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THE EFFECTIVENESS OF BIG DESCRIBER ONLINE GAMES IN VOCABULARY MASTERY

Abstrak

Penelitian ini bertujuan untuk menemukan efektivitas penggunaan game online “Big Describer” dalam penguasaan kosakata dan tanggapan siswa dalam kosa kata pembelajaran. Penelitian ini menggunakan metode eksperimen dengan satu kelompok pre-tes dan desain post-tes. Contoh dari penelitian ini adalah kelas sebelas dari MTS NWDI Toya yang terdiri dari 20 siswa. Temuan tersebut mengindikasikan bahwa ada perbedaan signifikan antara siswa pre-test dan post-test ujian. Selain itu, nilai rata-rata dari pre-test adalah 39,5 sementara dalam post-tes adalah 80,5. Berdasarkan hasilnya, nilai Shapiro-Wilk dalam pre-tes dan post-test lebih tinggi daripada nilai pentingnya ($p \Rightarrow 0,05$). Nilai Shapiro-Wilk dalam ujian pre-test adalah 0,088 sedangkan nilai pentingnya dalam ujian post-test adalah 0,210. Berdasarkan perhitungan perhitungan test sampel, nilai yang diperoleh adalah 0.00. Ini lebih rendah dari 0,05. Dapat disimpulkan bahwa hipotesis itu diaksesnya berarti bahwa penggunaan game online “Big describer” efektif dalam penguasaan kosakata siswa di kelas kesebelas yaitu MTS NWDI Toya, dan memiliki "respon" positif dari para siswa dalam kosakata pembelajaran.

Kata Kunci: Game Online Big Describer, Penguasaan Kosakata.

Abstract

This study aims to find the effectiveness of using the online game “Big describer” in vocabulary acquisition and students' responses in learning vocabulary. This study used experimental method with one group pre-test and post-test design. The sample of this study was the eleventh grade of MTS NWDI Toya consisting of 20 students. The findings indicated that there was a significant difference between the students' pre-test and post-test. In addition, the mean score of the pre-test was 39.5 while in the post-test was 80.5. Based on the results, the Shapiro-Wilk values in the pre-test and post-test were higher than the importance value ($p \Rightarrow 0.05$). The Shapiro-Wilk value in the pre-test exam was 0.088 while its importance value in the post-test exam was 0.210. Based on the calculation of the sample test calculation, the value obtained is 0.00. This is lower than 0.05. It can be concluded that the hypothesis was accessed meaning that the use of the online game “Big describer” is effective in students' vocabulary acquisition in the eighth grade of MTS NWDI Toya, and has a positive “response” from the students in learning vocabulary.

Keywords: big Describer Online Game, Vocabulary Mastery.

INTRODUCTION

According to Selvi et.al (2023), English is a global language that serves as a tool for international communication in many fields, including business, technology, education and popular culture. Recognized as the official language of many countries and the second most studied language in the world, English has an undeniable role in facilitating information exchange and cross-cultural understanding (Aqeel & Kiran, 2023). Its rich vocabulary, flexible grammatical structure and extensive influence in the media industry make English an essential tool in broadening horizons and opening up new opportunities for individuals around the world. By being the dominant language in scientific publications, information technology, and

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international relations, English also plays an important role in promoting cultural exchange and understanding across borders. The ability to communicate in English is not only a practical skill but also the key to accessing global resources, hence the need for good English speaking skills (Prasetyaningrum, Jaelani, & Azima, 2021).

English speaking is an important aspect of language learning that enables individuals to communicate confidently and effectively in a variety of situations (Prasetyaningrum, Wati, & Fikni, 2020). Speaking fluently and clearly allows one to convey ideas, share information and interact with others efficiently. In addition, good speaking skills also reflect a strong understanding of grammar and vocabulary, as well as the ability to organize thoughts in a structured manner in conversation (Simanjuntak & Sembiring, 2020). Regular speaking practice, feedback from peers or mentors, and speaking experiences in various contexts help individuals develop their speaking skills and become an integral part of holistic language learning. By improving one's speaking ability, one can not only enhance their communication skills, but also expand their professional and social reach in an increasingly connected global environment. Speaking ability is one of the key skills in English language learning that enables one to communicate effectively in real situations (Miranda & Wahyudin, 2023). Speaking involves the ability to organize thoughts, use correct language structures, and choose appropriate vocabulary to convey a message clearly.

Futhermore, the development of technology has brought significant changes in vocabulary learning methods. Conventional methods such as the use of textbooks and memorization exercises are now complemented by various digital tools that offer new approaches that are more interactive and engaging (Kumar et al. 2021). Learning application, educational videos, and especially online games have become an integral part of modern learning strategies (Cheung 2021). Online games offer a dynamic and interactive learning environment, which can make learning more interesting and effective. In games, students are often faced with challenges that require them to use new vocabulary in meaningful contexts. This helps them understand and remember new words better than passive learning methods. One example of innovation in vocabulary learning through online games is Big Describer.

Big Describer is specifically designed to help players develop and expand their vocabulary (Yudha & Mandasari, 2021). In this game, players are asked to describe certain objects, situations or concepts using the right words. This process not only involves introducing new words but also testing the player's understanding of the meaning and usage of the word in the correct context. Big Describer's strength lies in its ability to combine learning with entertainment. The game uses engaging graphics, challenging challenges and realistic scenarios to make vocabulary learning a fun and entertaining experience. In addition, the interactive features of the game allow players to receive real-time feedback, which helps them correct mistakes and improve their understanding continuously (Goli & Garmaroodi, 2022).

From the condition above, the researcher is intended to study about vocabulary acquisition. In East Lombok, there are still challenges in effective English language learning, especially in terms of limited resources and conventional teaching methods. By utilizing the online game "Big Describer," students can learn vocabulary in a more interactive and fun way, which can increase their motivation and interest in learning (Medina, 2019). This research will provide empirical evidence on how the use of technology in language learning can enrich students' vocabulary mastery better. In addition, Shariati (2019) states multimodal learning that the use of various modes such as visual, audio and text in learning can improve students' comprehension and retention. This is expected to have a positive impact on the English language skills of students in East Lombok.

Language is very important in everyday life. Language is a communication system used by humans to convey ideas, thoughts, and communicate with others (Trenholm, 2020). Language has elements that can be structurally studied well. The elements of language are words, pronunciation, grammar, sentence structure, phonology, and semantics. According to (Wei et al., 2023) In our lives, we have many languages such as regional languages, national languages, and foreign languages. The most commonly used foreign language is English. According to (Miranda & Wahyudin, 2023) English is one of the international languages where everyone will greatly need a tutor as a place to learn. In our country, Indonesia, English is

considered a foreign language so people do not really consider English to be important. However, in neighboring countries like Malaysia, English is the second language after Malay that is used by the Malaysian people. Therefore, to increase knowledge about the English language, the government provides English lessons in schools.

The most important stage of English language learning is vocabulary. According to (Schmitt & Schmitt, 2020) English vocabulary is extensive, encompassing not only common words but also frequently updated terms. Learning vocabulary can be done through games to make it less boring for students. Learning vocabulary may seem easy, but many students only remember it until the lesson is over. So, with the introduction of new methods, students will remember it better and may be able to practice it in their daily lives.

Based on the observation results in each school institution, students find it very difficult to understand English lessons because sometimes the teachers fully use English and the teaching methods used are outdated. In fact, there are many highly recommended methods to be implemented to prevent students from getting bored and to help them quickly understand the material being taught. Therefore, in this research, one of the methods chosen is learning through Bat, which will be implemented at Madrasah Tsanawiyah NWDI Rensing Bat.

The game suitable for enhancing vocabulary memory is bingo. According to Lauricella and Edmunds (2023), Bingo is a game that is highly effective in boosting students' learning spirit, preventing them from getting easily bored, sleepy, or tired. Bingo is very easy to implement, especially for middle school students, particularly those in grade 7, as they still carry their childish nature (Tan, Calabrese Barton, & Nazar, 2023). This game has been frequently used by other teachers and seems to be an easy way to improve students' memory of vocabulary taught and provided by the teacher at that time.

METHOD

The researcher in this study utilized a pre-experimental research methodology, specifically employing a one-group pretest-posttest design. The research process involved conducting a pre-test before the initial session, followed by teaching using the treatment method of Big Describer online game. The population of this study consisted of eighth grade students at MTS NWDI Toya with one class consisting of 20 students. Additionally, the sample for the study will be taken from Class VIII, which also consists of 20 students.

Sample refers to an individual or element drawn from a larger population to be evaluated or analyzed in a study or survey. According to Zehnalová & Kubátová (2019) Sample is used with the intention of providing general population information, assuming that the sample is representative of the population as a whole. The researchers collected data by sampling attendance. Thus, the research sample consists of all class members totaling 20 students.

In collecting data, the researcher used three steps. The first pre-test was given to students before any learning takes place using Big Describer online game. The second treatment after conducting the pre-test, students taught using Big Describer online game to improve their vocabulary, and the last post-test was conducted after the pre-test and treatment. It aims to determine the effectiveness of Big Describer online game in vocabulary mastery.

Data analysis technique in the research employed descriptive statistics to determine the mean and standard deviation of students' vocabulary improvement scores for the speaking development test (Rahayu, 2021). The researcher calculated the mean score and standard deviation using the SPSS 22 for Windows program.

RESULT AND DISCUSSION

In this study, researchers used descriptive statistics to analyze the data. Based on the results of the data analysis, it was found the effectiveness of the Big Describer online game in mastering vocabulary. Descriptive statistics of the pretest and posttest scores of the 20 participants showed significant results. The pretest scores had a range from a minimum of 25 to a maximum of 65 with a mean of 39.50 and a standard deviation of 12.344, indicating variation in participants' initial abilities. The variance for the pretest score was 152.368, reflecting a fairly wide spread of data. After being treated using the Big Describer online game, the posttest results

showed significant improvement. Posttest scores ranged from a minimum of 65 to a maximum of 95 with a mean of 80.50, indicating a significant improvement in participants' vocabulary acquisition. The standard deviation for posttest scores was 9.445, indicating a smaller variation in scores compared to the pretest, and the variance for posttest scores was 89.211.

Table
Descriptive Statistics on pre-test and post-test

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Pretest	20	40	25	65	39.50	12.344	152.368
Posttest	20	30	65	95	80.50	9.445	89.211
Valid N (listwise)	20						

Gambar 1. Contoh keterangan gambar

The standard deviation decreased from 12.344 in the pretest to 9.445 in the posttest, indicating a higher consistency in score attainment after the use of the game. The variance also decreased from 152.368 on the pretest to 89.211 on the posttest, indicating a narrower spread of scores. The range of scores decreased from 40 on the pretest to 30 on the posttest, indicating that the difference between the highest and lowest scores got smaller after the intervention. The minimum score on the pretest was 25, while on the posttest it increased to 65, indicating that all students achieved a better level of vocabulary acquisition after using the game. The maximum score also increased from 65 on the pretest to 95 on the posttest, indicating an increase in students' highest achievement potential.

Referring to the results of the normality and homogeneity tests, it was found that the Shapiro-Wilk value for the pre-test was 0.088 and for the posttest is 0.210, with statistical values of 0.917 and 0.937 respectively. Both of these significance values are greater than 0.05, indicating that the data from both tests are normally distributed. In addition, the homogeneity test using Levene's test resulted in a significance value of 0.151 with a Levene Statistic of 2.149, which also indicates that the variance of the data from the pretest and posttest is homogeneous.

Hypothesis testing is carried out to determine whether the null hypothesis is accepted or rejected. To analyze whether there is significant difference in the mean scores between the pre-test and post-test, this researcher uses the Paired Sample T-Test to obtain answers to hypothesis testing. The alternative hypothesis (H_a) will be accepted if the p value is lower than 0.05 and the T-Test value is higher than 0.05. After calculating the paired sample T-Test, the result shows that the value of $t(f-19)$ is 10379, with a significance level (2-tailed) $p = 0.000$. This result shows that the p-value of 0.000 is lower than 0.05, while the T-Test value is higher than 0.05. Therefore, the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected.

After collecting and analyzing the data, the researcher found that the mean score and standard deviation of the post-test were higher than the pre-test. This clearly shows an increase in students' vocabulary mastery after using the Big Describer online game as a treatment. For now, it can be concluded that the treatment given by the researcher to eighth grade students at MTS NWDI Toya was successful.

Based on the normality test results, the significance level values of the pre-test and post-test scores are more than 0.05, indicating that the data are normal. In addition, the homogeneity test results show that the Levene's test value is more than the significance level ($p=0.05$), which indicates that the data is homogeneous.

Based on hypothesis testing, the researcher found that the significance level value is lower than 0.05. This means that the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is clearly rejected. Therefore, the results of this study conclude that the big describer online game is significantly effective for improving the vocabulary mastery of eighth grade students at MTS NWDI Toya in the 2023-2024 school year.

Good speaking skills often reflect an extensive vocabulary. When people speak, they tend to use a variety of words and phrases that they know. The activity of speaking also helps to cement vocabulary in memory due to repeated use in meaningful contexts. While speaking, individuals often come across situations where they need to look up new words or synonyms to avoid repetition (L. Wei, 2021). This motivates them to learn more words and enrich their vocabulary. Discussions, conversations and presentations are some examples of activities that can improve vocabulary acquisition through speaking practice. Vocabulary mastery is the ability to recognize, understand and use words in various contexts (Ghonivita & Sultan, 2021). A rich and varied vocabulary is essential for many aspects of communication, including reading, writing, listening and speaking.

Speaking ability and vocabulary mastery reinforce each other. When a person has an extensive vocabulary, they can speak more confidently and fluently. Conversely, good speaking skills allow one to practice and reinforce the vocabulary they learn. Effective mastery of English requires a strong integration between speaking ability and vocabulary acquisition (Aminah & Dewi, 2022). These two skills complement and reinforce each other, creating a solid foundation for effective communication. By focusing on improving these two aspects simultaneously, language learners can achieve higher levels of fluency and confidence in their use of English. A holistic and balanced approach to language learning, involving intensive speaking practice and vocabulary enrichment strategies, will yield optimal results in English language acquisition.

According to Wardiman et.al (2022) Vocabulary mastery is the foundation of effective language skills. Without adequate vocabulary, one's ability to comprehend texts and communicate efficiently will be severely limited. A rich vocabulary allows individuals to convey ideas more clearly, understand different types of text better, and participate in discussions more confidently. An extensive vocabulary not only helps in speaking and writing, but also improves listening and reading skills (Amirzai, 2021). In the context of text comprehension, a good vocabulary allows readers to grasp the meaning of words and phrases in various contexts, helping them to understand more complex and abstract texts. In oral communication, having a diverse vocabulary allows one to convey messages more precisely and understand conversations or speeches better.

Ramzan (2023) stated Games like Big Describer can provide a learning environment that supports active and collaborative learning, where students can learn from their mistakes and get positive reinforcement when they succeed. In addition, the competitive element of the game can encourage students to study harder and achieve higher levels of mastery. By integrating effective learning elements with modern technology, Big Describer and similar online games can offer an innovative and effective way to develop vocabulary acquisition. The use of technology in learning not only addresses the challenges of student motivation and engagement but also provides more flexible and adaptive tools to meet individual learning needs. Thus, an in-depth understanding of the effectiveness of Big Describer Online Games not only helps in English vocabulary acquisition but also paves the way for the implementation of more advanced learning strategies relevant to educational needs in the digital age (Almusharraf, 2023).

Many kinds of learning strategies to teach vocabulary have been available. One of the ways which are interesting to use is by using learning games. The researcher takes "Big Describer" in this research. This game provides students with a lot of vocabulary reviews that have been categorized based on topics and allows them to play guessing vocabulary based on the topic they have reviewed. As Qasim (2021) quoted teaching vocabulary through the online game website will be fun for students, and they will unconsciously learn better vocabulary when they get relaxed. It makes the teaching and learning process enjoyable, alive, visible, attractive, and motivating. The primary goal of this study is to determine the effectiveness of visual "Big Describer" techniques in aiding language learners to implement a new strategy to improve students vocabulary mastery.

Based on these findings, the use of the online game big describer proved effective for eleventh grade students at MTS NWDI Toya during the 2023/2024 academic year in improving their vocabulary learning outcomes.

CONCLUSION

The research findings show that using online games' big describer as a method the average score of the post-test is higher than the pre-test, showing a significant improvement in students' achievement. Thanks to its engaging nature, big describer online games proved effective in improving students' vocabulary acquisition and increasing their interest in learning. Overall, the researchers concluded that the Big Describer online game is an effective tool for teaching vocabulary.

Big describer online games are significantly effective in improving vocabulary acquisition for eighth grade students of MTS NWDI Toya in the 2023/2024 academic year. This effectiveness is seen from the significance level (p) value found to be 0.000, lower than the significance level (p) of 0.05. These results indicate that the null hypothesis (H₀) is rejected and the alternative hypothesis (H_a) is accepted.

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