



Web-based Learning Media “ESL Games” to enhance Students’ English Learning Vocabulary

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ABSTRACT

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This study aims to improve eighth-grade students' mastery of English vocabulary by students in junior high school in the 2021 academic year through web-based English learning. This study also aims to determine the effectiveness, efficiency, and attractiveness of Web-based English Learning in the learning of English. This was carried out at State Junior High School (SMPN) 4 of Mandau from August to October 2021 using a proactive action research method based on the John Elliot model. This study was carried out in three classes that served as representatives for the other six classes, namely class 8.4, 8.6, and class 8.8, with around 30 students in each class as a randomly selected sample. A mixed technique approach was used to collect and analyze data. In this study, questionnaires, documents, observations, interviews, and tests were used to collect the data. The results revealed that web-based English Learning could improve students' English vocabulary. Furthermore, it is effective, efficient, and entertaining to use in English learning for eighth graders.

Keywords: *ESL games; learning English; vocabulary; web-based English learning*

INTRODUCTION

According to Minister of Education and Culture Decree No. 06/U/1993, the head of the Ministry of Education and Culture (now Ministry of National Education) level II (city or district) has the authority to designate a subject as local content with the approval of the Regional Office, provided that the local content in the form of English is intended to provide competence to understand oral and written information as well as to express basic ideas ([Kebudayaan](#), 1993). This is the right choice because junior high school students' language system is still flexible and their motivation to learn is high. Similarly, ([Arabski](#), 1984) suggested that Children under the age of ten learn a second or foreign language significantly faster than those of adolescence ([Listyani](#), 2007). Consequently, the Indonesian Minister of Education and Culture's decision is seen as strategic and a step forward in English education in Indonesia. Because English has been taught since junior high school and the results have been unsatisfactory.

English was designated as a foreign language by Minister of Education and Culture Decree No. 096/1967. English was chosen as the first foreign language in Indonesia over other languages for a number of reasons, including the inability of Indonesian to be used for international communication. Considering that English is the language of international communication, science, modern technology, trade, and politics, and that it is used in practically every field, it is obvious that learning English should take precedence over learning other foreign languages ([Hart](#), 2002). Because education plays an important part in efforts to enhance human resources (HR) that support nations' abilities, English can play a significant role if the education system operates efficiently.

In schools, especially in the classroom, learning practices are essential. That the learning model is a plan or pattern that is used to drive classroom or tutorial learning planning ([Xu & Pedder, 2014](#)). The more precise the teacher's teaching method, the more effective the achievement of learning objectives should be ([S. Bolster Arthur, 1983](#)). To maximize learning, each learning process must use learning methods. A teacher might use different learning methods from one class to another while using learning methods in schools, therefore the teacher's ability to master other classes is essential ([S. Bolster Arthur, 1983](#)). The better the method, the more effective the attainment of the target. It also indicates that high and quality student learning outcomes can be achieved through a quality learning process; however, in order to establish a quality learning process, a student must be able to employ learning methods appropriate for the demands of the classroom ([Flanagan et al., 2020](#)).

Indeed, some teachers have relied on the traditional method, to the point that the teacher's teaching method has now become monotonous and boring ([Alnoori, 2019](#)). This can have an impact on the motivation and interest in the class ([Ucar & Kumtepe, 2020](#)). When it comes to providing teaching and learning materials, the teaching style produces disappointing learning; however, this does not mean it should be shunned in teaching and learning activities because there are times when this method is also required ([Saeheng, 2017](#)).

Learning English in junior high school, particularly vocabulary learning, continues to fall short of expectations ([Tachibana et al., 1996](#)). Learning has always centered on developing four language skills: reading, speaking, listening, and writing, which has never been achieved. Furthermore, learning remains teacher-centered, with the teacher actively exercising control in the classroom. Consequently, students are frequently simply passive or accept whatever the teacher delivers them ([Setiawan, 2019](#)). In most cases, students simply come to class, silently listen to all directions, commands/instructions, or whatever is given by the teacher, and follow all directives given by the teacher because they will only be considered kind and obedient students if they act in this manner. In fact, rather than simply learning grammar, their role and task as language learners should be to teach students or learners how to achieve the objectives of language learning ([Listyani, 2007](#)).

Prior studies on English learning methods focused on aspects of vocabulary mastery. The use of ADDIE instructional development model by seventh grade students for effective English vocabulary learning ([Waneva & Darmansyah, 2020](#)); students’ mastery on English vocabulary using Computer-Assisted Language Learning (CALL) ([Nappu, 2014](#)), ([Hidayat & Nurhayati, 2014](#)) studied Flash card-based interactive multimedia program to improve seventh graders' English vocabulary mastery ([Hidayat & Nurhayati, 2014](#)). The studies indicated that a lack of vocabulary is one of the reasons affecting low English performance and students' failure to use this language, especially communicatively. This situation also causes students to be afraid and lack confidence in expressing their thoughts, feelings, suggestions, and questions in English, thus they prefer to remain silent rather than communicate their feelings and opinions when learning English in class.

Based on preliminary findings, many students were unable to speak, understand text content, or write in English due to a lack of vocabulary or an inadequate understanding of what vocabulary they should say and use. This also makes it difficult for them to understand what native speakers, other English speakers, and the teacher speaking English in class. Therefore, teachers must discover, develop, and even design an effective approach to motivate students to learn and enhance their English vocabulary mastery, one of which is web-based English learning.

METHOD

This study employs the Action Research method, which is an action research in the form of proactive action research or Proactive Action Research that begins with training actions for English

teachers on how to create and develop computer-assisted learning materials in English language learning. Following training for English teachers at the State Junior High School (SMPN) 4 of Mandau on how to develop learning materials using a web-based vocabulary learning at www.eslgamesplus.com, the researcher who served as a collaborator followed two different teachers who taught in grade 8. 4, 8.6, and 8.8. This study was carried out at State Junior High School (SMPN) 4 of Mandau from August to October 2021 using a proactive action research method based on the John (Elliot, 1991).

Data can be obtained in a variety of situations, from a broad range of sources, and in a number of ways. There were several methods for collecting data using instruments, including observation, interviews, documentation, and a combination of triangulation. Additionally, interviews were done with teachers and 8th grade students at the State Junior High School (SMPN) 4 of Mandau in Bengkalis Regency, Riau Province. The researcher in this sense conducted interviews to discover how teachers can help students improve their English vocabulary mastery skills.

Data analysis is a qualitative analysis process that implies the variables being examined are related in some way. The primary objective is for the researcher to recognize the significance of the relationship between the variables so that it can be used to address the concerns raised by the study. In this case, the data analysis strategy employs qualitative data analysis in accordance with the Miles and Huberman approach, in which qualitative data analysis is carried out interactively and continuously until the study is completed, ensuring that the data is saturated.

RESULTS AND DISCUSSION

1. Data Test

Based on the results of the analysis of the students' English vocabulary mastery level in the pre-test given prior to the implementation of the action, data obtained that the highest score obtained by students in 8.4 grade was 87,2 and the lowest score was 56,3 with an average score of 70,3, the highest score obtained by students participating in class 8.6 is 57,8 and the lowest score is 28,9, with an average score of 42, 8, and the highest score obtained by participants in c class is 57,8 and the lowest This shows that these students need a strategic plan to help them improve their learning outcomes and English vocabulary.

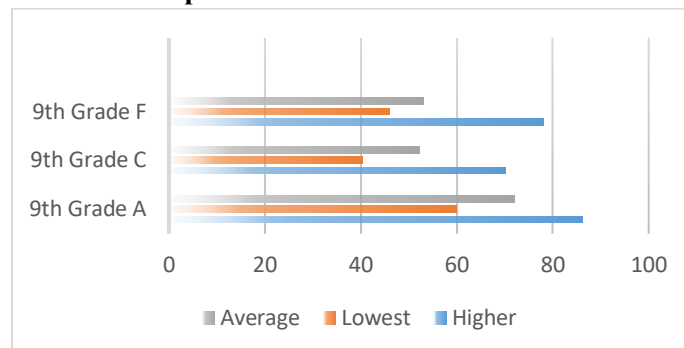
2. Data Description

The relevant data was gathered as a result of observations made by researchers during the execution of activities in this cycle's learning process, in addition to student learning outcomes obtained after implementing the actions in this cycle: a) In the three classes where the acts were conducted, including classes 8.4, 8.6, and 8.8, many students who have not focused or been active in learning since they still do not receive a portion of the teacher's attention b) There remain few students who actively express opinions or vocabulary that they have previously mastered and learned; c) few students directly answered the teacher's questions because most students are still hesitant and afraid to pronounce the learned vocabulary. d) students did not participate fully because the teacher's exercises were still conventional. e) Students did not interact optimally against the use of computers because the teacher does not encourage students to interact individually. f) The teacher did not receive a satisfactory response from students because students still have a limited vocabulary.

Based on the results of the researcher's observations during the implementation of the first cycle of action, it can be noted that, in general, it has not achieved the target in accordance with the learning objectives of the implementation of the action, and that it needs to be improved and followed up at the next cycle stage, but before carrying out the following cycle, participants in the three classes were given

a test to determine whether achievement after cycle one is feasible. The following graph explains the students’ obtained scores in the three classes in the first cycle:

Graph 1. Students’ obtained scores



The data above show that the results and average scores acquired by students in the first cycle increased, but not significantly when compared to the results of the previous initial test. The highest score obtained in class 8, 4 is 86, 3, the lowest score is 60, and the average score is 72. The highest score in class 8.6 is 70, the lowest score is 40, the average is 52, 3. The highest grade is 78, with a lowest score of 46 and an average value of 53,1.

Table 1. Completeness Table

No.	Cycles	Average Value	Completeness	Criteria
1	Pre-cycle	52, 37	28, 53	Less
2	Cycle 1	64, 80	56,15	Satisfactory
3	Cycle 2	72, 30	76, 53	Good

3. Explanation of Failure on Initial Test Results

It is known and could be determined from the results of the evaluation that the results of the implementation of the actions taken have not been maximized and have not attained the desired results. Indications of this suboptimal achievement include: a) students not showing optimal activeness in the learning process, especially in grades 8.6 and 8.8; b) learning materials that only take images of the material through a web-based computer have not provided the opportunity for all students to interact directly with the computer (website); and c) less time to interact between teachers and students; d) there is still a lack of time for students to interact with computers; e) the teacher's computer-based learning process has not maximized opportunities for students to improve their English vocabulary; f) learning materials and exercises provided through computers have not provided opportunities for students to work on them individually, in pairs, or in groups; and g) Teachers do not monitor and guide students individually in learning.

The teacher's computer learning process can improve opportunities for students to expand their English vocabulary. Computer-based learning materials and exercises, particularly web-based vocabulary learning at www.eslgamesplus.com, allow students to work on them individually, in pairs, or in groups. Teachers can monitor and lead students personally in learning by using web-based vocabulary learning at www.eslgamesplus.com.

4. The Effectiveness of Web-Assisted Vocabulary Learning

The learning process demonstrates the effectiveness and attractiveness of using computer-based learning material. The student participants in the three classes where the action was implemented

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appeared to be more engaged in their learning at the start of the action, particularly in the first cycle, than when the researcher observed prior to the implementation of the action. Several www.eslgamesplus.com online vocabulary games were selected because the elements in online vocabulary games, such as picture illustrations, player interactions, competitions, animations with sounds and sounds, direct feedback, context, and problem solving, are thought to be reliable and thus help in the student learning process. Based on the questionnaire results, online vocabulary games play an important role in helping students in learning English vocabulary through the previously mentioned elements. The results of the interviews also show that various elements, such as animation, contribute to the development of a pleasurable learning environment. Furthermore, competition among players motivates students to learn vocabulary in order to win the game. The questionnaire results also showed that students had positive attitudes toward the use of this online vocabulary game. Therefore, this study is seen to be advantageous in a wide range of ways for learning English vocabulary.

Because the available learning materials or practice materials for students are very challenging for their English vocabulary skills, it is clear that all students are actively involved in learning, interacting with teachers, fellow students, and computers in solving and answering quizzes or doing exercises given by the teacher such as through web-based learning media. Based on the results of interviews with collaborating teachers, they were very passionate about teaching students because they had learned and mastered the use of computers that they had never used before due to their cluelessness of how to operate computers or websites, limited knowledge of material that could be presented through computers, and lack of knowledge in searching for information. Internet-based materials or websites that are most suited for learning English. They believe that using web-assisted media ESL games is very effective and appropriate for vocabulary learning. This is because, in addition to being simple and widely available, the training materials made available through this media are also simple and interesting for students to complete.

CONCLUSIONS

Based on the results of the data analysis and discussion, the following conclusions may be drawn from the study that web-assisted English learning can help students improve their vocabulary mastery; improve the efficacy of learning English as assessed by learning outcomes and test scores; improve English learning efficiency and can make learning more appealing to students. The students' initial abilities have no effect on the increase in learning outcomes and mastery of English vocabulary. This is evidenced by the learning outcomes and achievements obtained by participating students in the three classes, which show a very significant increase despite the fact that they come from three classes with different initial abilities when viewed through the acquisition of report cards, their grouping in class, and the acquisition of the initial score. Professional teachers should be innovative in order to make learning materials more interesting and varied so that students who are being taught are not bored and are motivated to learn. If this is accomplished, the researcher anticipates that learning outcomes may improve, and therefore the overall quality of education would improve as well.

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