

The Use of Lingokids Game Application to Encourage the Young Learners' English Vocabularies

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Abstract: A game is an activity with a rule, a goal, and the element of fun. However, different types of games can have different effects and may well make learning facts fun, enjoyable, and appropriate as an alternative digital media to make the interaction become active. This research used the Lingokids game as the object of this research. The Lingokids game is an application that can help students to encourage their vocabularies and help the teacher create language well. The purpose of this study is to determine whether the Lingokids game has an effect or not to encourage the students' vocabularies, especially for the young learners in TKIT Al Imam As Syafii in academic year 2021/2022. This study used action research design with a total population of 78 students and by using the purposive sampling procedure, this research was taken 20 students as the sample in halaqah A. The instrument of this study is test and document with the authentic materials as a media obtained by using the mobile phone to download the Lingokids game application. The result shows, that the Lingokids game with multi-profile and adaptive learning has effect to encourage and enrich the young learners' vocabularies.. The conclusion is the game such instruction ought to integrate technical proficiency with personal and social education to provide learners with the critical literacy and moral responsibility those who need to respond constructively like lingokids game. In addition, if teachers wish to use video games to benefit the learning process, they must be very selective in their selection.

Keywords: game, lingokids; young learners; english vocabulary

INTRODUCTION

Mastering and understanding a variety of foreign languages, especially English is critical. English, as the fourth language skill, includes not only listening, reading, speaking, and writing, but also other language qualities such as vocabulary, grammar, and pronunciation. Because it supports the fourth English skill, vocabulary is regarded as the most important component of learning English. Children will be able to understand and learn English more rapidly if they have a much vocabulary. Having a much vocabulary can help students learn and communicate effectively. If students have a big vocabulary, they will be better able to understand what they have listened, speak smoothly, and comprehend the text's content easily [1].

The mastery of vocabulary is very important in language teaching. Vocabulary plays a fundamental role in mastering any foreign language [2]. Vocabulary is one of the English components or sub-skill that must be taught to the students. Richard [3] states, that a major part of how successfully language learners talk, listen, read, and write is determined by their vocabulary, which is a fundamental part of language ability. The vocabulary has the role to develop four language abilities, they are listening, reading, writing and speaking. According to Wilkins (1972) in

Thornbury [4], nothing can be expressed without grammar, yet nothing can be conveyed without vocabulary. So, learning vocabulary is importance in language to help students communicate effectively.

In teaching vocabulary, the teachers must have an appropriate method to create an engaging environment in order for students to be motivated to study. Of course, the best way to do this is to engage in a fun classroom exercise. Teacher can create a fun activity in the classroom by implementing game. Games are enjoyable activities that encourage conversation, reflection, learning, and problem-solving techniques [5]. A useful way of increasing students' interest and comprehension of the learning process is to implement games into learning vocabulary. Martinson and Chu (2008) [6] assert that games are the most effective learning tools because they teach us how to plan, think critically, and weigh our options. Games motivate students to discuss things, teamwork, and creative language usage [1]. Vocabulary games bring real world context to the classroom [2]. According to Chen [7], the advantages of employing games in language learning include the fact that they are learner-centered, promote creative and spontaneous language use, and stimulate learners' participation.. Some researches focuses of increase vocabulary has been conducted with game in mobile application such as Winarsih [8]; Hariyono [9]; Anggraini [10]; Ahmad [11]; Imran [12]; Nagy [13]; and Fachriyani [14], they suggested that game are effective to students' mastery vocabulary students, especially for young learner.

Based on the explanation above, the researcher then expect to offer one alternative method to encourage the students vocabulary in English by using Lingokids game in teaching vocabulary. The research problem of this study can be formulated as: "Does the use of Lingokids Application has effect to encourage the young learners' English vocabulary in TKIT Al Imam Asy Syafi'i Mataram in Academic Year 2021/2022? Therefore, this study focuses on applying one game as a method to resolved the vocabulary problem especially lingokids game application which is implied to the young learners students with the aim of it is to investigate whether the use of Lingokids game has effect or not to enrich the young learners students English vocabulary in TKIT Al Imam As Syafii Mataram in Academic Year 2021/2022.

METHOD

Research Design

This study employed an action research. The aim of classroom action research (CAR) is to improve the teaching and learning process as well as the atmosphere and setting whereby the research is carried out. Kemmis and Mc Taggart [15] stated that Classroom Action Research (CAR) is improving practices and learning more about curriculum, teaching, and learning by implementing ideas into practical. In this research, the researcher was done some steps in every cycle like planning, doing or attempting to implement, evaluating, and reflecting with the teachers and the headmaster of TKIT Al Imam Asy Syafii Kota Mataram NTB by using game in mobile application like Lingokids game which is published by Oxford University. The researcher should be chosen appropriately to students' level, interest, and context in choosing the suitable games for young learners in applying.

The cycle of Classroom Action Research was showed as follow

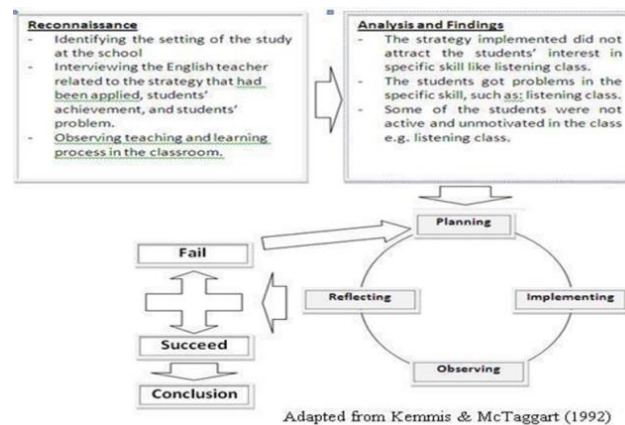


Figure 1. Action Research scheme by Kemmis and Mc Taggart (1998)

Population, Sample, Sampling

The population were the young learners students of TKIT Al Imam Asy Syafi'i in academic year 2021/2022, which consists of 78 students. Based on the population number, the researcher focused on searching for the most compatible source of data that required her to search for the most active classes in halaqah A based on their headmaster permission. This study used a purposive sampling technique to choose population. There were 20 students for the research sample in this research.

Intervention Procedure

In this research, the researcher was doing this in 2 (two) cycles, in cycle 1, the researcher made some preparations in doing planning and implementing the classroom activities before the action done in the 2 days as long as two hours in a day. Reflecting is done by the teacher and the researcher to discuss and observe the cycle 1 to continue the cycle 2. In cycle 1, the teacher asked the students played the cards to spell without authentic materials media before applying *lingokids* game was existed in mobile phone. They kept a journal where they wrote findings and re cards actions to the learning experiences.

In cycle 2, the researcher choosing the other materials and game methods in applying the *Lingokids* game. Games can help students develop a variety of intelligences. According to Gardner (1983) [16] including visual intelligence when they involve drawing, interpersonal intelligence when they involve playing with classmates or their environment, and kinesthetic intelligence when they incorporate physical elements like playing cards, especially for young learners.

Instrument

In this research, there are 2 kinds of instruments used in this study, the test instruments and the document. Those instruments were used for analyzing the data obtained in every cycle the research was conducted on May until June 2022.

The steps taken to analyze the data are listed below:

1. The evaluation of the trial run on the prior research.
2. The examination of the pre- and post-test results, as well as the cycle of classroom activities.

Data collecting instrument in this study used a the material authentic media by using the mobile phone to download the *Lingokids* game by Oxford University.

RESULTS AND DISCUSSION

Incorporating game-based vocabulary acquisition into English language teaching It helps students understand that context affects a word's meaning, which is a crucial aspect of vocabulary. [17]. According to Chen [7], Games are student oriented, encourage creative and spontaneous language use, and foster collaborative attitudes in the learners, all of which are benefits of implementing games in language development. Games are entertaining activities that encourage communication, contemplation, learning, and problem-solving techniques. According to some experts, one of the numerous ways to improve learning performance and motivation is through the use of games in the classroom. Since certain games have been considered simply for their one component, which is enjoyable, some teachers believe that language games are a waste of time and would prefer not to employ them in the classroom [18].

During the lessons, we found that all participants felt enjoyable and comfortable to share their answers, and even more, not only the new vocabulary was accepted as a part of their tasks, but also, their real materials are in their surrounding especially the researchers create in relation with some materials. Students could name the new themes or topics and doing actions during their applying the game, and all of them was sharing a topic in their common knowledge, allowed participants to connect with each other in their groups. Based on the analysis of the test and the entries in the journals, we can say that participants acquired and enrich their vocabulary, and felt more motivated to learn English vocabulary.



Figure 2. The learning process activities by using lingokids game

Games are entertaining activities that encourage communication, reflection, learning, and problem-solving techniques. Games motivate students to engage in conversation, teamwork, and creative language use. Vocabulary games bring real world context to the classroom [2]. Spelling bee helps student in enriching and improving their vocabulary knowledge. There are three important things of 20 student's answering by applying lingokids game in learning vocabulary: this game may be acquire the students' vocabulary knowledge in English,

In this research, there are two research cycles to improve the students' vocabulary by the use of game method, named Lingokids game. These cycles result in learners performing much better than in the first cycle in the second cycle. Although the planning, implementation, observation, and reflection processes are the same for each cycle, the game method used throughout the second cycle

yielded superior results to those in the first cycle. The results of teaching vocabulary using game method for both the first and second cycles is explained in table 1 .

Table 1. The result score of test in pre study, cycle 1 and cycle 2

Pre Study	Cycle 1	Cycle 2
25	35	45
10	60	70
30	40	40
10	30	50
20	50	60
30	70	70
30	55	50
25	45	55
10	30	40
35	75	70
20	40	45
35	40	50
40	60	65
30	70	60
30	75	75
25	50	70
35	50	65
20	30	50
15	25	35
10	30	35
24.25	48	55

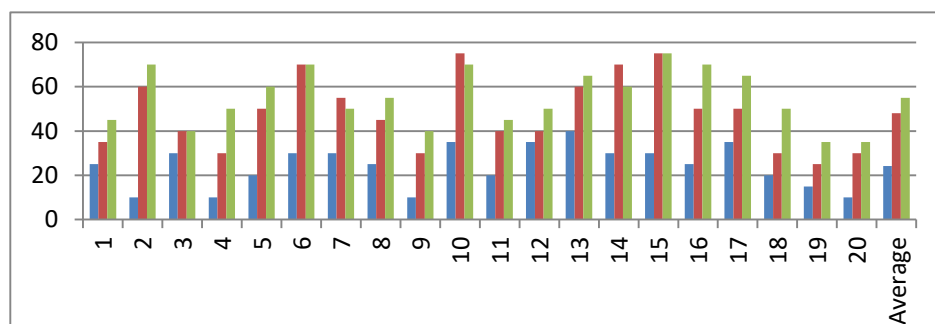


Figure 1. Students' progress in learning vocabulary

Based on the result of the test given as shown in Figure 1, the researcher could see that the students' scores had increased in the first and second cycles. The average score in Table 1 illustrates it. Their average score on the first cycle's evaluation test came out to be 48. Only 10 learners from the first cycle received scores greater than 50, and 10 received scores lower than 50. While the second cycle's learners' average score was 55. Six participants scored below 50 and 14 students

scored more than 50 during in the second cycle 50. In the second cycle was successful to enhance the students' vocabulary achievements. Simply said, a Lingokids game is a teaching media which is effective to enhanced the students' vocabulary achievement.

The students' attention is drawn to the game since they may learn while playing it. For the young learners students, they are helped along the way in their language learning process by games. They maintain effort and attention while amusing the class. Young learners converse before, during, and after the game in an environment where meaningful communication is fostered [19]. They attempt to play it as quickly as possible and compete for the highest score. The activities involved with playing the game in the first cycle piqued the students' interest in playing the game again and learning the vocabulary, resulting in the students being familiar with these terms.

In the second cycle, the students were helped to manage their difficulties when they had trouble grasping the language and its meanings. In second cycle, before playing the game, the teacher instructs the students to study the content. As a result, students will have a better understanding of the vocabulary, will find it simpler to identify the meaning, and will have a higher score in the game. Because of that applicable method, the second cycle's execution of teaching vocabulary to TKIT Al Imam as Syafi'i utilizing the Lingokids game technique was more participatory and ultimately met the success criterion.

According to the findings, this study is consistent with Huyen [2] principles of language development, which state that games have some advantages, particularly in the teaching of vocabulary: "First, games let students relax and enjoy themselves, making it easier for them to learn and remember new terms. Second, games frequently include friendly rivalry, which keeps students engaged. Learners of English will be motivated to become involved and participate actively in the learning activities as a result of these factors. Third, vocabulary games bring real-world context into the classroom and improve students' ability to communicate in English."

CONCLUSION

Based on the study's findings, the researcher concluded that Lingokids game has effect to encourage students' vocabulary achievement. This research was carried out in two cycles by the researcher. Teaching vocabulary with the Lingokigs game was not effective in the first cycle since the teacher did not explain the content initially, making it difficult for the pupils to grasp the vocabularies. Teaching vocabulary with the Lingokids game was successful in the second cycle because the teacher explained the content beforehand, allowing the students to grasp the vocabularies.

The evaluation test's first cycle results indicate an average score of 48. Only 10 learners from the first cycle received scores greater than 50, and 10 received scores lower than 50. In contrasts, learners' second cycle average score was 55. Six participants scored below 50 and 14 students earned more than 50 in the second cycle. In the second cycle was successful to enhance the students' vocabulary achievements. Young learners could interact, explore, and experiment with their surroundings through games. Games not only increase students' motivation but also act as a motivator and stimulus for language use. According to Harmer [20], young learners need to be able to recognize language features and process information quickly in order to speak English fluently. Young learners must therefore practice using a number of effective methods that support their language learning and information processing simultaneously.

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