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The Effect of Using Froggy Jump Game in Educaplay Media on Students' Vocabulary Mastery

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Abstract

Vocabulary mastery is a foundational element of English language acquisition, yet many learners continue to struggle with it in classroom settings. This study explored how the Froggy Jump game, accessed through Educaplay media, affected vocabulary mastery among seventh-grade students at SMP Negeri 1 Botupingge. A quantitative approach was employed using a one-group pre-test and post-test design. Twenty-eight students from class 7A were selected as the sample through purposive sampling from a population of 246 students across three grade levels. The intervention was conducted over six meetings, with a vocabulary test administered before and after the treatment to measure learning gains. A significant difference between pre-test and post-test scores was established through paired-sample t-test analysis, which returned a p-value of 0.000, considerably lower than the 0.05 significance threshold. The mean score improved markedly from 45.57 to 85.57, demonstrating a substantial gain in vocabulary mastery. These findings confirm that the use of the Froggy Jump game had a positive and meaningful effect on students' vocabulary learning outcomes. The findings of this study strengthen existing scholarly evidence regarding the effectiveness of game-based digital media in EFL instruction, while also offering actionable implications for language educators seeking to enhance student engagement and vocabulary acquisition through technology-integrated learning.

1. Introduction

English occupies a central role in Indonesia's national curriculum, serving as a compulsory subject at both the secondary school and university levels (Pratiwi, 2022). The curriculum designates four core language skills, namely listening, speaking, reading, and writing, as the primary competencies students are expected to develop (Kurniasih, 2011, as cited in Safitri, 2023). Alongside these skills, language acquisition is further supported by mastery of grammatical structures, pronunciation, and vocabulary (Andriani, 2020).

Among these components, vocabulary is widely regarded as foundational; without adequate lexical knowledge, students cannot communicate effectively in either oral or written forms (Linse & Nunan, 2005; Harahap, 2023). Despite its importance, vocabulary acquisition remains one of the most persistent challenges for learners of English as a foreign language, particularly at the junior high school level.

Observations conducted during the researcher's practical field experience at SMP Negeri 1 Botupingge revealed several pressing concerns related to English learning, particularly among seventh-grade students. Many students demonstrated notable difficulty in comprehending instructional materials and following teacher explanations delivered in English. Informal assessments and classroom observations suggested that these difficulties stemmed primarily from limited vocabulary knowledge, which hindered students' ability to understand and produce meaningful language. Compounding this issue was the dominant use of conventional lecturing methods by the English teacher, with little variation in instructional approach.

This finding aligns with Domínguez et al. (2013, as cited in Wijaya et al., 2024), who reported that students exposed to gamified curricula showed greater gains in learning motivation compared to those taught through traditional lecture-based methods. These conditions, combining limited vocabulary exposure with monotonous instructional techniques, underscore the need for more engaging, technology-supported pedagogical strategies.

Game-based digital learning has attracted growing scholarly attention as a promising approach for vocabulary instruction. Tools such as Educaplay, an interactive online platform offering a range of educational game activities, have been explored in this context. Educaplay provides educators with diverse game formats including crosswords, word searches, and interactive quizzes that can be adapted for language learning objectives. One specific activity within this platform, the Froggy Jump game, requires students to select correct answers by guiding a frog character to jump toward the right option, thereby integrating gameplay with vocabulary practice in a motivating and low-anxiety environment.

Prior studies by Ayuningrum (2024) and Saritama and Celi (2024) investigated the effectiveness of Educaplay in English learning contexts. However, both focused on senior high school populations and examined a range of Educaplay activities rather than isolating a single game format. Consequently, the specific effect of the Froggy Jump game on vocabulary mastery among junior high school learners, a group with distinct cognitive developmental characteristics, remains underexplored.

To address this gap, the present study investigates the effect of the Froggy Jump game in Educaplay on the vocabulary mastery of seventh-grade students at SMP Negeri 1 Botupingge. It is hypothesized that students taught through this game-based approach will demonstrate measurable gains in vocabulary mastery compared to those receiving conventional instruction. Beyond its immediate pedagogical contribution, this study aims

to enrich the theoretical discourse on digital media integration in EFL classrooms and to offer practical guidance for educators and researchers interested in the application of game-based tools for vocabulary development.

2. Method

This study employed a quantitative research approach, which allows researchers to examine relationships among variables through objective measurement and statistical analysis (Creswell, 2018). Within this framework, a pre-experimental design was adopted, specifically a one-group pre-test and post-test design. This design follows three sequential stages: administering a pre-test to establish a baseline measure of the dependent variable, implementing an experimental treatment, and conducting a post-test to evaluate any changes in that variable (Ary, Jacobs, & Sorensen, 2009). Although this design lacks a control group, which limits causal inference, it was deemed appropriate given the exploratory nature of the study and the practical constraints of the school setting. The study aimed to determine whether the use of Froggy Jump in Educaplay had a significant effect on the vocabulary mastery of seventh-grade students at SMP Negeri 1 Botupingge.

The study was conducted at SMP Negeri 1 Botupingge, located on Jl. Muchlis Rahim, Timbuolo Village, Botupingge Subdistrict, Bone Bolango Regency. The target population comprised all seventh-grade students, totaling 82 students distributed across three classes: 7A, 7B, and 7C, each consisting of 27 to 28 students. Class 7A, with 28 students, was selected as the experimental group through purposive sampling, based on preliminary observations and consultations with the English teachers. Specifically, a diagnostic assessment revealed that students in Class 7A demonstrated comparatively lower vocabulary proficiency than those in the other two classes, making this class the most suitable group for examining the potential impact of the treatment. Prior to the stage of data collection, informed consent was obtained from students in accordance with applicable ethical standards for educational research.

An advanced grasp of vocabulary was gauged using a written test consisting of 25 multiple-choice questions. The instrument was developed based on the vocabulary content outlined in the Merdeka Curriculum for seventh-grade English, covering five thematic areas namely numbers and colors, days and months, family members, daily activities, and describing physical appearance and personal traits. Before the main study, the instrument underwent content validation by an English education expert to ensure alignment with the intended learning outcomes. Reliability was subsequently established through a pilot test administered to a comparable group of students outside the study sample, and the internal consistency of the items was calculated using the appropriate statistical measure. Prior to the intervention, the test was carried out to gauge students' existing vocabulary knowledge as a starting point for comparison, while the post-test, consisting of parallel items of equivalent difficulty, was administered following the completion of all treatment sessions.

The treatment was delivered over five sessions, each lasting approximately 120 minutes, in accordance with the regular class schedule. During each session, the researcher introduced vocabulary items related to the designated thematic area and integrated the Froggy Jump game in Educaplay as the primary learning media. A typical session began with a brief vocabulary presentation using contextual examples, followed by guided practice activities in which students engaged with the game individually or in

small groups. The game provided immediate feedback on students' responses, which was used to reinforce correct answers and address misconceptions. To ensure consistency across sessions, the researcher followed a structured lesson plan for each meeting and used the same device and software configuration throughout. The five sessions addressed the following topics in sequence: numbers and colors, days and months, family members, daily activities, and describing physical appearance and personal traits. These topics were selected based on the vocabulary scope specified in the seventh-grade English syllabus under the Merdeka Curriculum.

Before proceeding with inferential statistics, the Shapiro-Wilk test was used to check whether the data followed a normal distribution, a step considered necessary given the limited number of participants. The results confirmed that the data met the normality assumption, which justified the use of a parametric test. Once normality was confirmed, a paired-sample t-test was subsequently run using IBM SPSS Statistics version 29, which served to identify whether a notable difference could be detected between pre-treatment and post-treatment scores. The accepted level of significance was determined to be 0.05, meaning that a p-value below this threshold would indicate a meaningful outcome effect of the treatment on students' vocabulary mastery.

3. Result

The researcher explained the research findings based on the data derived from pre-test and post-test results. These data were collected to examine the resultant of the fifth treatment session using the Froggy Jump game on the students' vocabulary mastery at SMP Negeri 1 Botupingge in the seventh-grade. The pre-test was given to find out the students' initial vocabulary knowledge before implementing the Froggy Jump game in Educaplay media in fifth treatment session. The fifth treatment session focused on adjective and noun specifically related to the five topics such as numbers and colors, days and months, family members, daily activities, describe physical appearance and personality traits. Furthermore, the post-test was executed pursuant to the application of the Froggy Jump game in Educaplay media.

The quantitative data gathered from both the pre-test and post-test were systematically processed employing SPSS software by means of the Paired-samples t-test alongside the Shapiro-Wilk test. In this research, the researcher conducted a Shapiro-Wilk test to examine the normality of the data. The researcher carried out a normality test as a prerequisite for conducting subsequent statistical analysis. This assumption testing serves as a requirement that must be fulfilled before proceeding with further statistical evaluation of the data obtained. The outcomes of the normality test processed with SPSS Statistic 29 version are displayed below:

Table 1 The Outcomes of Normality Test

	Kolmogorov Smirnov			Shapiro-Wilk		
	Statistic	**Df**	**Sig.**	**Statistic**	**df**	**Sig.**
Pre-test	0.200	28	0.005	0.933	28	0.073
Post-test	0.126	28	0.200	0.942	28	0.123

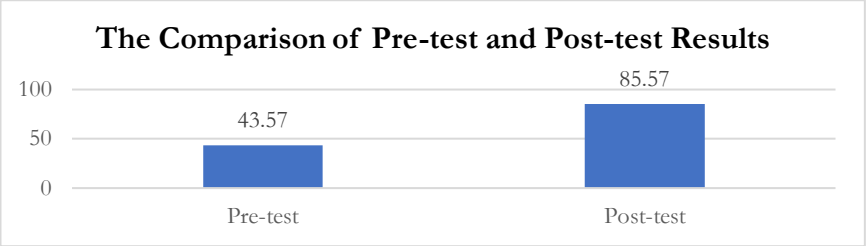
The results of the Shapiro-Wilk normality test, which were processed using the SPSS program and presented in Table 4.3, demonstrate that the research data has a normal distribution. The p-value obtained for the pre-test of students in class 7A of SMP Negeri 1 Botupingge is 0.073, while the p-value for the post-test is 0.123. Because both p-values exceed the significance threshold of 0.05, it can be concluded that the data used in this research is normally distributed. Following the normality test, the researcher then conducted a paired-samples t-test in order to ascertain if post-test scores differed significantly from pre-test scores recorded prior to the intervention within the same groupthat had received treatment. The result of the paired sample t- test proceeded using SPSS software are provided below:

Table 2 The Results of Paired Sample T Test

Paired Samples Test									
		Paired Differences					**t**	**df**	**Sig. (2 tailed)**
		Mean	**Std. Deviation**	**Std. Error Mean**	**95% Confidence Interval of the Difference**				
					Lower	**Upper**			
Pair 1	Pre-test Post-test	-42,00	9,583	1,811	-45,716	-38,283	-23,189	26	0,000

The paired-sample t-test outcomes presented in Table 2 yielded a significance value of 0.000, considerably beneath the conventionally accepted threshold of 0.05. This figure substantiates the presence of a statistically consequential disparity between students' preliminary and concluding assessment scores, affirming that the instructional intervention exerted a measurable and positive influence on vocabulary acquisition. The outcome of the paired-sample t-test demonstrated that the increase in students' vocabulary mastery was a significant positive effect of the fifth treatment session using the Froggy Jump game in Educaplay media rather than random chance.

Diagram 1 The Comparison of Pre-test and Post-test Results



Referring the Diagram 1, the outcome of the pre-test was administered on Juli 29, 2025 showed that the average student score reached only 43.57%, which indicated that the students' initial vocabulary mastery was still at a beginner level. The highest score (maximum) recorded is 68, whereas the lowest score (minimum) is 24. These results revealed that most students struggled to identify and use simple English words correctly, especially in understanding word meanings and forming sentences. This finding suggested that students needed an alternative and more interactive learning media to increase their vocabulary mastery effectively.

After fifth sessions of treatment using the Froggy Jump game in Educaplay media, the post-test was conducted on September 9, 2025 in the same class specifically 7A class. The post-test measured the effect occurred in students' vocabulary mastery after participating in the game-based exercises after 5 treatment session. The highest score (maximum) recorded is 100, whereas the lowest score (minimum) is 56. The findings showed a remarkable improvement, with the average score reaching 85,57%, indicating an increase of 42.00%. This improvement demonstrated that the use of the Froggy Jump game in Educaplay media effectively helped them enhance their vocabulary vocabulary mastery in seventh-grade students of SMP Negeri 1 Botupingge.

4. Discussion

The findings of this study demonstrate that the implementation of the Froggy Jump game through Educaplay contributed positively to students' vocabulary mastery among seventh grade EFL learners at SMP Negeri 1 Botupingge. The improvement was reflected not only in students' vocabulary retention and spelling accuracy, but also in their confidence and participation during classroom discussions. The findings suggest that the integration of interactive game-based learning created a more engaging learning environment that encouraged active participation, repeated exposure to vocabulary, and collaborative learning. These outcomes indicate that the Froggy Jump game functioned not merely as an entertaining activity, but as an instructional medium that supported cognitive and affective aspects of vocabulary learning.

1. *Increase Vocabulary Retention and Exposure*

One of the major difficulties identified before the treatment was students' inability to retain newly learned vocabulary for long periods. Most students were exposed to English only during classroom instruction, limiting opportunities to review and practice vocabulary outside the classroom. As a result, many students quickly forgot unfamiliar words after the lesson ended. This condition supports the argument that vocabulary retention requires repeated exposure and meaningful practice because learners tend to

forget words that are not consistently reviewed or used in different contexts (Alqahtani, 2015).

The findings revealed that students initially struggled to remember vocabulary items such as niece, nephew, sister-in-law, dirty, neat, and messy. However, after the implementation of the Froggy Jump game, students demonstrated better ability to recall and apply these words during classroom activities and assessments. This improvement appears closely related to the interactive nature of the game, which repeatedly exposed students to target vocabulary through quizzes, challenges, and collaborative tasks. Repetition combined with active engagement encouraged students to process vocabulary more deeply, resulting in stronger retention.

These findings are consistent with previous studies showing that game-based learning supports vocabulary acquisition by increasing learner involvement and encouraging meaningful interaction with language. Games can help learners retain vocabulary more effectively because enjoyable learning experiences reduce boredom and increase students' attention during learning activities (Shabaneh and Farrah, 2019). Similarly, activities requiring learners to categorize vocabulary and apply words contextually have been shown to promote both short term and long-term retention more effectively than traditional memorization techniques (Calvo-Ferrer and Belda-Medina, 2021).

Another important factor contributing to the improvement was collaborative learning. During the treatment sessions, students discussed answers in groups and reflected on vocabulary introduced by the researcher before responding to quiz questions in the Froggy Jump game. This interaction encouraged students to exchange ideas, clarify misunderstandings, and reinforce vocabulary knowledge collectively. The collaborative process also increased students' confidence in using unfamiliar vocabulary because they received immediate support from peers during learning activities.

The findings suggest a relationship between the treatment, learning behavior, and vocabulary improvement. The game created repeated exposure and interactive practice, which encouraged active participation and collaboration, ultimately strengthening vocabulary retention. Nevertheless, the improvement may not have resulted solely from the intervention itself. Factors such as increased attention during the research process, repeated practice, and familiarity with the assessment format may also have contributed to the students' progress. Therefore, the findings should be interpreted carefully rather than viewed as evidence of a single causal factor.

2. Reduce Students Errors in Writing and Spelling Words

Another challenge identified during the study was students' frequent spelling errors in written tasks. Many students spelled English words according to Indonesian pronunciation patterns, resulting in inaccurate forms such as frendly or prenly instead of friendly. This difficulty commonly occurs because English pronunciation and spelling systems differ significantly from Indonesian, making it difficult for EFL learners to connect spoken and written forms accurately (Rohmatillah, 2017).

The findings showed that students gradually improved their spelling and writing accuracy after participating in activities integrated into the Froggy Jump game. Students were asked to rearrange random words into meaningful sentences, rewrite vocabulary introduced during lessons, and record unfamiliar words encountered while playing the

game. Through these repeated activities, students became more familiar with correct spelling patterns and vocabulary usage.

The improvement was particularly visible in words such as cheerful, beautiful, tall, and exercise, which were frequently misspelled during the early stages of the study. The Froggy Jump game supported this development by encouraging students to recognize, categorize, and apply vocabulary repeatedly in contextualized tasks. Organizing vocabulary through categorization activities helps learners build stronger connections between words and meanings, making vocabulary easier to remember and use accurately (Calvo-Ferrer and Belda-Medina, 2021).

In addition, the researcher provided direct explanations of unfamiliar vocabulary and modeled how words could be used in sentences. This combination of interactive practice and explicit instruction appears to have strengthened students' understanding of both meaning and spelling. Contextual vocabulary learning enables learners to apply vocabulary more accurately in future communication situations (Ali et al., 2022).

The collaborative element of the treatment also contributed to writing improvement. During group activities, students corrected each other's spelling mistakes and discussed vocabulary choices together. This peer interaction reinforced learning because students actively negotiated meaning rather than passively memorizing words. As a result, vocabulary learning became a more active and reflective process that supported greater writing accuracy. Previous studies have similarly demonstrated that consistent engagement with vocabulary based games can significantly improve learners' ability to classify, remember, and use new words effectively (Vu et al., 2022).

3. Students' Improvement in Discussion Enthusiasm and Confidence

Vocabulary mastery plays an essential role in students' ability to communicate ideas effectively in English. Limited vocabulary often prevents learners from expressing thoughts clearly, which can reduce participation and confidence during classroom interaction (Nation, 2001). Before the treatment, many students in class 7A hesitated to participate in discussions because they lacked confidence in their vocabulary knowledge.

After several treatment sessions using the Froggy Jump game, students became noticeably more active during classroom activities. Classroom observations showed that students participated more willingly in discussions, asked questions more frequently, and responded to tasks with greater enthusiasm. Compared with the initial meetings, students appeared less afraid of making mistakes and more confident when expressing ideas using English vocabulary learned through the game.

This improvement may be explained by the motivational characteristics of game-based learning. The Froggy Jump game provided visual stimulation, interactive challenges, and immediate feedback, creating a learning atmosphere that was more enjoyable than conventional vocabulary instruction. The competitive elements of the game also encouraged students to participate actively because they were motivated to complete tasks successfully. Similar findings have shown that educational games can increase learners' motivation, focus, and classroom participation by creating more engaging learning experiences (Alfianti et al., 2025).

Importantly, the improvement in confidence was also connected to students' growing vocabulary knowledge. As students became more familiar with target vocabulary, they were better able to express opinions and contribute during discussions. This finding indicates that the treatment supported not only cognitive development but also affective factors such as self-confidence and classroom engagement.

However, although the findings demonstrate positive outcomes, the sustainability of these improvements beyond the immediate posttest remains uncertain. Since the study was conducted over a relatively short period, it is difficult to determine whether students would maintain the same level of vocabulary mastery and motivation over time without continued exposure to similar learning activities. Further research is therefore necessary to examine the long-term effects of game-based vocabulary learning.

5. Conclusion

This research implies that the widespread deployment of the Froggy Jump game through Educaplay had a significant positive effect on students' vocabulary mastery at SMP Negeri 1 Botupingge. The statistical analysis showed that the obtained p value was lower than the significance level of 0.05, indicating that the intervention effectively improved students' vocabulary achievement. These findings demonstrate that interactive digital learning media can support vocabulary development by increasing students' engagement, participation, and motivation during English learning activities.

This study also fosters the evolving discussion on the integration of essential innovations in foreign language education, specifically in junior high school contexts. The use of the Froggy Jump game offers an alternative instructional strategy that encourages more active and student centered vocabulary learning. Beyond improving vocabulary achievement, the findings suggest that combining digital games with teacher guidance, contextual explanation, repetition, and collaborative activities may create more meaningful learning experiences and strengthen vocabulary retention over time. Therefore, the study provides both practical and theoretical contributions by highlighting the transformative role of digitally assisted learning platforms to support vocabulary instruction.

Regardless of its valuable contributions, this study exhibits several constraints. The research was conducted within a limited educational setting and involved a relatively small number of participants from one school. In addition, the study focused on a single intervention without examining long term vocabulary retention or comparing the effectiveness of different digital learning media. These limitations may affect the broader generalization of the findings.

Given these limitations, it is advisable that future research consider a larger and more diverse group of participants across multiple educational levels. Subsequent studies may also employ experimental designs with control groups, longer intervention periods, and follow up assessments to examine long term learning outcomes. In addition, future researchers are encouraged to compare the effectiveness of various game-based learning platforms and investigate how factors such as student motivation, collaboration, and digital literacy influence vocabulary acquisition. Such research could yield insightful findings concerning the role of interactive digital media in supporting effective English language learning.

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