

THE EFFECTIVENESS OF USING *EDUCAPLAY*-BASED TEACHING MEDIA FOR TEACHING VOCABULARY OF THE TENTH GRADE STUDENTS IN SMA 2 BAE

Devina Ayuningrum¹

Muria Kudus University, INDONESIA

Abstract

This research aims to find out whether the use of Educaplay-Based Teaching is effective for teaching vocabulary to tenth grade students of SMA Negeri 2 Bae Kudus in academic year 2023/2024. Media is a tool in teaching and learning. Teaching by using media is needed in teaching learning processes to help students become active. Media have important roles in teaching-learning process. The use of media can help teacher and students to achieve the aims of teaching and learning. In this research, researcher used quantitative methods, and the design of this research was pre-experimental. The population in this research amounted to 360 students, with 36 students as samples in this study who came from classes X-E10. Researchers used oral tests in conducting this research. Based on the results of the study, the average score students before being taught using Educaplay was 57.91, and the average score of students after being taught using Educaplay was 76.94. The t value of this research is 14.31 with 35 degrees of freedom, and the t-table obtained with $\alpha = 0.05$ was 1.689. So, it can be seen that $14,31 > 1,689$. It means that the null hypothesis is rejected and the alternative hypothesis is accepted. It can be said that the use of Educaplay-Based Teaching is effective for teaching vocabulary to tenth grade students of SMA Negeri 2 Bae Kudus in academic year 2023/2024.

Keywords: *speaking skill; Educaplay; teaching vocabulary*

1. INTRODUCTION

English is an important foreign language to learn. Sartika et al., (2021), stated that English is an international language, where English is studied by millions of people around the world, which has been used by many people for international conversations and uses it as a key to knowledge and technology. There are four skills must be mastered in learning and teaching English: writing, reading, listening, and speaking. These four skills are interconnected.

One of the basic things that is important to master in learning English is mastery vocabulary. According to Ambarwati & Mandasari, (2020), vocabulary is very influential on English language learners, this can be considered as the basis for being able to communicate through oral and written interactions. Learning more vocabulary will help students understand the language they are learning (Raskova Octaberlina et al., 2020).

In learning English, vocabulary is important because it helps students easier to convey what they want to say. The more vocabularies the students master, the easier English learning is. Learning English language will be challenging if learners do not

¹ Corresponding Author : devinaaaa31@gmail.com

have adequate vocabulary (Ajisoko, 2020). In this digital era, we can utilize technology to assist in learning that help students improve their academic achievement and make the learning process interestingly. One of fun way to learn English is through game-based learning. In this digital era, the online model learning is one of the models chosen because it is an effective future model in accordance with the demands of the development of science and technology (Surachmi et al., (2021). One application that students can use to review the material in interesting and fun way is *Educaplay*. *Educaplay* is presented as an attractive, interactive form of platforms-based teaching media not only for learning English, especially vocabulary, but for all subjects.

However, learning English using digital media is not without its difficulties. One of the biggest obstacles is how students view using learning websites as a tool to improve vocabulary. Students' perceptions influence their motivation, interest, and learning effectiveness. That is why using *Educaplay* can help students to learn English because students can learn in fun, interesting and playful. Based on the description above, the researcher was interested in understanding how students perceived using digital media to practice vocabulary. The research project is titled "The effectiveness of using *Educaplay*-based teaching media for teaching Vocabulary of The Tenth Grade Students in SMA 2 Bae", and it interests the researcher.

2. LITERATURE REVIEW

This chapter presents some relevant information from previous research. The aim is to provide some theoretical concepts that support this research. The chapter ends with the hypothesis of this research.

2.1. Vocabulary

In learning English, vocabulary is one of the basic language components that most important to be mastered by the students. There are some definitions of vocabulary that mention in some literature. Vocabulary is a collection of meaningful words that can be used as a tool for oral and written communication with people (Aziza et al., 2018). Intermediate students are usually able to communicate well because they have learned the entire basic structure of the language (Munir, 2016). This means that people without vocabulary cannot use language to communicate. Anderson (2010:1) also states that vocabulary can be broadly defined as the knowledge of words or word meanings.

Vocabulary becomes the basic element for learning a language. Without vocabulary knowledge, people cannot learn a language. Furthermore, Min and Hsu (2010: 3) pointed out that vocabulary learning is closely related to foreign languages. Readers should understand most of the vocabulary and contextual meanings used in the article.

Vocabulary cannot be separated from language, because without vocabulary we cannot communicate. Vocabulary not only contains meaning but has knowledge about each word. Vocabulary knowledge is very important for foreign language learners, the less vocabulary knowledge, it can be obstacle to be able to communicate using a foreign language.

2.1.1 Kinds of Vocabulary

Here are types of vocabulary in teaching English that can be divided in two types as cited by (Azima et al., 2014) in his journal:

- a. Receptive vocabulary: can recognize a word when it is heard (what does it sound like)
- b. Productive vocabulary: to know a word, must be able to pronounce it, write it, spell it, use it in grammatical patterns and generally associate it with other words.

Also, this word does not need to be used often, it's usually an infrequent word when using a word in an appropriate situation, use it as a symbol of the meaning it represents, and think of a suitable alternative, if any.

2.2 *Educaplay* Learning

Media is a tool in teaching and learning. Teaching by using media is needed in teaching learning processes to help students become active. Media have important roles in teaching-learning process. The use of media can help teacher and students to achieve the aims of teaching and learning. Meanwhile, media support teachers' explanation and help students to understand the materials or the lesson.

Educaplay is one type of media that have important roles in teaching-learning process. *Educaplay* is an online learning media that everyone can use as it is a free website that allows users to play and create educational game for teacher-student interaction. One of these collaborative 3.0 tools, *Educaplay*, is freely available on the internet and enables users to engage in entertaining and recreational activities that foster connection between the teacher and the students (Páez-Quinde et al., 2022). This website can be used in three different languages: English, French, and Spanish. The *Educaplay* tool is crucial for interaction in the educational process as it provides a variety of activities through which students achieve significant learning success and, most importantly, learning through play.

How to operate *Educaplay*, first the users can open the *Educaplay* on website www.educaplay.com. And then the users can login using google account or facebook account. After that, the users can immediately create activities or just play the games that are available. For creating the games, the users can choose the game that we want or related to the material that we want to teach. And before sharing the game, users can see a preview of what the created game will look like

3. METHODS

In this research, researcher used quantitative research with pre-experimental research. There are two variables in this research, namely the independent variable and the dependent variable. The independent variable is called X and the dependent variable called Y. Variable of this research using media in teaching English namely *Educaplay* which is the variable independent (X) and students' vocabulary mastery is the variable dependent (Y).

4. RESULTS

1. Students Results Before Being Taught by Using *Educaplay*-Based Teaching Media

To find out whether the use of *Educaplay*-Based Teaching is effective for teaching vocabulary, the researcher conducted a pre-test. The students' pre-test scores were calculated below:

Table 1. The calculation of students' pre-test scores

Total	2085
High Score	75
Lower Score	40
Mean	57.91
Standard Deviation	6.79

2. Students Results After Being Taught by Using *Educaplay*-Based Teaching

To find out whether the use of *Educaplay*-Based Teaching is effective for teaching vocabulary, the researcher conducted a post-test. The students post-test scores was calculated below:

Table 2. The calculation of students' post-test

Total	2770
High Score	85
Lower Score	65
Mean	76.94
Standard Deviation	7.83

3. Students Complete Data

To find out the effectiveness between students' vocabulary mastery before and after being taught by using *Educaplay*-Based Teaching, the researcher used the t-test formula. Before the researcher used the t-test formula, the researcher made complete data as follows:

Table 3. The students complete data

NO	NAME	PRE-TEST (x)	POST- TEST(y)	PRE-POST (D)	D2
1	ASBP	55	75	20	400
2	ADPM	60	75	15	225
3	BSPY	50	70	20	400
4	CYM	65	85	20	400
5	CAJP	60	85	25	625
6	DRP	60	75	15	225
7	DAP	55	80	25	625
8	EDN	60	65	5	25
9	FDN	65	70	5	25
10	FZM	50	75	25	625
11	FZ	65	85	20	400
12	FAV	60	80	20	400
13	ISN	75	85	10	100
14	IS	50	75	25	625
15	KO	45	85	40	1600
16	LIMH	70	85	15	225
17	MOF	60	85	25	625
18	MVA	65	75	10	100
19	MHA	50	70	20	400
20	MMA	40	65	25	625
21	MDT	55	85	30	900
22	MFA	60	85	25	625
23	MI	50	75	25	625
24	MRW	65	75	10	100
25	MRL	60	70	10	100
26	MSBA	55	65	10	100
27	MS	55	70	15	225
28	MW	50	65	15	225
29	NDA	75	85	10	100

30	NAR	65	80	15	225
31	NBAP	65	85	20	400
32	RAP	60	80	20	400
33	RN	65	80	15	225
34	SDK	50	75	25	625
35	SI	55	75	20	400
36	WRS	55	75	20	400
	Σ	2085	2770	670	14350
	MEAN	57.91	76.94	18.61	398.61

The researcher calculated the data to determine the effectiveness between the pre-test and post-test. The result of t was 14.31 and the t -table was 1.689 with $\alpha = 0.05$ (two-tailed test) and $df = 35$. It means that H_0 (the null hypothesis) is rejected and H_a (the alternative hypothesis) is accepted. So, the researcher has concluded that it is effective using *Educaplay*-Based Teaching between pre-test and post-test scores.

6. CONCLUSION

There is effectiveness in the vocabulary mastery of tenth grade students at SMA N 2 Bae Kudus in academic year 2023/2024 after being taught using *Educaplay*-Based Teaching media. It means that *Educaplay*-Based Teaching media can help the teacher to teach vocabulary mastery and the students can use *Educaplay*-Based Teaching media to learn vocabulary mastery.

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