ABSTRACT

Internal student factors, such as interest, motivation, intelligence, and vocabulary limitations, as well as external factors, including limited learning facilities, affect student scores (Read, 2000, cited in Olmos, 2009: 5289). Therefore, this study aims to: a) describe the students' problems during learning vocabulary in reading comprehension. (b) describe the students' perceptions about utilizing English digital games for learning vocabulary in reading comprehension. This research uses case studies and a qualitative approach. Creswell (2009: 5) says that qualitative research is a way to study and find out what people or groups mean by a human social problem or issue. The research data is qualitative and consists of observation reports, questionnaire responses from participants, and in-depth interviews. The research was conducted on grade 10 students of class X-IPA 1 at SMAN 1 Pangalengan. With a total of 30 (thirty) participants who have played English digital games, the research results show that as many as 23 (twenty-three) students need other media to help them learn English. Of these, around 13 (thirteen) agreed that English digital games could be used as an alternative, with 50% of students answering neutrally or as a support. After playing English digital games, 50% of students feel they can understand English vocabulary better, with 46.6% providing a neutral answer, indicating that English digital games sometimes help them learn vocabulary for reading comprehension. The teacher can use English Digital Games in teaching activities, and students will be more interested in learning English.

Keywords: *vocabulary learning, reading comprehension, digital games*