STUDENTS' PERCEPTION TOWARD INTEGRATING WATCHING VIDEOS AND FUN GAMES FOR VOCABULARY MASTERY

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ABSTRACT

Vocabulary as English component has an important role in other English skills and improvement component. By several factual case records, vocabulary is considered as most important English component to deliver to the students; also, mostly students get difficult in memorizing and remembering English vocabularies. This fact motivated the researcher to figure out students' perceptions of new innovation by integrating watching videos and games. To cover up these questions the researcher conducted survey research with 29 participants of class VIII of MTs Al-Muslihuun. To collect the data, the researcher adopted likert scale and open-ended questionnaire to know students perceptions of watching videos and games implementation in vocabulary teaching and learning then analyzed by using descriptive analyses. The research finding shows that there are some synchronized benefits gained based on students' perceptions by integrating watching videos and games, those are; vocabulary varieties upgrading with 93% positive responses, vocabulary enhancement with 83% positive responses, fun and entertaining with 94% positive responses, and other various benefits with 90% positive responses. Additionally, the researcher also investigated about students' experiences in learning vocabularies using innovative techniques; 79% participants said yes and fun.

Keywords: Students' Perceptions, Fun Games, and Watching Videos

INTRODUCTION

It is well-known that English as a foreign language has four skills to learn; speaking, writing, listening, reading, and three components; vocabulary, pronunciation, and grammar. Those skills and components are undeniably related to one another. From the smallest aspect, word is a very crucial material to shape those English skills; reading, speaking, writing and listening.

Starting from the receptive skill (reading and listening), vocabulary mastery really affects receptive skill upgrading. The higher amount of vocabulary the students acquire, the easier the students can comprehend the English text. It is line with a study case in Singapore conveyed by Zhang & Anual (2008) that almost all ESL students in secondary school encountered problematic vocabulary understanding during reading comprehension periods. Undeniably, the students learn pronunciation implicitly when they learn vocabulary. This fact is supported by Dabbagh (2016) in his research that mostly ESL learners consider that one of backstops to attain listening comprehension is vocabulary;

therefore, vocabulary mastery is one of essential aspects in gaining listening comprehension.

Moving on to the productive skills (speaking and writing), there are a lot of evidences proving that vocabulary is one of most vital aspects to absorb in improving productive skills. *"No words, no communication"* means to deal with the importance of vocabulary in speaking skill. The lack of vocabulary will hamper English learners to speak up fluently. A supportive statement comes up with a results of study that "Speaking English fluently is always a difficult task for EFL learners but it can be oppressed by learning variety of strategies in the course of developing vocabulary" Khan, Radzuan, & Shahbaz (2018). Writing as the other productive skill also needs vocabulary mastery to create proficient writing. Viera (2017) stated "pedagogic intervention with vocabulary activities strengthened learners' performance production since they can integrate precise vocabulary terms in the production of written texts".

The over-elaborated points show that vocabulary has a very crucial role in developing all English skills, students found many kinds of difficulties faced by English learners in mastering vocabulary. Based on the research findings by Rohmatillah (2014) about students' difficulties in learning vocabulary mentioned as follows;

1) Pronunciation & spelling (caused by the written form is different from the spoken form in English)
2) Contextual Meaning (caused by random and various words)
3) Collocation (caused by the number of words that students need to learn is exceedingly large)

By those findings about several difficulties faced by students in learning vocabulary, this might be solved very soon by providing understandable materials and innovative teaching methods to make the students find pleasures in learning vocabulary.

These matters actually urge the researcher to conduct this study aimed to figure out the students' complexities in learning vocabulary. Looking back to the first hitch in learning vocabulary based on the students' perception is pronunciation and spelling caused by the written and spoken form difference. The researcher decided to investigate the implementation of watching videos as the teaching method to minimize the boredom vibes in the classroom and facilitate the students to know how to pronounce and spell the word. Furthermore, the researcher delivered the vocabulary using theme boundary which eased the students to know the contextual meaning and collocation. Besides, the researcher also tried to implement fun games as the practical methods to help the students to have long-term memory of the vocabularies. Khan et al. (2018) stated that "most EFL students claim that they understand the new vocabulary items during the lecture but they tend to forget newly learned words after a short period of time".

METHOD

A survey research is selected to be the research design of this study since the researcher wants to "gain insight into the specific meanings and behaviors experienced in a certain social phenomena through the subjective experiences of the participants" Palmer & Bolderston (2006). Moreover, this study highlights students' perceptions as the main variable to observe toward two fun activities, watching videos as the material delivery method and fun games as the practical teaching method. To get the data of this study, the researcher builds concepts by using likert scale questionnaires to find out students' perception on watching videos implementation as the teaching method of vocabulary and

15 open-ended questionnaires to know students' perception on using games as the practical method of learning vocabulary.

This study observation was conducted when covid-19 was lowered, and several formal institutions have already implemented face-to-face teaching and learning process. Furthermore, the researcher decided on MTs Al – Muslihuun as the setting of research investigation. Since the variable materials are VIII grade standard, the researcher selected VIII grade to be the participants of the study with 29 students. This study was investigated using likert scale adapted from Wardaya (2015) consisting of 10 questions, and 15 open-ended questionnaires adopted from previous study conducted by Wulandari (2021).

To begin the investigation, the researcher started to implement the integrating methods in the classroom to the selected sample to teach about "daily routine" vocabularies by providing videos as the material delivery method, then continued by playing fun games as the practical method of vocabulary material. After implementing the teaching treatment with videos and games, the researcher contributed questionnaire containing 10 questions with five variables (strongly disagree, disagree, neutral, agree, and strongly agree) related to the utilization of watching videos in learning vocabulary, and 15 open-ended questionnaires to find out the students' perception on integrating watching videos and fun games for learning vocabulary in the classroom.

Data processing techniques in this study used a Microsoft Excel because this program has a high statistical ability and the data management system in the graphical environment. The analytical method used in this research is Descriptive Analysis Percentage. This descriptive percentage is processed by frequency divided by the number of respondents and multiplied by 100%. Also, Microsoft excel can draw the diagram to provide clear illustrations to the readers. Deductive analysis, on the other hand, requires a structured or predetermined approach.

FINDINGS

Two points are observed in this study; students' perceptions of using fun games toward vocabulary mastery measured with likert scale questionnaire adopted from a study by Wardaya (2015), and students' perceptions of watching videos toward vocabulary mastery measured by 15 open-ended questionnaires adopted from previous study conducted by Wulandari (2021).

After analyzing all the gained data of teaching English by integrating watching videos and games implementation, the researcher finally find out the solution of this study research problem *"what is students' perception toward learning vocabulary by integrating watching videos and fun games?".* Summarizing from those findings stated above, those two methods got positive responses from all the participants for their vocabulary mastery improvement. There stated that, several statements or aspects of videos utilization and games implementation matched and synchronized one another which means that watching videos and games implementation are recommended to be integrated. It is clearly displayed the synchronization of students' perceptions of integrating videos utilization and games implementation on vocabulary mastery below;

Videos utilization students' rates	%	Games implementation students' feedbacks
Vocabularies variety upgrading	93%	Vocabulary enhancement booster
Vocabulary Enhancement	83%	Gaining a lot of English words
		Get easier to memorize

|		
		Easier to learn
		Memorization stimulus
Fun and entertaining	94%	Game is fun
		Boredom reduction
		Spirit booster
		Joy
		Interesting
		Innovative classroom atmosphere
		Entertaining
		Positive vibe values
		Anxiety Reduction
		Confidence upgrading
		Game interest
Diction Context	87%	
Beneficial	90%	More understandable
		Effective
		English ability sharpener
		Brain quality sharpener
		Group work training
		Practice media
Pronunciation and intonation	90%	
Language for communication	90%	
Writing outcome spirit booster	83%	
Social context in communication	80%	

DISCUSSION

First and second aspects of students' perceptions about video utilization are about vocabulary variety upgrading with 93% positive responses and vocabulary enhancement with 83% positive responses since they watch an English animation videos containing some English words. A lot of studies support this research finding that providing videos means providing audio-visual treatment which makes the students more facilitated in memorizing English words and easily grasping the meaning of the words and its context use by just watching the animation video by Silfia, Rusli & Nasrullah (2018). Erliana & Arbain (2020) also corroborate this statement that students easily learn new vocabulary by watching English animation videos. Another statement is already stated in the previous chapter by Sydorenko (2010) that he pointed out that videos can not only be used to learn new vocabulary, but also help memorize future vocabulary. Furthermore, the previous study by Wardaya (2015) found that 76.7% strongly agreed that watching videos helped the students to absorb more vocabularies rather than just focusing on the teacher explanations in the classroom which sounded really boring. Those aspects are matched with students' responses of open-ended questionnaire about games implementation toward vocabulary mastery; they stated that games implementation helps them to boost their vocabularies, gaining a lot of English words, get easier to memorize and learn, and

it helps students' memorization stimulus. This finding is supported by Huyen & Nga (2002) that in game implementation of teaching vocabulary, students tried to use as many phrases and words they had learnt as possible; therefore, students may be able to remember their vocabulary better.

Fun and entertaining are other two aspects of students' perception of watching video in learning vocabularies with 94% positive responses. This aspect is also supported by several researchers that teaching vocabulary using videos could create enjoyable classroom atmosphere, fun, and comfortable Silfia et al., (2018). Another supporting statement is conveyed by Bal-Gezegin (2014) that mostly students find themselves fun and more motivated to learn vocabulary, gain self-confidence, colorful class atmosphere, and fun when they get video show treatment in the classroom. Those aspects are also synced with students' perceptions of implementing games as teaching media in enhancing students' vocabulary mastery. They stated that they are interested in games because the can get a lot of benefits from this method, such as; boredom reduction, spirit booster, joy, innovative classroom atmosphere, entertaining vibes, anxiety Reduction, and confidence upgrading. It has been mentioned in the previous chapter by Ramadhaniarti (2016) that teaching English vocabularies using games give students enthusiasm for learning a language, stimulate the students' interest, motivate the students, reduce students' anxiety, increase students' positive emotions, because students are free to practice the target language without fear of punishment or criticism Crookall (1990). Students collaborated quite actively in games that required group work, even the quiet students. Huyen & Nga (2002) also stated that "They said that they liked the relaxed atmosphere, the competitiveness and the motivation that games brought to the classroom"

All the participants of this study feel that they get a lot of benefits of watching video treatment with 90% positive responses. This proven result is supported by Silfia et al. (2018), Erliana & Arbain (2020), Bal-Gezegin (2014) that teaching English vocabularies using video is an effective manner since it gives many positive benefits for students and certainly gets positive responses from the students. This is in line with student's perceptions of learning vocabularies using games; mostly students stated several benefits gained from games treatment, those are; more understandable, improving students' English ability and brain quality, and improving group work. Also, the students stated that game implementation in teaching vocabulary is more effective than non-treatment method. It has been mentioned in the previous chapter by Ramadhaniarti (2016) that teaching English vocabularies using games is very effective way to boost students vocabulary mastery.

Additionally, the researcher also investigated about students' experiences in learning vocabularies whether they had ever got game treatment or not. As a result, mostly students ever got game treatment and stated that they really like to learn vocabularies using games such as; guessing words, scrabble, guessing picture, hot seats, matching words, word chain, blindfold, and mine craft. The percentage of students' responses of game implementation experience is presented below;

Game Implementation Experience

21%

79%

■ Yes
■ No
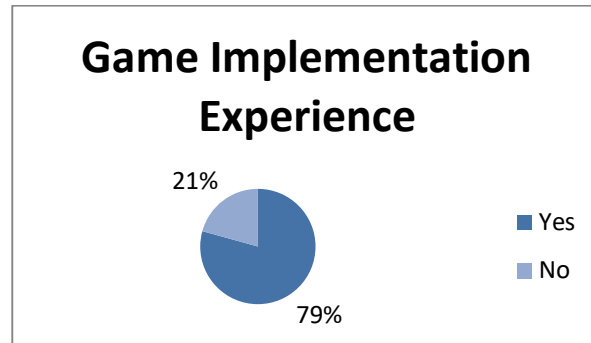
CONCLUSION

From all those findings stated above, it can be inferred that teaching vocabulary using video gives a bunch of benefits for students, so does teaching vocabulary using games. Based on students' perceptions of learning vocabulary using video and game, it shows that those two methods have the same beneficial outcomes for students' vocabulary mastery enhancement. Therefore, it indicates that those two teaching methods can be integrated to maximize the functional results for students' vocabulary mastery.

At the first step to conduct this study, English teachers are actually the main objects for this research. By those all research findings, the researcher recommended all English teachers to modify the teaching manners and implement innovative teaching methods since it is proven that students prefer to study using entertaining methods. Furthermore, the future researcher is recommended to conduct CAR (Classroom Action Research) to find out the effectiveness of integrating watching videos and fun games on the students' vocabulary mastery and measure their perceptions using interview to get more valid data.

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