

## Enhancing Students Motivation And Vocabulary Mastery Using Wow Mobile Game

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### Abstract

The background of this thesis is the lack of student's motivation to learn English vocabulary. The aim of this research was to enhance student's motivation and vocabulary mastery using WOW Mobile game. Observation sheet, questionnaires and test was used to collect the data. The method of this research was Classroom Action Research (CAR) with 25 second grade students of MA Malaka, North Lombok and the object was Word of Wonders Mobile Game. This research was conducted in one cycle. The results of the first cycle showed that student's motivation to learn English vocabulary using the WOW mobile app reached the 8 indicators from the questionnaires and observation. Meanwhile, the result of test shown that the mean score of students was increased 3.80% (66.6 to 81.8). Based on all classroom action research activities, it can be concluded that the application of WOW mobile game as learning media can increase students' motivation to learn English vocabulary in second grade students at MA Malaka.

**Keyword:** Classroom action research, WOW mobile game, motivation, English vocabulary

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## INTRODUCTION

Vocabulary is needed to improve the four language skills, namely listening, speaking, reading, and writing. Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed. When we just learn about grammar without learning vocabulary, we cannot express anything. This shows that English has a special place in teaching as in schools.

Moreover, every school in Indonesia has the value of minimum completeness criteria to pass the subject of learning. The minimum completeness criteria to pass English subject in MA Malaka is 70. The students have to get at least 70 of every exam related to the English subject, so they can be said have a good comprehension in English.

Based on the researcher's observation that in teaching English in Malaka, North Lombok. He found that the students were having vocabulary problem, especially on word and word families. They also didn't have a good motivation when they learned vocabulary in the classroom. That was because the teaching method brought by the teacher is only a conventional one, it makes the students get bored quickly on routine things (things that are repeated). And English is a foreign language studied by students whose structure and format is different from the mother tongue and the everyday language used by students. Therefore, researchers provide media that can attract students' interest in learning English. The right media is the media that suits the characteristics of students and attracts students' interest in learning English mastery. One of the media that can be used in learning vocabulary is "WOW". WOW is a crossword puzzle concept game, which challenges

intelligence and vocabulary skills. WOW is expected to help student's master vocabulary and assist teachers in providing English vocabulary material to students.

Based on the problem, the researcher provided some research questions as follows; (1) "how does WOW mobile app improve students' learning motivation? (2) how does WOW mobile app improve students' vocabulary mastery?"

Based on the research question the goal on this research were; (1) to know how does WOW mobile app improve students' learning motivation, and (2) to know how does WOW mobile app improve students' learning vocabulary mastery.

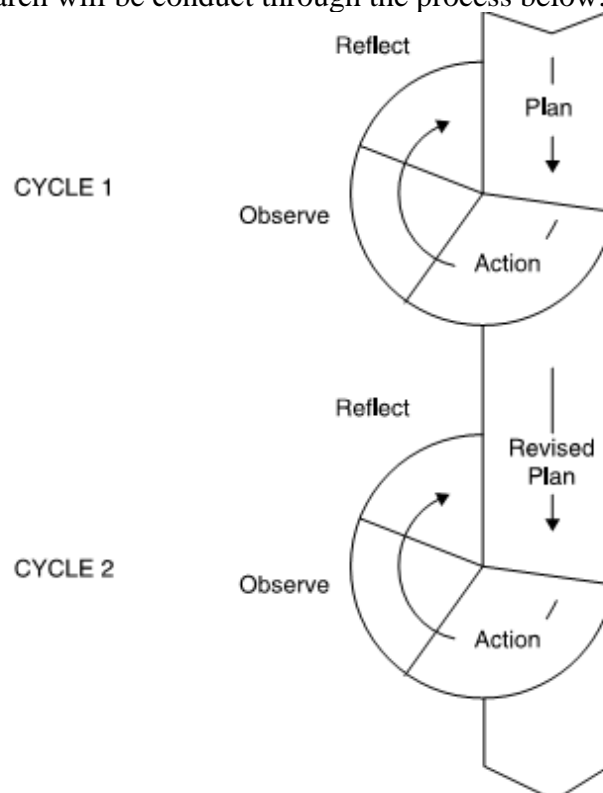
## METHOD

This research used Classroom Action Research (CAR) as a research method to see the increase in scores and student behavior processes through classroom action with the "WOW" application as a learning medium.

This study conducted by using Classroom Action Research. According to Michael J. Wallace, "Classroom Action Research is a type of Classroom Research Carried out by the teacher in order to solve problems or to find answers toward context-specific issues.

Action Research as a form of self-reflective inquiry undertaken by participant in a social (including educational) situation in order to improve the rationally and justice of (1) their own social or educational practices, (2) their understanding of these practice, and (3) the situations which practices are carried out).

The action research will be conduct through the process below.



*Image 3. 1 Cyclical Model of Action Research by Kemmis and Mc Taggart*

The object of study in this research is Words of Wonders, which contains a crossword puzzle concept game that challenges students' ability to play vocabulary. Researchers

want to try to find out whether the application can improve students' vocabulary or not according to the results of tests and behavioral observations.

The procedures of research are performed by administering two cycles. Each cycle contains four steps, which are planning, action, observation, and reflection. Before the cycle the researcher began, orientation test is administered to identify the basic knowledge of the students about vocabulary mastery.

### 1. Cycle 1

#### a. Planning

The following points are the specification of the planning of the first cycle:

#### b. Conducted the cycle in two meetings.

- 1) Administrate the vocabulary learning process according to lesson plan.
- 2) Conducted pre-test in order to know the students basic ability in vocabulary.

#### a. Action

In this step, the researcher thought the students by using wow mobile game as the media to enhance student's motivation and vocabulary mastery.

#### b. Observation

The observation has been conducted to all of the process, atmosphere of vocabulary and learning process. The researcher wanted to find out the overall condition occur during the instruction.

#### c. Reflection

Reflections would do evaluative aspect to effect of spacious issues and suggest handling it. The researcher should take the feedback of this vocabulary mastery and learning process from the result of the observation, the problem that exist, and the cause of problem. If the result does not reach the goal that determines, the researcher should make decision that the researcher need to continue to the research into cycle II.

### 2. Cycle 2

Action research is cyclical. After the cycle of planning, action, observation, and reflection in the first cycle, the process in the second cycle is the same as the first cycle, which an increase in mastery of vocabulary material. Cycle II is carry out if there is an significant increase in students' vocabulary.

During the treatment, a vocabulary test has been given to the students at the end of each meeting. The students were tested by asking them to answer 10 questions about the WOW mobile game application.

The data for this research collected quantitatively and qualitatively. In collecting quantitative data, the researcher provided some written assessments to students as the instrument. This instrument was used to analyze the level of student learning. Students were asked to answer all the questions given. The test given was in the form of a test. There were ten questions for each cycle. In assessing the vocabulary test, it was determined that the ranges of score were from 0 -100 by counting the correct answers. The correct answer was given 5 while the wrong answer was given 0 and by applying this formula:

$$S = \frac{R}{N} \times 100\%$$

Where:

S = score of the test

R = the number of correct answer

N = the number of the question

In the collecting qualitative data, the researcher uses observation sheets focusing on what happened in the classroom (classroom management) taken by the collaborator, interview an English teacher, questionnaire for the students to obtain about their interest and difficulties in learning vocabulary as the instrument (Anas, 2003: 155).

After the data from observation sheet, interview and questionnaire had been gotten; the researcher collected the data and described it. This phase also called as descriptive phase to support the data that cannot be answered in quantitative phase. Combined the data finding from quantitative and qualitative phase is an important techniques in classroom action research design.

Meanwhile, to analyze the students' motivation level, the researcher used the score of Very High Motivation, High Motivation, Moderate Motivation and Low Motivation as mentioned at the table below:

CATEGORY	Down Limit	Up Limit
VHM (Very High Motivation)	34	40
HM (High Motivation)	27	33
MM (Moderate Motivation)	19	26
LM (Low Motivation)	10	18

*Table 3. 1 The Score of Motivation Level*

## DISCUSSION

The last step of this action research was discussing the result of the research as a final reflection. Firstly, teacher and researcher identified some problems as follow: the vocabulary score of student was low (1), the students' motivation to learn English vocabulary was low (2). Those problems were caused by several factors such as the teacher did not use a good learning media (1), the teaching method was only a conventional one (2) and the learning source used by the teacher was limited. Based on the problems found, one of appropriate teaching method should be used is teaching English vocabulary using game and the researcher choose WOW mobile app game as the teaching media.

WOW mobile app game is the perfect entertainment for developing the ability to search, write, learn, combine, and solve problems. Word for word, miracle after miracle, and puzzle after puzzle, we will travel around the corners of the earth while solving the crossword puzzles and challenges that are present. Based on the table 4.1 on page 24-25, it can be seen that the WOW mobile application probably can enhance student's motivation viewed by the eight indicators of motivation delivered by Ricardo (2017: 192) which were significant changed. After implemented WOW mobile app as the teaching media, students' learning duration was increased because they can learn English vocabulary while playing fun words game (1), their study frequency was increased because they can learn English vocabulary inside or outside the classroom (2), their persistence was increased because this mobile app increase their desire (3), their fortitude was increased because the existence of a study guide made students were able to improve their abilities in term of opinion (4), their devotion was increased because the students were try to find the words more harder than before (5), their aspiration level was increased because they used an appropriate interesting media in improving their own learning goals

(6), their achievement was increased because their English vocabulary score was increased significantly (7) and their attitude was increased because combining the right learning medias, learning methods and learning sources could increase learning motivation.

Based on the result of questionnaire on the observation result of cycle 1, the researcher found that students' learning motivation were significantly increased from low motivation into high motivation and moderate motivation. It was proved by table 4.6 page 48, there were 0% (0 students) indicated as very high motivated student, 32% (8 students) indicated as high motivated students, 68% (17 students) indicated as moderate motivated student and 0% (0 student) indicated as low motivated student.

Students' vocabulary mastery score also increased significantly, it can be seen from the finding of preliminary research where the mean score of students were 66.6 changed into 81.82 (table 4.4: page 42). The improvement of students' vocabulary mastery score was caused by WOW mobile app as the learning media and method to teach English vocabulary. Learning English while playing fun puzzle words game made the students became more active in learning. They also became more active in asking questions and practicing to find the meaning of words, how to spell a word and how to pronounce these words in the right way. The WOW mobile app game provided so fun vocabulary learning source which could be made as a source to making learning assessments for the students.

The findings of this classroom action research was in line with the research findings conducted by Profita (2012: 1-86) "*Improving English Vocabulary Mastery By Using Crossword Puzzle*" which stated that the use of crossword learn English was the students paid attention in teaching learning activity because the student took part in that activity. It built enjoyable situation because it was simple and easy for students. So, they could actively follow the teacher instruction. It could be concluded that teaching English using crossword puzzles improves mastery and the teaching learning process of using crossword puzzles give good effect in teaching learning process.

## CONCLUSION

Based on the result of research finding and discussion, it can be concluded that:

1. Based on the result of questionnaire on the observation result of cycle 1, the researcher found that students' learning motivation were significantly increased from low motivation into high motivation and moderate motivation. It was proved by table 4.6 page 48, there were 0% (0 students) indicated as very high motivated student, 32% (8 students) indicated as high motivated students, 68% (17 students) indicated as moderate motivated student and 0% (0 student) indicated as low motivated student.
2. The use of the WOW mobile game application was able to increase students based on an average score of 66.66 on the results of the initial school condition test in the moderate category with a score of 81.82 being a good category.

Regarding the research results, all research questions have been answered.

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