THE USE OF SQUID GAME SIMULATION FOR CHALLENGING STUDENTS' VOCABULARY MASTERY

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Article Info	Abstract
	Applying Squid game simulation is one of the effective techniques for English teachers who want to allow their students practice in the target language. This game allows students not only to practice English forms that they already acquired, but also allow them to improve new vocabularies and English structures. Therefore, this study aims to determine the improvement of students' vocabulary mastery skills in English lessons using a squid game simulation, namely Ddakji game simulation, and Green light Red Light game simulation. The game simulation is designed to enhance students' vocabulary mastery at elementary schools. The subject of this research is a second grader at SDN Pondok Benda 01 at the academic year 2021/2022 consisting of 30 students. The method used in this study is a qualitative method with classroom practice. The results of this study indicate that there is an increase in students' vocabulary mastery skills. The achievements in the practice class are effective, students feel happy and feel challenged to want to learn more English. The squid game simulation improves the vocabulary mastery of students in second grade at SDN Pondok Benda 01.

INTRODUCTION

This article aims to solve students' problems in vocabulary mastery. This is to improve students' vocabulary mastery by simulating the squid game in terms of memorizing and interpreting. Squid game simulation is very important so that students are more active because it can help students improve speaking and memorization skills that they know and express when they ask questions in the game (Gaudart, 1999; Tuan & Doan, 2010; Hadi & Larasati, 2021). This game is inspired by one of the popular Netflix drama movies which are modified into a vocabulary question and answer lesson and packaged into a game where there must be a penalty for every loser in the game. By some studies, drama movies are feffective media to develop students' language skills (Sari & Aminatun, 2021; Hoinbala, 2022). Of the seven levels of squid games, only two are used, namely the "Ddakji" game and the "green light red light" game. The simulation game needs to be utilized as teaching media because young language learners still love to play. Therefore, learners can learn while playing the game.

When learners decide to study English thoroughly, there have a lot of teaching materials that they can achieve and master. However, for most learners, these materials are easily forgotten in a short time. Obstacles that often occur, such as understanding the words learners hear often but quickly disappear (Putri, 2022). The problem that arises is actually not entirely the learners' fault. However, because of the selection and use of learning methods that are less attractive or the method learners choose is too monotonous and boring so they don't get the real essence of learning English (Kinasih & Olivia, 2022; Anabel & Simanjuntak, 2022). Therefore, learners need the most effective learning method. As for

strategy games that are no less interesting to try in learning English vocabulary, namely the simulation of the squid game.

Netflix drama series Squid Game is filled with deadly variations of childhood games. An original survival series created by Hwang Dong Hyuk. The Korean drama series (Drakor) Squid Game has become a viral show lately. Apart from Indonesia, the Squid Game drama series is also selling well in many other countries. Squid game was released worldwide on the 7th of September 2021. Netflix arranged for it to be advertised on their platform's top banner across multiple national zones. Netflix licensed the release of four trailers to advertise the series, all of which helped to generate excitement for the premiere episode, particularly through YouTube as well as Netflix's own preview service. It was decided that the squid game should be officially classed in four different genres: action, thriller, survival and drama. The horror genre was also considered but ultimately it was concluded that the series didn't intend to be overtly scary.

By the end of today's English lesson, learners have learned how to talk about Squid Game in English. Learners also have learned lots of useful vocabulary to improve their English speaking and English fluency (Putri, 2022; Hadi, Zaitun, & Suni, 2021; Ardiansyah, 2020). Based on the background above, this very popular game became one of the strategies for learning English. It was simulated differently but still fun and easy to remember. Based on the background of this study, researchers identify several problems faced by students. Those are some students who are afraid of being wrong if they define a word, they only know the words without knowing the meaning, they lack vocabulary knowledge, they often hear the vocabulary but easily forget it, and their teachers are not creative in applying effective and interesting strategies in teaching.

From the identification of the problems above, researchers limit this study to Squid Game Simulation to improve students' vocabulary mastery. The students are sitting in the second grade of Elementary School of the seven levels of squid game. Researchers choose only two levels of the game simulation to be a strategy for understanding vocabulary. This research is expected to contribute to the development of communication science, especially in language vocabulary. The theories in this study are expected to be able to describe the ideological problems that arise in students' understanding of vocabulary, as well as conceptualize the emerging ideologies related to the problem of understanding vocabulary. This study focuses on squid game simulation as a strategy that plays an important role in challenging students to explore vocabulary that they do not understand.

Literature Review

Vocabulary learning is an essential part of foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms (Hadi, Izaah, & Larasati, 2021). It is also central to language teaching and is of paramount importance to a language learner. Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about best practices in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning. Vocabulary should be designed in interesting teaching for all languages kills (Khazaie & Jalilifar, 2015). In language learning and teaching vocabulary, it is important to know what vocabulary is and the meaning of vocabulary (Armawa & Trianasari, 2019). It has already been interpreted in many different ways by experts to have a clear understanding.

Squid Games are inspired by childhood or traditional Korean games. This game is more or less like a combination of engklek and galasin or gobak sodor, a traditional Indonesian game. The depiction of the 'squid game' in the series is quite accurate, although Netflix added some deadly scenes in it. However, one difference that exists between the original 'squid game' and the version in the series is the team members. Simulation is a

training method that demonstrates something in the form of an imitation that is similar to the real situation or the depiction of a system or process with the demonstration in the form of a statistical model or characterization.

Game is the teacher's responsibility to seek an interesting way to motivate students in learning, especially in learning vocabulary. It is also stated in the new curriculum that students should be more active in the learning process. Therefore, games can be applied in vocabulary teaching, especially for students in elementary school and junior high school. Gibbs defined game as "activities carried out by cooperating or competing, decision makes seeking to achieve, within a set or rules, their objectives". In the word power dictionary, a game is defined as an activity that is engaged in for amusement, played according to rules. From the definition above, it seems that game is an activity to get fun and relaxation, which is carried out by cooperating or competing with a set of rules. The difference is in the Squid Games film, all of these games are packaged in a challenging and life-threatening way.

Ddakji

Although this game is not part of the Squid Game tournament, it is a game that guides the players to play the Squid Game. Players will be approached by a mysterious salesman who offers to pay 100,000 won for each round of Ddakji games. Ddakji is a traditional Korean game that uses paper media. Players and salespeople take turns using folded pieces of paper to hit each other's paper, and the first one to turn the paper upside down, wins. However, the player failed in this game, thus indebted to the sales for having no money. Instead, the player allows himself to be slapped. There is no danger in this game other than being physically humiliated in public (Armawa & Trianasari, 2019). After the game is over, players are given a phone card if they are interested in participating in the Squid Game.

Red Light Green Light

The rules of the game are players stand at the end of the court behind the starting line and when the game starts, players must cross to the opposite side of the court. Players can move only when the person on the opposite side i.e., the very large doll says "Green Light" and stops when they say "Red Light." If someone is seen moving after the Red Light is summoned, they are eliminated from the game. The players only have five minutes to cross the field to the finish line. The song Red Light, Green Light is the perfect tuner for the horrors that competitors will soon experience. Squid game doll song/chant lyrics is mugunghwa kkoci pieot seumnida!

Ppopgi or Dalgona

Dalgona is a traditional Korean candy made of melted sugar and baking soda which is pressed into a unique shape by a cookie cutter. Unexpectedly, this uniquely shaped sweet candy becomes a game in Squid Games which is quite challenging. The rules of this game are quite simple. Each player is given a can of candy that is stamped with one of four shapes they choose at random before the game starts, namely a circle, triangle, star, or umbrella shape. In order to survive, each player must remove a candy can with a complete shape from a candy can within 10 minutes. If a player cannot meet any of these requirements, they are shot on the spot.

Tug of War

Not only in Korea, tug-of-war games of course exist in Indonesia and are usually played during the 17 August competition. This game requires compact team coordination in order to win the game. One team of players holds one of the large braided ropes while the other team holds the opposite side of the rope. The object of the game is to defeat the opposing team by pulling the rope at the same time, dragging them across the dividing line

drawn in the middle between the two. Competition organizers at Squid Game increase the difficulty by having participants chained to the rope and standing several hundred feet above a very high ravine. If a team is defeated and loses, they are dragged over the abyss and cut the rope in half, sending them plummeting to their imminent death. The kind of game that emphasized a "kill or be killed" attitude that they had to do if they had any hope of surviving the tournament and claiming the 45.6 billion won prize.

Marbles Game

For kids, marbles is a fun game to spend an afternoon outdoors with friends. In the Squid Game, marbles will threaten the lives of the players. In this tier, the player needs to play any game that makes a pair of games using 20 marbles, and whoever has all the marbles at the end of this round is the winner. This game is quite difficult for Squid Game players to go through, because most of their friends playing marbles are people who are quite close to them and are forced to fall in this marbles level.

Glass Footing or Glass Bridge

At the start of the game, each of the remaining sixteen players stands at the end of a fairly tall giant room. Between the entrance and exit of the room are two "bridges" of adjoining panes of glass, each with 18 transverse panels. Players must cross the bridge to the other side of the room within 16 minutes. Each of the windows between the two bridges is made of one of two types of glass: tempered glass, which can withstand the weight of at least two players, and ordinary glass, which will shatter on impact and knock players to their deaths. Glass Bridge is the most terrifying game, and difficult in the Squid Game game because the challenges are very stressful and quite a lot of casualties.

Ojingeo Nori or Squid Game

Ojingeo Nori or Squid Game is the final challenge in this game that determines the main winner who can pocket 45.6 billion won. This game is a childhood game commonly played by children in Korea. In this level, one of the players battles his childhood friend in an attempt to win the match but is packed with knife fights. The Squid Game is played on a field drawn in the sand, separating players into opposing teams of attackers and defenders. The attacker's goal is to cross the center of the field on one foot before trying to reach the drawn "home" box on the opposite side of the field, while the defender's goal is to stop them at all costs, one of which is using a knife.

The game is played by two teams, each of which is tasked with attacking and defending. The attacking team must step on a small area known as the squid's head. Attackers are also allowed to use only one leg, unless they manage to cut the squid's waist. While the defending team guarded each squid line to see if the attacker made a mistake. They can also push attackers out of line and die. This game is more or less like a combination of engklek and galasin or gobak sodor, a traditional Indonesian game.

The depiction of the 'squid game' in the series is quite accurate, although Netflix added some deadly scenes in it. However, one difference that exists between the original 'squid game' and the version in the series is the team members. With the squid game simulation, we can challenge students' vocabulary mastery. By simulating two of the seven games from the drama series Squid Game. The first game Ddakji. This game requires 2 players. Which if player A and player B take turns using folded pieces of paper to hit each other's paper, and the first one to turn the paper upside down, wins. Then the winner gives five questions for who didn't win, for example: What is the English for animals, numbers, colors, objects, fruits and greetings? If the one who didn't win couldn't answer the meaning of the word being asked, then he had to jump at how many times he couldn't answer. For example, he can't answer three times. Then he had to jump three times.

Similar case, to help drive active students in the class, teachers need games to involve in the teaching-learning process. Games in the school are sometimes viewed as an activity in which students can only get fun or amusement without anything they can learn from it but games can also be used as one of the educational aids in teaching. In the teaching and learning process, the important thing is not only how much or how less teaching and learning are done in the classroom, but also how the students are active and fun in their learning process. It has formed the philosophy of learner-centered method that is divided into two focuses; the language process and the language content.

Nowadays, students need to know the ways to find the meaning of difficult words. In the teaching-learning process, for example, the students are influenced by motivation. The students need something fun and easy to memorize the vocabulary. By using suitable material, the lessons become more interesting, efficient, and effective. That is why he takes the puzzle game that can be used to reinforce students' vocabulary because puzzles can give an easier way for students to find out the word without looking up the dictionary. Similar case, more ways of teaching English can make learning English more interesting and make students easier to learn vocabulary. According to Akdogan, in developing students' vocabulary mastery, the teacher should give learning that makes the students see pictures or action, like using games and some materials. Therefore, a teacher should use an appropriate strategy in learning vocabulary.

Many strategies can be used for teaching language. One type of strategy is the Scattergories game. Scattergories game is a game that is played by uniquely naming objects within a set of categories, given an initial letter, within a time limit. Through these games, the teacher wants to find out how much students can get vocabulary in a short time, and try to describe what they have written in English.

RESEARCH METHOD
Research Design

The way this research use is qualitative method. Qualitative research is a decisive study that uses analysis and a more impressive process of meaning. The purpose of this qualitative method is a deep and broad understanding of a problem in a problem that is being studied or reviewed. The result of qualitative research is not seeking generalizations but looking for an understanding of a case by collecting and analyzing the data. The researcher used a qualitative method which means after collecting, then clarifying the issue, analyzing, then interpreting the data to get the final result. The data are analyzed based on the theories about vocabulary mastery. This study employed the qualitative method with a case study approach. This research was conducted in elementary schools. This research is located in Pamulang 2, South Tangerang. Researchers chose second-grade students from SDN Pondok Benda 01.

Instruments

This study employs research instruments, i.e., observation sheets, interview guidelines, and questionnaires. Through observation, researchers can understand the actual situation of students in vocabulary. Through this observation, researchers need to obtain information by providing two different simulations for each student, namely the Dakji game simulation and the Red light, Green light game. Then give a test to what extent the students know the vocabulary equivalent to their lessons at school.

The interview is a data collection technique by interviewing individuals selected by researchers as respondents. The goal is to get a reliable and valid measure in the form of a respondent's verbal response. During the interview, the researcher interrupted correspondence explanations if needed to clarify or obtain more information. It aims to find out how deep the students' difficulties in listening comprehension are. So a week after the observation, the

researchers had questions to find out which memory was better, and which English vocabulary improved. Questionnaires are used to get lots of questions from respondents about their personalities or the things they face. The preparation of the questionnaire includes several aspects. The aspects that the researcher uses to understand the identity and direction, and see the problems of elementary school students in learning full English.

Data Analysis

In general, data analysis is the process of checking, grouping and sorting after collecting the data. In this study, researchers use two techniques to collect data. The flow model is the first, and the second one is tabulating. Data analysis is a process that organizes data into certain categories, selects the most important topics to be studied, and systematically finds out and organizes data obtained from completed interviews, documents and field records from interviews. It is an understandable conclusion for readers or anyone else. To build a flow model for analyzing data contains some components; Data reduction, data display, and conclusion drawing and verification. According to Miles and Huberman (2016), data reduction refers to the process of selecting, concentrating, and transforming data. In reducing data, the author must choose which aspect of the data appears in the interview transcript. In the step of conclusion drawing and verification, researchers include taking a step back to consider what the analyzed data means and assessing their impact on the research question. At this phase, researchers extract meaning from the data in the display.

The second technique in this research is tabulation. Tabulation is the process of placing data in the form of a table by making the table contain data based on analysis. The resulting table should be able to summarize all the data to be analyzed. The separation of tables causes difficulties for researchers in the process of analyzing data. The process that includes tabulation data is scoring and tabulation. The scoring process is to give a certain score in the questionnaire statement item, which is used to analyze the data from the query field or grade from 1 to 5. The researcher derives the meaning of each of the following choices:

o   Strongly agree, it shows the highest score. The score given under this condition is 5.
o   Agree, it shows a lower grade compared to adding the word "strong". In this case, the full score is 4 points.
o   Neutral, it shows a lower ratio compared to consent. Then it gave 3 points.
o   Disagree, it shows a lower ratio than neutrality. Then it gave 2 fraction.
o   Strongly disagree, it shows the lowest score. In this case, the score given is 1.

The next process of tabulating data is tabulating. It means that the answers to the data are placed in a table, and the table will be based on frequency and percentage. Then all collected data are selected and sorted. In this case, all the data collected by the researchers are quantitative data and have been converted to qualitative data to draw conclusions.

RESEARCH FINDINGS AND DISCUSSION
Research Findings

The observation process observed elementary school students in second grade. Each observation has approximately 60 minutes. This observation contains of two step: students perform different simulations, namely the "ddakji game simulation" and the green light red light game. Then, students are given a test on the extent to which students know the vocabulary equivalent to their lessons at school. Through these two games, researchers know who and how many children do not know vocabulary and vice versa. If there are children who really can't answer or don't understand English from certain vocabulary, researchers use Indonesian so that they understand and answer with the vocabulary that has been told.

Total of 30 respondents received a questionnaire with ten questions. They should answer according to their own honesty. By using the Likert scale, they will answer with a

statement, usually written in stages, namely 5. An example is a positive statement which will be given a value, namely: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, and Strongly Disagree = 1. According to the respondents' responses to the questionnaire, the researcher found the following result:

Table 1
Result Data of the Questionnaire

No	Statement	Alternative Answer					Total
		SA	A	N	DA	SDA	
1	Students like to learn while playing.	30	-	-	-	-	30
2	Students like to study English by using Squid Game Simulation.	24	4	2	-	-	30
3	Students become more motivated to learn by using Squid Game Simulation.	25	5	0	0	0	30
4	Students become more challenged to improve their vocabulary by using Squid Game Simulation.	30	-	-	-	-	30
5	Students have willingness to improve their English vocabulary by using Squid Game Simulation.	25	5				30
6	Students feel happy to improve their English vocabulary by using Squid Game Simulation.	30					30
7	Students feel facilitated to improve their English vocabulary by using Squid Game Simulation.	21	9				30
8	Students have a strong motivation to improve their new English vocabulary by using Squid Game Simulation.	20	10				
9	Students feel close to each other by applying Squid Game Simulation.	30					
10	Students feel happy to learn English vocabulary by using Squid Game Simulation.	30					
	Note: SA : Strongly agree						
	A : Agree						
	N : Neutral						
	DA : Disagree						
	SDA: Strongly disagree						

Discussion

The table above proves that the percentage of students' response frequency. It can be said that the first point shows (100%) of students stated with strongly agree that they like to learn by playing, and there was no student show agree, neutral, disagree, and also strongly disagree with the first statement. In addition, the second point shows (80%) of students state with strongly agree that they like to learn English with the simulation game "Squid Game", (20%) of students state agree, and there was no student showing neutral, disagree, and also strongly disagree with the second statement. Therefore, it can be concluded that if they strongly agree to learn by playing squid game simulation.

The third point proves that (83,3%) of students admit they strongly agree to which by learning English through the simulation "Squid Game" and they become enthusiastic about learning, (16,7%) of students stated agree, and there was no student show neutral, disagree, and also strongly disagree with the third statement. That means, that mostly the students

become enthusiastic about learning English. Learning activities by using games facilitate students to practice what vocabulary they already get during the acquisition process (Khazaie & Jalilifar, 2015; Deni & Fahiany, 2020). The fourth point shows the percentage of students (100%) strongly agree that by learning English through the simulation "Squid Game" they feel challenged to add new vocabulary, and no one states agree, neutral, disagree, also strongly disagree (0%). It indicates that they feel challenged to know new English vocabulary.

At the same time, the fifth statement shows that almost one hundred percent of students (83,3%) said that in their opinion, by learning English through the simulation of "Squid Game" they feel they have added new vocabulary. (16,7%) of the students agreed, and no one expressed neutral, disagree or strong disagreement (0%). Therefore, it can be concluded that they agree to learn by simulation "Squid Game" can add new vocabulary. Meanwhile, the sixth point indicates (100%) percentage of students stated with strongly agree with which by learning English through the simulation "Squid Game" they feel happy learning in class, and there was no student showed agree, neutral, disagree, and also strongly disagree with the first statement. Therefore, it can be concluded if they happy to learn English by Squid Game simulation. In acquiring vocabulary, students are asked to play various games inserting language activities (Armawa & Trianasri, 2019). It helps students practice what they are learning.

Then, the seventh point stated that there was still more than fifty percent of students (70%) state with strongly agreed and said that they found it helpful to learn English vocabulary through the "Squid Game" simulation. (30%) of student's state agree, and there was no student showing neutral, disagree, and also strongly disagree with the seventh statement. That means, they find it helpful to learn English vocabulary through the simulation "Squid Game". In addition, statement number eight shows that there is still more than fifty percent of students (66.7%) who strongly agree with learning English through the Squid Game simulation want to add new vocabulary. (33,3%) of the students agreed, and no one expressed neutral, disagree or strong disagreement (0%). The data shows that they basically agree with learning English through the Squid Game simulation so they feel like adding new vocabulary. Students at elementary schools are easy to lead them with various learning games (Chementi & Lins, 2016; Armawa & Trianasari, 2019).

Then, point nine proves that (100%) students strongly agree with learning English through the Squid Game simulation because they feel closer to their classmates, and there was no student show agree, neutral, disagree, and also strongly disagree with the ninth statement. Therefore, it can be concluded that if they enjoy and are happy to learn by playing. In the last statement, it shows (that 100%) of students stated with strongly agree that by learning English through a Squid Game simulation, they will enjoy learning English even more, and there was no student show agree, neutral, disagree, and also strongly disagree with the tenth statement. Students feel that learning in English of course has a good impact, and makes learning English fun.

This interview is used to support answers to the questionnaires answered by students to find out information from students about their abilities and interests in learning full English, and whether their vocabulary increases when learning while playing what they are interested in or not. The interview consists of five questions. The majority of the thirty students have a positive perception of learning English with Squid Game Simulation. They consider that learning English with squid game simulation in learning can help them understand, memorize and practice vocabulary mastery with pleasure and get closer to other friends, can also make the class interesting because they are curious, not boring, and fun.

Their expressed their interest like, "*saya senang belajar sama Miss Ira karena saya diajak main sambil belajar, saya juga deg-degan untuk menjawab pertanyaannya.*" Another student also said, "*Miss saya sangat senang bisa belajar bahasa Inggris begini, lucu melihat*

teman saya tidak tahu kosakata dari kata yang menurut saya mudah." Other data respondents, namely a minority of thirty students perceived which turned out to be as positive as those who answered strongly agree, because they also felt happy in learning English through a squid game simulation. However, because they are still children they only want to answer agree or strongly agree. Two of them said "*Miss saya maunya jawab setuju aja boleh? Saya suka belajar Bahasa Inggris, saya senang Miss!*" and "*Miss saya suka main squid game yang ddakji, seru!*"

They also think that learning English makes them happy and not bored. The positive statements of students above indicate that learning English is more interesting if it is packaged with trending learning strategies. So that the students being taught have more interest or basic skills in English. Based on the table of analysis results above, there are 10 components will be discussed, the researcher compares this study with previous findings, it turns out that the findings obtained are the same result from Cameron (2010) States that "building up a useful vocabulary is central to the learning a foreign language at primary level". It means that to be able to master English language, students must build knowledge about vocabulary from an early age in order to make it easier to use English to communicate.

Same result from Fauziah, N (2019). A similar case, more ways of teaching English can make learning English more interesting and make students easier to learn vocabulary. According to Akdogan, in developing students' vocabulary mastery, the teacher should give learning that makes the students see pictures or actions, like using games and some materials. Therefore, a teacher should use an appropriate strategy in learning vocabulary. Many strategies can be used for teaching language. One type of strategy is the Scattergories game. A scattergories game is a game that is played by uniquely naming objects within a set of categories, given an initial letter, within a time limit. Through these games, the teacher wants to find out how much students can get vocabulary in a short time, and try to describe what they have written in English.

In this study, vocabulary mastery is the main topic. Based on the research above, the researcher extends to modify the research previously carried out for similar research. The study focused on observing students' abilities in English vocabulary mastery Elementary school students. Data obtained from observations and questionnaires with 30 elementary school students from second grade, the researcher found several strategies that can be used by teachers in improving students' vocabulary mastery using Squid game simulation. Initially, it must be challenging because students lack vocabulary, but with the game that supports it, visual and gesture support makes it easier for students to understand, if it's like that, students will find it easier to remember words and meanings in English.

CONCLUSION

Based on research conducted on 30 elementary school students from second grade, it can be concluded that learning using Squid game simulation is effective in improving students' vocabulary mastery. However, even with only one to two meetings, students can see significant changes, because researchers are used to being invited to learn while playing in class. There were two meetings conducted to get the results, the first was the observation about 30 minutes of each students, then a week after that was the questionnaire. The results from the data analysis can be summarized as below: Students feel happy that learning English with game simulation, for example using squid game simulation accompanied by the teacher reading the text, makes learning more exciting and easier to remember vocabulary and meanings in English. Many students do not hesitate but are very enthusiastic about learning with squid game simulation, even though they don't know the vocabulary, they are still happy and excited. Because they feel challenged to remember and so try to guess what the meaning of the vocabulary mentioned or asked by their friends. Most of them already know basics

English vocabulary, so they have no trouble guessing the meaning of the vocabulary or easy to understand. Most of them have the same opinion to strongly agree with the statement that learning using squid game simulation will improve their mastery vocabulary, knowledge, and scores. Even those who do not have basic vocabulary knowledge get used to hearing their friends who can and want to be able to master vocabulary too.

The implications of these actions are explained as follows: The use of squid game simulation in learning English helps them to improve their basics English vocabulary, especially vocabulary mastery which is the topic of this research. The use of squid game simulation in English learning has a good influence on students' interest and enthusiasm, especially with the "ddakji" and green light red light games. The use of squid game simulation in learning English makes teachers and students more aware that they are able to make learning English fun, they just need to get used to it.

ACKNOWLEDGEMENT

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