was given to see how motivated the students were. The questionnaire was administered at the end of the sixth meeting after the researcher administered a pre-test, treatment, and post-test to the experimental class. The questionnaire addressed the second identified problem, namely, the level of student motivation in learning vocabulary through the Real Find Object Game. This questionnaire addressed intrinsic and extrinsic motivation in learning vocabulary using the Real Find Object Game.

The questionnaire consisted of 10 statements with a Likert scale, including strongly agree, agree, undecided, disagree, and strongly disagree, with categories of very high, high, medium, low, and very low. The analysis of the motivation questionnaire showed a very high level of motivation after implementing the Real Find Object Game, with percentages for all sub-indicators: Intrinsic Motivation, each sub-indicator of intrinsic motivation shows an interpretation that includes Self-Desire 88.75% (very high), Satisfaction 85% (very high), Good Habits 78.75% (High), and Awareness 92.5% (very high). With an overall sub-indicator score of 86.25% (very high category). The data shows that intrinsic motivation is generally high, driven by Good Habits, while very high is generally driven by Self-Desire, Satisfaction, and Awareness. And each sub-indicator of extrinsic motivation shows an interpretation including Praise, 83.75% (very high), Advice, 92.5% (very high), Spirit, 80% (high), Prizes 81.25% (very high), Punishment 90% (very high), imitating something 82.5% (very high). With

an overall sub-indicator score of 85%. (very high category). This increase in motivation indicates that the Real Find Object Game successfully created an interactive, challenging, and enjoyable learning environment, thus encouraging students to better absorb and retain new vocabulary.

3. Discussion

The results of this study support the idea that games are a fun activity for language learning. Games enable creativity and higher-order thinking for students in learning vocabulary. The use of the Real Find Object Game has been proven effective in helping students enrich their English vocabulary. The findings of this study are supported by several previous studies. Among them, research by [Ningsi Gayatri, et al., \(2024\)](#), which found that students taught through Hidden Object Games achieved better progress in vocabulary mastery. This is in line with the results of this study, which showed a significant increase from pre-test to post-test scores in the experimental class after the use of the Real Find Object Game. Furthermore, research by [Setyawan Haris, et al., \(2020\)](#), concluded that the educational game application "Find Objects" is effective in improving students' English vocabulary. It also contributes to student motivation from external and internal influences. This finding is in line with research by [Hasanudin, et al. \(2024\)](#), which discussed intrinsic and extrinsic motivation, which also found that there was an increase in students' intrinsic and extrinsic motivation in learning English. Furthermore, [Nurhayati T. et al. \(2024\)](#) stated that motivation is a crucial factor in English learning among junior high school students and also found that intrinsic motivation is related to self-satisfaction and enjoyment in learning, whereas external factors like family responsibilities and the values that others have instilled have an impact on extrinsic motivation. Thus, this finding strengthens that the Real Find Object Game can significantly improve junior high school students' English vocabulary mastery.

CONCLUSION

Based on the statistical data analysis, it can be concluded that the use of the Real Find Object Game was significantly effective in improving vocabulary mastery in eighth-grade students at SMP Negeri 2 Tobadak. This conclusion is based on a very significant and positive difference between the average pre-test and post-test scores after treatment. Before learning with the Real Find Object Game, students' vocabulary mastery was generally limited. However, after implementing the Real Find Object Game, there was significant progress and improvement in their final test results. This improvement was statistically significant, indicating that the change was a direct result of the treatment and not due to chance. Furthermore, as seen from the questionnaire, intrinsic and extrinsic motivation for each indicator indicated an increase in student motivation, falling within the "very high" category. Therefore, it can be concluded that the use of the Real Find Object Game effectively increased students' motivation in English learning, particularly on the topic of noun vocabulary. Thus, these findings confirm that the Real Find Object Game successfully creates an interactive and enjoyable learning environment, thus encouraging students to absorb and remember new vocabulary better.

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