

STUDENTS' PERSPECTIVE AND EXPERIENCE TOWARD LEARNING VOCABULARY USING MOBILE GAME

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Abstract

The increasing of technology bring great impact to humans' life, including education. Learning English is very important this day, to be able fluent in English students need to learn vocabulary. Students face difficulty when they memorizing and defining vocabulary because there is a huge number of vocabulary, and the process of learning is boring. Mobile games can help students to learn vocabulary more interestingly. This study aims to investigate students' perspectives about learning vocabulary using a mobile game. The method used thematic data analysis from Braun & Clark. As a result student' has positive preception and expeeriene about learning media to learn English vocabulary, the challenges that students face, when they learn using a mobile game, is the distraction of social media.

Keywords: Mobile Games, Vocabulary Learning

INTRODUCTION

The increasing of technology forces us to see that the world is changing. This change brings a great impact on humans' life, including education. The increase of technology lead educators to make innovation and this action causes many ways of learning for learners. Gaining knowledge and expertise, in the process of learning is a hard thing to do because of that there are quite a lot of students who complain that there is pressure created when doing learning activities, they usually had difficulty understanding the material and bored to learn. Because of that communication between learner, educators and the teaching materials are important. Communication can run if there are media, therefore learning media is an innovation that is quite widely referred to in the innovation of the teaching and learning process.

Learning English is very important this day, to be able fluent in English student need to learn vocabularies. But, to learning vocabularies, there is a lot of difficulties that must be faced. Most students difficulty when they learn vocabulary are memorizing and defining words, there are many vocabularies in English, next difficulty that students' face when learning vocabulary is students often feel confused to define a vocabulary it can happen because in English one vocabulary can have double or more meaning based on the context of the text or conversation, students also faced that learning vocabulary is boring because they need to defined and memorize a list of word (Rohmatillah, 2014).

In this case, the influence of learning media on the use of video games is quite large, video games are enjoyable to play so it can reduce students' pressure when learning vocabulary, video games can be an interesting and motivating way to learning (Zhonggen, 2018). Digital games help to facilitate vocabulary learning and easier memorization of vocabulary through interaction and motivation. Learning vocabularies become more enjoyable, it engages learners in such games and there will be a low-stress environment for the learning process. (Lin, 2015) There have been some studies on the effects of using games in vocabulary learning, some of which

state that games are beneficial for language learning. The advantages of the video game that most students feel are they will feel more comfortable and tend to be more able to explore the ideas and thoughts that are in the students' brains, and because the using of the video game is make students fun and it can overcome things, like what Zhonggen (2018) state that the interactivity game is significantly more effective in facilitating English vocabulary. Games can provide students with rich animations, pictures, virtual settings, audios, videos, and examples, which can help them learn more effectively. simulation gaming environment to enhance productive recall of the vocabulary language proficiency might determine learners' mental effort invested in playing/watching the game (Lin, 2014)

Previous research, (Zhonggen, 2018) focuses on the effectiveness of learning English vocabulary using a game. (Andreani & Ying 2019) focus on the students' experience of using a game to learn English vocabulary in the classroom, they implementing serious games design by a university student (not commercial games) in the classroom. However, the research by (Thompson & von Gillern, 2020) highlighted that the use of commercial games and hardware needs to be researched.

The objective of this research is to know the students' perspective about learning vocabulary using mobile games and know about student experience when they learn vocabulary using a mobile game. The research question in this research are (1) What is the student perspective about learning vocabulary using the mobile game? And (2) How is student experience when they learn vocabulary using the mobile game?

METHOD

This research uses a qualitative approach because this study focuses on the analysis or interpretation of the written material in context. In line with Bogdan and Biklen (1982) state that qualitative research is descriptive which the data is collected in the form of words or pictures rather than numbers. Qualitative research is critical in educational research because it answers the "how" and "why" questions and allows for a better understanding of experiences, phenomena, and context. (Cleland: 2017). The research instruments will use interviews, and the respondent came from one of the high school students in Purbalingga. The purpose of this study is to know high school students' preception and experience toward learning vocabulary using mobile games, qualitative research considered as a proper approach to this research because it has the objective of describing the process of educational activities based on what is in the field as study material to find shortcomings and weaknesses so that efforts can be determined to improve them. Because of the current condition of pandemi COVID 19, the research setting will be held by online, which means the research will use electronic device that connected to the internet. The data will be collected by using WhatsApp and Google form as media to communicate with the participant. In this study, the place or setting is one of state of high school in Purbalingga.

This research will be conducted for two weeks. The first week was conducted to find data on how high school students perceive learning vocabulary using a mobile game. The second week was conducted to interview students about their experience using a mobile game as media to learning vocabulary. This research was conducted in two weeks because of researcher and participant need to adjust the schedule to have an interview and let the participant get more time to experience learning vocabulary using mobile games.

Respondents involved in this study were high school students of state high schools in Purbalingga. This research was initiated by considering student problems with their learning in

English vocabulary and give student solutions by giving learning media. They were informed to participate voluntarily, five students use the learning media but only two students agreed to be interviewed.

In this study, researchers will be using a narrative inquiry. Narrative research is a type of research that consists of obtaining and then reflecting on people's lived experiences (Josselson, 2007). The use of this approach because the focus in this study is the high school students' perception and experience of using a mobile game as media to learn vocabulary. The narrative inquiry aims to reveal the meanings of the individuals' experiences as opposed to objective, decontextualized truths (Bailey & Tilley, 2002). This study wanted to know the meaning of the perception and experience that felt by high school students after using a mobile game as media to learning vocabulary.

In this study, researchers used the interview to collect data. The research instruments used interviews. The steps in data collection, the interview are done to find out the preception, experiences, and challenges felt by high school students during learning vocabulary using a mobile game. Interviews are an appropriate method when there is a need to collect in-depth information on people's opinions, thoughts, experiences, and feelings. The interview provides flexibility to the interview, the interviewer can judge the nonverbal behavior of the interviewee and the interviewer can control the order of the question. The purpose of researchers at this stage is to find problems and feelings that students feel. In this step, researchers used WhatsApp to conduct online interviews with participants.

In this research, the researcher used thematic data analysis techniques (Braun & Clark, 2006). To get a comprehensive message or meaning represented in the interview, the data was selected and transcribed in-depth, close selective, and analytical listening. Thematic conclusions were drawn from the data that had been selected and transcribed. The content of experiences was the focus of the thematic analysis. Each student has had their personal experience with learning vocabulary through mobile games. The data were analyzed using thematic lenses.

RESULTS AND DISCUSSION

Results

This study resulted in two findings themes, (1) Student prespective about learning vocabulary using mobile game, and (2) Student experience when they learn vocabulary using mobile game.

Student perception about learning vocabulary using mobile game

There is a huge number vocabulary in English that student needs to memorize and define, it makes learning vocabulary are hard and boring for students. Because of that, self-learning tools are needed to help the student learn vocabulary. Besides that, students are like to play games, and it can be a self-learning tool. Students complained about learning vocabulary that boring and hard which has an impact on students' interest and motivation to learn. The student finds that mobile games may can be their learning tool for acquiring more vocabulary. Participants narrated this in the following interview data.

“Mobile game may can help me to increase my vocabulary, because it is interesting and flexible, I can learn every time i want with interesting way to learn”

“Learning vocabulary is boring, but if I can learning vocabulary with playing game, maybe it will be fun, mobile game can help me to gain more vocabulary in fun way”

The interview data above shows that students' perspective toward learning vocabulary using a mobile game, students think that learning vocabulary using mobile game is an interesting way to learning. Learning using mobile games are more interesting and effective because a game can increase their interest and motivation. Students also say that learning vocabulary using mobile games can make them love to learn English vocabulary.

“ When I play story games, I was interseted to the story, but the story is in English language, because of that I start to interseted and like to learn English”

“ I like to play crossword puzzle on my phone, and from there I started to learn vocabulary, and started to enjoy and like to learn English vocabulary”

From the interview above, researcher can conclude that mobile game can make them to like studying English vocabulary.

Student experience about learning vocabulary using mobile game

To anticipate the difficulties and boredom that they experience, as revealed by students in the interview data, they learned to adapt to these conditions. Students are trying to face their problems by looking for many strategies to be able to keep learning using some interesting learning tools. The participant thinks that mobile games can be suitable to be their learning tools because it is easy to access and interesting way to learning. Participants describe this in the following interview data.

“ Usually I learn vocabulary from games, because it is more interesting compared to read a text or dictionary, I downloaded game that available in playstore. Because I want to learn vocabulary from game I downloaded game that can increase my vocabulary like a crossword puzzle games and guess the picture games”

“ I learn vocabulary from mobile games because it is interesting, I usually play a story tale games, the game have a interesting story and for clear the mission I need to know the story, usually there are new vocabulary that I found, then I had to check it on dictionary to know the new vocabulary, but sometimes I know the vocabulary naturally”

Learning activities that indirectly lead students to manage their self-regulated learning. The student shows the reason why they like to use a mobile game to learn English vocabulary in the interview.

“ Learning English vocabulary with playing game is super fun, I can play game and study on the same time, and it is comfortable for me to learn English by playing games because there are no one that will judge or mock me”

“ For me mobile games can make learning situation becomes enjoyable, it is fun and comfortable”

From the interview above the student feel that learning vocabulary using mobile games is fun

and comfortable. There is some problem that student face during learning from mobile games. Participants narrated this in the following interview data.

“ When learning vocabulary using mobile game I usually easy to get distract by my social media notification”

“ Learning using mobile game is interesting, but some time I got overplayed and lost track of time”

The interview data above shows that there is some problem when the students learn using a mobile game, students can be distracted or get addicted by the game, because of that student need to discipline to their self.

Discussion

According to the result of this research explain students' perception and experience of using a mobile game as learning media to learn English vocabulary. Interview data were selected to collect in-depth information on student's opinions, experiences, and feelings about learning vocabulary using mobile games.

The students have a positive preception about a mobile game as learning media to learn English vocabulary, according to the finding of the data collection. Learning vocabulary using mobile games is an interesting way to learning, it is more interesting because a game can increase their interest and motivation. This is in line with (Yang, Chang, Hwang & Zou, 2020). It has the potential to boost their motivation when compared to traditional classes, according to the findings of previous studies (Lan, 2015; Reinders & Wattana, 2014).

The students have good experience with the mobile game as learning media to learn English vocabulary. Students feel that learning vocabulary using mobile games is fun and comfortable so that they have a good learning situation. This is in line with Shahriarpour & Kafi (2014) finding that is games are fun and can be a learning tool for students. Students feel comfortable when they experience vocabulary learning when using digital games (Reinhardt & Sykes, 2014). The obstacle that students face when they learn using mobile games is they can be distracted by social media notification, usually, the student still turns on their internet when they learn so they can easily be distracted by social media notification.

CONCLUSION

The study found that the students have a positive preception about the mobile game as learning media to learn English vocabulary. Because learning vocabulary using mobile games is more interesting because the game can increase their interest and motivation, students learn more interactive when games provide rich animations, pictures, virtual settings, audios, videos, and examples. Students' vocabulary acquisition is made more enjoyable by games that provide exciting gameplay and attractive rewards. The students have good experience with a mobile game as learning media to learn English vocabulary, they feel that learning vocabulary using mobile games is fun and comfortable. The problem during learn using mobile game is they can be distracted by social media notification.

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