

## **Improving students' vocabulary through Online edutainment learning media at SMP Negeri 1 Pringsewu**

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### **ABSTRACT**

The primary goal of this research is to determine whether there is an improvement in students' vocabulary through Online Edutainment Learning Media. This research was conducted in SMPN 1 Pringsewu. The subjects of the research were 32 students from class 7.2, and the approach of the research was quantitative. Vocabulary tests were used to collect the data and analysed using a Paired-Sample t-test.

The result of the vocabulary test showed that the students' vocabulary improved from the pre-test to the post-test mean score with a gain of 4.4. The increase in the student's vocabulary mastery is statistically significant,  $p = 0.00 < 0.05$  after the implementation of online edutainment media. This suggests that teaching vocabulary using Online Edutainment Learning Media facilitates the students to find the meaning of words.

**Keywords:** *improvement, online edutainment learning media, vocabulary mastery*

### **I. INTRODUCTION**

Language is a means of communication. Creating good communication means having the capability to enrich ourselves with many bits of language knowledge. English has become the main important language for communication in the global era as we all know that almost all aspects of life use English in terms of global communication. To support English learning, the students should learn vocabulary as essential communication.

Vocabulary is the essential language aspect that must be mastered before mastering English skills. According to Hatch and Brown (1995), vocabulary is a list or set of words for a particular language or a list or set of words that individual language speakers might use. Furthermore, Lehr, Osborn, and Hiebert (Kamil and Hiebert, 2005) define vocabulary as knowledge of words and meaning in both oral and written language and effective and receptive forms. It means that vocabulary is a set of words that can be used in all language skills. Without sufficient vocabulary, the students will get difficulty studying English. Rich vocabulary will ultimately help students master English. Mastering vocabulary means that students have comprehensive knowledge of the vocabularies, which includes the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word - spoken and written, the connotation or associations of the word, and word frequency (Thornbury, 2002). Therefore, students' interest in enriching vocabulary is also required to follow English subjects in school.

Most English students in school face several problems in vocabulary achievement. Issues that students in vocabulary learning face are various. Kinds of the difficulties faced by the students are (1) almost all of the students have difficulties in pronouncing the words, (2) how they write and spell, and (3) Students also could not speak English confidently because of their limited vocabulary.

The Coronavirus Disease (COVID-19) Pandemic has considerably impacted education. The spread of more than 180 countries has mandated temporary school closures, leaving ~1.6 billion children and youth out of school. 85% of children worldwide are affected (World Bank, 2020). It involved the operation of interactive learning between teachers and students.

The teaching and learning process is done online to avoid spreading the virus; the teacher should provide a solution to accommodate it by using online media. For this case, the media is called 'Online Edutainment Media.' The edutainment media might become a new thing and good value for developing the mind and student personality. Edutainment is a game used to teach specific knowledge (Muda, Z., & Basiron, I. S., 2005). Edutainment is a learning process designed as educational entertainment harmonically to create a fun learning ambiance (Anam, 2017).

## II. METHODS

This research is a quantitative study to determine the improvement of student's vocabulary. The test was. a pre-test and post-test design to conduct this researched in one class where the students' received tests before and after the treatments. To find out the improvement of students' vocabulary, the researcher used design as follows:

<b>T1 X T2</b>
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Where:

T1: Pre-test

X: Treatment

T2: Post-test

(Setiyadi, 2006)

The population of the research was the completely seventh grade of students' of SMP Negeri 1 Pringsewu, who have already been taught vocabulary but had not applied any specific technique related to Edutainment. There are several techniques in deciding the research sample. According to Arikunto (2006), sampling is a part of a representative of the population which has been researched. In this case, the researcher selected one class from the first grade of junior high school students as the research sample and one class as the try-out class. The samples are taken by using random cluster sampling.

In conducting this research, the researcher used vocabulary test as the instruments. In this research. The test is conducted in the first meeting and last meeting. Vocabulary test is used to measure the students' vocabulary.

The research instrument used to collect the data. Several tests was conducted in the first meeting and last meeting. The vocabulary test was administered to measure the students' vocabulary. The test assessment is to understand the vocabulary. It is also proposed on the syllabus. The total number of the test is 30 items; it includes three types of vocabulary, ten items about the noun, ten items about adjectives, and ten items about the verb.

The researcher made the steps after conducting the research using test; the researcher analyzed the data using the correlation in SPSS (Social Science Statistics Program). The test results are in the form of scores or interval data. After obtaining result, the researcher would analyse the their vocabulary improvement. The result of reliability of the test was 0,430. The reliability of the test was calculated statistically by using the formula of Pearson Product Moment that could be classified as a moderate reliability.

### III. RESULTS AND DISCUSSIONS

#### Results

The pre-test result was calculated manually through Microsoft Excel and statistically analysed using SPSS. The result of the pre-test mean is presented in the following table:

**Table 1. Table of Pre-test Mean Summary**

Statistics		
Pre-test		
N	Valid	32
	Missing	0
Mean		68.6
Median		70
Mode		70
Std. Deviation		11.356
Variance		128.955
Range		36.7
Minimum		50
Maximum		86.7
Sum		2197

The table presented above shows the summary of first grade junior high school students' pre-test mean. Statistically, the result showed that the total of the pre-test was 2197. Further, the mean of the pre-test was 68.6, with the median score equal to 70, and the mode was 70. In conclusion, based on the result of the pre-test mean, the students' vocabulary was still considered low.

The post-test was administered to determine students' improvement after the treatment was given using edutainment media. It consisted of 30 items that were rearranged from the pre-test items which is presented in the following:

**Table 2. Post-test Mean Summary Statistics**  
Post-test

N	Valid	32
	Missing	0
Mean		73.1
Median		73.3
Mode		83.3
Std. Deviation		9.799
Variance		96.019
Range		33.4
Minimum		53.3
Maximum		86.7
Sum		2339.9

The summary of the result is presented as follows:

**Table 3. Summary of Pre-test and Post-test Mean**

Test Types	Mean
Pre-test	68.6
Post-test	73.1
<b>Increase</b>	<b>4.4</b>

Based on Table 3, the pre-test mean result was 68.6, and the post-test was 73.1. By comparing both of the results, the increased score was obtained. The increase in the tests was 4.4. In conclusion, the proven calculation of the tests answered the question that there is a significant improvement in students' vocabulary after implementation of edutainment media.

Hypothesis testing is the last step in this research to prove whether the hypothesis proposed by the researcher was accepted or not.

HI. There is a an improvement in students' vocabulary after being taught using Online Edutainment Media..

The result of calculation for the hypothesis showed Paired Sample T-Test calculation. It can be seen that the result of sig 2-tailed was 0.000, this analysed Paired Sample T-Test data is to determined the Hypothesis is accepted. Then, it can be concluded that there is a statistical improvement in students' vocabulary.

## Discussions

After implementing online edutainment media, students' vocabulary improved, according to this study. Furthermore, the mean scores of the pre-test and post-test were compared to find the increased gain. It was supporting Dasawati (2013) that using edutainment media in teaching and learning is effective. The result of the findings

indicates that using edutainment media can make students' learning environment more meaningful. In other words, the students improved their vocabulary by learning individually, which was focused on creating student-centred learning and motivating students to study. However, during this pandemic era, neither nor all of the students pay attention to the teaching and learning process. Further, the findings supporting research of learning media of mathematics that also can applied to English education conducted by Ardani et al. (2018) in this study says math teachers have viewed the implementation of game-based edutainment media into mathematics education as a positive development; concluded the result of their findings that can support this research. Their study claimed that students' score positively increased with the implementation of edutainment media. It was preferably chosen by the students to have extraordinary learning media that can help them achieve learning goals rather than using common learning approaches.

The problems faced when conducting the research are students' confidence, lack of confidence because they have little knowledge, and lack of vocabulary. They were shy with their friends also when they do not understand something. The students panic when they got appointed to pronounce the word to spoke, but they get excited due to competition by using mini-games that provided to students. Furthermore, Edutainment Media is useful in this kind of pandemic situation that we need to conduct teaching-learning process using online platform, and increase students skill and confidence.

#### **IV. CONCLUSIONS AND SUGGESTIONS**

##### **Conclusions**

The objective of this research were to find whether the use of Online Edutainment Learning Media can improve students' vocabulary mastery.

The result data of research in the seventh grade of SMP Negeri 1 Pringsewu and after analysed the data above, it was determined that students' vocabulary improved significantly after the implementation of online edutainment media, with a gain of 4.4% between the pre-test and post-test. They get excited by the guessing words, and the hangman game provided by the researcher affects the improvement of the mean gain presented above.

Edutainment can be effective in vocabulary achievement due to creating an interactive and motivating context where students can easily share their information. Otherwise, students acquire new words by playing mini-games because they are willing to break the mystery in the game. They compete and cooperate in an enjoyable environment.

##### **Suggestions**

In reference with the conclusion, the researcher gives some suggestions. The first for English teachers should apply online edutainment media as an alternative approach to teaching vocabulary. It aims at the effectiveness of both the teacher and the students in achieving learning goals. This research focused on the implementation of edutainment media in teaching vocabulary. Still, the teacher can apply it in teaching and learning other skills, for example, reading comprehension, writing, and speaking. English teachers should focus on students' participation during the learning process. It is offered

for further researchers to research the focus of online edutainment media on the different levels of students. It can be highly recommended to be applied at the senior high school or university level. It is also suggested to make the students can express their ideas through words. However, the other parts of language can be evaluated when the students have finished their assignments. It aims to build students' confidence in expressing their ideas.

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