

THE INFLUENCE OF USING EDUCAPLAY TOWARD STUDENTS' VOCABULARY MASTERY AT SMK MUHAMMADIYAH 1 METRO

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ABSTRACT

This study aims to find out whether Educaplay has an effect and significant effect toward students' vocabulary mastery of eleventh grade students at SMK Muhammadiyah 1 Metro. This study using quasi-experimental research with experimental and control group. The subject of this study was the eleventh grade of TJKT students at SMK Muhammadiyah 1 Metro. The population of this research was 40 students which consist of 20 students of TJKT 1 as experimental group and 20 students of TJKT 2 as control class. The data were taken by giving vocabulary test which consists of multiple choice. The tests were divided into two tests: pre-test and post-test for both experimental and control groups. The result showed an effect and significant toward students vocabulary mastery, based on the result of hypothesis testing for the first hypothesis the result of significant value is $<0.001 < 0.05$, it means that H_a accepted meanwhile H_o rejected. The for he second hypothesis the result of significant value is $0.045 < 0.05$, therefore it can be conclude that H_a is accepted and H_o rejected. The conclusion is Educaplay gave effect and significant effect toward students vocabulary mastery.

Keywords: Educaplay Platform, Vocabulary Mastery, Eleventh Grade TJKT Class

INTRODUCTION

English is an important subject in school. Not only in school, English is very important for people all over the world, especially learners who are learning. English has four important things you need to learn: reading, writing, speaking, and listening. Vocabulary is an essential skill for learning to read, speak, write and listen without sufficient vocabulary, people cannot communicate and express their feeling both in form of spoken and written effectively. Without an adequate vocabulary, language learners may struggle to comprehend spoken or written discourse, and they may find it challenging to express their thoughts and ideas accurately (Fengyu, 2023). In essence, vocabulary is the key to unlocking the doors of linguistic comprehension and expression. One aspect of learning a language is vocabulary, which is the most important component as a tool for communication and which students must understand in order to develop proficiency in the language. Usually, people use language to successfully communicate their

thoughts, feelings, and opinions. Learners of a foreign language have difficulty in listening, reading, speaking, and writing when it concerns vocabulary, it is defined as fundamental information and helpful material in the form of words that are consistently employed by students in learning a particular language: As a result, when learning English, vocabulary acquisition must come first. The teacher has to be more active in the vocabulary-learning process when selecting the media or method to be used.

In other hand, there are factors underlying the problem above, first is internal factor is low learning motivation and lack of student interest in the teacher's explanation of the lesson making students find it difficult to understand it. And the second is external factors such as in learning English is first language, the first language influences the process of memorizing vocabulary. From the internal and external factors in the learning process, the researcher finds the crucial factors of English learning are students' motivation in learning and the students' first language can be crucial factors of English learning and teaching especially in vocabulary.

In this researcher, before the researcher do treatment, the researcher conducted preliminary survey. The result according preliminary survey namely: (1) Students lack of the vocabulary mastery, (2) students have difficulty in understanding the meaning of the vocabulary words they learn, (3) students think that English is difficult, (3) low learning motivation, (5) english is not first language, (6) Students difficulty memorizing vocabulary.

Based on the problem that mentioned above, the researcher has solution to support vocabulary mastery of the students. The solution is used technology for teaching. The researcher chooses Educaplay as digital learning media. Educaplay is an online platform that provides many interesting educational games (Ahmad, 2023). Then, according to (Tanisa, 2023) Educaplay is an online learning platform that allows teachers and students to create and collaborate on educational games. This platform is very easy to use and has a variety of tools to create fun and effective educational games. Nevertheless, Educaplay has the advantages such as we can connect this application directly to our online classes such as Google Classrooms or Microsoft Teams, can use and utilize more than 4 million Educaplay public activities according to our needs and Educaplay offer many kind of education games like Foggy Jump, Crossword Puzzle, Quiz, Memory Game, Matching Pairs, Fill in the Blank, and so forth.

According to the depiction problem that mentioned, the following research questions as follows: (1) is there any influence of using Educaplay toward students' vocabulary mastery?, (2) is there any significant influence of using Educaplay toward students' vocabulary mastery?. The aims from researcher to conduct the research are: (1) to find out the influence of using Educaplay in students' vocabulary mastery, (2) to find out the significant influence of using Educaplay in students' vocabulary mastery.

There are previous studies that relate with this research. The first previous research is by (Okta Darma et al., 2023) entitled "The Effect of Word Wall Media on Students' Vocabulary Mastery at the 7th Grade of SMPN 3 Kec. Pangkalan Koto Baru". The aim of this research is to investigate the impact of using word wall media as a teaching tool to enhance students' vocabulary mastery. The second is by (Zikri, 2022) entitled "The Influence of Using Kahoot Application on Students' Vocabulary Mastery at the Eighth Grade Students of SMP Muhammadiyah 1 Pekanbaru". The aim of this research is to determine the significant influence of using the Kahoot application on students' vocabulary mastery at the eighth grade students of SMP Muhammadiyah 1 Pekanbaru. The last is by (Aulia et al., 2020) entitled "The Effect of Duolingo Application on Students' English Vocabulary Mastery". The aim of this research is to examine the effect of the Duolingo application on students' English vocabulary mastery.

In this research the researcher hopes that research entitled "The Influence of Using Educaplay Toward Students' Vocabulary Mastery at SMK Muhammadiyah 1 Metro" has effect toward vocabulary mastery of students. When the students using Educaplay in the vocabulary learning, it will make students easy to understand and memorizing vocabulary and the student also enjoy in the learning activity.

METHOD

Research design is framework of research methods and techniques chosen by a researcher to conduct a study. Research design as a plan, structure and strategy of investigation that is adopted with an aim of obtaining answers to research questions with optimal control of variables. The researcher used Quasi Experimental research as research design. Experimental design refers to the process of planning and conducting a scientific study or experiment to investigate

the relationship between variables and establish causal relationships (Gopalan et al., 2020).

In this research consist of two group, one group designated as experimental class and second group become control class. The researcher used Educaplay as teaching media to teach vocabulary in experimental class, meanwhile in control class the researcher used conventional media.

The independent and dependent variable are the variables in this research. Independent variable (X) is Educaplay and the dependent variable (Y) is vocabulary mastery. Then, the population in this study is eleventh grade TJKT class at SMK Muhammadiyah 1 Metro. The total of the population is 40 students, each class consist of 20 students. The researcher acquired TJKT1 as experimental class and TJKT2 as control class using total sampling method.

The research used test as the instrument. Instrument is a tool or facility used by researchers in collecting data so that work is easier and the result is better, in the sense of being careful, complete and systematic so that it is easier to process (Anggraini et al., 2022). It means that, instrument become tool for the researcher collect the data. In this research, the research instrument used is a test instrument. In the test the researcher uses 40 questions that answered using multiple choice using material being studied. The researcher conducted the pre-test and post-test. Pre-test is test do before treatment which the purpose of pre-test is to measure vocabulary mastery of students before conduct the treatment, meanwhile post test is test conduct after did treatment.

Before the researcher implement treatment in experimental class, the researcher will give pre-test. The test consists of 40 questions. Thus, the research have to do the test. After holding pre-test, the researcher conduct treatment. This research the researcher used Educaplay to conduct the treatment and there were four meetings in treatment. Every meeting conducted 45 minutes using Educaplay. After finish conducted the treatment, the researcher held post-test. The aim of post-test is to see how the student improvement in vocabulary mastery after giving the treatment. In the post the researcher gave succession like in pre-test.

After held pre-test, treatment on experimental class and post- test, the researcher gain data for analysis with technique. Data analysis is simply the process of converting the gathered data to meaningful information In this research, the data will analysis using some techniques:

1. Identification the data. The researcher identified the data through the students score.
2. Next is, calculate the students pre-test score
3. Did the treatment using Educaplay to teach vocabulary.
4. After did the treatment, the researcher calculate the students' post-test score.
5. Report the result. After the researcher completing all of the steps the researcher will make conclusion.

In data analysing technique there are two formulas used the formulas are normality test and homogeneity test. The researcher used Shapiro-wilk with SPSS as normality. The criteria will be used in Shapiro-Wilk with SPSS according (Nurgiyantoro, B., Gunawan, 2015):

- a. If the Significant value (sig) $>0,05$, the data distribution normal.
- b. If the Significant (sig) $<0,05$, the data distribution is not normal.

The researcher used One-way ANOVA as homogeneity. There are two criteria in One way ANOVA with SPSS, namely:

- a. When the significance value is $>0,05$ means the data is homogeneous.
- b. When the significance value is $<0,05$ this is mean the data not homogeneous.

Then in this research there were two hypothesis such as first hypothesis and second hypothesis. First hypothesis the researcher used paired sample test. There are two criteria for paired sample T-test according (Anggara & Anwar, 2017):

- a. When Significant value is (Sig) < 0.05 tratio H_a is accepted.
- b. When Significant value is (Sig) ≥ 0.05 tratio H_0 is not accepted.

Second hypothesis the researcher used independent T-test with SPSS. There are two criteria for Independent T-test according (Anggara & Anwar, 2017):

- a. When Significant value is < 0.05 tratio H_a is accepted.
- b. When Significant value is ≥ 0.05 tratio H_0 is not accepted.

RESEARCH FINDING

In this phase explain about the result of data from students who have taught through Busuu application and without Busuu application. All of the data gained were processing using statistical formula with SPSS (Statistical Package for Social and Science) application.

1. Result of Pre-Test

The data description delivered includes of mean, standard deviation, range, minimum and maximum score for each group. The table below shows indicates a summary of the data distribution for the pre-test and post-test in experimental and control class.

The Result of Pre-Test in the Experiemntal and Control Class

Descriptive Statistics

	N	Range	Minimu m	Maximu m	Mean	Std. Deviation
Experiment	20	30.0	32.5	62.5	44.000	8.5609
Control	20	30.0	25.0	55.0	39.875	9.0130
Valid (listwise)	N 20					

The table above shows that the pre-test was given to the experimental and control groups. The range results for the experimental class were 30.00 and those for the control class were 30.0. Furthermore, the minimum score in the experimental class is 32.5, and the control class is 25.0. Then the maximum score in the experimental class is 62.5, and in the control class it is 55.00. The mean and std.deviation in the experimental class are 44.000 and 8.5609. Meanwhile, in the control class, the mean and std. deviation are 39.875 and 9.0130.

2. The Result of Post-Test

In this section explain about the standard deviation, mean, range, minimum and maximum score gained by the students in experimental and control class. The result of post-test explained in table 2 below

The Result of Post-test in the Experimental and Control Class

Descriptive Statistics

	N	Range	Minimu m	Maximu m	Mean	Std. Deviation
Experiment	20	40.0	40.0	80.0	64.000	13.5336
Control	20	45.0	35.0	80.0	55.750	11.5878
Valid (listwise)	N 20					

According to the descriptive statistics data of the post-test above, it can be explained that the range in the experimental class is 40.0 and in the control class

is 45.0. The minimum score in the experimental class is 40.0, and in the control class it is 35.0. The maximum score in the experimental class is 80.0, and in the control class it is 80.0. In the experimental class, the mean is 64.000 and the std.deviation is 13.5336. Meanwhile, in the control class, the mean is 55.750 and the std.deviation is 11.5878.

(First hypothesis)

1. Alternative Hypothesis (Ha): There is an influences from Educaplay on students' vocabulary mastery in eleventh grade at SMK Muhammadiyah 1 Metro is accepted if the significant value (Sig) ≤ 0.05
2. Null Hypothesis (Ho): There is no influence from Educaplay on students' vocabulary mastery in eleventh grade at SMK Muhammadiyah 1 Metro is accepted if the significant value (Sig) > 0.05

The result of Paired Sample T Test in testing first hypothesis could be seen in the following table.

The Result of T-test Paired Sample Test

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Experiment Pre-Test - Experiment Post-Test	-20.0000	8.9222	1.9951	-24.1757	-15.8243	-10.025	19	<.001

Based on the table above, it can be analyzed that the significant value (2tailed) is <0.001 is lower than error level (5% or 0.05). Then the significant value is smaller than 0.05 (sig < 0.05). According to the first hypothesis it can be concluded that Ha is accepted, there is an influences from Educaplay on students' vocabulary mastery in eleventh grade at SMK Muhammadiyah 1 Metro.

(Second hypothesis)

1. Alternative Hypothesis (Ha): there is an significant influence of using Educaplay on students' vocabulary mastery in eleventh grade at SMK Muhammadiyah 1 Metro is accepted if the significant value (Sig) ≤ 0.05

2. Null Hypothesis (Ho): There is no significant influence of using Educaplay on students' vocabulary mastery in eleventh grade at SMK Muhammadiyah 1 Metro is accepted if the significant value (Sig) > 0.05

The Result of T-test Independent Sample Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning Outcome	Equal variances assumed	.898	.349	2.071	38	.045	8.2500	3.9839	.1850	16.3150
	Equal variances not assumed			2.071	37.120	.045	8.2500	3.9839	.1787	16.3213

Based on the table above, it can be analyzed that the significant value (2tailed) is 0.045 and 0.045 are lower than error level (5% or 0.05). It means that the significant value is smaller than 0.05 (sig < 0.05). In conclusion that the second hypothesis Ha is accepted, there is an significant influence of using Educaplay on students' vocabulary mastery in eleventh grade at SMK Muhammadiyah 1 Metro.

CONCLUSSION AND DISCUSSION

Based on the data accumulated by the researcher, the result showed using Educaplay can to be an effective tool for improving students' vocabulary mastery. The results showed that the experimental class is higher average increase than the control class. In experimental class the average of pre-test is 44.00 and the average of post-test is 64.00 by average different is 20.00. Meanwhile in control class the average of pre-test is 39.88 and the average of post-test is 55.75 by average different is 15.88. it can be concluded that the average different in experimental class is greater than average different in control class (20.00>15.88).

The result of first hypothesis testing by using SPSS, significant (Sig.) value is <0.001 . Significant (Sig.) value is smaller than the error level 0.05 or 5% ($<0.001 < 0.05$). The result of hypothesis test, H_a is accepted. It means that there is an influences from Educaplay on students' vocabulary mastery in eleventh grade at SMK Muhammadiyah 1 Metro.

The result of second hypothesis testing by using SPSS, significant value (2tailed) is 0.045 and 0.045 are lower than error level (5% or 0.05). It means that the significant value is smaller than 0.05 ($\text{sig} < 0.05$). The result of hypothesis test, H_a is accepted. It means that there is an significant influence of using Educaplay on students' vocabulary mastery in eleventh grade at SMK Muhammadiyah 1 Metro.

For suggestion, teachers can use Educaplay platform as a media for teaching vocabulary to their students, because the use of Educaplay can significantly increase students' vocabulary mastery. Students that use Educaplay gain experience in language acquisition that is not boring. It is also desired that students will add new words with greater enthusiasm and activity. The researcher hope that this research will help the future researcher conduct resemblant research, particularly when using Educaplay platform to teach vocabulary. This research can gave more information about the use of Educaplay platform toward vocabulary mastery. In addition, for the future research can use this finding as reference when conducting future research.

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