Digital Game in Enhancing Pupils' English Vocabulary in Islamic Elementary School

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Abstract

This thesis discusses increasing English vocabulary through digital games on the Wordwall application for students at Al-Hikmah Islamic Elementary School, Palopo City. This research aims to determine students' ability to improve their vocabulary using digital games on the Wordwall application. Classroom action research (CAR) is the term for this type of research. This research consists of 2 cycles, where there were four stages, namely; planning, implementation, observation and reflection. The subjects of this research were 22 class 5.B students. The results of the research showed that there was an increase in students' vocabulary skills from cycle 1 to cycle 2. In cycle 1 it was stated that there had not been a significant increase because there were results where 13 students in the undeveloped category or (59%), 9 students in the category had started developing or (41%), and 0 students were included in the category developing as expected or in the category developing very well. In Cycle 2, the increase in students' English vocabulary skills through digital games on the Wordwall application experienced an increase where there were 0 students who were in the undeveloped category or (0%), 4 students were in the starting to develop category or (15%), 12 students were in the category developing as expected or (62%), and 6 students were in the category developing very well or (23%). From the results of this data, Cycle 1 got an average score of 6 (33%) or undeveloped, while cycle 2 got an average score of 12 (67%) or developed according to expectations, which means research on improving students' English skills through digital games in Al-Hikmah Islamic Elementary School, Palopo City, was declared complete.

Keywords: *English Vocabulary, Digital Game, Pupils, Wordwall Application, Islamic Elementary School.*

Introduction

Vocabulary is one of the most essential skills for pupils to acquire at a young age. Without vocabulary, pupils are incapable of communicating in meaningful sentences (Patahuddin, et al, 2017). Vocabulary is essential to his four language skills: speaking, listening, reading, and writing (Esin Azar, 2020). A lack of vocabulary prevents students from speaking fluently and accurately. Difficulties arise when speakers of a language do not have a large vocabulary. As an example, consider a pupil who wishes to communicate and express his thoughts orally and in writing in English. Additionally, a dearth of vocabulary hinders the ability to comprehend school texts and study materials such as books and newspapers (Aswandi, 2020).

Digital play is one medium for expanding children's English vocabulary. Games designed to explain vocabulary and help you remember its meaning have proven to be effective tools (Sahar Ameer Bakhs, 2016). As researchers point out (Zaqiyah Lailatul Farihah et al., 2020), digital games are a medium that can be used in the teaching and learning process. Adoption of digital games in education focuses on games that impart academic knowledge and skills to game-playing students (Mayer, 2015). Children enjoy having fun and playing, so instructors should select appropriate teaching strategies based on the child's personality. Digital activities are one method for combating tedium in the classroom. They serve a unique function in the instruction of foreign languages. Students and instructors can benefit from using digital activities in the classroom. In addition, all educational objectives can be met using games, particularly when teaching vocabulary (Sahar Ameer Bakhsh, 2016). Consequently, using digital activities to teach vocabulary is crucial for elementary school teachers and students. First, they have a strong motivation to enhance their English as students. Second, they readily embrace English because it is currently being taught in Indonesia through play, a method that is expanding and developing. Thirdly, teaching English vocabulary through activities can facilitate the process of teaching and learning.

Before the curriculum transition in Indonesia, English was offered as an elective or local content in primary schools, but is now only offered in a majority of public and private schools. (Mukhlas Abrar, 2016) Teaching English to young pupils, particularly those in elementary school, can present instructors with numerous challenges and obstacles. The problem resides with various aspects of instruction, such as the curriculum, the learning environment, the students, the instruction, or the delivery of the content. Additionally, it is essential to comprehend the diversity of the class's students. In line with this, (Mede Hery

Santosa, 2017) suggests that the landscape of English teaching and learning is presently shaped by a complex combination of factors, including centralized mechanisms, educational practices, learning behaviors, and social contexts. According to the curriculum component, elementary school instructors primarily teach Basic English and vocabulary is one of the fundamental English materials that students' acquire At Al-Hikmah Islamic Elementary School, it is common to teach English using textbooks provided by the school, especially in the fifth grade. Therefore, researchers will study vocabulary teaching through digital games in more detail, enabling students to have more vocabulary than before.

The are several studies related to the title that the researcher will research are conducted by (Nazmir Dincer et al, 2021; Qing wu, et al, 2020; Kadir Kabag, 2021; Amal Abdullah Alhebshi et al, 2022). Collectively, these researchers investigated the efficacy of using digital games to increase vocabulary using extant digital games. Some researchers have utilized digital games to effectively acquire English vocabulary. Besides that, (I Putu Indra Kusuma, 2017; Made Hery Santosa et al, 2020) utilizes technology to increase student motivation and interest and digital games as learning media in class. Researchers (Aswadi, 2020; Ibrahim Yazar Kazu, et.al. 2023) made games an alternative learning media, and succeeded in proving that digital games can increase students' vocabulary. This is different from (Indrajit Patra et al, 2022) who treated their research subjects differently by dividing into two study groups, the first group was given direct action or therapy using digital games in teaching vocabulary while the second group given traditional teaching actions in increasing students' vocabulary. The results obtained were very different, the first group was far superior to the second group in mastering English vocabulary. Researchers (Chien Yu Lin et al., 2020) conducted a study that focused on the use of role-playing games in language learning and showed that participants experienced significant increases in vocabulary.

In summary, digital game is valuable and practical tools that must be implemented in the classroom to improve students' vocabulary in English, especially for elementary school students.

Method

The research used in this activity is classroom action research (CAR). Classroom action research is research that explains the cause and effect of treatment, as well as explaining what happens when the treatment is given, and explains the entire process from the beginning of the treatment to the impact of

the treatment. This research was conducted at Al-Hikmah Islamic Elementary School. The subjects in this research were all students in class 5.B of Al-Hikamah Islamic Elementary School, totaling 22 male students. All students in Class 5.B were used as research subjects with the consideration that according to the homeroom teacher who taught this class, they were still lacking in remembering vocabulary in learning English.
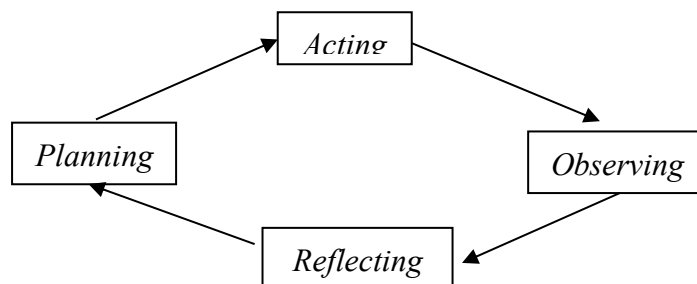
Picture: Kurt Lewins' Model

Table: Student Observation Sheet Guidelines Grid

No	Indikator	Kriteria Penilaian	Skor	Deskripsi
1.	Recognize English Vocabulary	Undeveloped (UV)	1	If students are not yet able to know English vocabulary well, they still need the teacher's help.
		Starting to Develop (SD)	2	If students have started to master English vocabulary well, but they still need to be reminded by the teacher.
		Developing according to expectations (DAE)	3	If students can recognize English vocabulary correctly independently and consistently without the help of their

				teacher.
		Developing very well (DVW)	4	If students are able to know English vocabulary well, accurately, clearly, consistently and independently and can help friends who have not achieved the ability according to the expected indicators.
2.	Pronounce English Vocabulary	Undeveloped (UV)	1	If students are not yet able to pronounce English vocabulary and are still being helped by the teacher.
		Starting to Develop (SD)	2	If students have started to be able to pronounce English vocabulary but still need to be reminded by the teacher.
		Developing according to expectations (DAE)	3	If students can pronounce English vocabulary independently and consistently without the help of a teacher.
		Developing very	4	If students are able to

		well (DVW)		pronounce English vocabulary well, consistently and independently and can help friends who have not achieved the ability according to the expected indicators.
3.	Memorize English Vocabulary	Undeveloped (UV)	1	If students are not yet able to memorize English vocabulary and are still being helped by the teacher.
		Starting to Develop (SD)	2	If students have started to memorize English vocabulary, they still have to be reminded by the teacher.
		Developing according to expectations (DAE)	3	If students can memorize English vocabulary independently and consistently without having to be reminded by the teacher.
		Developing very well (DVW)	4	If students can memorize English vocabulary well, consistently,

				independently and can help friends who have not achieved the ability according to the expected indicators.
4.	Improve English Vocabulary Through Digital Games	Undeveloped (UV)	1	If students are not yet able to play digital games to improve their English vocabulary and are still assisted by the teacher.
		Starting to Develop (SD)	2	If students are able to play digital games to improve their English vocabulary, they still have to be reminded by the teacher.
		Developing according to expectations (DAE)	3	If students can play digital games to improve their English vocabulary independently and consistently without having to be reminded by the teacher.

		Developing very well (DVW)	4	If students are able to play digital games to improve their English vocabulary independently and consistently and can help their friends who have not achieved the ability according to the expected indicators.

Table Children's Fine Motor Ability Score Interval

Interval	Category	Information
4 – 7	Undeveloped (UV)	Not Complete
7 – 10	Starting to Develop (SD)	Not Complete
10 – 13	Developing according to expectations (DAE)	Complete
13 – 16	Developing very well (DVW)	Complete

Meanwhile, the object of the research is efforts to improve vocabulary skills through digital games (Worldwall Application) in Al-Hikmah Islamic Elementary School, Kota Palopo. South Sulawesi.

Results
1.1. Cycle 1 Result

Cycle 1 meeting. Researchers and students played with vocabulary through digital games on the Wordwall application. The implementation of cycle 1 in this meeting includes 3 activities, namely opening activities, core activities and closing activities.

a. Opening Activities

The opening activity was carried out by greeting and asking how students were today and continued with praying together. After that, the students and

researchers talked about what activities had been carried out at the previous meeting and asked the students whether they were ready to take part in today's learning activities.

b. Core Activities

In this activity, students are asked to immediately play a digital game according to the instructions given previously. In this activity the researcher used the Wordwall game application media whose vocabulary was designed and input according to the theme in the class 5.B textbook. The vocabulary themes used are Family & Friends, My Life & Free Time. At this meeting of cycle 1, there were still many students who needed to be guided in playing and remembering existing vocabulary. After the children finished playing, the researcher directed the students to sit in their original seats and then asked the students one by one to say what vocabulary had been used in the digital game. In this way researchers can find out the extent to which students' vocabulary skills have increased.

Picture: Guide student to play digital game

c. Closing Activities

The closing activity was carried out by inviting them to tell stories about the activities they had carried out. After that, the researchers asked students' feelings when learning by playing digital games on the Wordwall application. Then the researcher closed the third meeting in cycle I by inviting students to pray together and say closing greetings.

Table: Cycle 1 Student Learning Outcome Data

No	Name	Achievement Indicators				Total Score	Category	Information
		1	2	3	4			
1	ARM	2	2	1	2	7	SD	Not Complete
2	AFRS	1	1	1	2	5	UV	Not Complete
3	AM	2	2	2	3	9	SD	Not Complete
4	AMM	2	1	1	2	6	UV	Not Complete
5	AFA	3	2	2	3	10	SD	Not Complete
6	EPZMP	2	2	2	2	8	SD	Not Complete
7	FDA	2	1	1	2	6	UV	Not Complete
8	FAC	2	1	1	2	6	UV	Not Complete
9	FA	1	1	1	2	5	UV	Not Complete
10	HM	1	1	1	2	5	UV	Not Complete
11	IQ	2	1	1	2	6	UV	Not Complete
12	MAFA	3	2	2	3	10	SD	Not Complete
13	MS	2	2	1	2	7	SD	Not Complete
14	MM	2	1	1	2	6	UV	Not Complete
15	MNR	2	1	1	2	6	UV	Not Complete
16	MSI	3	2	2	3	10	SD	Not Complete
17	MFA	2	2	1	2	7	SD	Not Complete
18	MFM	1	1	1	2	5	UV	Not Complete
19	RGA	3	2	2	3	10	SD	Not Complete
20	RSR1	2	1	1	2	6	UV	Not Complete
21	RSR2	2	1	1	2	6	UV	Not Complete
22	TAAD	2	1	1	2	6	UV	Not Complete
Score						**152**		
Mean=$\frac{152}{22}$						**6,90**	**UV**	**Not Complete**

Based on the table above, it can be concluded that in cycle 1 student learning outcomes in improving their ability to increase vocabulary through digital games on the Wordwall application have not experienced a significant increase, there are 13 students in the undeveloped (UV) category or 59%. 9 Students are in the beginning to develop (SD) category or 41%. There is not a single student who is in the developing according to expectations (DAE) or 0% category, as well as the

very well developing (DVW) or 0% category. This situation can be seen in the chart below.

Cycle 1: Data on Increasing Students' Vocabulary skills through Digital Games on the Wordwall Application
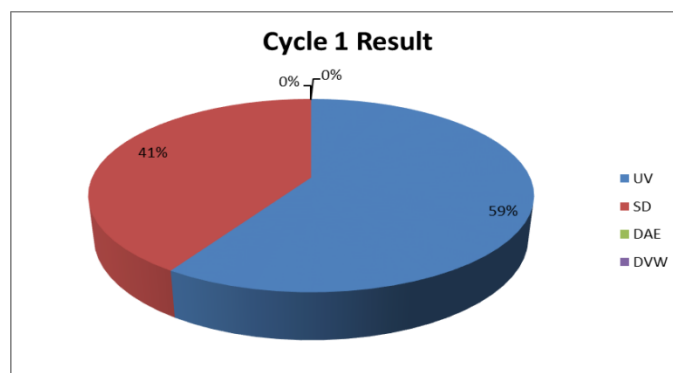
In the chart above, students' ability to improve their English vocabulary through digital games has not shown an increase as expected or developed well. Therefore, researchers will continue and use digital games in the Wordwall application in the research process so that all indicators can be met so that the English vocabulary skills of class 5.B students at Al-Hikmah Islamic Elementary School, Palopo city can develop.

Based on the results of observations made during cycle 1, researchers will make improvements that can improve students' English vocabulary to be better or increased.

d. Reflection Cycle 1

The cycle 1 reflection stage is carried out to evaluate the results of actions taken in cycle 1. The evaluation results obtained will be used to make improvements in the next cycle. If maximum results have not been obtained in cycle 1, cycle 2 will be carried out to obtain maximum results related to what will be researched.

Based on the results obtained in cycle 1, the researcher concluded that the ability to increase vocabulary through digital games at Al-Hikmah Islamic Elementary School had not increased. From the results of the research that has been carried out, although students' vocabulary abilities have experienced a slight increase, this increase has not met the predetermined targets because all aspects of development have not yet reached the completion stage. This is because

students are still not focused on what they are learning, there are still some students who are less obedient in following the directions and teachings being taught, the class conditions are noisy so they are less focused in receiving directions and teachings from researchers.

From the conclusions above, the researcher decided to carry out research activities again by continuing the actions in cycle 2. This is done to further maximize the increase in students' vocabulary skills so that they can achieve the desired targets.

Several corrective steps that researchers will take in cycle 2 are; researchers will provide mathematics learning activities through digital games with techniques to provide more motivation to students both verbally and non-verbally by providing rewards in the form of prizes so that students can be motivated and focused in carrying out learning activities. Researchers will focus more attention on students whose development is slow.

1.2. Cycle 2 Resut

Cycle 2 meeting. In cycle 2 in this meeting included opening, core and closing activities.

a. Opening Activities

The opening activity begins with greeting and asking how students are doing. On this day, researchers conducted questions and answers regarding activities to improve vocabulary skills through digital games to determine students' readiness in carrying out the learning process. Next, the researcher and students made an agreement to play in an orderly manner and provide verbal and non-verbal motivation to students by giving points if students carry out tasks well and correctly. Before starting learning, researchers and students together read a prayer before learning.

b. Core Activities

In the core activity, researchers began asking students to come forward one by one to play digital games on the Wordwall application. At the third meeting of cycle 2, students' vocabulary skills had begun to improve, but there were still some students who still needed guidance in playing digital games in which there was English vocabulary that the researchers had included according to the vocabulary theme in the class 5.B textbook. After all students have finished playing the digital game. Next, the researcher directed the students to sit down

again and the researcher began to give appreciation to the students that they were good at playing digital games that contained English vocabulary where students could improve their English vocabulary.

c. Closing Activities

The closing activity is carried out by having a conversation with students about digital games to increase students' vocabulary. Researchers then asked students' feelings when learning to use digital games. After that, the researcher announced the students who got the highest points and distributed the prizes that had been previously promised by the researcher. Apart from that, researchers also gave entertainment prizes to all class 5.B students. After distributing the prizes, the researcher closed the meeting and invited the students to pray together and say greetings.


Picture: Students play digital game

Table: Cycle 2 Student Learning Data Result

No	Name	Achievement Indicators				Total Score	Category	Information
		1	2	3	4			
1	ARM	3	3	3	3	12	DAE	Complete
2	AFRS	3	3	2	3	11	DAE	Complete
3	AM	4	4	4	4	16	DVW	Complete
4	AMM	3	2	3	4	12	DAE	Complete
5	AFA	4	4	4	4	16	DVW	Complete
6	EPZMP	4	3	3	4	14	DVW	Complete
7	FDA	3	3	2	3	11	DAE	Complete
8	FAC	3	3	3	4	12	DAE	Complete

9	FA	3	2	2	3	10	SD	Not Complete
10	HM	3	3	2	3	11	DAE	Complete
11	IQ	2	2	2	3	9	SD	Not Complete
12	MAFA	4	4	4	4	16	DVW	Complete
13	MS	4	3	3	4	14	DVW	Complete
14	MM	3	3	3	4	12	DAE	Complete
15	MNR	3	2	2	3	10	SD	Not Complete
16	MSI	4	4	4	4	16	DVW	Complete
17	MFA	4	2	3	4	13	DAE	Complete
18	MFM	3	2	2	3	10	SD	Not Complete
19	RGA	3	2	2	3	9	DAE	Complete
20	RSR1	4	3	2	4	13	DAE	Complete
21	RSR2	3	2	2	4	11	DAE	Complete
22	TAAD	3	3	3	4	13	DAE	Complete
Score						**271**		
Mean= $\frac{271}{22}$ =						**12**	**DAE**	**Complete**

From the table above, it can be seen that in terms of the ability to increase students' vocabulary through digital games on the Wordwall application in cycle 2, there were 0 students (0%) who were classified as not yet developed, 4 students (15%) who were classified as starting to develop, 12 students (62%) who were classified as developing according to expectations, and 6 students (23%) are classified as developing very well. And in detail it will be depicted in the graph below:

Chart Cycle 2: The Increasing Students Vocabulary through Digital Game in Wordwall Application Data
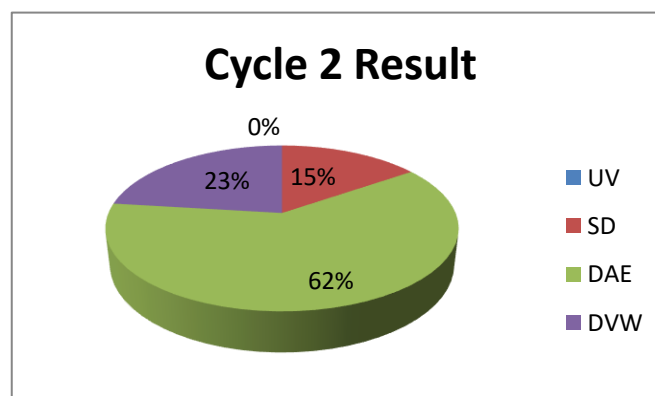
Based on the graph above, it can be seen that in the previous cycle 1 the results obtained had not reached the expected results, and in cycle 2 there was an increase and achieved what the researchers expected. From the data above, it can be seen that the ability to increase vocabulary through digital games has increased very well from before, based on the results carried out by researchers during cycle 2 actions which are classified as good. Furthermore, the results carried out during cycle 2 showed that the use of digital games in the wordwall application can improve students' English vocabulary skills. This was evident from the results of the researchers in cycle 1, there were still many students who were classified as underdeveloped and after taking action in cycle 2 the children had developed according to expectations.

d. Reflection Cycle 2

This reflection stage is carried out to evaluate the results of the actions that have been carried out in cycle 2. The results obtained will be used to find out whether the research carried out has achieved the desired objectives or not. If the desired goal has not been achieved, improvements will be made in the next cycle. In activities to increase vocabulary through digital games on the Wordwall Application.

In cycle 1 the average score of students was still not developed, namely getting a score of 6 (33%) and there were still activities that were not optimal, such as there were students who were still wandering around in class and not focusing on the material being taught, and there were several students who were not focused and busy with other activities such as being busy with their own activities when learning activities are carried out. However, in Cycle 2 there has been significant improvement and has reached the developing category as expected, namely with an average value of 12 (67%). Class conditions are starting to become conducive and students are starting to focus on learning so that no further action is needed.

Discussion

Research conducted by researchers to increase vocabulary through digital games on the Wordwall application was carried out at Al-Hikmah Islamic Elementary School class 5.B. Teaching vocabulary is more than just presenting new words; it also includes the choice of which term to use to indicate how often a speaker of the language uses it (Mikhael Misa, 2022). Teaching vocabulary through games is very beneficial because games make learning fun and

interesting (Derakhshan, A., et al. 2015). The importance of vocabulary is demonstrated every day in and out of school. In the classroom, high achieving students have the most adequate vocabulary (Mufareh Alqahtani, 2015). 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 (Suryadi, 2022). This is in line with the theory of cognitive development put forward by Lev Vygotsky which emphasizes the importance of the role of social interaction in various stages of cognitive development in children who have the ability to organize the various knowledge and information they obtain independently and actively. At these stage students are at the level of remembering and understanding which requires students to be able to apply knowledge and understanding. This research was carried out with two action cycles. In cycle 1 there was still no progress where students had an average score below 50% namely 33%, while in cycle 2 students' actions had developed as expected, where progress was seen with an average score of students above 50% namely 67%. So, that no further action is needed in the next cycle because it has met the researchers' expectations. These results can be seen in the graph below:
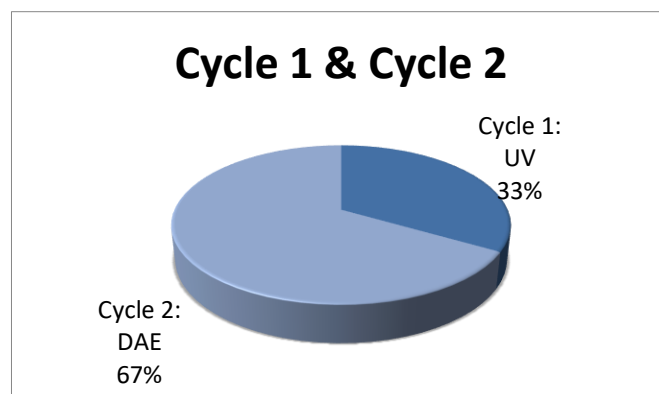
Chart: The Mean Result of Cycle 1 and Cycle 2

Many improvements were made to the learning process from cycle 1 to cycle 2, both in terms of material delivery and the process of increasing vocabulary through digital games.

Thus, based on the results of research conducted by researchers, it is proven that digital games on the wordwall application can improve the English vocabulary skills of class 5.B students at Al-Hikmah Islamic Elementary School, Palopo City.

Conclusion

The aim of the writing in this research was to improve the English Vocabulary of Class students at Al-Hikmah Islamic Elementary School through digital games in Wordwall application. Through questions in digital games on the Wordwall application, students are able to understand English vocabulary more optimally. Students who initially did not understand and did not dare to convey answers can get more guidance and help from the teacher. In conclusion, the better the learning process through digital games, the better the students' understanding of the English they were learning. Based on the results of the research conducted, the researcher concluded that classroom action research is very important for a teacher to be able to find out how much students are able to master and understand the material, especially the English vocabulary being studied.

The use of appropriate learning methods is very influential in the teaching and learning process, especially in increasing students' English vocabulary, especially in the learning process that uses games. Therefore, by using digital games on the Wordwall application to improve students' English vocabulary skills; it was proven that students experienced an increase during research conducted at Al-Hikmah Islamic Elementary School, Palopo City.

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