

Teaching English Vocabulary By Using Educandy Game In English Club Of Private University

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ABSTRACT

Educational media is considered an English language teaching tool to support student learning. Some platforms to learn and teach English vocabulary through games, they help teachers teach English in the classroom. Vocabulary is one of the main subjects of the language. Vocabulary is important in mastering English. Therefore, students should be familiar with the words so that they can convey their ideas more easily. This study aimed to describe the implementations of Educandy in teaching vocabulary and describing the response in learning vocabulary by using Educandy game for members of English Club in the private university. This study used a qualitative approach. The technical sampling that used in this research is purposive sampling. The researcher used data of observation and documentation to describe implementation of Educandy in teaching English vocabulary also used interview guides as an instrument to find students' responses to learning vocabulary through the Educandy game. The English Club found that 83.3% of members agreed that learning vocabulary using Educandy game media increased their enthusiasm for learning. However, 16.7% disagreed, and 5 out of 6 members preferred the platform. The majority of members enjoyed learning new vocabularies, and 83.3% found it boring. The majority of members found the platform easy to use, and the majority of members found it enjoyable. The implementation of Educandy as a learning media tool is considered successful in achieving individual learning levels.

Keyword : English Vocabulary, Educandy game, Teaching Techniques

INTRODUCTION

The emphasis on the importance of learning English cannot be ignored for individuals of all ages. According to Rao (2019), English was used in various everyday activities such as communication, interaction and friendship with other people from different countries. This statement is in line with Fahriany (2018), who stated that although English is an influential second language, it also influences many aspects of people's lives. Vocabulary is one of the main subjects of the language. Vocabulary is important in mastering English. Therefore, students should be familiar with the words so that they can convey their ideas more easily.

Learning vocabulary through games is very important. Donmus (2010) believed that the significance of educational games in language education rises as language learning becomes enjoyable. In addition, these activities can foster an environment conducive to language learning by motivating students and creating positive relationships between teachers and students. Therefore, it is crucial for educators to carefully select appropriate game-based media for vocabulary instruction, ensuring alignment with learning objectives and student engagement. The right choice of educational games can significantly enhance the effectiveness.

One of the alternatives in using vocabulary learning media is by utilizing games. According to Chang and Hwang (2019), games can improve students' learning ability. It captures attention and encourages excitement and engagement in learning. Game can have a positive influence when students can use technology to understand all the variations of game applications that can help in understanding foreign language vocabulary (Wahyudi & Sabat, 2023). Therefore, game can create an engaging learning environment and improve knowledge retention. In other words, gamification is better than traditional textbooks, it's simple. Gamification has many educational applications for students, including Quizzes, Educandy, Tic-Tac-Toe, Wordwall, and Kahoot (Purnawan, Padmadewi, & Budiarta, 2022). Several studies on the use of gamification to help students learn English in the classroom have been conducted by some researchers, such as Purnawan et al. (2022), Setiawan and Wiedarti (2020), Syahputri and Solo

(2022). However, unlike previous studies that used games to teach vocabulary, the researchers used educational apps to improve students' vocabulary achievement.

According to Alamsyah et al. (2019), educational media is considered an English language teaching tool to support student learning. Teachers use learning platforms in the curriculum to assist with English language teaching. In addition, to achieve teaching and learning goals, teachers must choose the type of platform, method and technology that suits students' needs. The importance of using educational media so that learning activities become more fun and effective and can attract students' attention. Related to Sudjana and Arsyad (2007) quoted in Utami (2019), there are many benefits to be gained from teaching platforms: (1) students are more interested in learning; (2) learning platforms can make learning material clearer and easier to understand. (3) by using an educational platform, the learning process will be more varied so that students do not get bored so that teacher energy is more efficient (4) student learning activities will be more active such as observation, performance, presentations, etc. In addition, Sari (2023) conducted a study found that there are three methods used by teachers to use media to teach English, such as the teacher shows the students the learning topic, the teacher uses the learning topic to explain the topic, and the teacher practices using the learning topic. Previous research has not fully explored the extent to which EduCandy can improve English vocabulary comprehension in English conversation clubs at universities. Therefore, teachers need literature and references related to the decision and use of teaching media to teach English effectively.

According to Thornbury (2022), learning vocabulary involves understanding words that are associated with meaning. According to the above explanation, it can be said that understanding the meaning of words and creating an elegant language. Language communities play a very important role in the process of learning vocabulary, grammar and pronunciation in a language. One of the growing forms of language communities is language clubs in university settings. Language clubs, such as the English Club, provide a platform for students to hone their English skills through various activities, such as discussions, language games, and presentations. The English conversation club offers students a safe space to practice spoken English confidently, free from the fear of errors, making it an ideal environment for enhancing students' English proficiency (Maming, Hasman, Sasmita, Sianna, & Cabuso, 2024). Although language clubs such as English Clubs at universities have become an important part of facilitating English

learning, previous research has not fully explored the extent to which learning technologies such as EduCandy can improve English vocabulary comprehension in English club at universities. EduCandy, as a form of educational game, offers the potential to increase student engagement and deepen their vocabulary comprehension through an interactive and fun approach. Therefore, further research is needed to evaluate the impact of using EduCandy in enhancing vocabulary learning in language clubs such as English Clubs in university settings.

Based on the above definitions, this study aimed to describe the implementations of Educandy in teaching vocabulary and describing the response in learning vocabulary by using Educandy game for members of English Club in the private university. An English club, especially in a university, has turned into a community for students to hone their English skills, covering lessons on vocabulary, speaking, and grammar. Therefore, the title of this study is "Teaching English Vocabulary by Using Educandy Game in English Club of Private University".

English Vocabulary

Vocabulary is considered one of the main components of language. A strong vocabulary is essential for English language proficiency. Vocabulary knowledge is essential in language learning because it helps to understand and produce language and is a good indicator of acquiring language skills (Viera, 2017).

According to Lelawati et al. (2018), vocabulary refers to the number of words in a language, which includes knowing the meaning, form and use of words in a language in context. Vocabulary is not just memorizing each word, but also knowing its meaning in order to use each word effectively in the language. Also, according to Thornbury (2022), learning vocabulary involves understanding words that are associated with meaning. According to the above explanation, it can be said that understanding the meaning of words and creating an elegant language.

Nation in Wero et al. (2021) stated that vocabulary is separated into a productive and receptive vocabulary. Productive vocabulary is a word produced to communicate ideas through speaking and writing. Therefore, productive vocabulary is when students use words to convey their thoughts to others. Meanwhile, receptive vocabulary is language input that students receive

to be understood and recognized when listening and reading, but not used in speaking and writing.

Educandy Game

Educandy is a web application that create a quiz. Anyone can create and play this quiz, make learning more fun. Educandy screen is designed with delicious colors and happy atmosphere. This application is able to create game-based quizzes. Using this tool to create quizzes is one way to make assessments and tests fun and retain knowledge (Ulya, 2021). The teacher has the capability to develop and create question banks related to academic equipment taught through the Educandy application. This facilitates the usage of such question banks for instructional assessments, quizzes, or exercises. According to Fitriati et al. (2021), exciting and interactive evaluation benefits students' interest and excitement when asking questions.

Using simulation quiz games in learning for tenth grade major administration students is expected to increase learning motivation so that students can mastery the vocabulary. Thus, it is expected that learning outcomes will be good, too, because this Educandy is suitable for use in learning as a quiz that is not boring. Because this quiz contains many word games, Educandy can be played in several settings, including independent play, computer-assisted play, or group play with friends. This adaptability allows for customization according to specific requirements and preferences. Based on the explanation above, it can be stated that Educandy offers numerous benefits, such as growing interest and enthusiasm of students in studying English vocabulary. Educandy have some disadvantages of using Educandy applications. Even though there are disadvantages, the Educandy application has many advantages compared to its disadvantages.

Teaching Techniques

Teaching the media in teaching English is very important. Based on a study by Nastiti (2018), when choosing a learning environment, teachers should consider the choice of media based on the curriculum and subject. According to Alamsyah (2019), media teaching has been considered as a means of teaching English to support student learning. Teachers use learning tools in teaching to help convey English material.

Teaching vocabulary involves purposefully guiding learners in acquiring new words and enhancing their comprehension of ones they already know. Teaching vocabulary is the structured and systematic process of equipping learners with new words, fostering their understanding of word meaning, usage, and relationships to other words within a language (Beck, McKeown, & Kucan, 2013). This process is fundamental in language learning, as a solid vocabulary base enables individuals to comprehend spoken and written language effectively. Moreover, it enables them to express their thoughts and ideas accurately and with subtlety, facilitating effective communication. Additionally, developing a rich vocabulary contributes to cognitive development by fostering critical thinking skills and enhancing overall learning abilities. This goes beyond simply providing definitions and emphasizes active engagement with words in context.

METHOD

This study used a qualitative approach. Creswell (2018) said "*Qualitative research is an approach for exploring and understanding the meaning individual or groups ascribe to a social or human problem.*" Effective approaches describe a research problem by exploring concepts or phenomena that are understood (Creswell, 2018). A qualitative approach is used in this study because the purpose was to describe the implementation of Educandy in teaching vocabulary to students and to determine students' responses to learning vocabulary using Educandy. The technical sampling that used in this research is purposive sampling. This research has used the

theory Thornbury (2022) there are six things that defined vocabulary, namely word classes, word families, word formation, multi words units, collocation, and word meaning.

Data sources in descriptive qualitative research are people, events or activities, location or places, objects, various types of photographs and records, documents, and materials (Sutopo, 2002). In this study, the researcher used data of observation and documentation to describe implementation of Educandy in teaching English vocabulary and also used interview guides as an instrument to find students' responses to learning vocabulary through the Educandy game. Data collection techniques were used to collect data according to research procedures to obtain the required data. The researcher used the concept of data analysis by Miles et al. (2014). There were three steps to analyze the data in qualitative research. These steps are data condensation, data display, and conclusion drawing/verification.

Purposive sampling is a sampling technique in qualitative research used to select the research subject who can provide detailed and in-depth information regarding the phenomenon in a specific number of cases (Patton, Renn, Guido, & Quaye, 2016). In this research, there are some informants' characteristics, such as: (1) the students are members of English Conversation Club (ECC) at University of PGRI Delta Sidoarjo, (2) English Conversation Club (ECC) members are University of PGRI Delta Sidoarjo from various study program. Based on the informants' characteristics, the researcher choosed a coordinator and members of English Conversation Club (ECC) at University of PGRI Delta as the subjects or informants of this research.

The researcher collected data such as Educandy assignments, and interview questions. Documentation became a reinforcement of the other data (observation and interview). This documentation was prepared to strengthen the data related to the use of instructional media in

teaching English vocabulary with Educandy to English Club members at University of PGRI Delta Sidoarjo.

FINDINGS

The researcher conducted observation, interview and documentation. Observation has conducted by the researcher in the English Club organization on how to implement Educandy in vocabulary learning to English Club members in private universities and find out the response of English Club members to learning using the Educandy media platform. The researcher uses interview data, also displays in the form of percentages that show the response of English Club members, the last is documentation to support the data.

Interview with English Club Organizer

Previously, the researcher had asked for permission and time to interview the English Club management to explore several questions that the researcher wanted to ask. The following are some of the questions asked by the researcher on June 22, 2024:

1. How do the tutor implement Educandy media in learning English vocabulary in English Club to their members?

English Club organizers responded:

"Firstly, I prepared my laptop and switched on the LCD, displaying the video on the Liquid Crystal Display (LCD) projector screen.

Secondly, we watched the video together

Third, I displayed the materials I had created on the Educandy platform for us to learnt together. I choosed to use the performance of quiz questions and words as our learning.

Fourth, we completed the game together by displaying the Educandy games on the projector screen, then we worked together to answer the game by guessing the meaning and remembering. I was the operator and joined in the answering together with my friends".

Based on the answers from the English Club organizers above, it shows a series of ways to implement learning media from the Educandy platform, as well as the sequence of events in learning "vocabulary" today.

2. How do the tutor prepare the materials in Educandy media before the English Club activities are held?

English Club organizers responded:

" I am the creator of the current learning material on the topic of "vocabulary" by showing a motivational video which has interesting vocabulary to hear and learn. In the previous meeting, we have agreed on the next material that we will discuss together here, which is about "vocabulary" because we are aware of the importance of vocabulary which may be more or less lacking in knowledge of vocabulary, even though we are from the English Language Education study programme. So I prepared the material, compiling new vocabulary that English Club members or friends need to remember.

I took the vocabulary from YouTube and displayed it. I took some vocabulary that is less familiar to our ears. The aim is that we know what the words mean so that we understand what the words in the video say. Thus, it can help us to add new vocabulary".

The statement from the English Club management shows that they want to motivate English Club members and starting from the motivational video, they got an idea, and took the initiative to arrange the steps of learning "vocabulary" by finding some words that are less familiar in the ears to learn so as to increase vocabulary in English.

3. Can Educandy media tools support better and more enjoyable learning? So that you choose the platform.

English Club organisers responded:

" Yes, of course, because according to my assessment through this Educandy learning media game we become more active, communicative, not bored because it is interesting brain storming friends here to exchange opinions about the answers we

are guessing or looking for. And lastly, of course, it adds new vocabulary in English. Although there are many learning platforms to choose from, I personally prefer Educandy because other platforms such as WordWall, Puzzle are already commonplace or often used by the general public".

The response of the English Club management above shows that they want something new and different from what the general public often uses as a learning tool. Therefore, English Club administrators prefer to use the Educandy learning platform.

4. Who had the idea of creating this learning concept using the Educandy platform?

English Club organisers responded:

"I came up with the idea, because Educandy has a wide selection of games and has an attractive appearance. However, I chose the one that is not paid, if I paid it, it would be more varied. I think all platforms would have paid if they had better features. So I choose one that has an ordinary appearance but can still learn by attracting the user's view".

The results of this statement show the leadership attitude of the English Club management and its creativity in learning to make members of the organization have extensive knowledge in learning vocabulary and digital technology.

English Club Members' Responses

On the occasion towards the end of the event, the researcher had the opportunity to ask one question about learning "vocabulary" using the Educandy platform to English Club members. The following are the questions and verbal responses from the English Club members.

Researcher: "Does learning vocabulary using the Educandy media platform motivate you to learn?"

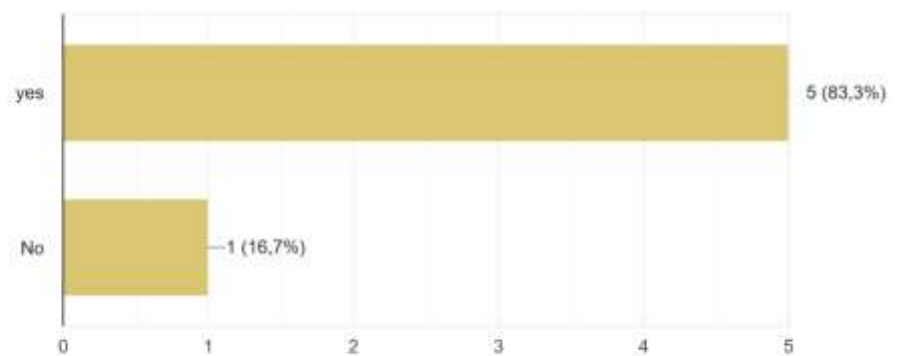
English Club member: "It's not boring, it's fun. We can be more communicative in exchanging opinions, so it doesn't make us sleepy".

Researchers also distributed questionnaire links about responses from English Club members who were present at that time. So that the response data can be collected more accurately in writing and formed into a percentage chart. The following is a table of data on the results of responses from English Club members that have been collected.

Picture 1.

Do you think that learning this time with the theme 'vocabulary' using Educandy Game media increases the enthusiasm for learning?

6 jawaban



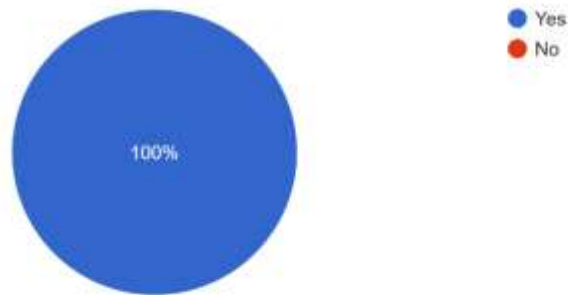
Based on the table above that 83.3% of English Club members agree about learning with the theme "vocabulary" using an Educandy game media can increase the enthusiasm for learning. However, 16.7% of the members disagree.

If look from the accounting of members, there are 5 out of 6 members agree and 1 of them disagree.

Picture 2.

Did you learn any new vocabulary after learning today?

6 jawaban



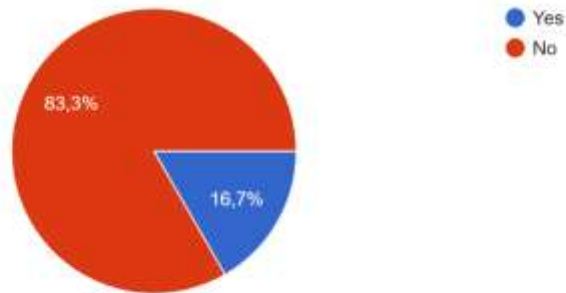
Based on the table above that 100% of English Club members choosed yes. Which means all the members agree that all of them learned any new vocabularies after learning.



Picture 3.

Did any of you find learning vocabulary using Educandy Game media boring?

6 jawaban



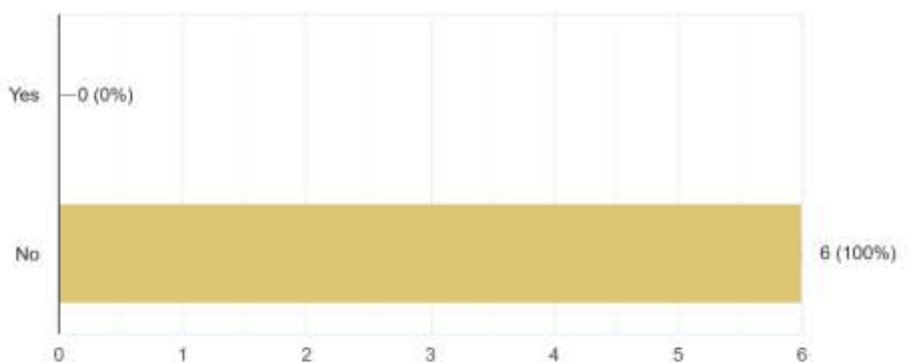
Based on the table above that 83.3% of English Club members disagree about learning vocabulary using Educandy game media boring. However, 16.7% of the members agree.

If look from the accounting of members, there are 5 out of 6 members disagree and 1 of them agree. Therefore, this media is suitable to be applied in learning media because most members enjoyed the learning.

Picture 4.

Was learning using the Educandy Game platform difficult?

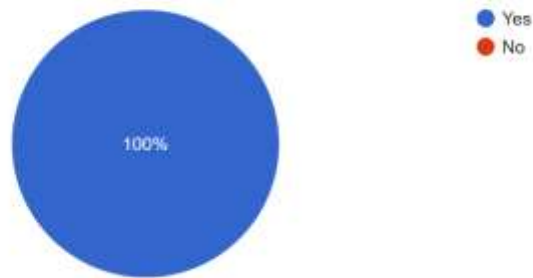
6 jawaban



Based on the table above that 100% of 6 English Club members choosed no. Which means all the members disagree on the statement above because they think use the Educandy game platform is easy.

Picture 5.

Are you interested in learning using the Educandy Game platform next?
6 jawaban



Based on the table above that 100% of 6 English Club members choosed yes. Which means all the members agree that all of them interested in learning using the Educandy game platform in the next meeting.

The conclusion from all the questions above regarding the responses of English Club participants learning vocabulary with the Educandy platform shows that the majority of English Club members are happy and excited to learn vocabulary using the Educandy platform media tool. In addition, learning is not boring because they can interact with their peers to share information and exchange opinions. Therefore, the implementation of Educandy as a learning media tool is considered to have an important influence and can be said to be successful in achieving the level of understanding of each individual's learning.

DISCUSSION

This section presents a discussion based on the research findings that have been conducted through observation, interviews and documentation at English Club organizations in private universities. The first research question is how Educandy is implemented in teaching vocabulary to English Club members in private universities. It was found that some almost

similar related research conducted by (Nastiti, 2018) and (Sari, 2023) in the use of learning media showed three things, namely preparing, explaining material using learning media, and doing some exercises using learning media. The results of observations that have been made by researchers are in accordance with the findings of this study.

Based on the research of Mardhiyyah et al., (2021) choosing and using varied learning media and also making learning activities fun such as game-based learning. The use of learning media can facilitate activities without getting bored quickly. Technology can be used as a learning medium. So that a good interaction process can be formed in learning.

Based on observations made by researchers, it is rare to find the use of notebooks as learning media because, most of the z generation was born and grew up together with technological advances, so they are accustomed to utilizing various technologies to fulfill and facilitate their lives. Related research was conducted by Idami (2018) on student perceptions of the use of Liquid Crystal Display (LCD) Projectors in English Foreign Language classes. The results stated that the availability of LCD projectors in EFL classrooms built a more conducive and lively learning atmosphere, so that student motivation also increased. This is similar to vocabulary learning in English Club members who also use Liquid Crystal Display (LCD) Projectors when learning activities take place and moreover the English Club members' responses to technology-based media also prove that they are very enthusiastic about it. Increasing learning motivation and becoming more communicative among English Club members.

CONCLUSION

The researcher draws the following conclusions from the research that has been conducted by means of observation, interviews and documentation at the English Club of a private university. In teaching English vocabulary learning, English Club administrators use LCD projectors, laptops, white boards, videos from YouTube, and Educandy applications as a means of learning together.

In using learning media, English Club administrators choose to use the Educandy platform as a means of learning vocabulary with English Club members. English Club

administrators have considered the suitability of the media with learning objectives which leads to media support, learning content, ease of obtaining media, and skills in using media.

Implementation of learning media with Educandy platform for English Club participants. The administrator prepares the learning media before the activity takes place. The organization manager turns on his laptop, opens and displays a video that will be watched with English Club members. After watching the video, the organization's management displays an Educandy platform through a Liquid Crystal Display (LCD). All members looked and paid attention to the screen, there the English Club administrator said that he had made a game from the platform with some vocabulary obtained from the motivational video, there were some vocabulary that was less familiar to the ears had been recorded and made a game on the Educandy platform. The game was done together, so the vocabulary learning this time was more active and communicative for the members.

Thusly, in this study, the researcher concludes that the management of the English Club organization at a private university is good at determining and using learning media from the Educandy platform as a means of learning vocabulary together. This can be seen from the results in implementing learning media in teaching English vocabulary is in accordance with the learning objectives.

SUGGESTION

From the findings presented earlier in chapter four, there are several suggestions that can be taken into consideration

1. It is hoped that the management of the English Club organization at the Private University can find out and attend workshops related to the implementation of digital media, educational platforms to better understand and develop skills in joint learning in an educational forum. Updating about media learning or learning platforms that can be integrated in English teaching is considered capable of providing direction to English Club members so that they can utilize the media they have. One of them is by recommending learning applications or platforms that can be used for learning.

2. It is expected that members of the English Club at the Private University can cooperate with the English Club management in controlling the use of applications or platforms when learning takes place so that both parties can benefit from their use.

It is hoped that this research can be used as a reference source for further research related to the use of Educandy learning media in teaching English vocabulary. Due to the limited knowledge and methodology of the researcher, the results of this study are far from perfect. So for other researchers it is recommended to review this research problem. However, the researcher hopes that these results can be used as a reference for further research.

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