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A PERSPECTIVE ANALYSIS LEARNING VOCABULARY USING ZTYPE GAMES TO ENGLISH STUDENTS

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Article Info	Abstract
  *Correspondence Address: christover223@gmail.com	ZTYPE games are one of the good learning media to be used in teaching vocabulary. The researcher conducted this research to answer the formulation of the research problem, how is the student perspective and develop vocabulary learning using ZTYPE games. And aims to describe student perspectives and the application of English language learning using ZTYPE games. The subjects of this study were 4th semester students of English education at Universitas Bhinneka PGRI, totalling 12 English students of Universitas Bhinneka PGRI. Researchers used descriptive qualitative research methods and used three instruments to obtain and collect data, namely: observation, interviews and questionnaires to students. The results of the application of ZTYPE games in vocabulary teaching are very good because it helps to understand vocabulary and new learning media for lecturers and students and can be applied so that they can understand each other's learning materials well. It is proven that the answers that have been obtained from English students when applying the learning, they have enthusiasm in improving vocabulary learning so that they pay attention to the lecturer's teaching style and consider it important for vocabulary learning at Universitas Bhinneka PGRI.

INTRODUCTION

Language is a communication tool. Language is a way to express one's meaning, and English is one of them. Almost all countries use English to build business and political relations. According to (Rao, 2019) "As English serves the purpose of international communication, most of the foreign language learners try to learn it."

Learning English as a foreign language is very important in Indonesia to facilitate communication between countries. Therefore, Indonesian education in corporates English into the subjects that students must take. According to (Felani & Zubaidi, 2014) "Listening, speaking, reading, and writing is the main skills you need to work in any language." These four skills are described in relation to language teaching. Productive language is the language produced by the learner, and receptive language is the language that is directed by the learner. These four skills are described in relation to language teaching. Productive language is the language produced by the learner (oral or written), and receptive language (read or heard) is the language that is directed by the learner. Another important term is "channel". It refers to the medium of spoken or written messages. As a result, speaking is the most useful oral skill. It contains linguistic statements organized to convey meaning. Therefore, utterances must be conveyed correctly, taking into account the interactions that occur with the environment, and the main concepts of the speaker or writer in discussing his views on the subject reader.

According to (Akrim, 2018) "Learning media are intermediary conveying subject materials to students by using certain tools so that students can understand quickly and receive knowledge from educators." Learning media has unique features that make it easy for teachers and students to use. The benefits of learning media for teachers are that they make it easier for teachers to present material in more diverse ways, they use their time and energy more efficiently, they make the classroom atmosphere more lively and interactive, to enable students to be more active. The advantage of media for students is that they have a better understanding of the material, and it is more enjoyable and easier to understand, improves the quality of student learning, allows the learning process to take place anywhere, and creates motivation, interest and pleasure in learning.

Vocabulary is considered one of the sub skills of the four integrated skills (writing, reading, speaking and listening). It is also perceived by learners as a difficult part of language learning. Also, there are no clear and effective rules or methods to help students learn vocabulary and terminology. More specifically, the purpose of this study was to explore how to teach vocabulary through games, how to get students to learn words to improve their listening, reading, writing speaking skills, and how the vocabulary should be academic to understand each other.

According to (Natasha, 2012) "ZTYPE is an online game where you can practice and test your typing speed and increase your vocabulary with more fun." This game is created by Phoboslab.org. You will be pressed for time in this game. All enemies must be destroyed before they reach the "Headquarters". Your typing speed determines the plane's speed when destroying enemies. The game can make your own words and has also been prepared by the developer.

Games can deliver entertainment and motivation. to study and complete a mission or problem. Games can present a variety of foreign languages. There are also offline and online games. Online games can also train interaction with people using various languages. Nowadays, children love games. Many experts have shown that games can improve students' language skills. With English lessons using very fun games. In addition, it requires special imagination training to analysis the English words. Therefore, the authors hope to reduce the problem of English vocabulary learning using ZTYPE Games

Based on the above background, this research problem was prepared to find out what is the perspective of students in learning vocabulary using the ZTYPE game and how do students develop their vocabulary after experiencing ZTYPE games. Meanwhile the objective above this study to describe the perspective of students to learning English using games and describe how to apply learning vocabulary with ZTYPE games.
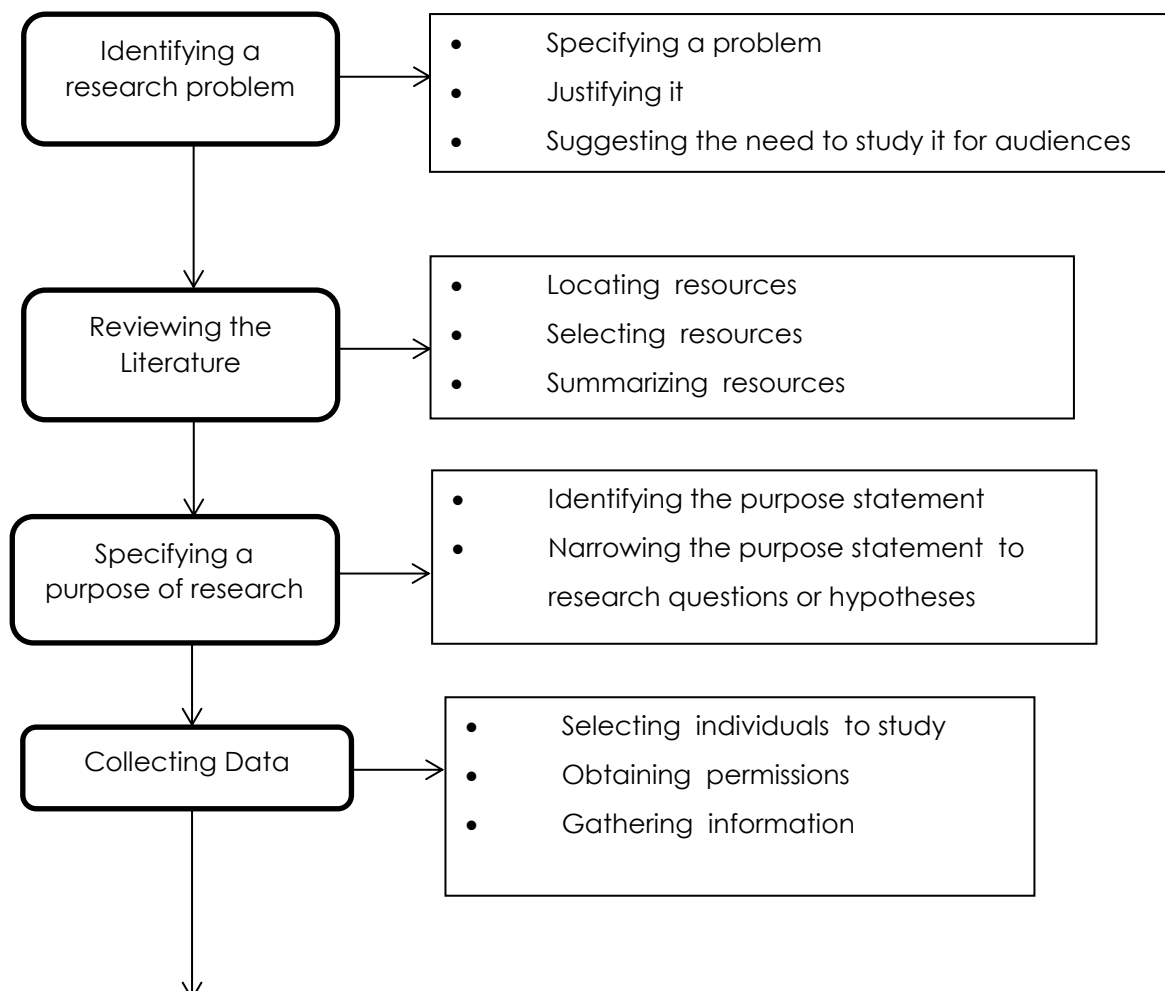
The writer hope that this study can be useful in the education world particularly for the teachers, the students and the other researchers. For students, from the research conducted by the author, it is expected that these are students. Motivation to keep improving vocabulary skills in each area think more critically when arguing without anxiety or fear of being wrong. For lectures, researcher hope to encourage teachers to apply it. Teaching and learning process as learn games in English better, more interesting, less boring. How to help students to add vocabulary. And then for other researchers, Other researchers really hope the results of this study will help other researchers Improve your students' vocabulary with games. This is a common misunderstanding. This way other researchers can learn how to teach vocabulary effective for learners.
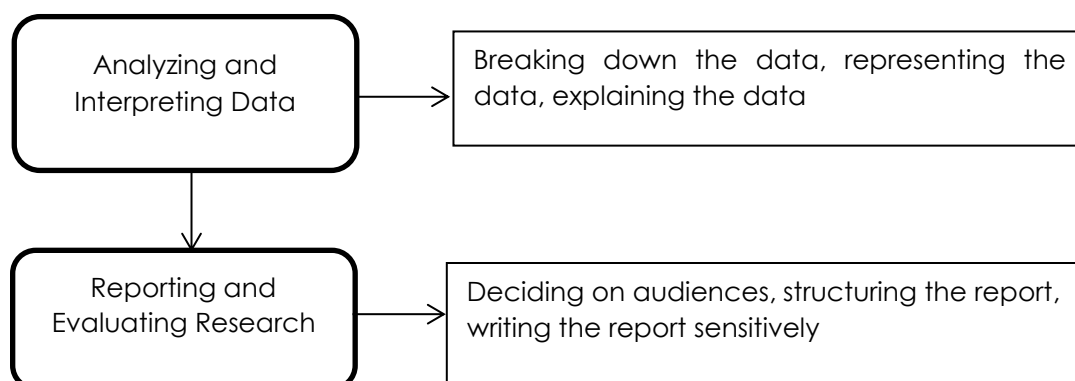
RESEARCH METHODOLOGY

The research design in this research is descriptive qualitative. According to (Aspers & Corte, 2019) "We define qualitative research as an iterative process in which improved understanding to the scientific community is achieved by making new significant distinctions resulting from getting closer to the phenomenon studied." According to (Busetto et al., 2020) "Qualitative research can be defined as the study of the nature of phenomena and is especially appropriate for answering questions of why something is (not) observed, assessing complex multi-component interventions, and focussing on intervention improvement."

The researchers used qualitative research to explore and understand information about English students` perspective of vocabulary learning using ZTYPE games. The approach used in this research was case study. According to (Heale & Twycross, 2018) "Case study can be defined as an intensive study about a person, a group of people or a unit, which is aimed to generalize over several units." So case study consist of single or multiple source of evidence.

In order to carry out this study, a research procedure was needed. (John W. Creswell, 2012) described a step model process of research approaches:

Identifying a research problem	• Specifying a problem • Justifying it • Suggesting the need to study it for audiences
Reviewing the Literature	• Locating resources • Selecting resources • Summarizing resources
Specifying a purpose of research	• Identifying the purpose statement • Narrowing the purpose statement to research questions or hypotheses
Collecting Data	• Selecting individuals to study • Obtaining permissions • Gathering information

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┌─────────────────────┐        ┌──────────────────────────────────────┐
│                     │        │ Breaking down the data, representing  │
│  Analyzing and      │───────>│ the data, explaining the data         │
│  Interpreting Data  │        │                                        │
│                     │        └──────────────────────────────────────┘
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          ▼
┌─────────────────────┐        ┌──────────────────────────────────────┐
│                     │        │ Deciding on audiences, structuring    │
│  Reporting and      │───────>│ the report, writing the report        │
│  Evaluating Research│        │ sensitively                           │
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Before starting the research, there are several procedures that need to be done. The researcher started by observing the problematic vocabulary learning method in the English department of Universitas Bhinneka PGRI. After that, the researcher requested data from the head of the English department to find out the names of students who were in the fourth semester who would be studied by the researcher. The researcher chose 12 students as a sample of subjects to be researched. After that the researcher will create a Whatsapp group to make it easier for researchers to contact students and ask for the determination of research time and explain a little to the fourth semester students of Universitas Bhinneka PGRI. To validate the question instrument by looking for questions that are in accordance with the research problem, looking at previous research and looking for Universitas Bhinneka PGRI validator lecturers.

Next, the researcher interviewed each student online on Google Meet about the problems in vocabulary learning methods at Universitas Bhinneka PGRI and offered vocabulary learning using a game called ZTYPE and gave directions that the implementation time of this study was for eight online and offline meetings. For the first meeting, the researcher provided online interview questions using Google Meet on how to play the ZTYPE game. For the second meeting, the researcher will explain about ZTYPE and implementation by giving words or stories in the game offline in the classroom. For the third to seventh meetings, the researcher gives words or stories in online games in ZTYPE Games then each student must give a score if the game is defeated to the researcher by taking a screenshot of each student's score.

After that, the researcher can analyse each student by looking at the total number of scores from the first meeting to the seventh meeting. For the eighth meeting, the researcher will give a paper questionnaire and an in-class interview.

According to (Sappaile, 2007) "In terms of data collection, instruments are very important in research, since they are measuring instruments and will provide information that is about what we are researching." In this research instrument, the researcher use observation, interview, and questionnaire. To carry out this research, the instruments prepared by the researcher were recorders and cameras, ZTYPE games, Google Drive, Google Meet, paper, Whatsapp, and Android. These tools are used to support this research. This study uses descriptive method in its data analysis. The analysis was conducted by synthesizing the types of lecturers' teaching styles and students' perceptions of these teaching styles. Based on the data obtained by the researcher, then developed through the vocabulary learning method ZTYPE games and the results of observation, interviews and questionnaires with fourth semester English students at Universitas Bhinneka PGRI.

According to (Heale & Twycross, 2018) "Triangulation is a method used to increase the credibility and validity of research findings. Credibility refers to trustworthiness and how believable a study is; validity is concerned with the extent to which a study accurately reflects or evaluates the concept or ideas being investigated."

According to (Denzin, 2017) "The four basic types of triangulation are data, with these types; (1) time, (2) space, (3) person, and these levels (1) aggregate (person), (2) interactive (person), (3) collectivity (person); investigator (multiple vs. single observers of same object); theory (multiple vs. single perspectives in relation to the same set of objects) ; and methodological (within-method triangulation and between-method triangulation)."

1. Data Triangulation

The utilization of many data sources, such as time, place, and people, in a study is known as data triangulation. Results can be confirmed, and any data inadequacies can be made up for by the strengths of additional data, improving the results' validity and dependability. The method has been applied in numerous

industries to reinforce findings' conclusions and lower the possibility of erroneous interpretations

2. Investigator Triangulation

The employment of more than one investigator, interviewer, observer, researcher, or data analyst in a study is known as investigator triangulation. The capability of cross-investigator confirmation of findings without previous discussion or cooperation between them can considerably improve the findings' veracity. Particularly crucial for reducing deviation in the collection, reporting, and/or analysis of study data is investigator triangulation.

3. Theory Triangulation

Using several theories or hypotheses to analyze a situation or event is known as theory triangulation. The objective is to examine a topic or phenomena from various angles, using various filters, and with various questions in mind. It is not necessary for the various ideas or hypotheses to be similar or compatible; in fact, the more diverse they are, the more probable it is that they may identify various problems and/or issues.

4. Methodological Triangulation

The application of several methodologies to analyze a situation or phenomenon is known as the method of triangulation. The goal is to lessen the shortcomings and deviations that result from using a single method. In other words, the advantages of one approach may make up for its disadvantages. The mixed method approaches employed in social science research, where the outcomes of one method are utilized to enrich, augment, and clarify the outcomes of another, are very similar to this form of triangulation.

This approach follows methodological triangulation. The method uses observation, interviews, and questionnaires in qualitative research. Some of the included datasets consist of observing the problematic vocabulary learning methods in the English education department of Universitas Bhinneka PGRI After that, the researcher requested data from the head of the English department to find out the names of students who were in the fourth semester who would be studied by the researcher. Interviews were conducted using Google Meet with fourth-

semester English students at Universitas Bhinneka PGRI. The interviews secured documents of fourth-semester English students recorded on mobile phones during Google Meet interviews as well as administering questionnaires using paper. After that, the researcher compares data in different ways to verify the truth.

According to (Malgorzata Ciesielska Dariusz, Magnus Öhlander Stockholm, 2018)" As a matter of fact, observation may be regarded as the basis of everyday social life for most people; we are diligent observers of behaviors and of the material surroundings." An item is often reviewed, supervised, and examined during an observation in order to get accurate data. Moreover, observation is frequently understood as a human activity that involves observing even the minute details of life, effectively examining certain occurrences and actions.

The data gathered from these observations will subsequently be extremely helpful for further study based on the knowledge and results from the observations conducted. Generally, the information or outcomes derived from this observation are facts that can be justified and are objective. As a result, one cannot simply infer conclusions from observations by attaching views, as everyone's ideas vary and are not necessarily based on the data or objects being studied. In this study, the researcher took the full role of an observer. Researcher collect data through participatory observation. Participatory observation is a type of observation carried out by actively participating in the things that are being observed. The observer must be directly involved in the process of observing and observing directly to get a clear picture of what is being observed. For observation by interviewing the phenomenon of vocabulary learning to fourth semesters English students of Universitas Bhinneka PGRI.

According to (Bolderston, 2012) "Interviews are a cornerstone of modern health care research and can be used by both experienced and novice researchers to gather data for projects." One method of gathering data for qualitative research is interviews. The phase of qualitative research that involves collecting and analyzing data is interactive. A two-way relationship between the researcher and the person or group being investigated must be established during this phase. In this research interview using an internet interview. Internet interview utilize the potential of computers or mobile phones as methodological tools for

research. Semi-structured online interviews and virtual groups can be conducted by e-mail, instant messaging, video conferencing, chat rooms, discussion groups, and more. The interview process in this study with fourth semester English students at Universitas Bhinneka PGRI by using Android, Google Meet, and Whatsapp.

According to (Bhandari, 2021) "A questionnaire is a list of questions or items used to gather data from respondents about their attitudes, experiences, or opinions." With questionnaires, analysts can learn the attitudes, beliefs, behaviors, and traits of various important members of the company who may be affected by the proposed system or the current system. A questionnaire is a collection of questions that must be filled in or responded to by respondents or research subjects. Questionnaires can provide information about a person's personal circumstances or facts, experiences, expertise, and other things. In this research, researcher using an open-ended questionnaires. Open-ended inquiries let respondents react in their own terms. Respondents are able to provide answers that researcher may not have otherwise thought of since there are no limitations on their options. The questionnaire that the researcher gave to all fourth semester students using the paper, while the data source was fourth semester English students at Universitas Bhinneka PGRI This study was conducted to obtain data on ZTYPE game as a learning media to improve vocabulary in the fourth semester English students at Universitas Bhinneka PGRI. The researcher collected data from observing and recording what happened in the classroom, especially for the subject of observation when students were learning vocabulary. It also included the conditioning of lecturers and students. This was also to find out whether the literacy process was enforced or not.

RESEARCH FINDING And DISCUSSION

The research results are intended to answer all the questions of the research problem collected by the researcher. Researcher received data from participants. That is, the lecture's teaching style and the student's perception of learning vocabulary through ZTYPE games. This is in the form of student understanding during learning, media, or lecturer teaching styles, especially regarding student perceptions of these teaching styles and student responses when given this research to develop learning by increasing vocabulary understanding using ZTYPE games.

For the two sample of twelve observation example :

S   : Hello, good evening.

NWL   : Hello. Good evening.

S   : Today, I will conduct an interview with you to get data or information about the teaching style of the instructor and your opinion on it. First question, how is the vocabulary learning process at Universitas Bhinneka PGRI ?

NWL   : We don't have vocabulary subject actually, so we learn from the material that not connected with vocabulary subject, such as when lecturer explain about EFL (English as a foreign language) or when they start an English academic capital.

S   : Okay. What media do Universitas Bhinneka PGRI lecturers use for vocabulary learning?

NWL   : By direct teaching media, so the lecture speak in English when teaching us and I think using reading material.

S   : Next question, does your lecture use some material needed to give the material?

NWL   : I think, yes.

S   : What do you think of the teaching style when your lecturer teaches in class?

NWL   : Quiet, monotonous (It means always the same tone, the same tone, the same variation, always repeating the same as before.) and less variation.

S   : Okay. Are you certained that you comprehend material presented by your lectures?

NWL   : I'm certain that I comprehend the material.

S   : Is vocabulary learning interesting for students at Universitas Bhinneka PGRI?

NWL   : I think it's interesting.

S   : Okay. That's all from me. Thank you for your time.

NWL   : Okay.

Based on the researcher`s observation with participant (CN), it was found, they (English students at Universitas Bhinneka PGRI) don't have an actual vocabulary course, so we learn from materials that are not related to the vocabulary course,

like when the lecturer explains about EFL (English as a foreign language) or when they start English academic capital. The media that Universitas Bhinneka PGRI lecturers use for vocabulary learning is direct teaching, so lecturers speak in English when teaching us and she thinks using reading materials and also giving some materials. Your lecturer's teaching style when teaching in class is calm and monotonous (meaning always the same, same tone, same variation, always repeating the same as before.) and lacks variety. He is also confident that he can understand the material. For vocabulary learning it is interesting for students at Universitas Bhinneka PGRI.

S   : Hello, good evening.

SFN   : Good evening.

S   : Today, I will conduct an interview with you to get data or information about the teaching style of the instructor and your opinion on it. First question, how is the vocabulary learning process at Universitas Bhinneka PGRI?

SFN   : I don't remember that in university is learn about vocabulary. But sometimes we can learn vocabulary from when we talk or teacher talk about English, they talk about vocabulary too.

S   : Okay. What media do Universitas Bhinneka PGRI lecturers use for vocabulary learning?

SFN   : They use a video and like a text.

S   : Okay. Next question, does your lecture use some media needed to give the material?

SFN   : Yes, sometimes teachers use YouTube video and give the student reading text.

S   : Okay. What do you think of the teaching style when your lecture teaches in class?

SFN   : The teaching style is used GTM (grammar translation method), so they talk in English and they translate in Indonesia.

S   : Are you certained that you comprehend the material presented by your lecture?

SFN   : Yes, sometimes I'm comprehend.

S   : Okay. Is vocabulary learning interesting for students at Universitas Bhinneka

PGRI?

SFN   : I think this is very interesting, because vocabulary is one of the subjects
            that can help students learn English.

S   : Okay, that's all from me. Thank you for your time.

SFN   : My pleasure.

    Based on the researcher`s observation with participant (SFN), it was found, she sometimes comprehends in understanding the material provided by the lecturer. She doesn't remember that there is a vocabulary lesson at Universitas Bhinneka PGRI. But sometimes they can learn vocabulary from when they or lecturers talk about English, they talk about vocabulary too. For learning media, she uses YouTube videos and gives reading texts to students. While the teaching style is using GTM (grammar translation method), so they speak in English and translated into Indonesian. She thinks vocabulary learning is very interesting for students at Universitas Bhinneka PGRI because vocabulary is one of the subjects that can help students in learning English.

For the two sample of twelve Interview example:

S   : Hello, good afternoon.

NWL   : Good Afternoon.

S   : Today I will conduct an interview with you again to get data with your
            opinion during the research that I research using ZTYPE games. First
            questions, what is your opinion about learning vocabulary through
            ZTYPE games?

NWL   : In my opinion, honestly is quite fun learning vocabulary jokes that
            game.

S   : Are there many obstacle when carrying out vocabulary learning using
            ZTYPE games?

NWL   : I think when my keyboard leaking cause playing ZTYPE game, we
            must fast to type.

S   : Okay. Next question, is it beneficial or detrimental to use ZTYPE games
            for vocabulary learning?

NWL   : Beneficial costs can increase our vocabulary.

S   : What do you think about using the ZTYPE Games to compared

vocabulary learning at Universitas Bhinneka PGRI?

NWL : I don't think so about that.

S : Okay, that's all for me. Thank you for your times.

NWL : Thank you.

Based on the researcher`s interview with participant (NWL), it was found, vocabulary learning using the ZTYPE game is quite fun. The obstacle when doing vocabulary learning using the ZTYPE game is when the keyboard is broken because of playing the ZTYPE game, they have to type quickly. Vocabulary learning using ZTYPE games is useful to increase their vocabulary (English students of Bhinneka PGRI). He also did not want to compare vocabulary learning using ZTYPE Games with Universitas Bhinneka PGRI direct learning.

S : Hello, good afternoon.

SFN : Good Afternoon.

S : Today I will conduct an interview with you again to get data with your opinion during the research that I research using ZTYPE games. First questions, what is your opinion about learning vocabulary through ZTYPE games?

SFN : I think this great idea because this is one way to learn vocabulary and easy to remember the vocabulary using a game because the game is very, very fun.

S : Are there many obstacle when carrying out vocabulary learning using ZTYPE games?

SFN : Maybe the obstacle is when you have to type so fast and you don't know about you don't know the spelling of the word. So it's difficult to fast type.

S : Okay. Next question, is it beneficial or detrimental to use ZTYPE games for vocabulary learning?

SFN : Yes, I think it's very beneficial. Beneficial because this game make students easy to must remember the word, the spelling the word one by one. So this is so beneficial.

S : What do you think about using the ZTYPE Games to compared vocabulary learning at Universitas Bhinneka PGRI?

SFN : I think it's better if we learn a we use this game in laptop, our PC because

we're the students playing this game in handphone is too boring for us. Because you always win, never lose.

S   : Okay, that's all for me. Thank you for your times.

SFN   : Yeah, you're welcome, my pleasure.

Based on the researcher`s interview with participant (SFN), it was found, vocabulary learning through the ZTYPE game is a good idea because it is one of the ways to learn vocabulary and it is easy to remember vocabulary by using the game because the game is very fun and very beneficial. Advantageous because this game makes students easy to remember words, and spell words one by one. So this is very beneficial. The problem is when you have to type very fast and don't know the spelling of the word. So it is difficult to type fast. For the comparison of ZTYPE Games in vocabulary learning at Universitas Bhinneka PGRI is that it is better if we learn by using these games on our laptops, and PCs because as students playing these games on mobile phones is too boring for us. Because player always win, never lose.

For the two sample of twelve questionnaire example:

1. How is the vocabulary learning process?

2. What media do Universitas Bhinneka PGRI lecturers use for vocabulary learning?

3. Do you like playing games?

4. What device do you use to play the game?

5. How fast do you type using mobile phone keyboard?

6. How fast do you type using laptop keyboard?

7. Do you agree that games can add new vocabulary learning?

8. How do you find that playing ZTYPE games can improve your vocabulary mastery?

9. What advice would you give to someone when learning vocabulary using ZTYPE games?

10. How did you develop your vocabulary after the ZTYPE game research?

Answer from participipant NWL

1. It's fun.
2. The media not enough, like book of dictionary. Sometimes the lectures send
   PDF on WA group.
3. Yes, I do.
4. Handphone.
5. Fast, use thumb.
6. Not fast, still use many finger.
7. Yes agree, especially now that many are.
8. Yes, I do.
9. How to type fast.
10. Vocabulary increases and more confident to speak.

Based on the researcher`s questionnaire with participant (NWL), it was found, vocabulary learning process at Universitas Bhinneka PGRI it's fun with a book dictionary. Sometimes the lectures send PDFs to the WA group. She likes playing games with her handphone. She typed on her handphone fast with her thumb. While using a laptop is not fast because uses many fingers. She agrees ZTYPE games can add new and improve vocabulary learning. To improve her vocabulary after giving this ZTYPE game research, with type fast and she thinks with development her vocabulary increases and more confident to speak.

Answer from participant SFN

1. In Universitas Bhinneka PGRI, we don't have vocabulary subject. So we learn
   Vocabulary by self.
2. Lecturers use video or reading text.
3. Yes, I like.
4. I use handphone.
5. Not too fast.
6. 5 second one word.
7 Yes I agree.
8. I have to remember the word so I can type the word fast.
9. I using hand phone but better using PC.
10. I easily to remember the word.

Based on the researcher`s questionnaire with a participant (SFN), it was found, in Universitas Bhinneka PGRI, they don't have a vocabulary subject. So they learn vocabulary by themselves. The media used by Universitas Bhinneka PGRI lecturers for vocabulary learning are video or reading text. She likes to play games using her handphone. She typed on her handphone not too fast. While using a laptop is 5 seconds in one word. She agrees that ZTYPE games can improve vocabulary mastery. According to her, she has to remember the word so she can type the word fast. She also gave advice to someone when learning vocabulary using ZTYPE games by using a PC. To improve her vocabulary after giving this ZTYPE game research, she easily remembered the word.

Based on the researcher's observation with the participants, it was found that in the English language education at Universitas Bhinneka PGRI, there is no in-depth vocabulary learning so that students have difficulty in understanding the material provided by the lecturer because the lecturer only provides articles or material from various lessons with the form or media of projectors for video presentations, social media tools such as WhatsApp, telegram by providing PDFs, YouTube, learning applications such as google classroom, learning management system learning websites and providing student reading texts such as the demonstrator method or coach style teaching style and facilitator style. And there are also lecturers teaching directly quietly and monotonously (always the same tone or no variation and always repeating) such as GTM (grammar translation method) learning which is speaking in English translated into Indonesian so that the conditions are boring. Interesting vocabulary learning is important to understand the meaning in various lessons for English education students of Universitas Bhinneka PGRI.

Based on the researcher's interview with the participants, it was found that, vocabulary learning using the ZTYPE game at Universitas Bhinneka PGRI is easy, and fun and has the benefit of motivating students to improve in-depth vocabulary learning so that they can follow all lessons easily and can be understood in English. For the negative perspective students in learning vocabulary using ZTYPE games is that the higher the level- the higher the typing speed, so students must have speed skills in typing and understanding there are also if students do not have mobile phones and lack internet so they can take turns using adequate devices and internet, And for advice on using a laptop To use this ZTYPE game to make it more

challenging, you have to make a lot of words so you can understand more about the meaning of the vocabulary.

Based on data from questionnaires from 12 English Students at Universitas Bhinneka PGRI, it was found that English students at Universitas Bhinneka PGRI have a positive perspective, namely like to play ZTYPE games because the game can be a vocabulary learning medium depth in order to understand the meaning of new vocabulary and is very helpful in learning English students at Universitas Bhinneka PGRI. However, there are negative perspective on the lecturer's teaching style because they are only given material in any learning with electronic media, presentations, and providing material articles in PDF after which they are sent via social media or websites or learning applications without explaining the material in detail so that students feel bored and cannot understand the learning material well. There are also suggestions by students to use ZTYPE games using PCs or laptops because they are more exciting and challenging and provide a lot of vocabulary so that students can learn a lot of new vocabulary in between learning.

Based on the findings of researchers from a perspective analysis learning vocabulary using ZTYPE game to English students of Universitas Bhinneka PGRI, it can be concluded that each lecturer has a different way of teaching. However, students have expectations for lecturers with a fun and detailed learning teaching style and also the development of new vocabulary using ZTYPE games so that they can understand the material well.

CONCLUSION AND SUGGESTION

Several conclusions were drawn based on the analysis of the relationship between teaching style and student's perspective learning vocabulary at Universitas Bhinneka PGRI. From teaching style proposed by (Gill, 2013), we find this two teaching styles: the authoritative method and the demonstrator method or coach style (Badroeni & Nasrulloh, 2022). Lectures often use this teaching style of instruction and cannot change it during the lesson. As a result, students have difficulty understanding what teachers are teaching, even though teaching style is very important to achieving learning goals. Research results demonstrate that there is a relationship between the way teachers teach and the perceptions of students.

Students' perspectives and suggestions on the teaching style applied in the classroom can be seen from the answers to observation sheets, interviews and

questionnaires where most students feel bored and confused by the lessons delivered because the lecturer only gives or sends material or does not explain in detail and there is no vocabulary learning at Universitas Bhinneka PGRI in depth. Therefore, it is important to develop vocabulary in every lesson so that students can learn and easily know the meaning of all English lessons at Universitas Bhinneka PGRI.

For the positive perceptions that emerged from 12 English students at Universitas Bhinneka PGRI are students who always pay attention to the lecturer's teaching style so that it supports in this study that Universitas Bhinneka PGRI lecturers develop student vocabulary using ZTYPE games despite the lack of understanding vocabulary in the lesson. The students prefer the demonstrator method or coach style of teaching and the variation of developing vocabulary learning in between all lessons using ZTYPE Game at Universitas Bhinneka PGRI and the lecturer should also explain the material in detail so that students can understand it well. They believe that this style of teaching is more suitable for their class conditions (Meliyani & Kareviati, 2021). Also, like each game, and there are differences in thinking and personalities while digesting the lessons. Students want more fun and detailed ways to learn.

Based on the above description, it can be concluded that this study answered all research questions. The students also gave positive feedback to the instructor's teaching style, which always conveyed the information the students needed. Therefore, this action helps students understand the lesson better.

The Suggestion of this research are: To students must give their opinions and convey their perspectives about the learning styles of lecturers at Universitas Bhinneka PGRI and the importance of learning vocabulary using ZTYPE games or other media. Students need to be active in class discussions about the lecturer's teaching style so that they can be happy and easily understand the lecturer. Students also have to pay full attention to any learning process and ask the lecturer about material they don't understand so they can understand and digest the lessons explained by the lecturer in detail and not be bored. To the lecturers must fully understand the needs, abilities, and weaknesses of their students' learning. As well as the importance of learning vocabulary in every lesson because the English study program at Universitas Bhinneka PGRI does not have in-depth vocabulary learning, so some students do not understand new vocabulary in any lesson and cannot achieve their learning and teaching goals to the fullest. Toother researchers, there

are still many aspects remaining that can be further analyzed on the topic of this study. The next study on this topic might examine the teaching styles of lecturers and student perspectives on a larger scale. Future research can involve more participants from various majors or conduct research using other types of games.

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