

Using Google Word Coach Game to Enhance Students' Vocabulary Mastery

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Abstract

The research was conducted with the aim of knowing the use of the Google Word Coach game in helping students improve vocabulary skills. The research method uses Quasi Experimental Design with Nonequivalent Control Group Design by comparing student learning outcomes between the experimental class and the control class. In achieving this goal, the Pre and Post Group (PPG) is used. The pre and post design (PPG) was applied at Madrasah Aliyah Negeri I Serang, the research population was 270 students in class XI science and the research sample was 80 students. Sampling was done by snoballing sampling technique. The data analysis technique used the T test. The results showed that the observed T value was 7.313 and the Sig value was $0.00 < 0.05$. So it can be concluded that by using the Google Word Coach game students are able to improve their mastery of English vocabulary. The use of digital media and the latest technology by students in their English learning materials should be studied more by researchers in the future.

Keywords: Google word coach game, Students', Vocabulary mastery.

Penggunaan Google Word Coach Game untuk Meningkatkan Penguasaan Kosakata Bahasa Inggris Siswa

Abstrak

Penelitian dilakukan dengan tujuan untuk mengetahui penggunaan Google Word Coach game dalam membantu siswa meningkatkan kemampuan kosakata. metode penelitian menggunakan Quasi Experimental Design dengan desain Nonequivalent Control Group Design dengan membandingkan hasil belajar siswa antara kelas eksperimen dan kelas kontrol. Dalam mencapai tujuan tersebut, digunakan Pre dan Post Group (PPG). Pre dan Post desain (PPG) diterapkan di Madrasah Aliyah Negeri I Serang, populasi penelitian 270 siswa kelas XI IPA dan sampel penelitian 80 siswa. Pengambilan sample dilakukan dengan teknik snowballing sampling. Teknik analisis data menggunakan uji T. Hasil penelitian menunjukkan dengan nilai T observed sebesar 7,313 dan nilai Sig sebesar $0,00 < 0,05$. Sehingga dapat disimpulkan dengan menggunakan Google Word Coach game siswa mampu meningkatkan penguasaan kosakata bahasa Inggris. Penggunaan media digital dan teknologi terkini oleh siswa dalam pembelajaran bahasa Inggris harus dipelajari lebih banyak oleh para peneliti di masa depan.

Kata Kunci: Google Word Coach Game, Siswa, Penguasaan Kosakata

INTRODUCTION

Vocabulary building is an essential aspect of becoming fluent in a second language (Willis & Ohashi, 2012). Unlike learning one's mother tongue's vocabulary, in a second or foreign language, vocabulary acquisition is a more deliberate and difficult process. Despite significant progress, there is still work to be done in the field of vocabulary development study (Karakoc & Kose, 2017). Many second language learners are well aware that their lack of vocabulary knowledge significantly impacts their ability to understand and express themselves in the target language. Students' difficulty with other language system areas should pay special attention to their vocabulary study. Simply put, vocabulary knowledge provides learners with a variety of possibilities for language production; in other words, the broader and deeper one's vocabulary knowledge, the greater the variety of options one will have (Waluyo, 2018). For students who are learning English as a second language, the lack of vocabulary is a major drawback to the study of the language (Virgana & Lapasau, 2019). The fundamental methods for achieving a satisfactory level of vocabulary knowledge remain a mystery, partly because they involve a wide range of factors. Given the strong link between L2 learners' mastery of L2 lexical knowledge and their ability to comprehend English reading texts, researchers have been looking for low-cost ways to improve students' acquisition and retention of new vocabulary items (Schmitt, 2008).

The significance of vocabulary in the study of a foreign language cannot be overstated. Vocabulary is more important than structure, according to a linguistic research, because a word conveys a notion (Suryadi et al., 2020). Students must grasp the language's vocabulary as a primary skill before they can use it effectively in conversation (Fakhrudin et al., 2021). According to the observations, the difficulty of English acquisition is due to a lack of vocabularies. Students' arguments support this idea; they claim that English is a difficult subject. The cause of students' difficulty in mastering English vocabulary is a lack of understanding of the meaning of English words (Wulandari & Musfiroh, 2020). Students' low vocabulary competence can also be attributed to a lack of media-appropriate learning in vocabulary education. So far, the teaching tools employed are still those of the standard variety (Salim et al., 2021). Natural vocabulary is missed out on because of their lack of interest (Sun, 2017). Teaching learning media is becoming an increasingly important component of the teaching learning process. There are many media available to teach vocabulary to students, one of which is Google Word Coach. Students can learn vocabulary easily and interestingly by using Google Word Coach (Suryadi et al., 2020). Use of media that enables students to actively participate in the learning process is a must when it comes to learning vocabulary (Pasaribu et al., 2021).

Learners' ability to talk, listen, read, and write depends on their vocabulary, which is why vocabulary is the most crucial part of proficiency. Vocabulary poses a challenge because of the difficulty in determining the precise meaning of words. It is common for a word's meaning to be linked to other words. The opposite of "empty" is the meaning of "full," and the opposite of "expensive" is the meaning of "cheap." (Multazim et al., 2019). Reading comprehension and expository writing require a strong command of vocabulary. The meanings of words a student picks up through exposure and formal teaching and then stores in long-term memory are referred to as vocabulary knowledge (Subasno et al., 2020). There are several ways to learn vocabulary, and each works well for different stages of the process. The importance of learning about many aspects of linguistics cannot be overstated (Schmitt, 2019). The mastery of one's vocabulary has a significant impact on one's ability to communicate effectively in a foreign language (Thalib & Arifin, 2019).

When it comes to acquiring vocabulary, the old methods of "chalk and talk" or textbooks don't work as well as they used to. As a result, teachers are looking for new ways to teach and

acquire vocabulary that are more engaging for both the teacher and the student (Har et al., 2019). The researcher chose the Google Word Coach Game as research material because the researcher suspected that the Google Word Coach Game was a learning medium that was easily accessible to all students and English teachers via a smart phone or Android. Because of these findings as well as previous research, researchers felt confident in their ability to improve students' ability to speak English by implementing Google Word Coach Game and vocabulary mastery. Researchers also see that research on the use of Google Word Coach media has not been widely studied by other researchers, so that the novelty and research gap in the study is thought to be large enough to be found. Based on the facts, the researcher intends to conduct an experimental study using the Google Word Coach game to increase students' vocabulary comprehension. Teaching vocabulary mastery through the Google Word Coach game can provide opportunities.

Several studies have examined the link between utilizing Google Word Coach in the classroom and improving students' vocabulary proficiency. For example, Suryadi et al. (2020) conducted a study in MA Negeri 1 Serang in Academic year 2018/2019. Their findings indicate that the Google Word Coach game helps students improve their vocabulary mastery on students' speaking skill. The study will emphasize the use of the Google Word Coach game as a learning tool to improve students' English vocabulary mastery. The impact of the above research was able to contribute to increasing students' English vocabulary mastery through the media Google Word Coach game and increase the use of English learning media for students and teachers as well as with the Google Word Coach game students more easily access learning by mobile using modern technology. This research will look into the following issues: 1) Is there a difference in vocabulary mastery before and after playing the Google Word Coach game? 2) Does the Google Word Coach game have any effect on vocabulary mastery?.

METHOD

This study employs a quantitative approach. Quantitative research seeks to explain social phenomena by examining the correlations between the variables under investigation. Quantitative methods. Due to its adherence to positivism, it is known as the positivistic technique of research. Experimental Design using True Experimental as the design type is used in this study. With the exception of random assignment, quasi-trials are identical to actual experiments in every aspect except for the fact that they do not provide the comparisons from which treatment-caused change can be deduced. In field studies where randomization is unfeasible or impractical due to practical restrictions, using 'non-equivalent groups' has become an accepted research practice. Although we can't rely on the real experiment's clean and automatic response to various concerns of validity, we must deal with these threats ourselves in these situations. For a quasi-experimental study to support causal claims, the effects of the initial group differences must be considered (Dornyei & Griffee, 2010).

Pre-test-posttest group design is used in this study's research design. Prior to administering the pre- and post-tests, the researcher examined the instrument's validity and reliability using SPSS (Statistical Product and Service Solution) by comparing the scores on the Corrected Item total correlation, i.e. the correlation between item scores and total item scores (value). Students are known as Group A (the Controls) and Group B (the Experimenters). Then, students take a Pretest to see whether there is any difference between them. In the course of this experiment, there will be interaction between two distinct groups: a control group and an experimental group. The researcher offers the Google Word Coach game to both groups; however, only the control group uses it, while the experimental group does not. The students' vocabulary will be

strengthened thanks to the inclusion of the Google Word Coach game in the treatment. Regarding the study's methodology.

Table. 1 Shows the pretest and posttest research designs

Class	Pre-test	Treatment	Post-test
Control	Y1	-	Y2
Experimental	Y1	X	Y2

Based on table 1. pre and posttest research design, Y1 is use the google word coach game to pre-test before teaching (Both Classes). Y2 is after teaching with the google word coach game (both classes), administer a posttest. X is teaching the google word coach game to the experimental class. Class XI IPA students from the academic year 2021/2022 comprise the study's population and sample. The researcher calculates the required number of samples using the snowball sampling approach. Interviewing a higher-ranking individual is a method known as "snowball sampling." Teachers, principals, or anyone else who is well-versed in the specifics of the test subject qualify as superior people (Creswell, 2014). The researcher, as previously said, utilizes it to determine the quantity of samples to be collected. Following an interview with an English instructor at MA Negeri 1 Serang, who contends that the two IPA sessions in question are more successful for this study, the researcher comes to a conclusion regarding which option to go with. As a result of conducting this interview, the researcher decides that the XI IPA 1 class will be taught vocabulary via the Google Word Coach game, while the other two classes will only be taught vocabulary the conventional way.

Two types of tests are administered to the students in order to get the necessary information. For practice, the students take a lexical quiz administered by the researcher. Only the most frequently used vocabulary forms are concerned with the meaning-form connections. " cloze, translation, and multiple choice are all examples of multiple choice. (Kremmel & Schmitt, 2016). During the treatment, the researcher teaches about the Google Word Coach game and how to effectively master vocabulary. A vocabulary test akin to the pretest was given to students as a follow-up assignment. Pre- and post-test findings were used to examine the data. Researcher compiles test results into one report after they've been done. A random sample of persons from the population must be selected in order for this method to function. Because the selection is based simply on chance and probability, there are no non-essential or subjective criteria to take into account. This means that a large enough sample should include people who reflect the broader population in some way. Non-random samples are usually always less representative than random, even though this is not always the case (Dornyei & Griffee, 2010).

RESULTS AND DISCUSSIONS

The findings report of the descriptive statistical test of the variables data as below.

Table 2. Descriptive Statistics Class Control

Pair 1	Mean	N	Std. Deviation
Pretest	65.40	80	9.489
Posttest	73.55	80	13.563

Table 3. Descriptive Statistics Class Experiment

Pair 2	Mean	N	Std. Deviation
Pretest	68.55	80	6.250
Posttest	82.50	80	13.563

Table 4. Paired Samples T Test

Mean	Std. Deviation	Std. Error	Mean		t	df	Sig.(2-tailed)
			95% Confidence Interval of the Difference Lower	Upper			
8.529	6.801	1.166	6.156	10.902	7.313	33	.000

The following were the findings of Analyzing the data conducted in this study: after receiving it, the researcher compares the results of the posttest of the Google Word Coach game. The results showed that students who learned to use the Google Word Coach game had a significant effect on their vocabulary mastery. This method significantly improves students' vocabulary mastery. Before and after treatment, students in class XI IPA 1 were shown to have significantly different average test results. Class XI IPA 1's pre-treatment mean score was 68.55, while the post-treatment mean score was 86.70. Mean score before treatment was 65.40, while mean score after treatment was 73.55. Thus, we can infer that the Google Word Coach game was superior to more traditional means of teaching vocabulary. The use of multimedia in the classroom was nothing new for academics. When it comes to teaching and learning, today's teachers and tutors are urged to use a variety of media to help students become more engaged in the process (Syafriзал, 2021).

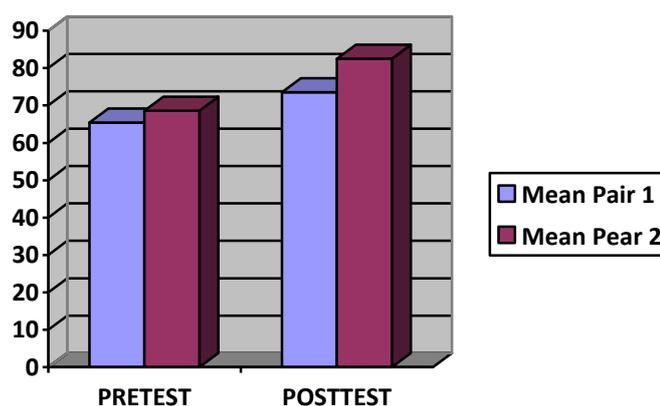


Figure 1. Result

Furthermore, the To value of 7.313 and Sig of 0.000 < 0.05. Consequently, there was a difference in the vocabulary mastery of students before and after they played the Google Word Coach game. Every education curriculum in Indonesia has a vocabulary component that students should be able to utilize to verbally or in writing communicate their thoughts, opinions, and ideas

(Umar et al., 2019). As a start, there is a substantial amount of terminology to master. As another illustration, mastering a foreign language's vocabulary entails more than just learning or matching words to their original meanings in the native tongue. For a third point, native speakers each have their unique ways of acquiring new vocabulary, such as speaking aloud or silently or writing down words, while others may use annotations to their advantage. Idiosyncratic-regular and irregular-form idiosyncrasies can also cause students problems when learning grammar. With poor memory abilities and a hard time staying focused, these challenges are magnified (Kurniawan & Tanone, 2016). Students must retain their motivation and adapt their learning tactics over time in order to succeed in vocabulary acquisition; consequently, a proactive approach to learning where students take control of their vocabulary learning is highly crucial (Tseng & Schmitt, 2008).

This was a follow-up inquiry to the first, researchers wanted to see if applying the Google Word Coach game would help students enhance their vocabulary. An analysis of the data was done by using the Google Word Coach game to compare the results of the pupils. According to the study's findings, the Google Word Coach game helped students greatly with their vocabulary acquisition. They find it easier to learn English as a result. The result was shown by a *T* of 7.313, and the significance level of $0.000 < 0.05$. Embedding educational components into a video game designed for educational purposes The instructional value of a game is not only increased, but it is also improved by the learners' own independent learning, and it fulfills the cognitive preferences of learners with varied levels of fundamental cognitive thinking resources. (Li & Leng, 2020). Learning a big vocabulary is essential for people learning a second language since they need to understand the vast majority of the terms used in written or spoken communication (Gonzalez Fernandez & Schmitt, 2017; Hartono & Prima, 2021).

Using the Google Word Coach game was a successful way in order to instruct in vocabulary and increase student proficiency in the subject area of vocabulary. It was demonstrated by; 1) Students' responses were excellent, and their scores improved from the first to the third treatment. 2) Students can improve their vocabulary mastery of newly taught materials. It was demonstrated by the students' final grades, with the majority of them receiving a score of 9 in completing the task. This is relevant to the first study, "The Influence of Google Word Coach Game and Vocabulary Mastery on Students' Speaking Ability," conducted by researchers. According to previous research, using the Google Word Coach game and mastering vocabulary can help students improve their English speaking skills (Suryadi et al., 2020). According to the statistics in the table above, it concludes that students' English vocabulary proficiency can be improved by playing the Google Word Coach game. Learning resources in educational games not only enrich the content of educational games, but they also facilitate independent learning that is personalized by students and meets the cognitive preferences of students with various learning bases and preferences (Li & Leng, 2020).

CONCLUSION

Students are encouraged to employ a variety of learning resources that are readily available to them or their teachers in order to improve their English vocabulary knowledge. Students and teachers benefit from the usage of educational material that takes use of technological improvements. The Google Word Coach game is a great way for students to improve their command of English terminology. For research purposes, students at MA Negeri 1 Serang were asked to play the Google Word Coach game. Students in class XI IPA reported various issues in acquiring English vocabulary, including difficulties in understanding English vocabulary and a paucity of English learning media, particularly vocabulary learning media. Students are unable to

acquire English vocabulary accurately because of a shortage of vocabulary learning media. According to findings from this research, students who utilize Google Word Coach as an alternate method of acquiring English vocabulary are better able to understand and use the language.

In light of the previous findings, certain recommendations have been made. English instructors must be able to identify acceptable media for teaching the language at all levels of education, particularly at late high school level. As a result, students will have the opportunity to improve both their study habits and their level of vocabulary mastery. The author took advantage of Google's Word Coach game in order to assist pupils in their word knowledge acquisition. The best way to keep pupils engaged in learning more about the English language and its vocabulary, this strategy should be introduced to them in the classroom. The Google Word Coach game was understandable because of the facts. You'll be able to express yourself more clearly in English if you play the Google Word Coach game..

Second, the researcher proposes that all English teachers play the Google Word Coach game on a regular basis. Because, according to this study, using the Google Word Coach game motivates the majority of students when doing the activity and taking the test. Even though some students did not perform well on the method, there were only a few students who appeared unmotivated while participating in the game or activity. There is a noticeable increase in the students' enthusiasm for studying vocabulary from before to after the activity. The third, future researchers should conduct more research on the use of digital media and current technology in students' English learning media, despite limited research time and other research obstacles, particularly limited research funds.

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