

**HARVEST MOON: A STUDY OF HIGH SCHOOL STUDENTS'
INCIDENTAL VOCABULARY LEARNING PROCESS
THROUGH VIDEO GAME**

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education



By :

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
K.H. ABDURRAHMAN WAHID PEKALONGAN
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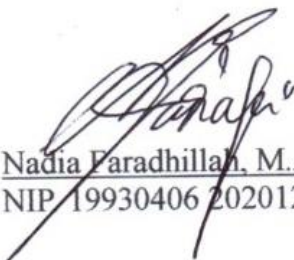
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Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan untuk diajukan dalam sidang munaqasyah.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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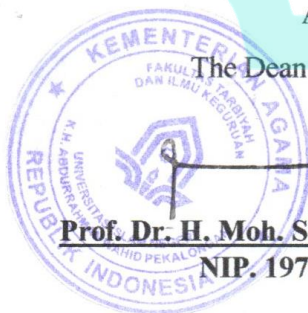
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MOTTO

“Hidup itu memang tidak adil, jadi biasakanlah dirimu”

-Patrick Star



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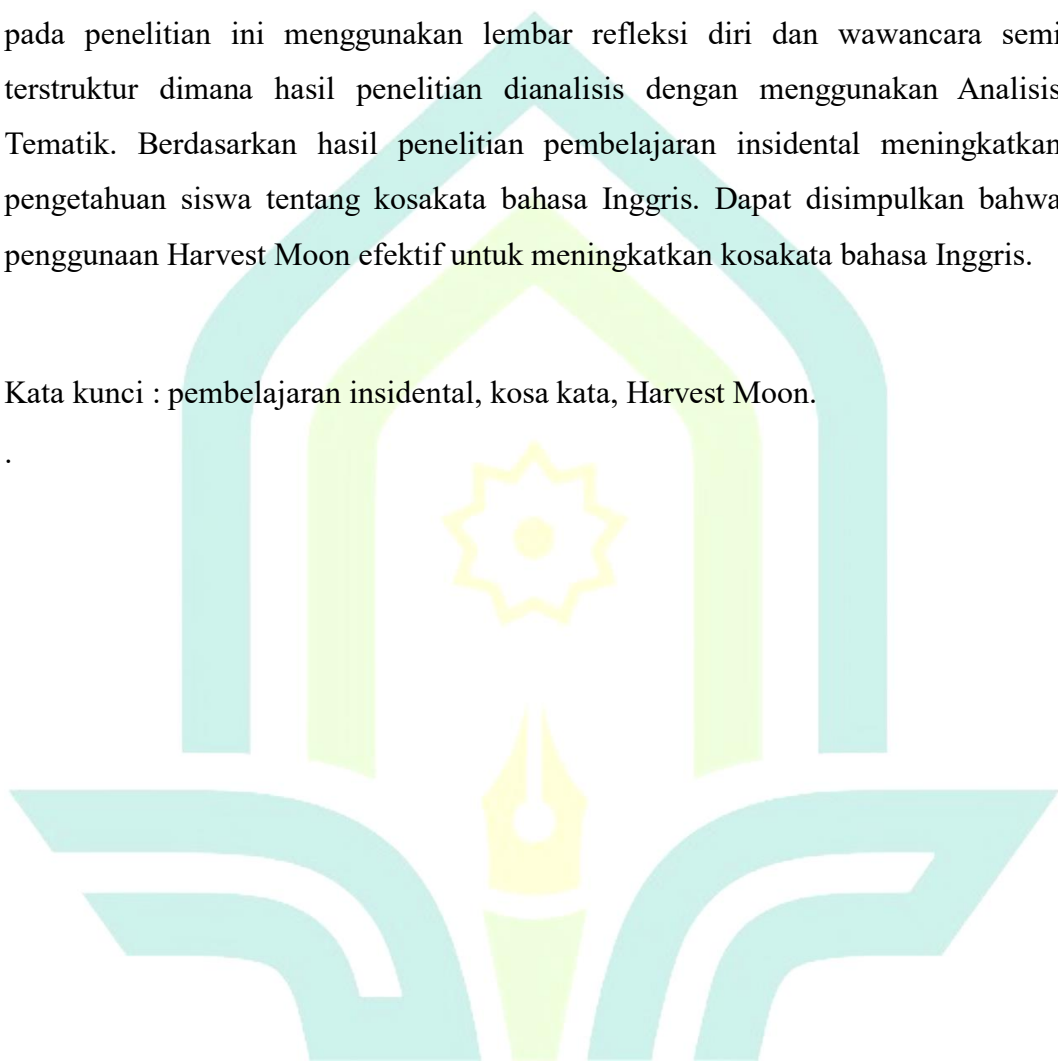
Praises and gratefulness are sent to Allah SWT, the Almighty and Merciful God, for bestowing the writer with faith, health, and patience in the writing process of research proposal entitled “Harvest Moon : A Study of Highschool Students’ Incidental Vocabulary Learning Through Vidego Game”. It is submitted to English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education. This thesis can be accomplished because of tremendous supports from many people. Therefore, in this opportunity I would like to express my sincere gratitude to:

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6. For all people who always help me, I pray to Allah, may Allah make easy all of your affairs dunya and akheerat aamiin

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan bagaimana game Harvest Moon membantu pembelajaran kosakata siswa melalui pembelajaran insidental dan apa saja kesulitan yang dialami saat bermain Harvest Moon. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus. Partisipan dalam penelitian ini adalah 3 siswa SMK Karangdadap, Pekalongan. Pengumpulan data pada penelitian ini menggunakan lembar refleksi diri dan wawancara semi terstruktur dimana hasil penelitian dianalisis dengan menggunakan Analisis Tematik. Berdasarkan hasil penelitian pembelajaran insidental meningkatkan pengetahuan siswa tentang kosakata bahasa Inggris. Dapat disimpulkan bahwa penggunaan Harvest Moon efektif untuk meningkatkan kosakata bahasa Inggris.

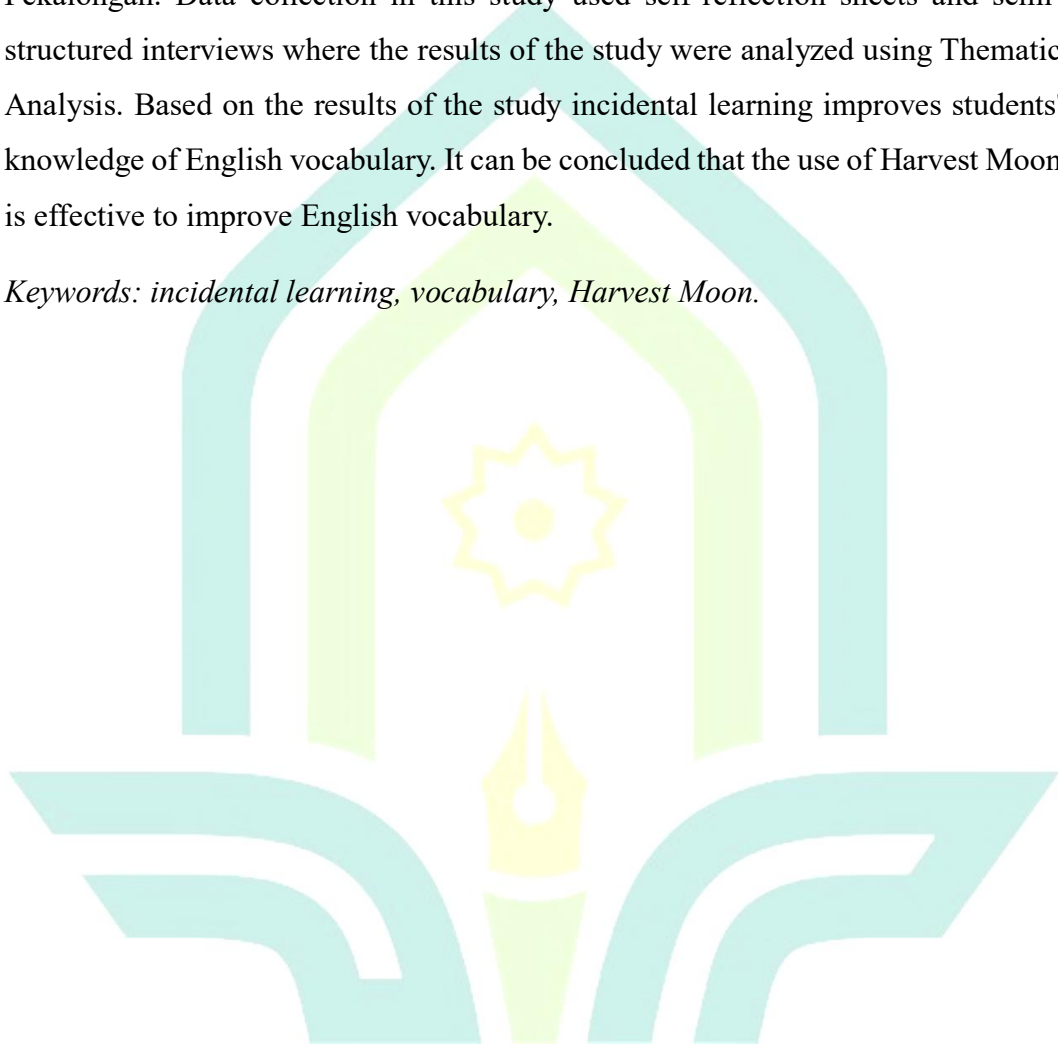
Kata kunci : pembelajaran insidental, kosa kata, Harvest Moon.



ABSTRACT

This study aims to describe how the Harvest Moon game assists students' vocabulary learning by incidental learning and what are the difficulties when playing Harvest Moon. This research uses qualitative method with case study approach. The Participants in this study were 3 students of SMK Karangdadap, Pekalongan. Data collection in this study used self-reflection sheets and semi-structured interviews where the results of the study were analyzed using Thematic Analysis. Based on the results of the study incidental learning improves students' knowledge of English vocabulary. It can be concluded that the use of Harvest Moon is effective to improve English vocabulary.

Keywords: incidental learning, vocabulary, Harvest Moon.



PREFACE

Alhamdulillah, all praise be to Allah who has allowed me to complete this thesis. Hopefully this thesis can provide benefits for all readers. This thesis focuses on Harvest Moon: A Study of Highschool Students' Incidental Vocabulary Learning Through Video Game. The researcher was interested in choosing this topic because the author wanted to illustrate that gaming is not always bad but can be used as a way to gain knowledge.

The researcher tries to illustrate how the Harvest Moon assisted students' vocabulary learning as well as the difficulty faced by students when playing Harvest Moon. For All the readers if you find mistakes in my thesis it might be from the writing accurateness, unclear sources of quotes or others, do not be doubt to notice me. Thank you.

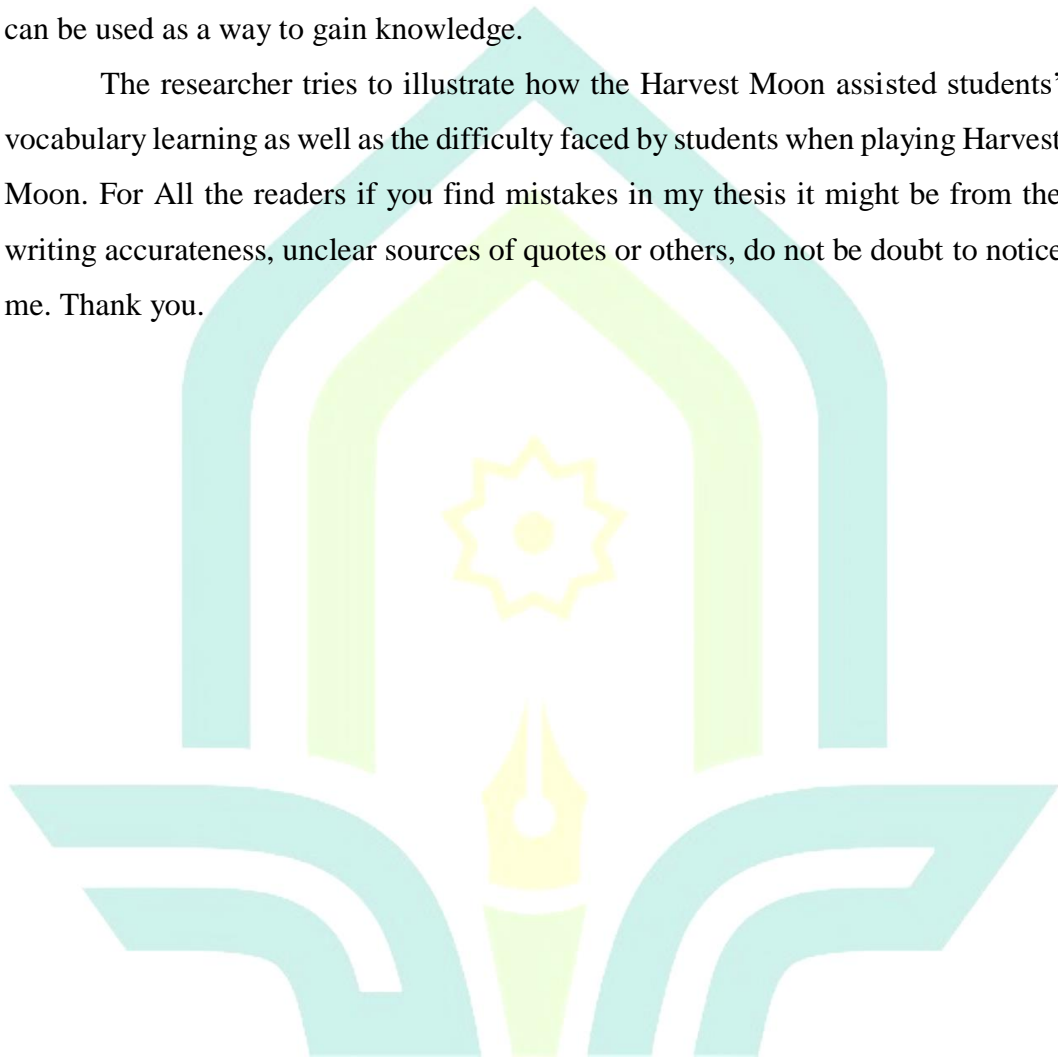
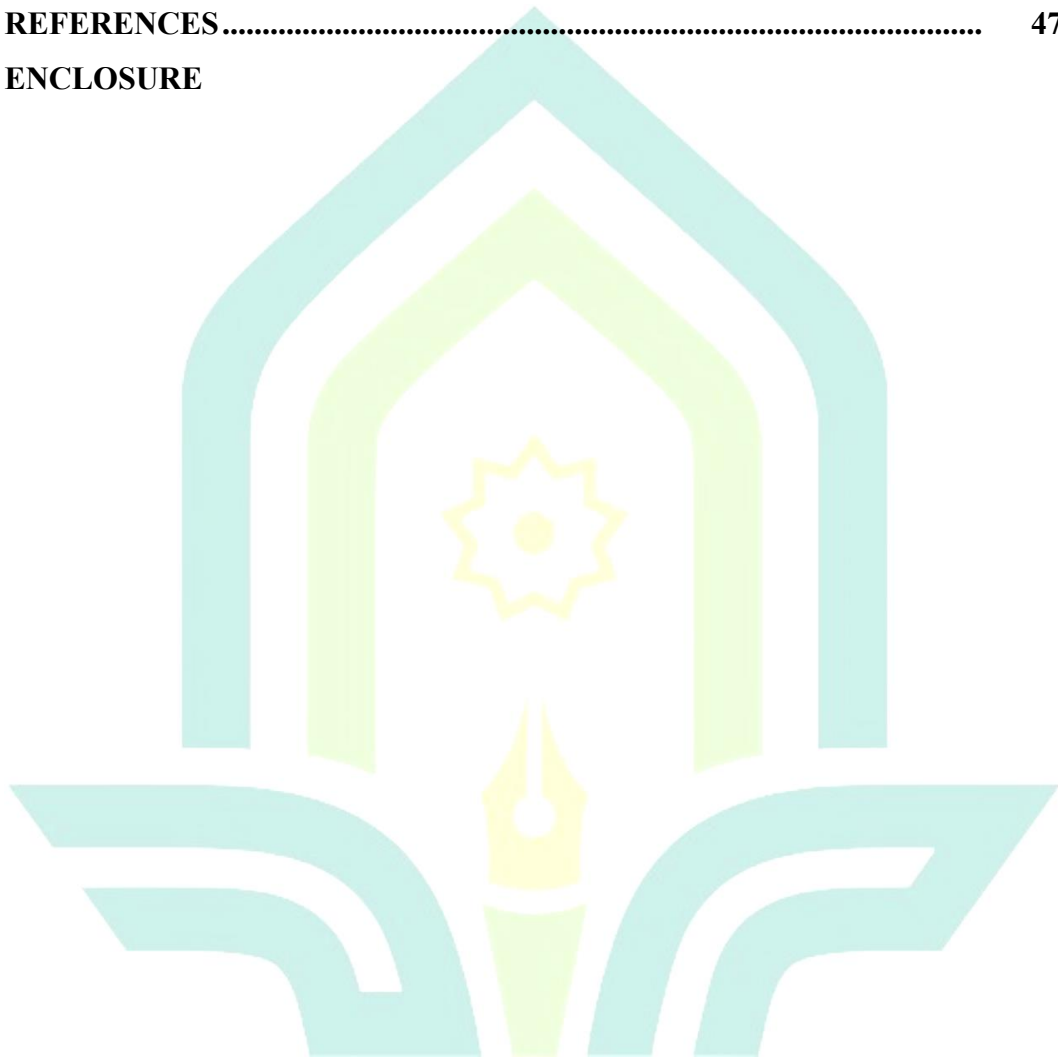


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CHAPTER I

INTRODUCTION

1.1 Background of Study

Learning English vocabulary is considered difficult and boring, but with technological advances, it can be easier and more interesting using video games (Simatupang, 2017). The technology of video games has advanced far enough like movies, cartoons, and books, in their capacity to tell an engaging story, to be well presented and directed (Rudis & Poštić, 2017). Using video games as a medium for learning allows students to search or discover their knowledge information in learning vocabulary. Here are some advantages of using video games for learning, such as interactivity, flexibility of time and space, and ease of use (Saleh et al., 2014).

One of the video games is the game Harvest Moon. The Harvest Moon game is a game that has a lot of dialogue in English (Hadfield, 1996). She stated that this game is a game that can be a good way to help students learn vocabulary. Games can motivate learners to contribute more to learning activities (Hasram et al., 2020). It can build a more enjoyable learning process. When students play the Harvest Moon game, they will indirectly experience incidental learning. Incidental learning is learning carried out unconsciously that results from other activities (Kerka, 2000). Basically, students will initially intend to play video games but indirectly they will be incidental learning in understanding the vocabulary in the Harvest Moon game.

The opinion is that vocabulary learning is not very important in second language pedagogy (Cahyono & Widiati, 2015). According to (Meara, 1980), the limited focus on the vocabulary area is due to two main reasons. Firstly, more attention is focused on the grammatical units as these serve as the most important foundational skills for building linguistic knowledge. Secondly, students are less able to acquire second language vocabulary and this hampers their understanding of the role of vocabulary in second language proficiency.

However, vocabulary is an important part of language learning and teaching and deserves attention and research (Amiryousefi & Dastjerdi, 2010). Vocabulary is considered to function more as a basis for communication (Mccarthy, 1984). Likewise, the ability to memorize and understand vocabulary is seen as one of the abilities that must be mastered first to improve other language skills. So as stressed by Mccarthy (1984) learning vocabulary is important to learners to learning because vocabulary is the main part of skill language such as speaking, listening, etc.

A person's strength in language can be observed in his verbal activities and language proficiency such as in vocabulary knowledge (Chen et al., 2012). When someone speaks, the interlocutor will be able to observe whether the person who speaks is fluent in the language and it can be seen from the knowledge of vocabulary, if someone has minimal knowledge of his vocabulary, it is certain that when speaking it will be mispronounced or in the sentence structure. So it would make sense if vocabulary knowledge would be a benchmark for someone in language proficiency, especially English.

That is the reason why this research is important to do, the researcher will explore more about incidental learning vocabulary when playing video games. With the explanation above, we can know that there is a possibility that students can learn vocabulary not only in the school environment, but even outside formal activities. The advancement of technology can make it easier for students to accommodate time constraints and be more flexible in learning vocabulary by using the Harvest Moon video game, and it is hoped that this can be used as a reference by teachers in learning.

The decision to research the potential impact of playing the Harvest Moon game on vocabulary came from personal and student experiences, as well as information from the gaming community who thought that playing the game could increase English vocabulary. By conducting qualitative research, it is possible to gain insight into the experiences of players and their perceptions of the game's influence on vocabulary. This research can provide valuable information for readers.

1.2 Identification of the Problem

In the era of globalization, all activities are related to technology. There is one technology that is very interesting for everyone, namely video games. Almost all ages play video games, because it can provide entertainment and education. one of the video games is Harvest Moon, this game has a lot of fans. In this game there are so many benefits that we can take, such as knowledge about gardening, social values, etc. This game also uses English as the main language, so it can be a medium to learning vocabulary, this is very suitable for

English students as a foreign language. Initially students will play Harvest Moon as entertainment, but will indirectly learn English vocabulary in the game. Finally, students will experience incidental vocabulary learning.

1.3 Limitation of the Problem

The scope of this study covers high school students in Pekalongan as English language learners who use Harvest Moon as a medium for incidental learning of English vocabulary. Researcher try to explore in more detail about students' experiences incidental vocabulary learning through Harvest Moon.

1.4 Formulation of the Problem

Based on the background of the problem, the researcher identified that the problem of learning vocabulary was:

1. How has the Harvest Moon assisted the high school students' vocabulary learning process?
2. What are the difficulties faced by the student when playing Harvest Moon?

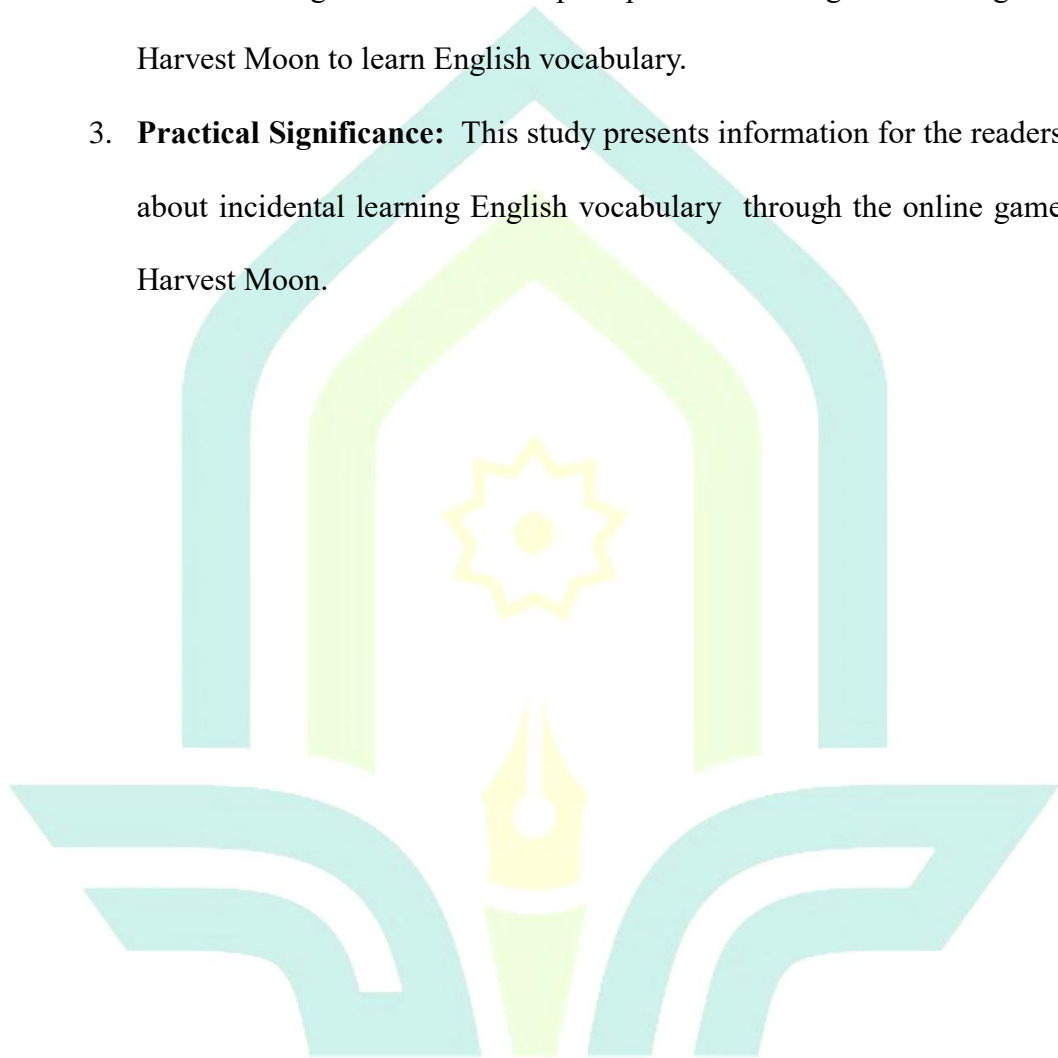
1.5 Aim of the Study

The purpose of this study is to find out about:

1. The Harvest Moon assist the high school student's vocabulary learning.
2. To find out about the students' difficulties when playing Harvest Moon.

1.6 Significance of Study

1. **Theoretical Significance:** This study applies Kerka's theory and supports the theory as it relates to student's experiences.
2. **Empirical Significance:** This research will provide experimental evidence insight into students' perceptions of using the video game Harvest Moon to learn English vocabulary.
3. **Practical Significance:** This study presents information for the readers about incidental learning English vocabulary through the online game Harvest Moon.



CHAPTER V

CONCLUSION

This chapter summarizes the results of the research and discussion above, regarding the role of the Harvest Moon game in helping learn English vocabulary, and the difficulties faced by students when playing Harvest Moon. The researcher also provides suggestions to readers, English teachers, students, and future researchers.

5.1 Summary of the Finding

The findings show that the role of Harvest Moon in helping students' English vocabulary learning and the difficulties faced by students of Vocational Highschool Karangdadap Pekalongan when playing Harvest Moon, can be seen as follows:

1. Based on result and discussion, The findings show that students play the Harvest Moon game by experiencing incidental vocabulary learning, this is in accordance with the theory of Kerka (2020), and the resulting impact of incidental learning is in accordance with the incidental learning indicators, namely changes in behavior, attitude, and beliefs, increased awareness and problem solving, and last is adaptability and knowledge retention, this is in accordance with the theory of Rossing (1991).
2. The difficulties faced by students from Vocational Highschool from Karangdadap Pekalongan, can be various way as experienced by students from Vocational Highschool Karangdadap Pekalongan, they have difficulty when they meet foreign vocabulary that they do not understand the meaning

of, have difficulty knowing what the assignment is, and have difficulty understanding what the storyline is like. This can happen only because of a lack of knowledge about vocabulary. However, each Participant has his own way to adapt and solve problems, this is in accordance with the theory of incidental learning indicators from Rossing (1991).

5.2 Recommendation

The researcher realizes that this research is less than perfect. This study only focuses on how Harvest Moon's role in students' English vocabulary learning, and what difficulties are faced when students play Harvest Moon. In this session, the researcher would be happy to offer some recommendations.

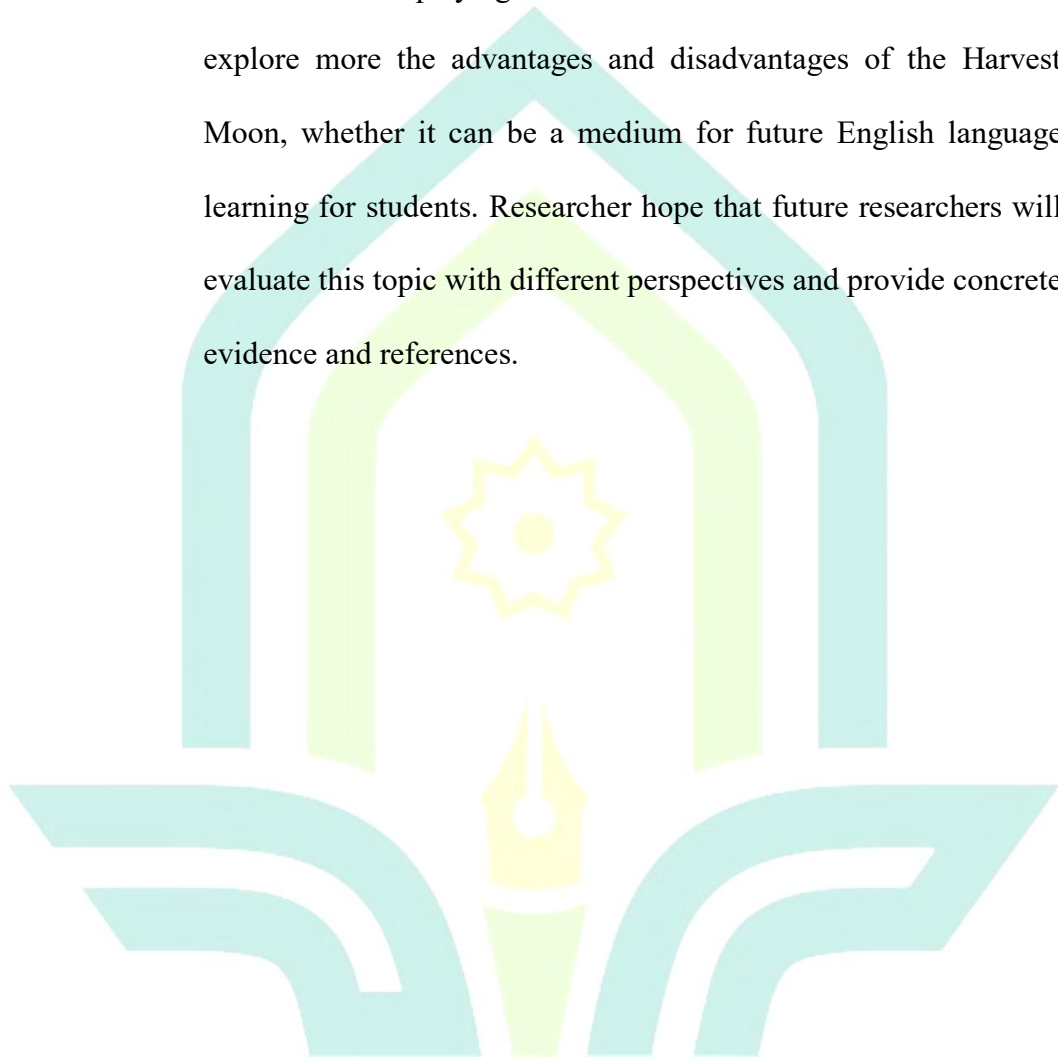
1. English Teacher and EFL Students

English teachers may be able to use the Harvest Moon game as a learning medium, although the increase of vocabulary is only a little bit. However, this game is considered fun and attractive to students, so this can be a fun way to learn.

If you are looking for a fun and engaging way to learn English, I highly recommend giving Harvest Moon a try. This beloved farm simulation series offers a unique and engaging experience that will have you practicing your language skills in no time. By interacting with the game's interesting characters, managing a virtual farm, and participating in various activities, you'll be able to develop your vocabulary, grammar, and communication skills in a way that feels more like playing than learning.

2. Researcher

This study is expected to be taken into consideration for other researchers to conduct further research on the role of Harvest Moon in learning English vocabulary and the difficulties faced by students when playing Harvest Moon. Future researchers can explore more the advantages and disadvantages of the Harvest Moon, whether it can be a medium for future English language learning for students. Researcher hope that future researchers will evaluate this topic with different perspectives and provide concrete evidence and references.

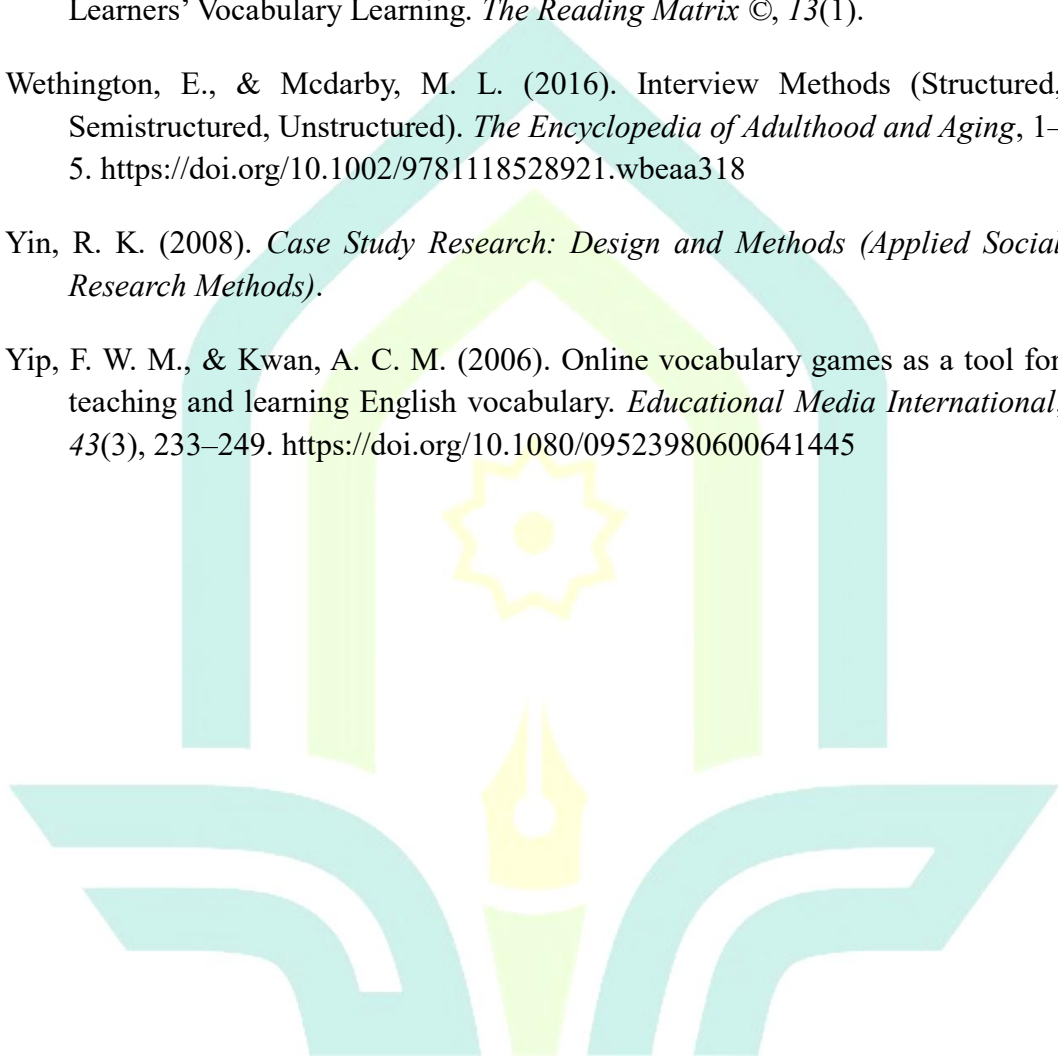


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