

“Esvoc” Educatif Game for Learning Vocabulary toward the Junior High School Students

Winarsih, M.Pd. B.I¹, Abdu Pandu Kusuma, S.Kom., M.T²

¹English Education Department, Balitar Islamic University, Blitar, INDONESIA

²Information and Technolog Department, Balitar Islamic University, Blitar, INDONESIA

Abstract

This research is purposed to develop an Educatif Game for learning vocabulary toward the Junior High School Students in Blitar City. The game application was created to help the students easily learn vovabulary, improve their vocabulary mastery and enjoy their English learning. The researh was categorized as Research and Development Research (R & D). The research design and development was based on Sugiyono’s model. The steps of development were: 1) potential and problem solution, 2) collecting data, 3) product design, 4) design validation, 5) design revision, 6) trial product, 7) product revision, 8) trial usage, 9) product revision, and 10) mass production. To collectt the data, the researcher did an interview, giving questionnaire, and doing documentation. Descriptive qualitative was taken to analyze the data. The result of media validation in the average of 88%. This score categorized as “very good” with the interval 80%-100%. It could be concluded that the product result of game was categorized as an excellent product and valid. In the other word. The product is proper used and be applied for learning vocabulary to the junior high school students

Keywords: educative game, vocabulary,Esvoc

^{1*}Corresponding author, email: winponti96@gmail.com

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1. INTRODUCTION

There is a major change in Indonesia’s educational field, which is the shift of the curriculum. The government has commanded all governmental educational institution at primary, lower secondary and upper secondary to start implementing the new curriculum, namely the curriculum 2013. Curriculum 2013 carries a different approach from the previous curriculum KTSP, which seems to cause many issues related to the implementation. The shift of the curriculum has also given a big impact to English teaching and learning, especially at the lower secondary level.

The policy of the latest curriculum decided that the English subject in the primary level has to be eliminated. Thus, students for the first meeting in English subject at the Junior High School level. This policy, further, causes the change related to the English materials for Junior High School students, since the students could be considered as beginner English learners. To overcome the beginner English learners in mastering English, most of school applied learning English not only as a main subject but also learn as an extracurricular out of effective school hours. This situation was based on the reserachers observation to several schools in the early month of the year 2020. Eventhough, it is learned by two section, this language does not used for class instruction and does not used as a daily life communication. This lesson makes English seems strange and difficult to learn by the students. To start learning English joyfully, students should master vocabulary as many as possible. Related to the English language learning itself, there are some important factors that determine the progress of the language mastery such as vocabulary mastery, language structure, listening skill, speaking skill, reading skill, and writing skill. Vocabulary concerns about the knowledge of any kind of existing words in the English language and the comprehension of what concept those words refer to. Structure deals with how we can arrange those words into a correct order to make sentences and longer utterances. Listening deals with the ability to recognize English sounds and how we can encode those sounds to find the appropriate meaning. Speaking deals with the ability to utter or produce our ideas using English words, structures and sounds. Reading concerns about the ability to receive messages from a written form. The last, writing concerns about the ability to state our ideas through a good arrangement of writing form.

Grammar is very important in spoken a language but without grammar little can be conveyed. Another important component is vocabulary because without vocabulary nothing can be conveyed. In relation with that statement before, Dellar and Hocking in Sukrina (2013) says that we will see most improvement if we learn more words and expressions. It means that students will improve much if they learn more vocabularies and expressions. Even if students' grammar is excellent, they just won't be able to communicate their meaning without a wide vocabulary.

Out of all of those factors, the researcher thought that vocabulary is the most fundamental factor in learning English. The reason is because before someone is able to produce language, he or she has to know the smallest meaningful device of language in the first place, which is words or vocabulary. In oan other word, having more vocabularies, one's could be able to explore his/her idea freely or express his/her opinion clearly. According to (Nation, "Best Practice in Vocabulary Teaching and Learning")17, 37, 71), there are six vocabulary levels in the Oxford Bookworms series which are started from 400 words to 2.500 words. Someone has

to know approximately 400 words to be able to read books at level 1, and going to around 2.500 words to be able to read books at level 6. The amount of vocabulary needed in speaking production is also large. Knowing approximately 1.200 head words will be sufficient for students in order to say the things which they would need to say. Moreover, the amount of vocabulary needed for beginner communication is at the rate of 4.000 words family vocabulary that will cover for just 95% of the running words. The fact indicates that vocabulary is crucial in terms of learning English.

In the educational context, learning English seems to have similar situation. Students need to know large amount of words to be able to achieve the learning objectives, although it does not take as many words as someone needs to acquire the language. Students need to know large amount of vocabulary to understand the teacher's instruction, to read texts, to answer questions from the teacher or books, to be able to participate in speaking and writing production in the classroom, and to pass the core and basic competency in the curriculum.

Furthermore, to know a word does not merely mean that students know the translated meaning of the word. At least, involves knowing its form and its meaning. Students need to know the form of the word, how it is spelled, the meaning, its grammatical function, how students can make use of the word, as well as how it is supposed to be uttered. According to (Cameron), a word can reveal much grammatical information. Learning a word can also help students to learn grammar. This suggests that if we give a high priority to vocabulary development, we are not thereby abandoning grammar. Rather, learning vocabulary can be the means to help student to learn grammar and language.

In conclusion, to support student's learning English, having highly rate vocabulary is needed. Vocabulary is a cenral part in learning English. (Septiana:14) states that vocabulary is the most abvious component of language and one of the first thing applied linguistics turned their attention. Without a sufficient and enough vocabulary, people can not communicate effectivelly and express their ideas in either oral or written form. In opposite of it, having a limited vocabulary is also a barrier that procedures learners from learning a foreign language.

By this condition, the researchers proposed a media to help the students learning vocabulary. The media is in the form of application. Students can play while learning vocabulary. It is called "EsVoc" game which is built on transformer game application.

Related to the learning media, the government has provided a book for English subject. But due to the application of the scientific approach, students need more alternative learning media which can support the discovery learning. Therefore, this research aims to develop an educatif game application for learning vocabulary. This educative game application is offline game, where the students may play the game anytime anywhere without any doubt of their

internet connection and of course the reserachers expected that this media could really help students to learn vocabulary independently that will save the vocabulary learning time in the classroom.

The Guidelines of SMP Curriculum of English, graduation of Junior High School is expected to master vocabulary in order to be able to communicate whether in spoken or written form. The first year students of Junior High School are expected to master 1000 words after finishing their study. It is difficult to be reached since the students often lose interest when they find that foreign language study is the same as other subject, learning on the book only without any practice. And as a result, the students faced a difficulty in comprehending the meaning of the sentence and to express their idea whether in spoken or written form.

Furthermore, there is a shift of teacher's role in the classroom. The teacher is no longer the main source of learning, but the teacher is the facilitator of learning. Students are also encouraged to find other learning sources by themselves to improve their knowledge. Similar situations appeared in a few Junior High School at Blitar, in which the researcher conducted her research.

Shanahan) also stated that "Vocabulary refers to the words we must know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print."

Moreover, (Sitompul): 14) defined vocabulary as "a large collection of items." In this case, the items mean words, which should be governed by a system of rules to be meaningful. Vocabulary cannot stand alone, but vocabulary is the basic aspect of a language which learners have to master.

In line with that, Richards and Schmidt(2002:580) state that "vocabulary is a set of lexeme. It includes single words, compound words, and idioms." It is a part of language system which provides the basic knowledge to support communication. Language is composed of vocabulary, and vocabulary is the basic structure of a language.

From the statements above, we can conclude that vocabulary is all the words exist in a language. Vocabulary cannot stand alone. It has to be governed by a systematic rules, which is different in each language, to be meaningful. Vocabulary is only a part of language, but it plays an important role in a language. A language is composed of a set of vocabulary which is well arranged. People needs vocabulary to produce language, to express their ideas, and to be able to communicate with others. Therefore, it is very important for language learners to master as much vocabulary as possible.

There are some aspects in learning vocabulary. According to Lado there are some vocabulary aspects as follows:

a. Meaning

When the teacher delivering the student about the meaning, the teacher should explain that a word may have than one meaning when it is used in different context. In order to discover the meaning, the teacher can use ways such as guided discovery and using dictionaries.

b. Spelling

In learning vocabulary, spelling is important because it aids in reading and as connector of letters and sounds. Spelling there may be different acceptable written forms for the same words within the same variety of English, due to the fact that they belong to different varieties as happens with many British or American English terms ((Nation, “Vocabulary Learning through Experience Tasks”)

c. Pronunciation

Pronunciation is the way in which a particular person pronounces the words of language (Hornby, 2006: 1164). Most of words have only one pronunciation, but sometimes a word has two or more pronunciations. It can be seen from some words are “present”, which pronunciation /'preznt/ and /pri'zent/ and the word “read”, which pronunciation /ri:d/ and /red/. English pronunciation is difficult to learn because it is not related to the spelling of words. The students want to able to speak English well with -understandable pronunciation so that they can communicate without annoyance and it makes receiver easier to communicate.

d. Word Classes

Word classes are categories of word. According to Hatch and Brown (1995) the word classification in based on their functional categories which are called part of speech. There are parts of speech should be practiced fluently to the students such as nouns, verbs, adjectives, adverbs, pronouns, preposition, conjunctions and injections.

e. Word use

Word use is how a word, phrase, or concept is used in a language. Word use may also involve grammar and thus be the subject of profound analysis (Rikmasari and Wati).

There have been several studies dealing with teaching vocabulary through media that have been conducted by other researchers (Fatimah), and (Sari)) and they can be used as references for the research.

Aisyarani (2014) conducted a study about teaching vocabulary by using media of animation video to the eleventh grade students of MA Nahdlatul Muslimin. The objectives of this research are to find out whether or not there is significance of the difference between the vocabulary mastery of the eleventh grade students of MA Nahdlatul Muslimin taught by using

animation video. Design of this research is an experimental research. The result shows that the students' vocabulary mastery of the seventh grade students at Madrasah Tsanawiyah Al Muslihuun before being taught by using animation video was sufficient. The mean is 64, and the standard deviation is 13.4. Meanwhile the Vocabulary Mastery of the eleventh grade students at Madrasah Al Muslihuun in the academic year 2019/2020 after taught by using animation video was categorized good. The mean is 85.45 and standard deviation is 11.55. Moreover the calculation of t-observation (to) 9.58 was higher than t- table (tt) 2.04 in level of significance 5%. Based on the result above, the researcher suggested that the English teacher is expected to be able to use Animation video as a media to teach the students in vocabulary mastery.

Sari (2008) did her research on the effectiveness of teaching vocabulary using picture media. This article conclude that using picture media is an effective technique used in teaching vocabulary for those having highly motivate learning and the result of it shown that picture media is a meaningful strategies to overcome students problems in improving English vocabulary. Vocabulary is an important component to improve the skill of English. Because English is not only about writing and reading, it is mostly about communication. So the learners need to enlarge their vocabulary mastery to express their idea. Vocabulary is also an English component that support the English skill taught to junior high school students in the first and second semester. Based on observations, interviews and documents, researchers found several problems at school. Researchers are divided into three problems.

The first problem is the ability of students' vocabulary mastery. Some problems of students' vocabulary mastery on finding the vocabulary or meaning of a word, choosing the correct vocabulary and sentence structure, and expressing it. An other problem is un structured English students' communication. Students were confused to talk because they have limited vocabulary mastery. And the last is about their problem of media to be used for learning vocabulary. They hoped there will be a media to easy them to learn vocabulary. So, the media could help them mastering vocabulary and understand English well.

To overcome several problems above, the teacher must try new ways of teaching students such as applying media in teaching English, renewing the teaching techniques and conducting vocabulary activities. Applying Media is better alternative to be applied during the teaching and learning English in or out of the class. Using software applications is one of the most effective and creative learning techniques. Software applications are a combination of application and digital learning. Moreover, nowadays is a digital era. Most of students are capable to operate the digital media. So, learning uses software applications to help students to enrich vocabulary in certain topics. The purpose is developed software application in guiding students to enlarge their vocabulary an educative game application is created. Using an educative game application

can improve students' vocabulary. Based on the explanation above, it is necessary to develop an educatif game application for learning vocabulary to the junior high school students.

2. METHODS

The design of this research was Research and Development (R and D) the purpose of this research for developing a new product to be applied in an educational institution especially in learning English. According to Sugiyono (2008: 297) research and development is research method that used to produce a certain product, and test the effectiveness of certain product. This definition matches the research that will be conducted by the researcher. The product was developed to meet the needs found in the field. The product that planed to be developed was an educatif game application for learning vocabulary to junior high school students.

The researcher developed the materials based on the model proposed by Sugiyono (2016) which proposes ten steps to developed course materials. They were; 1) potention and problem, 2) collecting data, 3) product design, 4) design validation, 5) design revision, 6) trial product, 7) product revision, 8) trial usage, 9) product revision, 10) mass production.

The research framework of this research adapted from Sugiyono's framework as shown in this figure below:

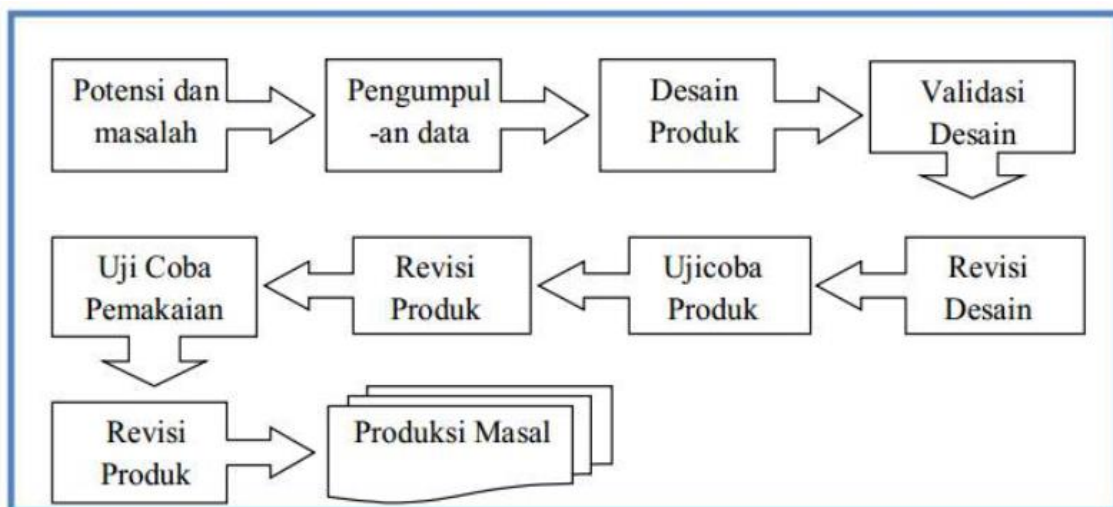


Figure 1

Research and Development Framework of Sugiyono (Sugiyono, 2016: 298)

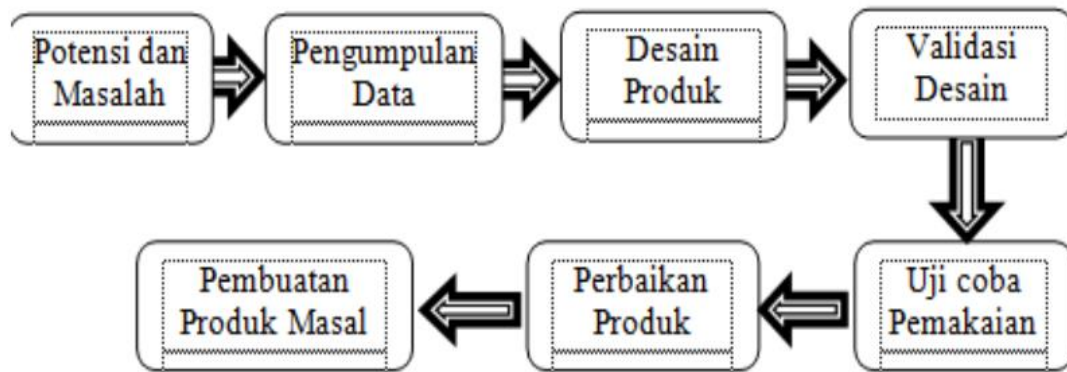
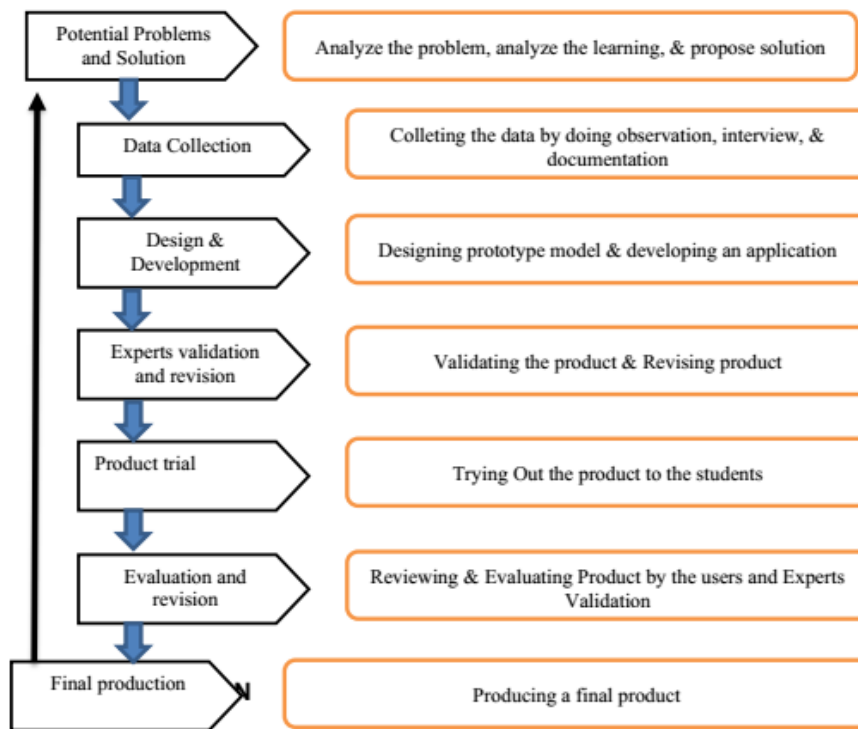


Figure 2

Research and Development Framework

Due to the limited place and time, the researcher took seven steps from Sugiyono's framework,. Therefore, the researcher adapted the research and development framework of Sugiyono as a reference. The adaptation of Sugiyono's framework stated on the research framework and procedures below;

In this research, there were seven procedures to develop the product used by the researcher; (1) Finding Potential Problems and Solution, (2) Data Collection, (3) Design and development, (4) Experts validation and revision, (5) Product trial (experiment), (6) Evaluation by experts and revision, and (7) Final production. Each step of procedures is done chronologically to get the productand valid to be applied for learning vocabulary. This can be figured out in the following research framewor



In this section explains the results of research. The description is managed in turns of each research phase, which are (1) Finding Potential Problems and Solution, (2) Data Collection, (3) Design and development, (4) Experts validation and revision, (5) Product trial (experiment), (6) Evaluation by experts and revision, and (7) Final production.

3.1. Finding Potential Problems and Solution

This phase is finding potential problems and solution. The researcher did preliminary study. The preliminary study was done by doing observation at school in April 2020. It showed that the English teacher had limited experience in teaching and develop the learning. The class was mostly about teaching English traditionally like drilling without any media. The depth interview with principles showed that the teacher less creativity in doing teaching and learning class especially in a vocabulary class. Moreover, the students interview result showed that they were very bored in learning English due to the class was not enjoyable. They said the English class is monotonous.

3.2. Data Collection

In this phase, the researcher found a documentation support the problems. It was the student's English score during the English class in odd semester. This table showed that the students have under average score and very low score. This problem occurred not only due to the students motivation in learning English, also focused on the learning activity which did not support the student's learning. An other score documentation, the researcher did a pre test for

students to prove the students ability in learning English. The average of pre test on vovabulary is 57.818 and showed on the diagram as follows:.

Table 3.1. Hypothesis Test Result

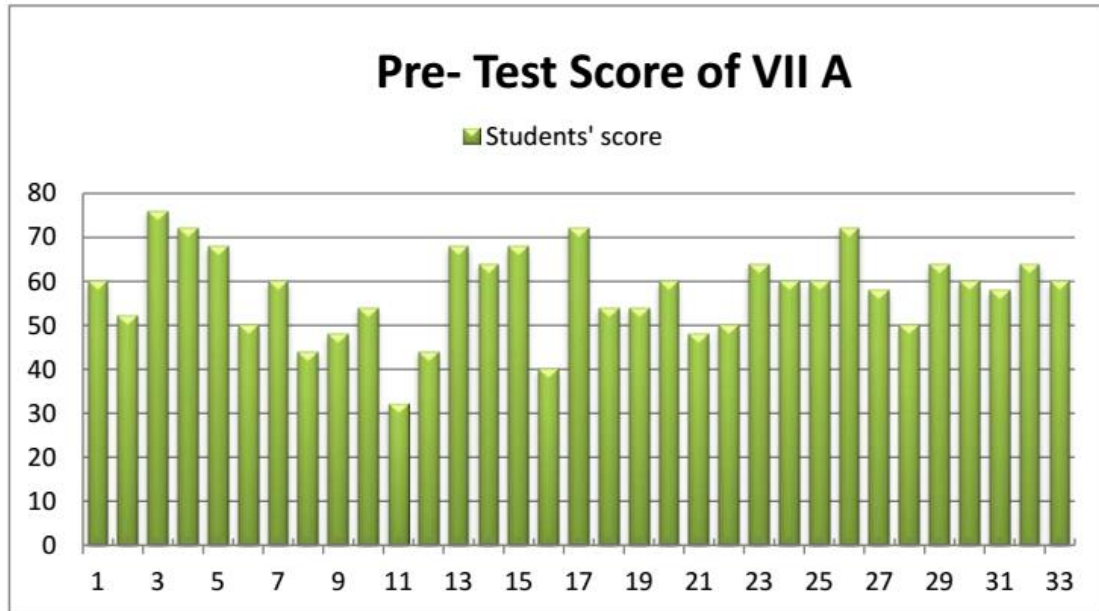


Table 3.2.1

Student's pre test score

The average of post test on vocabulary is 84.242 and showed on the diagram as follows:

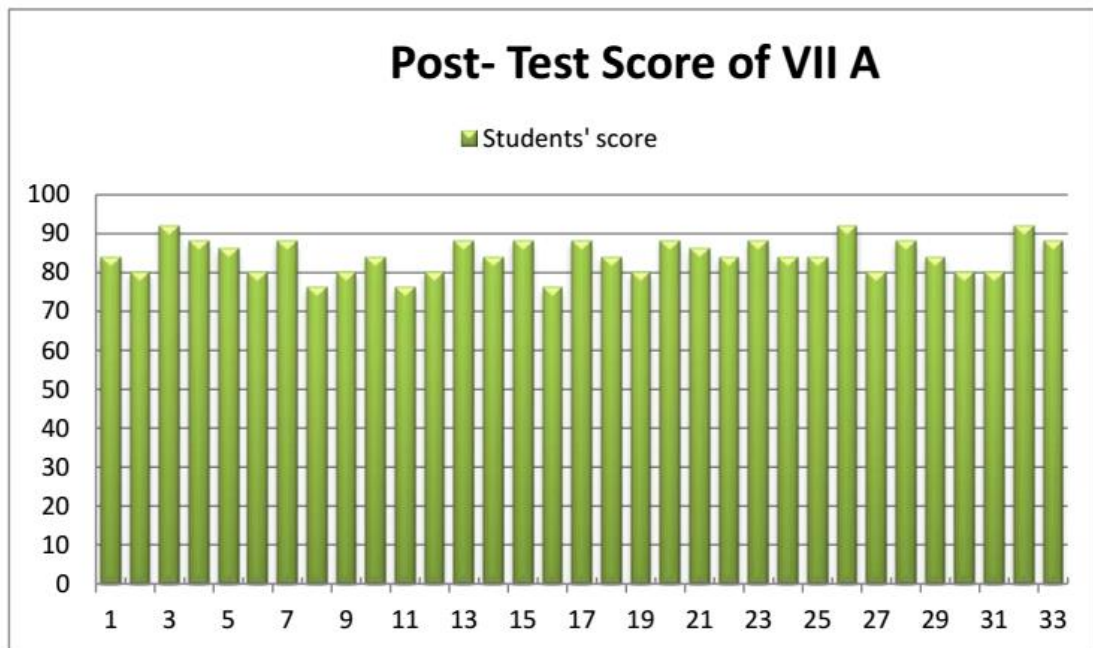


Table 3.2.2

Student's post test score

There was student's increase on pre test to post test score.

3.3. Design and Development

Learning media is initial design. The beginning product is designed in a systematic manner, the researcher was assisted by a supervisor who provides input and suggestions. So, this product is well arranged. Preparing materials such as: subjects matter, icons, backgrounds, and bird as character. And then making previously designed layers.

3.4. Expert's validation and revision

Results by validation material experts on material experts was conducted to test the quality of content, accuracy of coverage, and language on learning media. The material experts the researcher requested an assessment of three experts namely Mr. Rizki, Miss. Hesty and Miss. Yusni.

The assessment of the material validator has a total score 226 and a percentage of 88.62%. This value is included in the range of values of 60-80% in the criteria for scoring included in feasible category. So that "EsVoc" Game in terms of display and presentation components is said to be suitable. The material validator also provides suggestions and inputs that are used as the basis for improving the media developed.

Table 3.4.1 Results of critical and suggestion by expert of English material

Responden		Suggestion
The Expert of Content English Material	First Expert	Please attention used of conjunction
	Second Expert	Please pay attention to diction word
	Third Expert	More careful in writing

b. Description of Learning Media Validation

Results by media experts validation on learning media experts was conducted to test the quality of content, media display layout, creativity and presentation of learning media educational games. The media expert researcher asked for an assessment of three experts, namely Mr. Rizki, Miss. Hesty and Miss. Yusni.

Data from the media expert validation can be seen in the following tab

Statement	Validator 1	Validator	Validator	Total Score
1	5	5	5	15
2	4	4	5	13
3	4	5	4	13
4	5	5	5	15
5	5	5	5	15
6	5	4	4	13
7	5	4	5	14
8	4	5	5	14
9	4	4	4	12
10	5	4	4	13
11	5	4	4	13
12	5	4	4	13
13	4	4	4	12
14	4	4	4	12
15	4	4	4	12
16	5	4	4	13
17	5	4	5	14
	Account			226
	Criterion Value			255
	Presentage			89%

Based on table 3.4.2 the assessment of the media validator has a total score 226 and a percentage of 89% This value is included in the range of values of 80-100% in the criteria for scoring included in very feasible category. So that EsVoc Game media in terms of display and presentation components is said to be very feasible. The media validator also provides suggestions and inputs that are used as the basis for improving the media developed.

Table 4.4 Results of critical and suggestion by expert of lay out/ media

Respondent		Suggestion
The Expert of layout/media	First Expert	<ul style="list-style-type: none"> • Develop at picture • Add sound
	Second Expert	Dark background change with light background
	Third Expert	<ul style="list-style-type: none"> • Give material on the game

The researcher revised the media as follows:



Developing a picture as an icon and add sound



Giving material before playing the game



Giving game level

3.5. Product Trial

The product has been tried out to the students of MTs Al Muslihun Tlogo.

3.6. Final production

In the final product, the application that give vocabulary question includes seven themes in second semester of tenth grade, there are 7 themes (Animal), (Greeting & Parting), (Hobby), (Clock), (Day, Date, Month), (Things in the classroom), and (Job).

The developing the product is not publish yet for public. Anyway, if someday there are any school needed the researcher will giving a help for the game in process learning activity.

3. CONCLUSION

English learning media produced in the form of computer-based game applications called ESVOC GAME uses application construct 2, which contains the vocabulary material for class 7. This learning media was developed with adaptation using Sugiyono's development method. The steps for product development are as follows: 1) Potential and Problems, 2) Collecting Information, 3) Product Design, 4) Design Validation, 5) Product Revision, 6) Trial Use, and 7) Production Mass. Knowing the students' potensial and problem, this product was develop to help the students undersatand the vocabulary easily. It is found that the students post test score was increase from 57.818 to 84.242 and the response of students to the learning media developed is very good. Besides that the result of validation was 88.62 means very feasible. So it can be concluded that the learning media developed is very good for use in learning vocabulary mastery.

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