Developing C.O.C (Congklak, Onet & Crossword Puzzle) Game to Motivate Students in Enriching English' Vocabulary

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Abstract

Vocabulary is one of the important factors in learning foreign language such as English. Based on widely observation, most of Indonesian students are having difficulty in understanding English vocabulary which leads to the difficulty to acquire foreign language. One way to solve the problem is by using a medium in the form of a game. A game called C.O.C is developed under R&D design into an effective medium. R&D design is a research design that used in creating a new product and evaluating the product through some experiments. This method included some stages such as material and expert validation, also field evaluation. The field evaluation is held at one of Junior High Schools in Surabaya. The seventh grade of this school become the participant in the research. The aim is to find out either the game is work or not and could it motivates student in enriching English' vocabulary. Based on this research, it is showed that the use of C.O.C game could motivate students in enriching vocabulary.
Key words : Vocabulary, Motivation, Medium, R&D

Abstrak

Kosa kata adalah salah satu faktor yang penting dalam belajar bahasa asing seperti Bahasa Inggris. Berdasarkan hasil obervasi secara luas, mayoritas siswa di Indonesia memiliki kesulitan dalam memahami kosa kata yang menghambat mereka dalam menguasai bahasa asing. Salah satu cara untuk menghadapi masalah ini adalah dengan menggunakan media berbentuk permainan. Sebuah permainan dengan nama C.O.C telah dikembangkan menjadi media yang efektif dengan menggunakan rancangan penelitian R&D. R&D adalah rancangan penelitian yang digunakan untuk menciptakan produk baru dan mengevaluasi produk tersebut melalui beberapa percobaan. Rancangan penelitian ini mencantumkan beberapa tahapan seperti validasi materi dan media, serta evaluasi lapangan. Evaluasi lapangan di laksanakan di salah satu Sekolah Menengah Pertama di Surabaya. Kelas 7 dari sekolah ini di pilih sebagai peserta dalam penelitian. Tujuannya untuk mengetahui apakah permainan yang telah dikembangkan dapat di jalankan atau tidak dan apakah dapat memotivasi siswa dalam memperkaya kosa kata bahasa Inggris mereka. Berdasarkan hasil penelitian, penggunaan permainan C.O.C dapat memotivasi siswa dalam memperkaya kosa kata Bahasa Inggris.
Kata Kunci: Kosa Kata, Motivation, Media, R&D.

INTRODUCTION

Vocabulary is defined as an important factor in foreign language learning such as English. Kamil and Heibert (2005) define vocabulary as knowledge of word or word meaning. While Min and Hsu, 2010 (as cited in Ahmadi et al, 2012) explain that vocabulary learning is closely related to the foreign language learning where learners need to understand most of vocabulary used and also the meaning. The aim is to make learners able to acquire foreign language. For EFL learner learning vocabulary is difficult since their vocabulary of English is limited (Susanto, 2017). It is caused by learners' lack of vocabulary knowledge since English is not their mother tongue

so that they are not used in using English language in their daily activities.

Another reason is learner's difficulty in understanding the meaning of English language. According to Sarani and Kafipour (2008 as cited in Ahmadi et al, 2012) that EFL students have insufficient skills and learning strategy in vocabulary. Students are able to read the alphabet but they do not understand the meaning. Besides, students do not feel confident when they are learning vocabulary since they are afraid to be mistaken. Linnenbrink (2002) explains that confidence can influence learners' motivation in learning and leads to the difficulty in acquiring vocabulary.

In addition, Berne & Blachowicz (2008, as cited in Al Qahtani, 2015) also state that many teachers are not confident about the best practice to use in teaching vocabulary. They explain that teachers do not know where to begin in forming an instructional emphasis on word learning. Raja (2011) also adds that teacher's competence is also a variable that affects the second language learning. However, teacher should be prepare and find out the appropriate techniques to implement in vocabulary learning.

Those reasons would effect students' motivation in learning. Motivation in learning is important since it encourage learners to learn actively. Calderon (2003) mentions there are 3 important points of motivation in teaching and learning process; (a) direct activites toward the achievement of learning, (b) controls and direct human behavior, and (c) gives satisfaction and happiness to the individual.

A motivated learners can be seen from their behavior during teaching and learning process. According to Sardiman (2012: 83) there are 5 characteristics of motivated learners; (a) persistent in doing assignment, (b) tenacious in dealing with difficulties / not easily to give up, (c) showing interest in variety of problem, (d) prefer working as individual, (e) glad to look for and solve problems. These characteristics can help teacher to observe learners who are motivated and who are not.

One way to motivate learners besides using strategy or technique in teaching is using media in form of motivational game. According to Ibrahim and Syaodin (2003) object medium or game are helpful for learners in teaching and learning process. Oblinger (2006) states most of preschool teachers use object medium or game in teaching.

The use of game is significantly improved student's vocabulary based on some research (Kunnu, Uiphat and Sukwises, 2016 & Singthongcai, Niwattanakul and Naenudorn, 2012).

Game is a favorite thing that most of learners play every time. Game is not only fun but also helpful for students who are learning language. Game is a fun activity that includes interaction, learning, thinking, and problem solving strategies (Kiryk, 2010). These activities are useful for EFL students. By playing game, learners can increase their understanding of English vocabulary.

There are many types of game such as adventure, puzzle, educational, etc. Some of these games might have good content but some of them might be not. A good game is effective and has educational content (Oblinger, 2006). Game that has educational content is a game that makes learners learn and get knowledge from it. The game that used in this research is C.O.C game. It is a combination from 3 different games where each of them has their own function; they are Congklak, Onet & Crossword Puzzle. Congklak is one of traditional game often played by children. It is a game to play by two players; both of the players compete to fill their own *lumbung* as much as possible by putting their stones in *lumbung* one by one after filling the other holes (Ashar & Tandyomaru, 2013). The winner is the one who's having the most stones in his *lumbung*. Onet belongs to one of modern game. It is a game to match the same picture between lots of pictures put randomly (Hestya, 2013). In this research, onet is developed into matching pictures with the name of the pictures. According to Ryan, Przybylski, and Rigby (2006) matching the picture with the name will challenge learners to check their understanding of English vocabulary. The last game is crossword puzzle. In playing crossword puzzle, the player should answer the question based on the number of boxes provided (Munir, 2005).

This combination game is completed with instructions and explanations which are stated in English. Based on those reasons the purpose of this research to develop combination game namely C.O.C game to improve the students' motivation in enriching English vocabulary.

METHODS

1. Participant

The participants of this research were 7 graders of Junior High School at Suburb in Surabaya.

These students were chosen since they are fresh graduate elementary schools and it is believed that this condition is good to improve their motivation in enriching vocabulary.

Beside the seventh graders, an English teacher from this school was chosen to be the material validator. Also a lecturer of Educational Technology was chosen as the media validator. Both of them were chosen based on their experience and skill in using media for teaching.

2. Instruments

There are 3 instruments used in the research. The first one is observation checklist. It is used to observe whether the media works or not such as whether the participant understand the rules and able to play the game, was there any difficulty in answering the question and how the participant' responded towards the media and were the materials chosen suitable with the student' competence, etc.

The second instrument is Interview. In this research, the participants are asked about the use of media (C.O.C game), whether the rules, instruction and the material were understandable or not and whether the media could improve student' motivation in learning or not. The interview between researcher and the teacher also with the participants were recorded in recording devices. The data was transcribed and analyzed to improve the media.

The last instrument was Questionnaire. Generally this questionnaire consisted of questions dealing with the use of media such as whether the media was interesting, the rules and instructions were understandable, the material was suitable with the student' learning competence and the language used was appropriate, etc.

3. Procedure

R&D was used as the research design in this research. This research design was employed since the focus of this study was developing media in form of game which aimed to motivate learners in enriching vocabulary. Based on Dick and Carey (2015), there were 10 stages in developing a new product but those stages were shortened in order to make it simpler to conduct. The stages can be seen in figure 1 below :
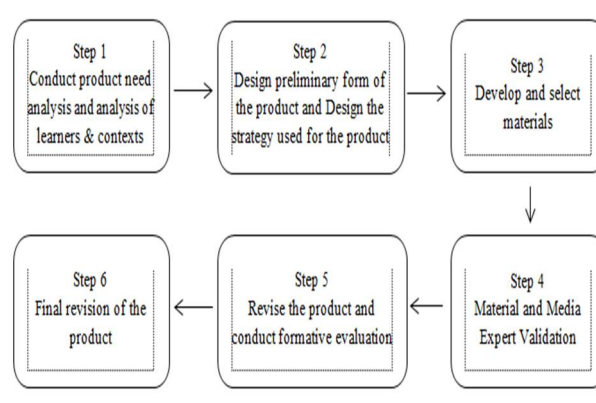

Figure 1

a. Conduct product need analysis and analysis of learners & context

It was reviewing the syllabus of Junior High School for 7th graders and observing learners' activity also their achievement in learning.

b. Design preliminary form of the product and Develop the strategy used for the product

Dick and Carey (2015) explained that strategy means a strategy used to engage learners in achieving the goal of the product such as group discussion, pair work and independent. The strategy used in the C.O.C game was playing in group. This strategy enabled the researcher to see the different for each learner in playing the game in group and optimized the time of analyzing each group.

c. Develop and select materials

The material was chosen from the topic of the basic competences which was stated in syllabus of junior high school (2013) such as transactional and interpersonal conversation including asking and giving information about time, name and number of things, animal, and people. It was developed into some questions where the learners were asked to answer the question in order to play the game and also to test their understanding.

d. Material and Media Expert Validation

The material and media expert validation were used to judge and to comment the product which used in the research. The material validation consisted of 25 questions of asking and giving information about time, name and

number of things, animal, and people. While the media validation consisted 10 statements of C.O.C media. These media and material validation were judged and commented by validator experts.

These validator experts were chosen based on their experience and skilled in teaching also using media for teaching.

e. Revise the product and conducting formative evaluation

After validating the game and material used for the game, the product was revised based on expert advices then the game is conducted in class as formative evaluation. The data of observation and interview from the formative evaluation were used to revise the game. These data were also combined with the data from the media and material expert and was used to improve the product.

4. Data Analysis

Both of the Interview and Observation instrument were analyzed using Creswell' analysis (2009) such as follow :
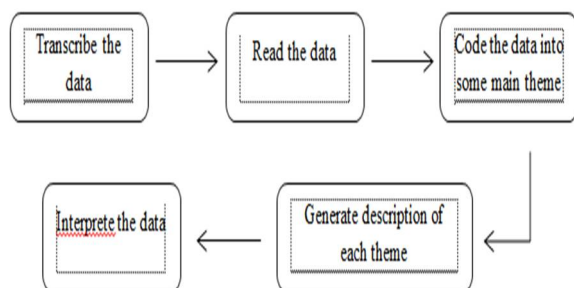

Figure 2

The first steps in analyzing the observation checklist and also interview was by reading the data. After reading all of the data, the researcher analyzed and organized the data based on some points such as physical appearance, mechanism, respond towards the game, and the material. Then those points were described into a passage and interpreted to get the findings such as in which part of the game that should be revised or need improvement.

For the questionnaire data was analyzed manually by using table score and criteria of score, such as follow :

1. Criteria of score :
   4   = strongly agree
   3   = agree
   2   = disagree
   1   = strongly disagree

2. Table of score :

Score	Percentage	Grade
40-30	100%-75%	Excellent
30-20	75%-50%	Good
20-10	50%-25%	Fair
10-0	Below 25%	Poor

The score was counted by using pattern as follow :

$$Score = \frac{Total\ points}{Max\ points} \times 100\%$$

RESULT & DISCUSSION

1. Result of learners' need analysis and preliminary design of C.O.C game

It was found that learners have difficulty in understanding English vocabularies since it was not their mother tongue and only being learnt at school. One way to solve the problem was using a medium in form of game called as C.O.C to make them easier in learning vocabulary. The product of C.O.C was designed into a long rectangular board made of duplex completed with the components such as stones, picture cards, vocabulary cards, key cards, answer sheet and question cards.

Figure 3

2. Result of Expert Validation

a. Review of Material Expert

Based on the observation data, the material expert states the topic used for the game need to be changed into descriptive text which had more explanation of vocabulary since the early topic was chosen randomly based on the syllabus. Beside of having more explanation, descriptive text also used in basic competence for 7th grade learning and the material of the game can be used as review of descriptive text learning. While based on the questionnaire, the material expert agreed that the rules and the instruction were clear to follow. The language was simple but the order needed to be simplified. She also agreed that the game could be played easily by the learners since the game itself was quite interesting.

b. Review of Media Expert

Based on the questionnaire data, the media expert agreed that students could play the game well and he also agreed that the size of the card and stones were suitable for the game. But both of the card, the stones and also the board need to be revised since they all are made from breakable material. He explains that the game should be made from long-lasting material which can be used repeatedly.

3. Product Revision

a. Revision from Material Expert

In testing the student' understanding of descriptive text, the game was provided with some questions. The question were made in two types question, the first was complete the question such as "**My brother is handsome. He has big round eyes and ….. hair**." The second type was guessing the answer such as "**I have an African animal. It is big and has brown color. It has a long neck and also long legs**". The reason of making the type of question was to make the students more familiar with kind of descriptive text.

Based on the questionnaire data, the instruction and rules of the game needed revise. The instruction was too long for the student and they needed to be simplified. The preliminary instruction consisted of 10 long steps. It was reduced into 8 simple steps. Besides the instruction and rules, for the language used, the chosen pictures, explanation for the key answer

and the difficulty of the text, based on the material expert they were acceptable.

b. Revision from Media Expert

The preliminary game of C.O.C especially the board game was made of thin duplex and changed into thick duplex. The aim was to make the board game durable. So the player can play the game repeatedly. Besides the board, the components of the game such as cards were also need to change into a good and durable one. The cards were included picture cards, vocabulary cards, and key card. At first, those cards were made of buffalo paper then they were made of art-paper. The art-paper characterized was thick and glossy. It would make the card in good condition for long time.

Another component that should be changed was the stone. The first stone was made of re-used paper which was shaped into a circle but the media expert suggested changing the material of it into a sturdy one. Then, the stones were changed into shell. It was a good and comfortable thing to use in playing the game.

4. Result of Formative Evaluation

a. Review of Formative Evaluation

The formative evaluation begins by introducing the media in the form of game in the class. Then dividing the class into groups consists of 6 students. Each group was given a C.O.C game with the components of the game. Based on the data of observation checklist, most of the students were excited and able to play the game but some of them still had difficulty in understanding the question and choosing the next player.

After playing the game, one representative of each group was chosen to be the participant in the interview. These students were asked related to the function of the game. Most of the students explain that the game was enjoyable but some questions of the game were difficult. Besides the question, the rules and instruction were understandable.

b. Revision of Formative Evaluation

Based on the observation while conducting the game also the data gathered from the interview, the questions of the game should be

reduced and simplified. The previous questions consisted of 25 long questions and reduced into 20 simple questions. These 20 questions included direct explanation of things & animal and others were filled-questions. Besides the question, the rules also instruction were revised by adding a new instruction, a guidance of using C.O.C. The preliminary rules and instruction consist of "How to play the game" and "Rules of the game". Adding a guidance of using C.O.C was needed since C.O.C game had some components which should be put correctly before playing the game. The guidance is called as "How to arrange the game".

5. Final Product

The revision from material and media expert also from formative evaluation were used to improve the game into a good one. These revisions include changing the topic, revising the material used for the game into durable one, reducing the questions, and adding a new instruction. The example of final product can be seen in figure 4 :

Figure 4

6. Discussion

In developing a game, the main thing to be concern was the instruction and rules. Murphy (2013) explains that a game should have a clear mechanics including rules, instruction and material. Based on the observation while conducting the game, most students show that they are still confused on how to play the game but when they were being explained, they were quickly understand. For the material, based on the observation most of students are able to understand and answer the question, even though few of them

are still have difficulties in understanding new vocabulary.

According to Peng, Lin, Pfeiffer & Winn (2012), enjoyment is as satisfaction of intrinsic need in playing the game. Based on the observation, it can be concluded that the game was enjoyable, since the participants look enthusiastic and interested in playing the game. Besides enjoyment, a game should be challenging to increase student's motivation (Vockell, 2001 as cited in Peng, Lin, Pfeiffer & Winn, 2012). The challenges which are provided in C.O.C game are the questions. Based on the information gathered from interview, most students feel the questions are average, the level are not too easy nor difficult. Even though some of them are not familiar with some words but all of them are able to guess the answer of the question by the help of their friends.

In addition Ryan, Przybylksi and Rigby (2006) explain that a game should enhance learners' competence in learning. After playing the game, some representatives of the students were asked to relate with material given in the game and whether it motivated them to learn or not. Some of the students say that they still lack on understanding vocabularies but through this game, they are motivated to learn more.

CONCLUSION AND SUGGESTION

Based on the observation and interview data, it can be concluded that the game is effective and helpful to use in classroom. It is showed by the positive respond given from the student. They look enthusiast and eager to play. Moreover, the students feel of being helped in understanding new vocabularies.

In applying C.O.C game as a medium in the classroom effectively, there are some things that teacher should consider. First is (1) use the game in group. Basically C.O.C game can be played by less than 6 players but it should be in even player such as 4 or 2. The reason is to make the same turn for each player. Second is (2) the time limit. In playing C.O.C game, there is no limitation of time. The game is over when all the questions are answered. It is important for teacher to make a time limit for playing in order to suits the lesson plan. But maximally, C.O.C game only takes 30-45 minutes to play. The third is (3) changeable topic. Teachers of 7 graders can change the topic of the game and suite with the student's difficulty such as learning vocabularies. Besides, the teacher of 8 or 9 graders

can also uses C.O.C game as an example for procedure text to explain how to use the media while teaching procedure text.

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