

THE IMPLEMENTATION OF USING DIGITAL GAME IN TEACHING VOCABULARIES TO STUDENTS AT ATARASHII SMART CENTER

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Abstract

In the process of learning English, students have to master vocabularies. However, the students have some problems when learning vocabularies. To cope with the students' problems, the learning process applied game-based learning. The objective of the study entitled "The Implementation of Using Digital Games in Atarashii Smart Center" were to describe the Implementation of digital game in teaching vocabularies and to find the students' responses toward the implementation of digital game. The subject of this study was the students in Atarashii smart center who joined English class. This study used a descriptive qualitative research design. To gets the data, the researcher employed observation, questionnaire and interview. The researcher used percentage of respondents to get responses. The implementation of digital game in teaching learning process is easy to implemented, but there are some difficulties from the students. Students' difficulties in learning vocabulary were (1) Most of student found difficulties to memorize and choose the appropriate meaning, (2) Students start to burdened when they have to memorize the vocabulary in limited time, (3) Also still confused in using vocabulary. But students' responses still show positive results. The students enjoy and enthusiasm to use digital game in their learning process. After finding the difficulties, using digital game to learn vocabulary showed a positive effect. The result showed that learning vocabulary using digital game is better than traditional learning. From the total respondents 42% of the students strongly agree and 18% of the students agree that digital game helped the students to master vocabulary. In conclusion, Digital game clearly has the potential to lead the way into better learning outcomes for young learners, particularly in vocabulary mastery.

Keywords: Vocabulary Learning, Digital game, Implementation, Difficulties.

INTRODUCTION

Language is the words or expression to express sign or feeling for communication. The most useful language in the world and the universal language is English. English is a foreign language in Indonesia. Indonesians learn English at schools, courses and even on the internet. Learning English is very important for them. There are many universities, scholar, jobs required English skill to their requirements. This certainly moves many parents who want their children to be prepared to learn English from an early age. According to (Hasan, Faizatul & Hashim, 2021), young learners are they who have age under 11, it means that student at elementary school is young learners. Teaching young learners are different with older learners. Still according to (Hasan, Faizatul & Hashim, 2021), there are some characteristics of young learners, children age 8-10 are mature enough, they have particular point of view, they can describe the difference between fact and fiction, they are curious of asking questions, they believe of what is said and the "real" word to express and comprehend meaning/message, they have distinct option about what they like and what they dislike, they are open to what happens in the classroom and begin asking the teacher decision. There are many different levels of learning a language. For young learners of English usually start with very simple things like numbers, colors and vocabulary linked to everyday topics, such as animals, family, food and drink, sports and games. For language, especially English, the first thing they need is vocabularies. (Staff, Merriam-Webster, 2004) has three definitions of vocabulary as follows: a list or collection of words and phrases usually alphabetically arranged and explained or define, a list or collection of terms or codes available for use and a sum or stock of word employed by a language group, individual or work or in a field knowledge.

Mastering English vocabulary is a major challenge for students as a second language or foreign language. Students need to find out the meaning of the English vocabulary to their mother language (Indonesia). According to (Antara, 2022) in his research he found that some of students are having difficulties becoming competent in vocabulary mastery. It drives the students to quickly become bored and unmotivated. This statement is in line with (Cahya,

2019), one of the causes that the students in Indonesia struggle to learn vocabulary is the lack of motivation. Among many techniques, digital game has attracted writer's interest. Digital devices have great potential to improve vocabulary and English learning for students. "The future is increasingly mobile, and it behooves us to reflect this in our teaching practice" (Hockly, 2013). The rise of technology has changed the experience of students in learning process. According to (Yordming, 2017), in a language teaching context, advanced technologies turn ordinary games into favorable activities in the form digital game-based language learning. The students were motivated towards the implementation of Plickers for learning vocabulary (Hasan, Faizatul & Hashim, 2021), The students' motivation increasing by implementation of Educandy for learning vocabulary (Antara, 2022), and (Nuralisah, Siti & Kareviati, 2020) showed an improvement in students' scores and interest to learn vocabulary after using memorize. Those studies have proven that digital game-based learning applications and platforms provide positive impacts for teaching vocabulary.

In this study the author used theory of (A.Jhon, 2016) to find about how the implementation and the difficulties. This study is to answer about how the implementation of digital game in teaching vocabulary, the difficulties faced by students, and the students responses about the digital game using in teaching learning activity. The subject of this study is 10 students at Atarashii Smart center, and the learning tools is the game named "English Pop Quiz". The game is easy to use, and it is ideal to implemented in teaching learning activity. There is some research on implementation digital game that have done make result and finding, first is the research made by (Boyle, Elizabeth A., 2016), second (Gros, 2007), third (Bavelier, D., Green, C. S., Han, D. H., Renshaw, P. F., Merzenich, M. M., & Gentile, 2011), and the last (Raskova Octaberlina, Like & Rofiki, 2021).

RESEARCH METHODOLOGY

This research was using qualitative descriptive analysis design. Qualitative descriptive research generates data that describe 'who, what, and where of events or experiences' from a subjective perspective (Kim, Hyejin, Justine S. Sefcik, 2017). Because qualitative research is basically interpretive. This means that the researcher makes an interpretation of the data. The data is explained and analyzed by the researcher relate with how student's respond to learn vocabulary with the digital game named English Pop Quiz. In this case the researcher also wants to find out the difficulties and the students' responses after learning this method, whether this method is boring or fun.

According to Creswell (Creswell, J. W., & Miller, 2000), research participants are connected with subjects are trusted to have the ability to provide some information related to the research question. The subjects of the study are 10 students in Atarashii Smart Center in 3rd level Elementary school and a teacher who taught English. The characteristics of the student are: mostly beginner at learn English, they are familiar with technology, and have good enthusiasm for learning something new. Data or data sources that we will get have different classifications such as primary data and secondary data. Primary data sources in qualitative research are words and actions (Moleong, (Moleong, 2019), these words or actions are taken from observations, questionnaire, interviews and then written down in notes or recorded through audio/video tapes, photos, or films (Moleong, (Moleong, 2019)).

The data collecting technique are observation, questionnaire, interview, and documentation. The data analysis technique is divide into two types, data reduction and data display. In data reduction the researcher collected data on students' responses and the effectiveness of the application of digital game as a medium in teaching vocabulary through observation and documentation and then transcribed the data. In data display the researcher collects the display data from questionnaire and interview. Then presented using a logical and systematic

research language, making easier to understand. The last step is making the conclusion, based on data result.

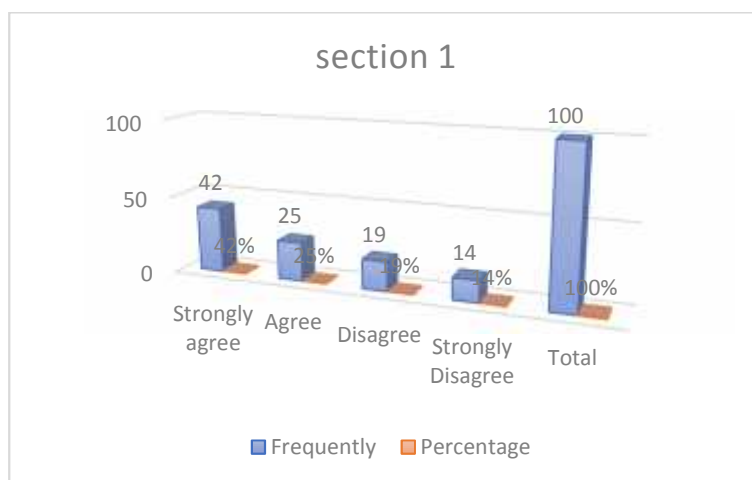
RESULTS

Researcher found the result the implementation of using digital game in teaching vocabularies to students. The data were entered into the table as follows:

Table 1

Options	Frequently	Percentage
Strongly agree	42	42%
Agree	25	25%
Disagree	19	19%
Strongly Disagree	14	14%
Total	100	100%

Figure 1



From the results of the table above researcher can concluded that students strongly agree and believe in learning vocabulary using digital game in Atarashii smart center is

increase their vocabulary skill because the percentage reaches 42%. The results obtained from the graph above can be concluded agree that students at Atarashii smart center are very helped with English pop quiz to mastering vocabulary. Based on that result also, the students don't have difficulties in implementing digital game in vocabulary learning.

DISCUSSION

Based on the finding the research problem are answered completely. The implementation of vocabulary learning is easy and has slight difference from the conventional learning. The implementation of vocabulary learning using digital games begins with an opening such as opening with greeting then continues with the motivation for the students, for the main activity the student's given materials explanation from the teacher, given opportunities for using games to increase the vocabulary skill. In the end the students are agree that they feel enjoy and enthusiasm in implementation of vocabulary learning using digital game.

The difficulties of this study were same with the study of Raskova Octaberlina, Like & Rofiki, Imam (2021), the difficulties in this study is the lack of tools and limited time to increase students vocabulary list in a short time and need to be repeated. For the students responses also related with the study of Raskova (Raskova Octaberlina, Like & Rofiki, 2021) that students are interested with the game and feel enjoyable. The differences of this study and the previous study are the kinds of game are different. In Raskova and Rofiki use Spellingcity and in this study use English Pop Quiz. The overall finding is related with the previous study of Gros (Gros, 2007) that digital games are effective to increase students participation. It also related with Balivier and Green (Bavelier, D., Green, C. S., Han, D. H., Renshaw, P. F., Merzenich, M. M., & Gentile, 2011) that digital game is potential to be teaching learning tools.

CONCLUSION

After the author complete the analysis in all the data contained in this study, the author draw conclusion as follows:

1. The Implementation of digital game in teaching learning vocabulary in Atarashii smart center is using English Pop Quiz game. The student use the game to improving vocabulary skill. Start with the explanation about the materials and then continuing to use the game as a media to practice. The students learn more about the vocabulary start from animal names, fruits name until to daily verbs and profession names. At the end of learning process evaluation was given by asking students about the game score.
2. Based on the second research question about students' difficulties faced by students, the results showed that students had difficulties to memorize the materials from the teacher in limited time and easy to forget the vocabularies. In learning vocabularies, although there are digital game that had been implemented, students can ask to the teacher about the vocabulary that they forgot to be able to increase English vocabulary and minimize the mistakes, so the vocabulary is not easy disappear from the memory.
3. The students' responses in learning vocabulary using digital game were positive. Students also felt enjoyable to learn using digital game. They also agreed that game based learning was effective for them because they felt more enthusiastic and interested. The learning process by using digital game was more effective for the students because they can learn using the game when they had free time at night and they also could also level up their game every day. Students also stated that even though they faced problem during memorizing the materials from the teacher, they felt their vocabulary ability increased faster than before and they also felt more enjoyable. After using digital game as medium for vocabulary learning, the students ability increased faster than before.

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