

THE USE OF ONLINE GAME AS MEDIA TO MOTIVATE LEARNING VOCABULARY IN ENGLISH DURING PANDEMIC AT BAN LOEI WANGSAI SCHOOL THAILAND

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Abstract:

This observation ambitions to decide the extent of scholar motivation toward online games in enhancing getting to know English approximately vocabulary. This observation carried out at Ban Loei Wangsai School Thailand. The researcher had 15 students as respondents. The writer uses a qualitative descriptive method with the theories from (Creswell, 2012). The writer also used the theories about the online game to motivate learning vocabulary from Ashraf et al (2014), (Mahmut Kayaalti, 2018) and (Okaz, 2014). Based in the result, it can be visible that college students motivation as 80% of respondents agree that online games encourage college students in getting to know vocabulary, 93% online games are useful tools to be applied in learning vocabulary, 87% online games are effective tools to be applied in learning vocabulary, 73% online games make learning vocabulary more interesting, 87% learning vocabulary using online games become more enjoyable, 67% online games can increase positive feeling, 80% online games can reduce anxiety, 87% online games improve self-confidence in learning vocabulary, 93% learning vocabulary using online games based can create a fun atmosphere in the classroom, 73% online games is a useful tool for improving vocabulary.

Keyword

Online game, motivation, learning vocabulary



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INTRODUCTION

The COVID-19 pandemic forces attendance at most schools. Children work from home. After that, boredom becomes their main enemy, often overcome by online games (Muhammad et al., 2020). As a result of this pandemic, learning activities are carried out online. This situation poses new challenges for teachers and students at the forbidden school Loei wangsai in Loei province, Thailand. Because this activity is carried out online, of course, there are many obstacles and problems faced by teachers and students at the Loei wangsai ban school, including sometimes bad signals that interfere with the teaching and learning process, lack of understanding of the material presented by the school. Teacher. One of them is the lack of vocabulary mastery in learning English. This is very influential for the fluency of learning English if students are still lacking in learning English vocabulary. Moreover, the recent explosion of technology has made digital learning tools used for vocabulary learning, and much research has focused on their effectiveness (Kaluga, Mantai, & Marrone, 2013; Khezrlou, Ellis, & Sadeghi, 2017).

Internet technology offers great benefits for progress in all areas of life. One of the rapidly growing internet technologies is online gaming. (Puspita & Rohedi, 2018). Teachers must also be able to develop. With the rapid development of technology. This is very

influential on the teaching and learning process. But in reality, there are still many students who are crazy about online games, these students are less motivated to learn than studying at home (Pan & Gauvin, 2012; Harandy, 2015) as a result, teachers must take advantage of their technology to use the media available in their curriculum. When choosing a web-based learning tool, you should seriously consider it. This is because if it is inadequate, it can undermine the benefits of your study.

Moreover, the extent to which they are useful for learning lexical knowledge is still unknown to researchers. Recently, several researchers have tried to test its usability and compare it with some traditional vocabulary learning tools such as notebooks, word lists, etc. (özer and koçoğlu, 2017; Dizon, 2016; Hirschel and fritz, 2013).

Ashraf et al. (2014) state that it is also supported that online games create a pleasant learning atmosphere, especially for younger beginners to be more curious about the learning process. This makes learning more active and fun. Besides being able to increase students' ability to increase vocabulary, this keeps students enthusiastic about learning even in a pandemic situation. Many media can be used to increase student motivation in learning vocabulary during a pandemic, one of which is PowerPoint-based online game media. PowerPoint games are games created by an application in Microsoft software called PowerPoint. Point Presentation and this game can give a good impression for students to be more focused and motivated in the process. The strengths of this game are amongst others, it gives a possibility to model a hobby, it could be amusing to play, it is easy to create or edit, and it does not require a web connection (Barbour & Siko, 2013).

LITERATURE REVIEW

Children tend to be lazy to study because they prefer to play online games than study. Especially in the current pandemic situation, many children are lazy to study and prefer to play online games. But we must not give up hope in making children enthusiastic about learning in this pandemic era. We can incorporate online games into learning so that children are motivated to keep learning. We can design learning by incorporating online games via PowerPoint into the learning system. It is useful for learning vocabulary in language lessons and motivating students to learn. The use of online games as a useful tool is because most online games for younger beginners are loose and clean to gain access rights (Okaz, 2014). Online games can make the work of teachers easier and students can access various types of vocabulary (Mahmut Kayaalti, 2018). PowerPoint can be developed as an interactive media design in the form of games. Webb et al. (2012) stated that the PowerPoint quiz mode game can be used as a powerful teaching method to sell learning, increase student engagement, and increase student motivation and pride on a track. It could be. From this, it can be concluded that the PowerPoint game is a simple but useful medium to attract students' attention and interest in learning (Ali, et al., 2013).

Hayikalg, Nair & Krishnasamy (2016) stated that motivation is considered important to outperform students in learning English. To encourage students to remember this, it is suggested that learning language vocabulary can help students succeed not only in language proficiency but also in actual language use. Several elements can build students' motivation in learning English vocabulary. (Purnama et al., 2019) stated that certain parts can build motivation. First, motivated people will continue to try to learn the language by completing their homework or doing their homework. Second, motivated individuals must achieve success in their goals to express a desire to learn a language, strive for success, and enjoy the task of learning a language. Subakthiasih and Putri (2020) explain that thinking about student motivation can be used to describe students' views as far as they can invest their attention and energy in many things. Strong motivation could make students study English vocabulary and could make students gifted in the language. Because basically, the incentive comes from his personal will.

Alqahtani (2015) stated that the first step in learning a second language is learning vocabulary. A vocabulary can be defined as a language or vocabulary unit word that contains single elements or phrases that convey a particular meaning or blocks of multiple words (Alfaki, 2015). It has a more beneficial contribution to reading and writing skills but has little to do with listening and speaking skills. This means that vocabulary must be used as the main topic in learning English because if students do not understand the vocabulary, there will be time to learn and use English. Discovered that vocabulary is one

of the skills to look for when teaching English (maritha & dakhi, 2017). A person cannot express his ideas and learn new concepts without adequate vocabulary. Point out that vocabulary is often considered the main tool of communication.

Online games are one of the most popular media by children, so they tend to be lazy to learn. This will have a bad impact on their future if they do not study and prefer to play online games. From here we can find out the level of students' motivation in learning English vocabulary. Therefore, we must have good steps to make them motivated to enthusiastically learn English vocabulary. That is by incorporating power point-based online games into the learning system so that students are motivated and enthusiastic in learning English vocabulary. Learning English vocabulary is very important because if we know a lot of vocabulary, we will be able to speak fluently well. In addition, learning will be fun and not boring, thus students will be motivated and motivated to learn English vocabulary.

METHODS

A qualitative descriptive approach was used in this study to determine the motivation of students to learn vocabulary by using online games. The qualitative descriptive method is used for this research because: through this method, we will understand the student's personality well. It is mainly based entirely on awareness studies to investigate vocabulary mastery of using online game media. Held from November 19 to January 5, 2022.

Qualitative descriptive research design using observations, questionnaires, and interviews used by researchers to conduct this research. Descriptive research is one type of research that aims to present a complete picture of a social setting or is intended to explore and clarify a phenomenon or social reality. The instruments in this study were observation, interviews, and questionnaires.

The research subjects are informants, meaning that people in research settings are used to provide information about the situation and conditions of the research setting. We hired a qualitative information series technique to offer a multidimensional view of the conversation: corporate confessions and high-intensity one by one interviews (Creswell, 2012). This contributor may be visible to as many as 15 4th grade basic school students. Questionnaires and interviews have been then dispensed to fifteen English learners. This implies the opinion that they're inspired to research vocabulary via way of means of the use of the net online game.

RESULTS AND DISCUSSION

In acquiring information, the researcher requested questions through a questionnaire and interview. Below is an outline of the questionnaire and interviews with 15 English beginners from grade four Ban Loei Wangsai School in Thailand. The utilization data used in learning vocabulary using online games is explained as follows at the first to a fourth meeting, the researcher observed the students about the motivation in learning vocabulary by using online games. Each meeting has a duration of 60 minutes. The meeting begins, the researcher will share the zoom meeting access link in the group of available lines.



Figure 1. *the link to join the zoom meeting*

In the first activity, the researcher started the activity by greeting and greeting the participants after that they shared a zoom link so that participants could take part in English learning activities.

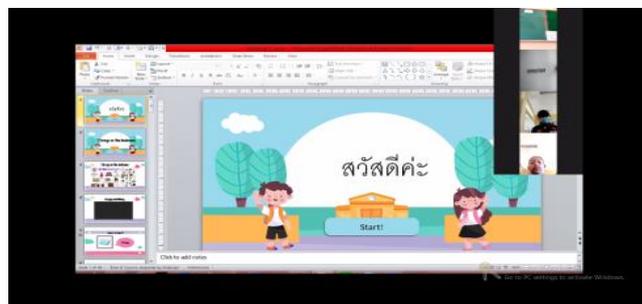


Figure 2. *learning using PowerPoint*

In the second activity, the researcher gave an opening greeting, after that the researcher displayed a learning video and explained the material to be discussed.



Figure 3. *show the video and discuss*

In the third activity, the instructor asks students to repeat the displayed vocabulary.

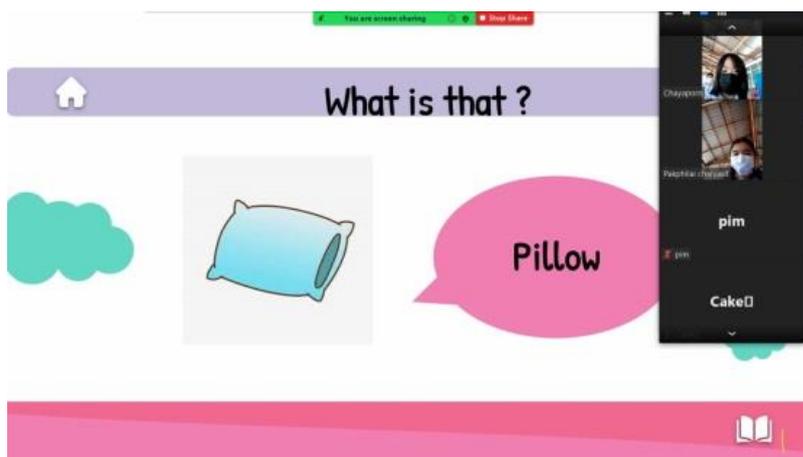


Figure 4. students repeat the display vocabulary

In the fourth activity, the instructor divides groups and gives a game about vocabulary, and gives a star for the group that can answer the questions

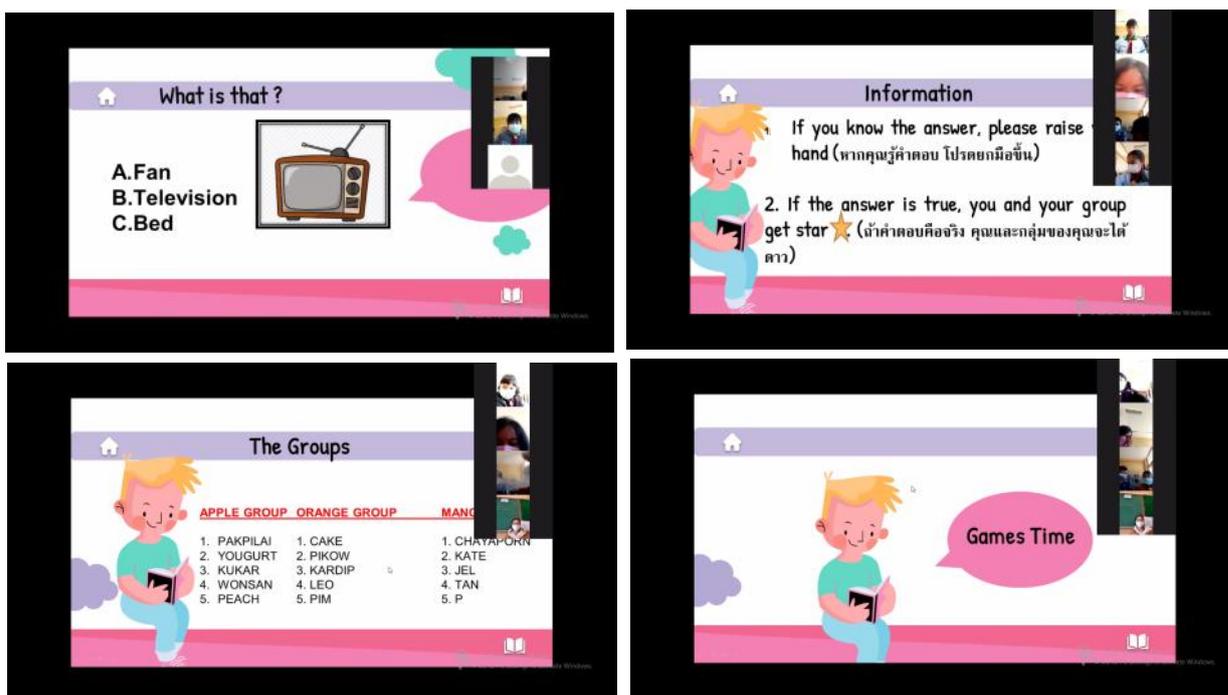


Figure 5. online games vocabulary via PowerPoint

The fifth activity is the last activity before closing the class. Then the researcher asked the participants to take pictures together using the zoom screen capture feature. Finally, the instructor greets all participants.

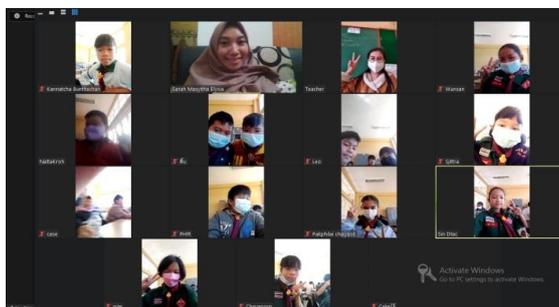
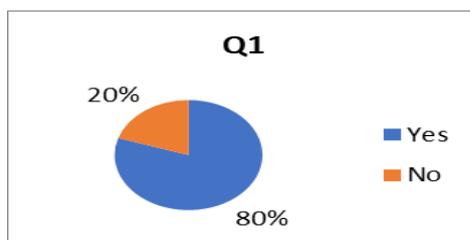


Figure 6. screen capture session

The following is a description of the results of the questionnaire with 15 students by applying the dichotomous question commonly used in surveys that ask for yes/no answers. He used to clearly distinguish the quality, experience, or opinion of the respondent. The data can be reported as follows:

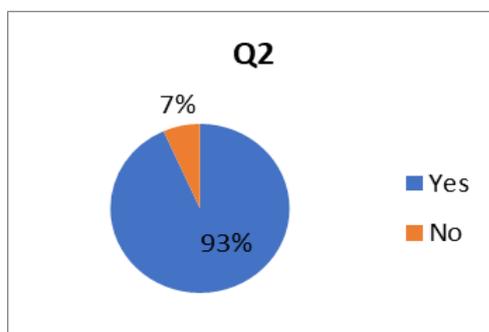
1. Questionnaire

Questions 1: "do you think that online games can motivate students in learning vocabulary."



Based on question number 1, 12 students answer "Yes" and 3 Students answer "No". So, the result of answer number 1 is 80% Of 20% online games can motivate in learning vocabulary. These results indicate that they are motivated by learning English vocabulary through online games. As the previous study argue that online games induced intrinsic motivation and play evolved their skills (Banyte,2015) and Sadeghi (2013) showed that scholars who've excessive motivational degree associated appreciably to their fulfilment and maximum participation in problem or object, approximately the researcher in his research confirmed there may be the impact of motivation on students' vocabulary mastery.

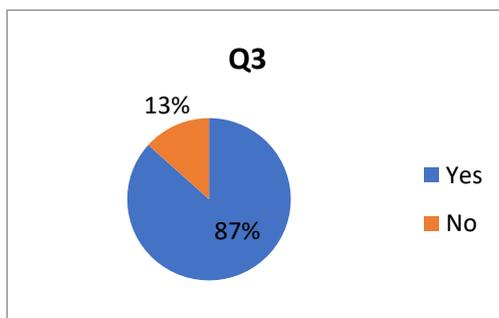
Questions 2: "do you think that online games are useful tools to be applied in learning vocabulary?"



Based on question number 2, 14 students answer "Yes" and 1 student answer "No". So the result of answer number 2 is 93% of 7% of Online games are useful tools to be applied in learning vocabulary. These results indicate that online games are useful

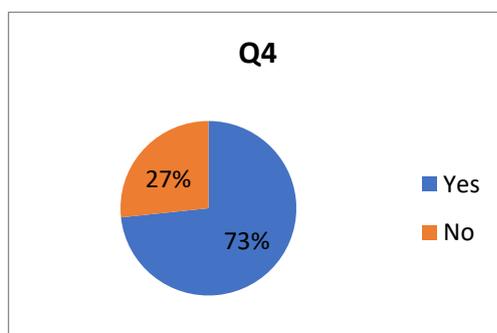
tools to be applied in learning vocabulary. As previous research has argued that the use of online games in language learning has observed benefits ranging from increased motivation and engagement to improved vocabulary acquisition, in addition to the possibility of expanding communicative competence (Ariffin, 2012; Berns et al., 2013). ; Zhang & Kaufman, 2015; Hong et al., 2016; Zhang et al., 2017).

Questions 3: "do you think that online games are effective tools to be applied in learning vocabulary in the classroom?"

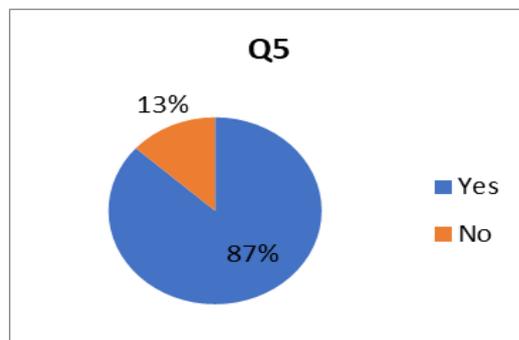


Based the question number 3. 13 students answer "Yes" and 2 students answer "No". So, the result of answer number 3 is 87% Of 13% online games are effective tools be applied in learning vocabulary. These results indicate that online games are effective tools to be applied in learning vocabulary. As the previous study argues instance, formulating online games to scaffold and encourage college students in learning vocabulary isn't an essay job (Zainuddin et al., 2020). It would possibly result and discussion of this studies locating suitable or like-minded with the concept and Kalyaati (2018) online games powerful and motivating.

Questions 4: "do you think that online games make learning vocabulary more interesting?"

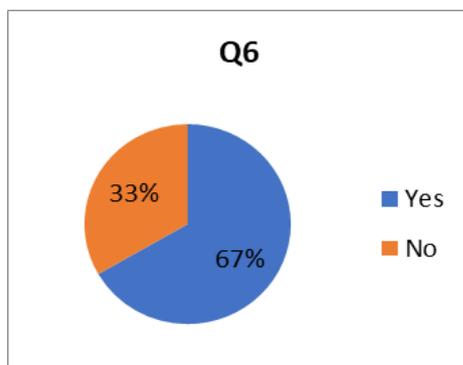


Questions 5: "do you think that learning vocabulary using online games become more enjoyable?"



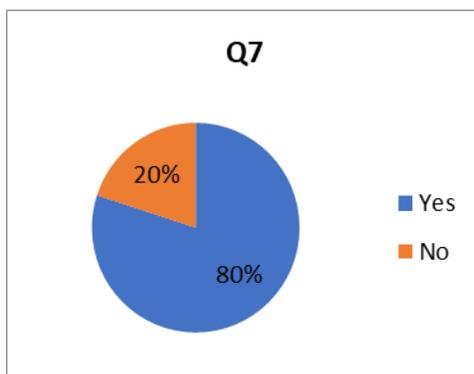
Based on question number 5, there are 13 students who answer “Yes” and 2 students answer “No”. So the result of answer number 5 is 87% of 13% learning vocabulary using Online games become more enjoyable. As previous research has argued As one of the maximum fun methods of getting to know an overseas language, online games may be used at the same time as coaching vocabulary (Dudeney & Hockley, 2012; Henry, 2013).

Questions 6: "do you think that online games can increase your positive feeling?"



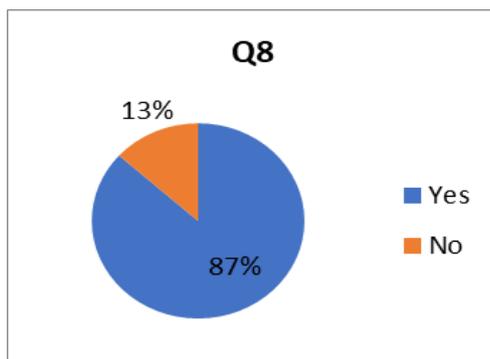
Based the question number 6, there are 10 students who answer, “Yes and 5 students answer “No”. So the result of answer number 6 is 67% Of 33% Online games can increase the positive feeling. These results indicate that online games can increase the positive feeling. As the previous study argues Online games have given many demanding situations from students’ behaviors hanging their educational conduct to constantly extrude definitely or negatively their personality (M.Quwaider, A.Alabed, R.Duwairi,2019), as it brings numerous sorts of conduct that influences gamers in unique ways. So, Dieris-Hirche et al. (2020) observed that people with complex tiers of online game utilization had low tiers of lifestyles strength and procrastination behaviours.

Questions 7: "do you think that online games can reduce your anxiety?"



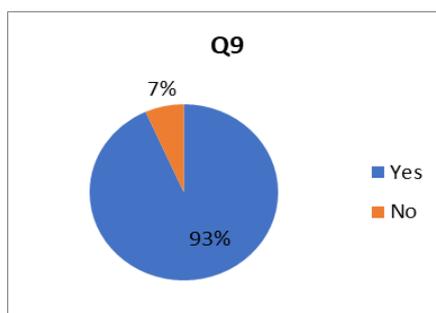
Based the question number 7, there are 12 students who answer “Yes” and 3 students answer “No”. So the result of answer number 7 is 80% Of 20% Online games can reduce anxiety. These results indicate that online games can reduce your anxiety. As the previous study argues The ability of MMORPGs -vastly multiplayer online function play games- feature as a pedagogical device to teach EFL newbies in low-pressure and anxiety-loose environments (Azman, H., & Dollsaid, N. F, 2018) and Carlier S, Van der Paelt S, Ongenae F, De Backere F, De Turck F (2020) Appropriate online gaming ends in the elevated launch of dopamine inside the limbic system, ensuing in pleasure. Consequently, such game enthusiasts experience calm, with tension and despair being mitigated.

Questions 8:" do you think that online games improve self-confidence in learning vocabulary?"



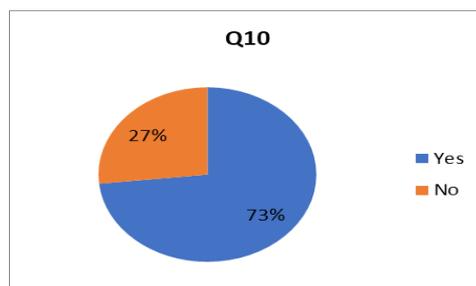
Based the question number 8, there are 13 students who answer “Yes” and 2 students answer ‘No”. So the result of answer number 8 is 87% of 13% Online games can improve self-confidence in learning vocabulary. These results indicate that online games can improve self-confidence in learning vocabulary. As the previous study argues that In addition, current research has found out that people select online games performed on the Internet because of elements along with loss of social support, loneliness, and avoidance conduct with inside the actual world (Melodia et al., 2020; Tham et al., 2020).

Questions 9:" do you think that learning vocabulary using online games based can create a fun atmosphere in the classroom?"



Based on question number 9, there are 14 students who answer “Yes” and 1 student answered “No”. So the result of answer number 9 is 93% Of 7% learning vocabulary using online games can create a fun atmosphere. These results indicate that learning vocabulary using online games can create a fun atmosphere. As the previous study argues that As previous research has argued that online gaming regularly consists of factors that encourage and interact beginners in the classroom; In addition to the point-and-reward system, instant feedback (Darejeh & Salim (2016). As supported by the means of Chadyiwa and Mgutshini (2015), these online gaming factors offer inexperienced people the pleasure of learning in a fun environment. Which they will experience like they have to win challenges, the whole range to achieve badges and prizes. This can make learning fun.

Questions 10:" do think the online game is a useful tool for improving vocabulary?"



Based on question number 10, there are 11 students who answer “Yes” and 4 students answer “No”. So the result of answer number 10 is a 73% of 27% of students can use tools to improve vocabulary using an online game. These results indicate that useful tools improve vocabulary using an online game. As stated by previous research that using cell phones, online games, in learning can allow students to increase new vocabulary knowledge (Mahdi, 2018; Al Masri, 2020 & Bin-Hady, 2021).

The following are the results of participant interviews which are divided into 3 groups:

The researcher interviewed 4-grade students at Ban Loei Wangsai School Thailand. There are 15 students in the 4th grade. The researcher was divided into 3 groups. Every group consists of 5 students. There are 3 levels to find out the results of interviews about students' motivation to learn vocabulary by using online games. There's smart students group, medium students group, and low students group. Based on interview results, the smart group, they do not find it difficult to learn vocabulary because they are happy and motivated to learn English. They take this class of their own accord without any coercion from the teacher. They feel that learning vocabulary by using online games is not boring. They are more motivated and comfortable learning English vocabulary by using online games via online. They can easily understand and feel their vocabulary increase after learning various English vocabulary using online games. And the medium student group, they do not find it difficult to learn vocabulary because they are happy and motivated to learn English. They take this class of their own accord without any coercion from the teacher. They feel that learning vocabulary by using online games is not boring. They are 2 students who are more motivated and comfortable with learning English vocabulary by using online games offline.

They can easily understand and feel their vocabulary increase after learning various English vocabulary using online games. And the last group is the low student group, 2 students find it difficult to learn vocabulary but they are happy and motivated to learn English. They take this class of their own accord without any coercion from the teacher. They feel that learning vocabulary by using online games is not boring. They are more motivated and comfortable learning English vocabulary by using online games via online. They can easily understand and feel their vocabulary increase after learning various English vocabulary using online games.

CONCLUSION

Based on the existing problems, students experience low motivation in learning English, precisely in vocabulary learning, this is because the classroom teacher does not provide the right strategy so that students are motivated to learn English precisely in vocabulary learning. To overcome this, researchers focused on strategies that could trigger student motivation.

Regarding the motivation to learn vocabulary by using online games that is implemented through PowerPoint, this shows that the 4th-grade elementary school students at Ban Loei Wangsai School Thailand are motivated to learn vocabulary. This happened because the researcher used the right strategy, namely by implementing online games into vocabulary learning. This can trigger students' interest in learning vocabulary.

Based on the results of researchers regarding the motivation to learn vocabulary using online games implemented through PowerPoint, this shows that elementary school students in grade 4 Ban Loei Wangsai School Thailand are motivated to learn vocabulary. This happened because the researcher used the right strategy, namely by implementing online games into vocabulary learning. this can trigger students' interest in learning vocabulary.

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