

## **THE EFFECT OF LEARNING VOCABULARY IN ACQUISITION AND DESCRIPTIVE TEXT THROUGH HIDDEN OBJECT GAMES FOR JUNIOR HIGH SCHOOL STUDENTS**

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### **Abstrak**

Dalam penelitian yang berjudul "Pengaruh Pembelajaran Vocabulary dalam Akuisisi dan Teks Deskriptif melalui Hidden Object Games pada Siswa SMP", penelitian ini bertujuan untuk mengetahui dan menjelaskan implementasi, kinerja siswa, dan persepsi siswa tentang Hidden Object Game. sebagai media pembelajaran digital untuk mempelajari kosakata dan teks deskriptif. Penelitian ini merupakan penelitian mix method. Subyek dalam penelitian ini adalah siswa kelas 7 SMP. Kelas ini dipilih berdasarkan rekomendasi guru karena di kelas ini properti mendukung kegiatan pembelajaran digital. Hasil penelitian ini menunjukkan bahwa terdapat perbedaan yang signifikan antara siswa sebelum dan sesudah diberikan perlakuan. Dalam hal tes menulis, nilai siswa meningkat terutama pada aspek kosa kata dengan persentase 45,7%. Siswa juga memberikan persepsi positif terhadap Hidden Object Game sebagai media pembelajaran digital untuk belajar kosakata dan teks deskriptif. Kesimpulannya, Hidden Object Game memberikan dampak positif untuk belajar kosa kata dalam materi teks deskriptif dan akuisisi.

**Kata Kunci:** Permainan benda tersembunyi, kosakata, dan teks deskriptif.

### **Abstract**

In this research entitled "The Effect of Learning Vocabulary in Acquisition and Descriptive Text through Hidden Object Games for Junior High School Students," the aim of this research were to know and explain the implementation, students' performance, and student's perception about Hidden Object Game as a digital learning media to learn vocabulary and descriptive text. This research was mix method research. The subjects in this study were 7<sup>th</sup> grade students in junior high school. This class chose based on the teacher recommendation because in this class' properties support digital learning activities. The results of this study showed that there were significant differences between students before and after gave treatment. In terms of writing test, the students' score were improved, especially on vocabulary aspect with percentage 45.7%. The students also gave positive perception towards Hidden Object Game as a digital learning media to learn vocabulary and descriptive text. In conclusion, Hidden Object Game gave positive impact to learn vocabulary in acquisition and descriptive text materials.

**Keywords:** Hidden Object Game, vocabulary, and descriptive text.

## INTRODUCTION

Vocabulary is an important part of learning a foreign language because the importance of new words is often stressed both in books and in class. Vocabulary knowledge is also often viewed as an important tool for second language learners because a limited second language vocabulary hinders successful communication. According to Martin-Chang & Gould (2008) states that one of the most important factors that affect language learning is vocabulary knowledge and it is agreed that vocabulary knowledge helps language learning improvement. According to Hoque (2017) second language acquisition is the process of acquiring other language in addition to mother language or native language. Therefore, if the students understanding a lot of vocabulary, it would make them easier to learn L2.

Several studies have shown that second language learner rely heavily on vocabulary knowledge, the lack of that knowledge is the main and the largest obstacle for readers to overcome (Nation, 2001; Alqahtani, 2015). Rohmatillah (2017) states that without learning the vocabulary communication in the second language becomes harder. Therefore, many learners view second language acquisition (SLA) as primarily a matter of learning vocabulary, and therefore they spend a great deal of time memorizing L2 word list. As a result, language teachers and applied linguists now generally recognize the importance of learning vocabulary and are looking for ways to promote it more effectively.

There are many learning medias that teacher may implement to learning activities, such as animation video, pop-up, games, etc. This research focus on the implementation game as a learning media. According to Yolageldili and Arikan (2011) state that early childhood education requires special efforts and challenges from teachers, and games are one of the most effective ways to achieve this. However, to achieve game goals, teachers should consider several factors, such as deciding which game to use and how much time to use the game in their class. In this study, researcher use hidden object games as learning media in class to learn vocabulary in acquisition and descriptive text.

Digital Game-Based Language Learning (DGBLL) refers to "the design and the use of a diverse array of digital games for the purpose of learning or teaching a second or foreign language" (Hung et al., 2016). As games increasingly play a role in the daily lives of young adults and adolescents in developed countries (Godwin-Jones, 2014), it is critical for language educators to recognize the use of technology in providing extramural learning to learners. Yip and Kwan (2006) found in their<sup>1</sup> research, that students who played online vocabulary

games tended to learn more accurately and retain new words longer. Learning vocabulary is a long process if the game is fun, relaxing, motivating, and builds self-confidence, then student interest would increase. On the other hand, some small, simple, and free casual games could be an alternative to DGBLL casual games. For example, hidden object games are small and simple, and some of them are even free. When playing a hidden object game, the person has to find a visual object in a scene from a list of English words. Playing hidden object games is similar to memorizing new English vocabulary through pictures and also follows Mayer's multimedia learning principle that people learn best when matching words and pictures are presented together.

The results of using a hidden object game as a learning tool to learn vocabulary, according to a prior study by Kösemehmetolu (2019), revealed that when students engage in an enjoyable and motivating activity with lots of visuals and effects, their vocabulary learning effectiveness rises through incidental learning. According to Kherunisa (2018), also revealed that the application of hidden picture game could motivate the students became more enthusiastic in learning vocabulary. In a previous research conducted by Resmi (2012) found that playing hidden object games helped primary school children considerably increase their command of vocabulary. In this study researcher want to combine hidden object games with descriptive text because these 2 things are related to each other, and this research has vocabulary focus on objects around the house, the researcher chose junior high school as a participant of this research, there were several types of text that students should learn, namely descriptive, narrative, and expository text. In this case, the researcher chose descriptive text as the research subject. Descriptive text according to Ervina Evawina S (2010:7), is a text that vividly describes a person, place, or thing so that the reader can picture the subject and share the writer's experiences. Furthermore, according to Pardiyo (2007:34), a descriptive text is a particular kind of written paragraph that serves the objective of clearly explaining an object (either living or non-living) to the reader.

In this study, the researcher demonstrate the application of hidden object games as a learning media to learn vocabulary and descriptive text for junior high schools, especially for 7 grade. Vocabulary learning and descriptive text are closely related. Descriptive text is text that requires a wide vocabulary to write it. Therefore, researcher want to know how is hidden object games implemented in learning vocabulary and descriptive texts.

This research have 3 research objectives, there are:  
To explain the implementation hidden object game as a digital learning media to learn vocabulary in acquisition

and descriptive text for 7<sup>th</sup> grade junior high school students.

2. To know the student's performance about implementing hidden object game as a digital learning media to learn vocabulary in acquisition and descriptive text for 7<sup>th</sup> grade junior high school students.
3. To know the student's perception about hidden object game as a digital learning media to learn vocabulary in acquisition and descriptive text for 7<sup>th</sup> grade junior high school students.

Hidden Object Game is a game which uses a picture as the main media. Oei (2013) states that hidden object game is a game about finding any objects in a picture which are often camouflaged among other objects. Playing Hidden Object Games for EFL Learners/Players is similar to the process of learning and memorizing new English words using corresponding pictures.

In a previous research conducted by Resmi (2012) found that playing hidden object games helped primary school children considerably increase their command of vocabulary. Because it can improve students' willingness to try the game or because it would encourage them to learn in an enjoyable way, the hidden object game can be viewed as an effective method. This claim is confirmed by Feng et al. (2012) who claim that the popularity of hidden object games stems from the fact that they allow players to localize objects while still having fun with the game. Homan (2015) also mentions that hidden object games are a way for individual students to work on their literacy and vocabulary skills rather than as in-class collaborative exercises. Based on that statement the vocabulary in this game are basically nouns. In addition, the acquisition of English nouns is always important for teenagers in Indonesia especially as junior high school students who are English beginners.

## METHODS

In this study, the researcher used mix method research. According to Riazi & Candlin (2014) mixed method research comprising quantitative and qualitative methods is gaining in popularity and broadening its application across a wide range of academic disciplines. By using the mix method research, researchers may combine the results of qualitative and quantitative methods to obtain stronger conclusions from the research being carried out.

This study conducted at one of state junior high schools in Surabaya. This location chose because based on observations that already conducted, many students experience learning problems because the students lack of vocabulary and they tend to get bored using book as a learning media. The researcher realized that in every

class in this school have many class's properties, such as the presence of speakers and projectors are very well supported. This location also supported in learning activity using digital learning media, so it is very suitable for conducting research using hidden object games as a digital learning media. In terms of implementation, the researcher worked collaboratively with the teacher and conducted the research with 30 students in grade 7, the researcher as an observer and the teacher as a teacher of the class. The researcher took a class namely 7J. This class was chose based on the recommendation from the teacher.

The researcher shared the questionnaire to the students to know the problem that they faced in study vocabulary. The researcher looked through a collection of hidden object games. After playing for a long time, there were level frequency of the objects from easy - hard. The frequency found depends on the appearance of the word in the object search section of the game. The pre-test and post-test were prepared considered on the frequency of these words. Furthermore, the test shared in form of printed, so each students got their test. The teacher explained the way of playing this game to the students. Lastly, after the implementation done, researcher gave the post-test to the students, then the researcher gave the questionnaire to the students. This research could be said successful when 70% of the students got score above 80.

In this study, data collection carried out in 3 ways and researcher prepared 3 data instruments used to collect the data in this research, these were observation checklist, pre-test, post-test, and questionnaire. The explanation for each instruments showed as follows:

Table 1 Data Collection Technique

No.	Data Collection Technique	Instrument	From of the data
1.	Observation	Checklist / Field notes	Instructional strategies or teaching scenario and student's engagement
2.	Performance	Pre-test and Post-test	Student's score and student's performance
3.	Reflection	Questionnaire	Student's perception and Learning evaluation

The implementation of Hidden Object Game was analyzed using qualitative method with observation checklist as an instrument, this instrument showed in the form of Likert scale 1-5 (1 corresponds were very low and 5 corresponds were very good) that adapted from

Brown (2011), then the researcher elaborate more about the results in the observation checklist using field notes.

The student's performance and student's perception were analyzed using quantitative method with pre-test, post-test, and questionnaire as instruments. The researcher used analytic assessment rubric that adapted from Brown (2007) for analyze students pre-test and post-test about descriptive text test that are including content, organization, grammar, vocabulary and mechanics in the student's writing result. In terms of questionnaire about student's perception, the researcher used Likert scale 1-4 (1 corresponds very disagree and 4 corresponds very agree), then percentage of students who agree with the statement categorized from low – high.

## RESULTS AND DISCUSSION

### A. Result

The researcher recorded the results by using observation checklist, vocabulary and descriptive text test and the questionnaire. The explanation for each results were showed as follows:

#### 1. The Implementation of Hidden Object Game

The implementation of Hidden Object Game was observed by using observation checklist then the researcher elaborate more with field notes in order to know the learning situation when the teacher had explain the descriptive text materials. From the results, it showed as follows:

In meeting I, teacher focused on giving material to building knowledge of descriptive text about things that consist of structure, purposes, and language features using Power Point, there was no treatment in the first meeting because the treatment implemented in the second meeting.

In meeting II, teacher focus on implemented the Hidden Object Game as a digital learning media to learn vocabulary and descriptive text. This implementation delivered with digital media so it showed by LCD. This learning media contained digital pictures about objects around us. Students were divided into 4 groups, each group consists of 7-8 students. Furthermore, after the objects were found, the teacher would choose one object to describe it in every group, after that the result of descriptive writing have to present in front of the class. Furthermore, after the game finished. The teacher gave post-test that consists of vocabulary test and descriptive text test. The descriptive text is based on the object that was chose by the teacher. Lastly, the learning activities were closed by distributing questionnaire to the students in order to know the student's perception about the

implementation of Hidden Object Game as a digital learning media.

#### 2. Students' Engagement

In general, the classroom activities were observed by using observation checklist that adapted from Djamil (2018). In terms of scoring, the activities were scored using Likert scale 1-5 (1 corresponds were very low and 5 corresponds were very good). The results were showed as follows:

Table 2 Students' engagement in meeting I & II

No.	Aspects	Meeting I Score					Meeting II Score				
		1	2	3	4	5	1	2	3	4	5
1.	Readiness of students to accept the subject matter.			✓						✓	
2.	Prepare study equipment.			✓						✓	
3.	The teacher explains the material properly and correctly.			✓						✓	
4.	Enthusiasm of students in participating in learning.				✓					✓	
5.	Listen to all the information conveyed by the teacher.				✓					✓	
6.	Respond to the teacher's talk properly and politely.				✓					✓	
7.	Do not chat with friends in the group except discussing the subject matter.				✓					✓	
8.	The teacher demonstrates the hidden object game properly and correctly.									✓	
9.	Students enjoy Hidden Object Game as a digital learning media provided by the teacher.										✓
10.	The class atmosphere is fun and not boring.					✓					✓

Overall in the meeting I, the teacher just focused on building knowledge the descriptive text material about things, the material consists of structure, language features, and purposes. Readiness of students to accept the subject matter has score 3 because while teacher entered the class some students were already sitting in their respective places and some were still standing or sitting next to their friends. The teacher explains the material properly and correctly has 3 score because the teacher just explaining in general about the structure, language features, and purposes, Enthusiasm of students in participating in learning has score 4 because the teacher always gave extra score for students who answered or participated in the learning activities. Listening to all the information conveyed by the teacher has score 4 because some students paid close attention to the explanation conveyed by the teacher, and 3-4 students sometimes talked to their classmates.

On the meeting II, the teacher focused on implemented Hidden Object Game as a digital learning media to learn vocabulary and descriptive text. Firstly for readiness of students to accept the subject matter has score 4 because while teacher entered the class some

students were already sitting in their respective places and 1-2 students were still standing or sitting next to their friends. The teacher explains the material properly and correctly has 4 score because the teacher just explain the material in general way, Enthusiasm of students in participating in learning activities has score 5 they felt happy because of the learning materials delivered using digital media. The teacher demonstrating the hidden object game properly and correctly has score 4 because the teacher explained the rules of the game and directed the students to be more interactive. Students enjoy the learning media provided by the teacher 5 because they never learned the material using game in the class and because this was 7 grade so they felt enjoy if they learn material using game. The class atmosphere was fun and not boring has score 5 because all students felt fun and excited to the digital learning media so the class was not bored.

### 3. Evaluation

From this research, the results proved with the improvement of the student's score. There were two kinds of evaluations, which were student's performance and student's perception.

#### a. Students' Performance

The results of student's performance in the vocabulary based on the pre-test and post-test rubric (see appendix IV) and the researcher used analytic assessment rubric that adapted from Brown (2007) to analyzed students pre-test and post-test about descriptive text test that were including content, organization, grammar, vocabulary, and mechanics in the student's writing result (see appendix IV). From those components, the researcher analyzed the score before treatment that symbolized as  $T_0$  and after treatment that symbolized as  $T_1$ . The result were showed as follows:

Table 3 Results of Vocabulary Test

No.	Students	Pre-test ( $T_0$ )	Grading system	Post-test ( $T_1$ )	Grading system	$\Delta T$	Growth (%)
1.	ADP	85	PASS	100	PASS	15	17.6%
2.	ADA	70	FAIL	100	PASS	30	42.9%
3.	AIM	65	FAIL	100	PASS	35	53.8%
4.	AAM	80	FAIL	100	PASS	20	25.0%
5.	ASL	80	FAIL	100	PASS	20	25.0%
6.	ADN	80	FAIL	100	PASS	20	25.0%
7.	AM	100	PASS	100	PASS	0	0.0%
8.	ACP	90	PASS	100	PASS	10	11.1%
9.	AAI	90	PASS	100	PASS	10	11.1%
10.	AAZ	70	FAIL	100	PASS	30	42.9%
11.	BCA	85	PASS	100	PASS	15	17.6%
12.	DVP	85	PASS	100	PASS	15	17.6%
13.	FMZ	65	FAIL	100	PASS	35	53.8%
14.	FJS	85	PASS	100	PASS	15	17.6%

15.	GDE	75	FAIL	100	PASS	25	33.3%
16.	HSG	55	FAIL	100	PASS	45	81.8%
17.	ICP	80	FAIL	100	PASS	20	25.0%
18.	JLR	85	PASS	100	PASS	15	17.6%
19.	JAS	85	PASS	100	PASS	15	17.6%
20.	KYP	80	FAIL	100	PASS	20	25.0%
21.	LVM	85	PASS	95	PASS	10	11.8%
22.	MRH	75	FAIL	100	PASS	25	33.3%
23.	MRH	75	FAIL	95	PASS	20	26.7%
24.	NSS	90	PASS	100	PASS	10	11.1%
25.	NMA	70	FAIL	95	PASS	15	17.6%
26.	RZT	80	FAIL	95	PASS	25	35.7%
27.	RCP	75	FAIL	95	PASS	15	18.8%
28.	RRS	80	FAIL	95	PASS	20	26.7%
29.	SAN	90	PASS	95	PASS	15	18.8%
30.	VAS	75	FAIL	100	PASS	25	33.3%
Mean		79.5		98.83			

In terms of vocabulary test, the results of  $T_0$  showed there were 12 students passed and 18 students failed with average score 79,50 then at  $T_1$  there was all of students pass in the test with average score 98.83.

Table 4 Results Descriptive Text Test

No.	Students	Pre-test ( $T_0$ )		Post-test ( $T_1$ )		Growth (%)
		Total	Status	Total	Status	
1.	ADP	64.45	FAIL	88.05	PASS	36.6%
2.	ADA	59.35	FAIL	88.05	PASS	48.4%
3.	AIM	56.9	FAIL	88.05	PASS	54.7%
4.	AAM	59.85	FAIL	84.4	PASS	41.0%
5.	ASL	66.6	FAIL	88.05	PASS	32.2%
6.	ADN	65.15	FAIL	84.4	PASS	29.5%
7.	AM	86.25	PASS	88.7	PASS	2.8%
8.	ACP	64.1	FAIL	87.7	PASS	36.8%
9.	AAI	56.8	FAIL	88.7	PASS	56.2%
10.	AAZ	66.25	FAIL	88.05	PASS	32.9%
11.	BCA	60.4	FAIL	88.7	PASS	46.9%
12.	DVP	71	FAIL	84.4	PASS	18.9%
13.	FMZ	69.8	FAIL	87.7	PASS	25.6%
14.	FJS	63.65	FAIL	88.7	PASS	39.4%
15.	GDE	61.9	FAIL	84.4	PASS	36.3%
16.	HSG	55.7	FAIL	88.7	PASS	59.2%
17.	ICP	68.6	FAIL	88.7	PASS	29.3%
18.	JLR	58.35	FAIL	88.05	PASS	50.9%
19.	JAS	58.85	FAIL	84.4	PASS	43.4%
20.	KYP	72.45	FAIL	87.7	PASS	21.0%
21.	LVM	64.25	FAIL	87.7	PASS	36.5%
22.	MRH	60.65	FAIL	88.7	PASS	46.2%
23.	MRH	70.5	FAIL	88.7	PASS	25.8%
24.	NSS	75.1	FAIL	87.7	PASS	16.8%
25.	NMA	63.25	FAIL	87.7	PASS	38.7%
26.	RZT	70.1	FAIL	84.4	PASS	20.4%
27.	RCP	60.5	FAIL	87.7	PASS	45.0%
28.	RRS	67.9	FAIL	88.05	PASS	29.7%
29.	SAN	57.55	FAIL	87.7	PASS	52.4%
30.	VAS	63.1	FAIL	84.4	PASS	33.8%
Mean		64.64		87.27		

In terms of descriptive text test, the results of  $T_0$  showed a failure beyond the value but there was only one student who got the highest score in one class, then at  $T_1$  there was an increase in several aspects and several students so that the results got higher success. There was 1 aspect that increase the most, vocabulary aspect increase (45.7%). According to the results, it showed that the students in class VII-J still have difficulties in vocabulary aspect.



## b. Students' Perception

The student's perception was collected by distributing a questionnaire that consists of 4 aspects, namely motivation, utilization, reception, and flexibility. The student's perception were scored by using Likert scale 1-4 (1 corresponds were very disagree and 4 corresponds were very agree). The results of the questionnaire were as follow:

Table 5 Students' Perception on the Implementation of Hidden Object Game

No.	Statement	Aspect	Likert scale				Finding	Category
			4	3	2	1		
1.	Are you more motivated when the material presented by the teacher is delivered using digital media?	Motivation	22	8	0	0	100% of students agree	High
			73.33%	26.67%	0%	0%		
2.	Do you feel happy in implementing hidden object games as learning media for learning vocabulary and descriptive texts?	Motivation	9	21	0	0	100% of students agree	High
			30%	70%	0%	0%		
3.	Is the hidden object game learning media easy to play?	Utilization	9	21	0	0	100% of students agree	High
			30%	70%	0%	0%		
4.	Does the material delivered by the teacher using hidden object game media make it easier for you to understand the material?	Reception	8	22	0	0	100% of students agree	High
			26.67%	73.33%	0%	0%		
5.	Did you learn anything from hidden object games as a learning medium for learning vocabulary and descriptive texts?	Reception	11	19	0	0	100% of students agree	High
			33.33%	66.67%	0%	0%		
6.	Is the vocabulary you learned before becoming permanent and easy to remember?	Reception	4	20	6	0	80% of students agree	High
			33.33%	66.67%	20%	0%		

7.	Do you think other new learning media can be applied in English subject?	Flexibility	8	15	7	0	76.67% of students agree	High
			26.67%	50%	23.33%	0%		
8.	Could learning activities using this method be used in other learning materials besides vocabulary material and descriptive text?	Flexibility	8	16	2	4	80% of students agree	High
			26.67%	50%	6.67%	13.33%		

Overall students gave positive perception towards implementation of Hidden object game as a digital learning media to learn vocabulary and descriptive text with the highest score in motivation aspect. In terms of motivation aspect, 22 (73.33%) chose very agree and 8 students (26.67%) chose agree. In terms of second motivation aspect, 9 students (30%) chose very agree and 21 students (70%) chose agree.

On the other hand, there were two aspects that shared perception between agreement and disagreement, they were reception and flexibility aspects. In terms of reception, 6 students (20%) chose disagree. In terms of flexibility aspect, 7 students (23.33%) chose disagree. In terms of the second flexibility aspect, 2 students (6.67%) chose disagree and 4 students (13.33%) chose very disagree.

## B. DISCUSSION

In terms of implementation, the teacher implemented Hidden Object Game with digital media as a learning media to learn vocabulary and descriptive text materials. In this learning media, there were some objects and vocabularies under each object if the students found the objects, this learning media would make students easier to write descriptive text, because they could see clearly and detail about the objects with digital picture form. In terms of descriptive text, proven by 5 aspects assessed, the vocabulary aspect increased the most with percentage (45.7%). In terms of improving vocabulary aspect, according to (Engber, 1995; Milton, 2013; Park, 2012; Staehr, 2008) stated that the quality of a student's writing is influenced by their vocabulary knowledge, and Chen et al. (2015) supported this statement by demonstrating the importance of students mastering word meanings and applications in the context of writing skills. Furthermore, Nurfainul (2019) stated that teaching writing using photos increases students' ability to write descriptive texts. Based on those statements, while implementation

of hidden Object Game, the teacher chose one of the objects that has been found by the students, after that the students started to describe the object, they seen clearly with digital picture, the position of object, the color of object, size of the object, etc. In conclusion, the student's writing ability influenced by vocabulary knowledge and detail of the objects, the higher vocabulary knowledge and the detail that they know, the better quality of their writing ability.

Mathias (2020) emphasized that learning vocabulary with picture card may enrich vocabulary. In addition, using picture to learn new vocabulary is one of good strategies for learning foreign vocabulary. According to Marble as cited in Khotimah, Bukhari Daud (2017) claimed that picture series might be used to help students come up with ideas for details and concepts in narrative progressions. Additionally, he said that picture might inspire children to write and enhance their written expression. In conclusion, with digital images students will be more inspired to write and improve their expression and writing skills.

In terms of students' performance, this study revealed that the participants after being given the treatment got significantly better scores than before. The result of this research revealed that Hidden Object Game was effective in increasing the 7th grade students' vocabulary mastery. This was in line with Orawiwnakul (2013) who was explained that the language game was the best way to increase student's vocabulary mastery. According to Derakhshan and Khatir (2015) stated that Hidden words game helps EFL students to memorize vocabulary in an easy way. Furthermore, they do such activity in a fun and interesting way. Based on those statements, it means that implementation of Hidden Object Game as a digital learning media made students easier to memorize new words and this digital learning media has positive impact to improve student's vocabulary.

In general, student's preception on the implementation Hidden Object Game as a digital learning media to learn vocabulary and descriptive text has positive impact in learning activity, In terms of motivation. According to Tshuva-Albo (2014) state that digital media prepare learners for the wide range of subjects and skills necessary for the 21st century, enhance motivation of both students and teachers. According to Jones et al. (2007) state that Hidden Object Game may be said as an effective strategy because it was motivate students to learn in a fun way. This statement was supported by Feng et al. (2012) who stated Hidden Object Game may make the people enjoy playing the game because it inserts localizing object into enjoyable playing game process and it attracts many people to try

the game. In conclusion, students more motivated feel happy when the material presented by the teacher was delivered using digital media.

In terms of utilization, according to Oei (2013) stated that hidden object game is a game about finding any objects in a picture which are often camouflaged among other objects to reduce saliency. Hidden Object Game was a game which used a digital picture as the main media. In this game, the players were instructed to found the object in the location. According to Homan as cited by Sari (2017: 5) hidden object media was media that have an object-hunt scene system. In conclusion, students feel easy to play hidden object game, because this game was about to find any objects that listed in the location of the game.

In terms of reception, students feel easier to understand the material when the teacher delivered the material using hidden object game. According to Borkar (2011) stated that when students enjoyed the activity which was provided by interactive media, they would learn new concept without realizing it. In conclusion, students learn anything from hidden object games as a digital learning media for learning vocabulary and descriptive texts. This digital learning media also make students easier to remember the vocabulary and it became permanent. According to Verhallen et al. (2006) revealed that low-income immigrant children could recount at most half of the story elements after hearing the story four times. Thus, it may be necessary to have at least four repetitions for children to actually learn new vocabulary. In conclusion, the students who didn't have permanent memorize with the vocabulary, they need more repetitions in hidden objects game to learn vocabulary.

In terms of flexibility, there were many learning media that we could use in the English subject. According to Maqfirah et al (2018) examined junior high school students in Banda Aceh with the results that guessing games increased students' fluency in speaking skills. In other opinion, according to Putri and Muryanti (2020) in their study the roles of video games in improving learners' listening and speaking skills in addition to expanding their vocabulary. In conclusion, others new digital media could be applied in learning English subject. This digital learning media could not be implemented in any materials, because in Hidden Object Game there is only provide about things or objects, so it can suitable with materials that have relations with objects, such as preposition materials and descriptive text. This digital learning media could not implemented in narrative text materials, because of this learning media only showed objects with digital pictures.

## CONCLUSION

As the results indicate, Hidden Object Game as a digital learning media have positive impacts in vocabulary acquisition. The results also showed that Hidden Object Game creating interactive and motivating atmosphere where students can easily and subconsciously receive the materials.

The implementation of hidden object game as a digital media was conducted in 2 meetings. For the first meeting focused on giving material to building knowledge of descriptive text about things that consist of structure, purposes, language features about things. The second meeting, hidden object game was implemented by the teacher of class for learning vocabulary and descriptive text using LCD, Then in the game there were pictures and vocabulary about things around us.

The results of T0 showed 12 students fail and 18 students pass in vocabulary test, and almost all of the students fail, but there was 1 student got score above pass criteria in descriptive text test. Then at T1 there was an increase in all aspects, especially in vocabulary with growth percentage 45.7% related on the implementation of hidden object game, there were digital images or pictures and vocabulary to make students easier for students to write descriptive text about things.

Students perceived that Hidden Object Game make them more motivated and happy to learn vocabulary and descriptive text materials, because this digital media provide more detail about the objects with digital picture and this game also provide vocabulary about the object its self if the objects were found. In terms of reception, some students also perceived that they didn't easy to remember about the vocabulary that they learn because it lack of repetition in terms of implementation. In terms of flexibility, students perceived that many digital or unique learning medias may be applied in the English subject, it's because of there were many ways to learn English subject. Students also perceived that Hidden Object Game was not flexible to applied in the others materials, it was because this digital learning media only provide about things or objects, it can be concluded that only a few materials can be applied with this learning method.

## SUGGESTION

The potential of digital games as digital learning media to learn vocabulary and descriptive text materials got effective results if the class property supports digital learning activities, so if the class property doesn't support digital learning activities it may hard to implement Hidden Object Game as a digital learning media. In terms of reception aspect, Hidden Object Game should be at

least have 4 repetitions to learn the materials in order to make better understanding and permanent knowledge to the students.

For teachers, as educators an English teacher should be able to improve strategies, methods, or learning media to pique students' interest in learning English, the teacher also have to be an effective facilitator in the modern era, for example by combining digital elements into the teaching and learning process. The modern English teacher must gather up-to-date information on the internet and websites that provide vocabulary games, thereby providing that information to students.

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