

IDENTIFYING STUDENTS' PERCEPTION IN LEARNING ENGLISH VOCABULARY THROUGH FAST VOCABULARY GAME

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ABSTRACT

This research aims to discover students' perception of learning English vocabulary through Fast Vocabulary Game. A qualitative approach was used in this research. The subject was the grade VII students at SMPN 2 Dapurang Pasangkayu who have experienced using the Fast Vocabulary Game. The instruments used were questionnaires and interview questions. There were nine questions in the questionnaires filled out by five respondents. Two informants answered five questions in the interview. The result indicates that students' perception of learning English vocabulary through Fast Vocabulary is dominantly positive. Learning English vocabulary using the game is easy, enjoyable, fun, and accessible as long as an internet connection is available. The vocabulary that is available in the game is easy to understand. Fast vocabulary game makes it easier for students to learn and memorize new vocabulary.

Keywords: Perception; English; Vocabulary; Fast Vocabulary Game

INTRODUCTION

There are always positive and negative impacts, even the technology itself. During the pandemic of Covid-19, the use of technology has risen significantly in recent years. Nowadays, it is difficult for humans to separate from mobile phones because all information related to work, entertainment, human interaction, and education can all be accessed through mobile phones. In education, it helps students who want to learn independently. Mobile phones can be used to access applications and websites that can help learning. However, because the storage capacity of each mobile phone is different, the website is the solution for that. The use of website-based online games will not interfere with student memory storage. One example of a website-based learning medium is the Fast Vocabulary Game.

Fast Vocabulary Game is a website game that can be accessed using a web browser such as Google Chrome, so students do not need to worry if this game interferes with their mobile phone memory. Immanuel (2012:1) states, "A web-based game is a computer game played over the Internet using a web browser." An online or web-based game is created to make it easier for users when accessing the game. This game is a quick and easy way to practice or review vocabulary items. It presents images, text, and audio repeatedly. It is hoped that it can be engaging and more enjoyable by being simple and quick. This game is easy to use and accessible; no need to log in, and the memory phone is not interfering.

The aim of this study is that the researcher wanted to find out the students' perception of learning English vocabulary through Fast Vocabulary Game at SMPN 2 Dapurang, Pasangkayu. Martono (in Rakhmanina et al. 2020:430) expresses, "Perception is a way of looking at a problem that occurs or a particular point of view used in seeing a phenomenon." It demonstrates that perception is how people perceive an activity they have experienced and how they express their feelings about it. After knowing their perception, the researcher identified the results of the data obtained. It is identified by using two instruments, questionnaires, and interview questions. The result determined whether the students' perception was positive or negative.

Perception is important because the individual can determine what steps to take next after learning about an individual's or group's views, feelings, and experiences concerning an event. Student perception is very important because it also means for teachers to evaluate after knowing the results of student perceptions. After knowing students' perceptions, teachers or lecturers can change what students don't like and increase what students like, both about how to teach and how to convey material to students. Therefore, student perceptions are crucial, especially for educators.

These are three reasons why this research is important to conduct that is in the following:

1. The researcher wants to find out the perception of the students
Knowing their perception, hopefully, can be a solution for someone struggling when looking for a medium for self-learning.
2. Introducing this game indirectly to others

3. This game can reference others who want to learn basic English vocabulary.

METHOD

This study applied a qualitative approach, specifically, a case study design. The researchers were interested in the subjects' opinions after they had played the game. The questionnaires and interview questions were instruments used to collect the data. The purpose of this study is to find out the students' perceptions. Depending on students' responses, the result can be a positive or negative perception. The questionnaire consisted of nine questions using the Yes-No Question with the help of Google Forms—five students as the respondents. The interview questions were in Bahasa, intending to adjust and make it easier for informants to know the core of the question. Two students at seventh-grade students, as the informants representing the research subject, answered the five questions given. This interview was conducted directly, namely face to face. Five of the seventh-grade students of SMPN 2 Dapurang participated as research subjects. The researchers selected them because they fit the pre-determined characteristic, i.e., they are playing a fast-vocabulary game, the informants have their own devices (such as mobile phones or computers), and the informants live in areas where internet access is available.

The questionnaire result was analyzed by applying two steps that calculated the percentage of the answer of each question using a formula by Arikunto (2010) and looking for the total mean score of the questions using a formula by Gay et al. (2012:323). Meanwhile, for the interview questions result, there are four steps to go through while identifying the data. The first thing was reading the transcription many times to ensure there is no misunderstanding. After that, the researcher marks the main point of the answer of informants that indicate the perception of student. Next, the researcher divided the words into some categories. Then the data presented by using table.

FINDINGS AND DISCUSSION

Table 1 – Result of the Questionnaires

Result of the Questionnaire				
No	Question	Percentage		Category
		Yes	No	
1.	Is Fast Vocabulary Game easy to use in learning English vocabulary?	80%	20%	Positive
2.	Can Fast Vocabulary Game be accessed anywhere and anytime to learn English vocabulary?	60%	40%	Positive
3.	Is Fast Vocabulary Game very helpful for learning English vocabulary?	80%	20%	Positive

4.	Is Fast Vocabulary Game exciting and fun to learn English vocabulary?	100%	-	Positive
5.	Is it easy to learn English vocabulary with Fast Vocabulary Game at home?	100%	-	Positive
6.	Are the vocabulary in Fast Vocabulary Game interesting?	100%	-	Positive
7.	Are the vocabulary in Fast Vocabulary Game Easy to Understand?	60%	40%	Positive
8.	Does Fast Vocabulary Game make learning English vocabulary easy for you?	60%	40%	Positive
9.	Does the use of Fast Vocabulary Game in learning make you easy to memorize new vocabulary?	80%	20%	Positive
TOTAL		720/9	180/9	
Mean score		80%	20%	Positive

The result from the first question indicates that the percentage of students choosing "Yes" is 80% and "No" is 20%. The second question indicates that the percentage of students responding "Yes" is 60%, and "No" is 40%. The third question indicates that the percentage of students responding "Yes" is 80% and "No" is 20%. The fourth question indicates that 100% of students responded, "Yes." In addition, the fifth question indicates that all students responded "Yes." The sixth question indicates that all of the students responded 100%. The seventh question indicates that 60% of students responded "yes" and 40% responded "No." The next question indicates that 60% of the students responded "Yes," and 40% responded "No." The last question indicates that 80% of students responded "Yes" and 20% responded "No".

In conclusion, the highest perception of learning English vocabulary through the Fast Vocabulary Game is 100%. It is shown that learning with the Fast Vocabulary Game is interesting and fun, making it easier to learn English vocabulary at home, and the vocabularies in the game are interesting. Then, 80% of them agree that the Fast Vocabulary Game is easy to use, very helpful, and makes it easier for them to memorize new vocabulary. In addition, 60% of them agree that the Fast Vocabulary Game is accessible, the vocabularies available in the game are also easy to reach, and the Fast Vocabulary Game makes learning English vocabulary easier.

Table 2 – Result of the Interview Questions

Main point	Category	Selective
Network constrain	Negative perception	Students' Perception in Learning English Vocabulary through Fast Vocabulary Game
Lack of understanding		
Source of information		
Used when leisure time	Positive perception	
Helpful		
Very good		
Easy to understand		
Easy to access		

DISCUSSION

Most students positively perceive vocabulary learning through the Fast Vocabulary Game. All students agree that this game is interesting and fun, it makes self-study easy, and the available vocabulary is interesting for vocabulary learning. This is reinforced by the statements of Seli (2015) regarding student interest in a game, namely, "... children like to try something new, they are interested in something that can make them entertain and can attract them", as well "Online games not only function as something to entertain the users but it can also educate." However, it cannot be denied that some students tend to think that the content of the Fast Vocabulary Game is interesting but not easy to understand for some people. This is supported by the informant's statement that *"The problem is usually there is a lack of understanding"* Then informant 2 revealed how she solved the problem, namely by *"search on the internet, then play the game again,"* which means that she finds out the meaning of the vocabulary she doesn't know on the search page and after knowing it, she returns to the game and continues to play.

Vocabulary learning by using Fast Vocabulary Game is very helpful for students, which is in line with the statement of Abdulrahman & Jullian that is "Students also argue that mobile games are effective in helping them learn vocabulary since it is easy for them to recall vocabulary from the games and memorize them." Besides, "Students felt that they better understood what they have seen on a smartphone." We can conclude that the Fast Vocabulary Game can help the students to memorize the vocabulary easier and better understand something which has learned before.

According to the informants, one thing that prevents them from accessing this game is the internet connection, *"...network constraints"* likewise, *"...the network was the problem."* It concluded that to access the game; you must ensure that internet service is available. It is in line with the result from Jaelani & Sutari (2021), who investigated one type of online game, Duolingo, "It means that the students have difficulty and cannot learn by using Duolingo if there was no internet connection." In other words, regardless of the type of online game, the internet connection is a difficulty students face.

According to informant 1, the English vocabulary in the Fast Vocabulary Game is easy and understandable. However, some vocabularies are difficult to understand as she mentioned

during the interview, "*Maybe the name of buildings, job, foods, fruits and others.*" In line with the statement of informant 2, she faced an obstacle, namely understanding the meaning of the vocabulary that appeared when playing the game. "*The problem is usually there is a lack of understanding.*" to overcome this problem, she searched for the meaning of the vocabulary in the search engine, went back to the game page after understanding it, and started playing again. "*Search on the internet, then play the game again.*" This statement indicates that she faced a problem while playing the game: she did not understand the meaning of some words. Therefore, she tried to solve the problem by opening Google, typing the word she didn't understand, then returning to the game after learning it.

In conclusion, they agree that learning English vocabulary through the Fast Vocabulary Game is useful. The data indicate that learning English vocabulary through the Fast Vocabulary Game is accessible regarding how to play and access the game. The vocabulary available in the game is exciting and easy to understand. Additionally, vocabulary learning in Fast Vocabulary Game is helpful for students in self-learning and memorizing new vocabulary.

CONCLUSION

The data indicate that the student's perceptions are dominantly positive. This can be proven by their positive response, which dominantly agrees with the mean score is 80%. The results are learning English vocabulary using the game is easy, enjoyable, fun, and accessible as long as an internet connection is available, the vocabulary that available in the game is easy to understand, and the Fast Vocabulary game makes it easier for students to learn and memorize new vocabulary.

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