

STUDENTS' EXPERIENCES LEARNING ENGLISH VOCABULARY THROUGH GAMES IN INCREASING VOCABULARY MASTERY

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Abstract

The advancement of technology is assisting humanity in several fields, including education. English is a global language, so learning English is vitally important. In addition, students must master four English skills in order to speak the language fluently: listening, speaking, reading, and writing. It is an irrefutable reality that the majority of students nowadays have access to new technologies that can be utilized at any time and in any location. This enables individuals to incorporate these technological advancements into their daily lives, particularly in the realm of education or learning. Using descriptive qualitative research done through interviews and tracing relevant literature, this research will answer the research question and be presented in a descriptive format. This research examined vocabulary instruction in vocational schools. The conclusion is that games can make learning English easy and fun for students. They can get a feel for words and phrases without having to remember them all by heart or get bored.

Keywords: Students' experiences; Learning; Vocabulary; Games

INTRODUCTION

The English language is an international language used by many people in several nations. English has a significant role as the language of communication in several fields, including commerce, research, technology, and education. (Akbar, 2018) English speakers are increasing in general since many countries now make English a required language to study from elementary school to university education. Many people over the world now utilize English to communicate and interact with one another. (Santoso et al., 2014), language is a tool for interaction or communication, in the sense that it conveys ideas, concepts, or emotions. (Crystal, 2003) in (Sari & Sutopo, 2018) stated that it has a unique function that is acknowledged by several nations. In terms of its system of organization, pronunciation, and vocabulary, English and Indonesian are utterly distinct. Teaching English requires four language skills: listening, speaking, reading, and writing. In addition, there are components of language such as pronunciation, grammar, and vocabulary. One of the components of language is vocabulary. Language is essential for human survival. It plays a crucial function in the conduct of human communication. Vocabulary is one of the necessary language components for language learners to acquire. Due to the significance of the language, the Indonesian government has designated English as a foreign language that students must know. Mastering a foreign language requires learners to be proficient in both its abilities and components. (Salawazo et al., 2020) without adequate vocabulary, people are unable to communicate successfully in spoken and written form; conversely, the more vocabulary a person masters, the greater his or her ability to talk, write, read, and listen as desired; hence, vocabulary plays a crucial part in Language acquisition. According to the writer's experience as a student majoring in English, and experience while practice teaching in vocational school here were many students' problem, especially

vocabulary, without vocabulary, a learner would be unable to listen, talk, read, or write well. (Katemba & Tampubolon, 2011) stated, learners need a vocabulary that will aid them in developing and using meaningful sentences while communicating. Consequently, it is crucial to acquire a vast vocabulary. Sometimes, students have difficulty applying the learnt language for a variety of reasons. Students must master vocabulary since it has become an integral part of their written and spoken communication. According to (Alqahtani, 2016) in (Rahman et al., 2019), Vocabulary, as one of the linguistic knowledge domains, is important in learners' language learning. Because it is difficult for children to use language successfully with a restricted vocabulary, mastery of vocabulary specifies four language competencies. In addition, It is possible to learn English in a fun and engaging way using a variety of approaches and strategies, one of them using games. Uberman (1998) in (Huyen & Nga, 2003) confirms the beneficial impact of games in vocabulary instruction by citing and assessing the viewpoints of several specialists. Uberman noted from her own teaching experiences that her students were enthusiastic about learning through games. She views games as a method for students to not only enjoy and amuse themselves while learning a language, but also practice it incidentally. (Syarfuni, 2010) the use of games in teaching English can increase students' interest in learning, and games play a significant role in the development of four language skills: listening, speaking, reading, and writing. There is an interesting technique that can be used in teaching English to help students improve their vocabulary mastery, and it is quite effective in enhancing students' ability to master English. Consequently, the game technique plays a crucial role in the English teaching and learning process. In teaching and learning English, the utilization of aims and suitable games is the most important factor for a successful teaching and learning process (Rahadianto, 2019). In conclusion, games are valuable and efficient instruments that should be utilized in vocabulary lessons. The usage of terminology enhances the effectiveness, enjoyment, and interest of the teaching. In order ways for teaching vocabulary can increase students' vocabulary mastery, which can in turn help them achieve the aim of language acquisition and, more particularly, acquire new words or unfamiliar terms. Methods employed must to be applicable to the students' regular activities. As a result, students will have the opportunity to learn certain vocabulary on their own. This study aimed to find out the Students' experiences learning english vocabulary through games in increasing vocabulary mastery. Therefore, the present study examines the following questions: What is the student's experience in learning vocabulary using games then whether there is a significant difference in improving student vocabulary after learning vocabulary using games.

METHOD

This study employed qualitative descriptive research. According to (Creswell, 2012), Qualitative research is a means of exploring and grasping the significance that people or groups place on a social human situation. This research was done in a vocational high school. This study's participants are tenth-grade students who are majoring in mechanical engineering. The individuals have average English proficiency; vocabulary. They were speaking both Indonesian and Sundanese. They have difficulty learning English due to a lack of vocabulary and a lack of motivation to do so. Competence in a language helps pupils compete in either an academic or a professional setting. The research process comprises the development of questions and methods, the collection of data in the context of the participants, an inductive analysis of the data that progresses from particular to broad themes, and the interpretation of the results' importance. The structure of the final written report is flexible. The author collects data through interviews and reflective journal from students. Students in 10th grade at a vocational high school were interviewed using a paper-based questionnaire to acquire data for this article. Students will be given a few questions on their experiences and attitudes towards the use of

games to learn vocabulary. This strategy is used because it adjusts to the present circumstances and it is easier to obtain the data because it is neither time or location dependent. In addition, the responses of students are grouped into codes that are simpler, easier, and have comparable replies. Participants in the research were issued the student's number (Student's 1) code.

RESULTS AND DISCUSSION

Results

According to the findings of the research, the result of this study is the student's experiences on the use of games as a learning tool in learning new vocabulary. Most students are familiar with games, especially many games that still use English as their setting language. Therefore, the use of games is not just entertainment but also as a medium in learning English. Here are some of the thoughts and experiences of students who used games to learn Vocabulary:

Student's 1

Games assisted me in acquiring new vocabulary that I had never encountered in textbooks. Every game requires me to repeat and familiarize myself with the terms.

Student's 2

The playing games helped me familiarize myself with the language. The terms I discovered are essential to know because they are frequently used. This is possible through individual learning.

From the vignettes of the students, it shows that playing games is an appropriate technique for learning English, as students discover new terms that they believe are important for themselves and their peers to know. They also reported feeling the good effects of this process.

Student's 3

When I play games, I remember or recall them since I see them each time I play. If I see and hear words in the book or spoken, they will become more familiar to me.

Student's 4

Through games, I gained the courage to study English, and I learnt and comprehended many new terms that I did not know or understand previously.

Student's 5

Through games, I get to know a lot of new words, I learn and remember them, then when they're in learning, it helps me.

The data presented here supports the claim that games may be an effective method for students to employ when instructing their peers in English, since they are more likely to learn and use new vocabulary that they see as crucial to their own and their peers' success. They also feel the good effects of this procedure. The majority of students agree that it is useful for more than merely passing the time and picking up new words. Because it can be adapted to the needs of individual students, this game has the potential to pique their interest in and enthusiasm for English class

Discussion

Teaching vocabulary using games has become an acceptable method for fostering student vocabulary acquisition, since students are more engaged when teachers use a variety of games in the classroom. In addition, games improve student motivation and make them more competitive throughout the teaching and learning process. Games constitute media development since they necessitate student participation in class. Students who have mastered

vocabulary should comprehend its meaning, spoken and written form, origin, grammatical behavior, opposition terms, word connections, and word frequency (Thornbury, 2002) in (Jannah et al., 2020). It demands instructors to be more creative in devising techniques for teaching, and teachers should also consider the benefits of utilizing games to teach vocabulary, such as capturing students' attention, reducing their stress, and providing them with an opportunity for authentic dialogue. However, games allow for engagement, incentive, and problem solving among students.

Based on the findings of this study that explain students' perceptions toward games as vocabulary learning media. This research used interview data to collect in-depth information about students' opinion, experiences, feeling and perception towards games to learn vocabulary. (Aniza et al., 2021) a learning process will be enjoyed by employing a game, which at first makes them feel bored. Games also provide relaxation and amusement for students. Learning vocabulary using games is interesting and not boring the way they are playing it. The findings of this study prove that, some students think that games are quite helpful in learning vocabulary. (Rizki et al., 2013) stated that teaching vocabulary through games is a viable alternate method for increasing students' vocabulary. Playing games can pique a student's interest in learning about concepts and procedures that they will likely encounter in real life. Games have the dual function of calming and entertaining pupils while also creating a positive atmosphere for learning.

CONCLUSION

This study showed that students had a favorable view of the use of games in learning English as a means of acquiring vocabulary. Learning vocabulary through English games is far more engaging because images are essential to students' comprehension of the material. In addition, this media is entertaining since they may also learn to listen to themselves while playing again, which means that this strategy can boost students' ability to recall new language because people tend to do what they enjoy, and because they will become accustomed to using it. However, it still prioritizes learning in the classroom, such as using the learning books that the school has provided, games only balance the ability to learn new vocabulary.

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