

## **DEVELOPING LeVo GAME AS MEDIA VOCABULARY LEARNING FOR JUNIOR HIGH SCHOOL STUDENTS**

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### **Abstrak**

Pada masa era perkembangan ini, Bahasa Inggris telah menjadi salah satu Bahasa yang cukup sering digunakan di setiap daerah. Bahasa Inggris pun telah menjadi sarana penghubung antara suatu negara. Pembelajaran dalam Bahasa Inggris kepada anak-anak sangatlah penting untuk melahirkan suatu generasi yang lebih baik. Terutama dalam bidang kosakata yang di mana sangatlah diperlukan agar anak-anak dapat mengetahui apa arti dari kata tersebut. Namun, sangat disayangkan tidak semua guru dapat memberikan suasana pembelajaran yang mendukung. Menciptakan suasana yang baik sangat diperlukan untuk meraih hasil pembelajaran yang maksimal. Oleh karena itu, peneliti mengembangkan suatu media pembelajaran kosakata untuk anak-anak. Penelitian ini bertujuan untuk memberikan gambaran tentang media yang dapat digunakan untuk kegiatan belajar mengajar pada tingkat Sekolah Menengah Pertama (SMP). LeVo dapat digunakan oleh siswa kelas 7 jenjang SMP untuk meningkatkan kosakata yang mereka miliki. Dalam pengembangan LeVo, peneliti menggunakan sebuah metode yang disebut Design and Development Research. Pengambilan data untuk media LeVo menggunakan metode kualitatif deskriptif. Subjek penelitian merupakan siswa kelas 7 dan berasal dari sekolah yang berbeda di Surabaya. Sebelum LeVo di uji coba, LeVo telah mendapatkan pengesahan dari para ahli media. Hasil dari penelitian ini dapat disimpulkan bahwa LeVo berhasil menarik minat siswa untuk belajar Bahasa Inggris. Meski seperti itu, dalam uji coba masih terdapat beberapa siswa memiliki kesulitan pada saat menyelesaikan LeVo. Sebagai kesimpulan, LeVo terbukti memenuhi kebutuhan siswa untuk menambah pembelajaran kosakata. Implikasi dari penelitian ini dipertimbangkan agar pendidik dapat menciptakan suasana pembelajaran yang menarik dengan menggunakan media.

**Kata Kunci:** LeVo, Media Pembelajaran, Vocabulary

### **Abstract**

During this development era, English has become one of the languages spoken quite often in every region. Unfortunately, not every teacher can provide a supportive learning atmosphere. At the same time, creating a good atmosphere is essential to achieve maximum learning outcome. Therefore, the researcher developed a vocabulary learning media for the children. This study aims to provide an overview of one of the media used for learning activities at the junior high school level. LeVo can be used by students in seventh graders to enhance their vocabulary mastery. The researcher utilized Design and Development Research as a research method in the development of LeVo game. The study was using a qualitative descriptive method to collect the data. The respondents in this research were seventh graders from various school in Surabaya. Respondents were collected to examine the practicality and doability of the game. The experts had validated LeVo before the media were tested. Experts validated that the game had good picture, manageable level of difficulty, clear and images suitable for users. The result of this study concluded that LeVo has succeeded in attracting students' interest in learning English. Even so there were still some students experienced a difficulty when playing LeVo. In conclusion, LeVo has been shown to meet students' need to enhance their vocabulary. The implication of this research is to help EFL teachers to create an attractive learning atmosphere using the media using LeVo game.

**Keywords:** LeVo, Educational Media, Vocabulary

## INTRODUCTION

Today in this development era, English has become one of the languages spoken quite often in every region. It is because English mostly becoming a means of connecting between countries. That's why English has become commonly recognized as the language of the global science culture. This has encouraged every country to study English in school, and even non-English speaking countries have adopted English as early as possible. However, it is unfortunate not every teacher can provide a supportive learning atmosphere for the students to enjoy the materials. Many of them only teach by using old methods or books as usual, and others only trying to grasp the vocabulary by using a dictionary. Because of that, almost all learners at early and middle state having a difficulty to learn English, and they find that English is the most difficult lesson in school. Most students believe that second language (L2) vocabulary is a scary exercise (Yu-Ling Tsaia and Chin-Chung Tsa, 2018) because lacking of vocabulary mastery.

In the world, The National Reading Panel (NICHHD, 2000) declared vocabulary was used as one of the reading items. according to Richards and Renandya (2002:255) vocabulary is a core component of language proficiency that provide much of the basic for how well the learner speak, listen, read and write. Without extensive vocabulary and the strategies for acquiring new vocabulary, people often achieve less than their potential and may discourage from making use of language learning opportunities around them. Vocabulary is essential for learning most aspect language. When some people have a broad knowledge of vocabulary, they are automatically better in many aspects when they going to learn new language. They also can be more confident when using their abilities. So, students need to learn seriously about vocabulary because they will have a difficulty later on. The example like when they going to read some novels or newspaper in foreign language. Students will feel discourage if they don't know the meaning in one sentence.

Thornburry (2000:1440) said that some techniques for remembering word in teaching vocabulary. They are using mnemonic or called key word of by picture, word card, guessing from context, coping strategies for production, using dictionary, spelling rules (usually using dictionary that used to check it), keeping record, motivating will help students cease their boredom. According to Harnet (as cited in Brinton, 2001: 459-475) media tools appeal to the student's sense and help them process information, thus it will help empowering their understanding of target culture and increasing their motivation toward language learning.

Pinter in Griva, Semoglou, and Geladari (2010), said that most early learners are lively and keen, engaged and

interested in learning, and they also tend to be less anxious and reluctant than older learners of language. Early learner has the same similarity characteristic with older learner that can be identified during the learning and teaching process. One of those characteristics is that they are learning by doing. Teacher nowadays can teach their students without the dictionary or the books by using a media to play in learning activities. Thus, game is very popular to attract students to learn English. As stated by Hwang, Chu, and Wang (2018), game-based learning using video has already been applied over the past few centuries as a form of a new media with significant learning potential on a wide range of subjects, such as, history, health, mathematics, and English. There is also a fact found by Park and Biddix (2017) that digital education media has two practical goals, namely empowerment and security. The empowerment in here focus on helping early learner to understand the efficient way in using mobile technology and media-based information; while security tends to focus on defending teenagers from the impact of the digital media that can became detrimental. Games can also encourage a number of students to raise their enthusiast and interest (Stakanova and Tolstikhina, 2014). Miller and Robertson (2010) said game environment reflects a set of principles and standards of what is good, entertaining, and meaningful in games. It is essential to remember that it is a semiotic framework that educators may not share — or fully comprehend. There is also a paper written by Bucking in Alice (2010) which states that there are at least five perspectives commonly used by media literacy practitioners as a result of various perspectives on the influence of the media. The five methods are an inoculation approach, a pragmatic analytical approach, an innovative media approach, a social participation approach, and a fun media approach. From these methods, the researcher selects the fifth, fun media approach. The media will be made as imaginative and interesting as possible for the students.

In conclusion of all the statements from all the expert above, it is essential for teacher to provide students with playful method in teaching. The issue to cope with in here is the usage of game, and the teaching learning activity may be such an enjoyable experience. Some of the school in Surabaya did not use and entertaining media when they teach their students; as a result, their students did not enjoy the learning process in the classroom and cannot completely understand the materials. Because of that, the researcher did a software design and development research for junior high school learner, which can be used on laptop easily.

The researcher performed research on the development of media game application called LeVo which stands out for (Learning Vocabulary). It is a website

flash game using the game-based learning strategies. LeVo itself is the combination of some games on the web that catching a word and also guessing a picture. LeVo can be accessed using a computer or a laptop. Therefore, it is easier for teachers when managing a classroom with big numbers of students. The media contain 2 activities with 45 different types of vocabulary games. Students will acquire more vocabulary words in a fun way using LeVo. The practicing time needed for the teacher to improve student's vocabulary learning is efficient and the learning atmosphere will become more fun. Therefore, researchers made LeVo in the hope that it can be used by teachers to improve student vocabulary learning more enjoyable in schools.

## METHOD

This work using Design and Development Research Framework by Peffers et al. (2007), which defined the issues, described the goals, planned and developed the product, tested the product, analysed the test result, and reporting the outcome of the product. Despite the procedure given, the researcher adjusting the phase to define the issue, design and developing the media, validating the media through experts, test the media, and analyse the results.

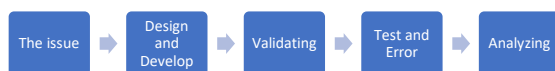


Figure 1 Method.

The design and development of the media was adapted from the theory of another researcher named I Gede Bagus Wisnu Bayu Temaja in 2017 that has almost the same educational media output. Temaja (2017) said there are several shapes to be taken by teachers to develop media, such as collecting resources, setting up a blueprint, visualizing using Microsoft PowerPoint, and implementing and evaluating by the teacher. The researcher here adjusted the step used by Temaja (2017) because the researcher used a software as a substitute for Power Point. The step taken by the researcher here is define the issue, drafting the game, develop the software for the game, validate the media through the experts, assess the media, and analyse the result.

In addition, two experts were invited to give comments and suggestion to improve the product and reach the

standard educational media using in the classroom. The expert for material media expert validation was lecturer of education faculty of the State University of Surabaya. The expert for media validation was the lecturer of Education Technology of the State University of Surabaya. Furthermore, the researcher field trial was conducted in Surabaya, the researcher house, since there was a pandemic of covid-19. The trial conducted to see any weakness of media implementation including the design and instruction. The user for trial out session was several seventh graders who were invited to play the media.

Validation from experts and user's used paper forms. They were asked out to fill in questionnaire given about the material used in the media and the quality of the media.

The questionnaire distributed content material experts was to validate whether the materials used are appropriate and the media was acceptable to use in the classroom. The content included the relevance of vocabulary level of knowledge, the chosen vocabulary, the structure of questions displayed on the game. Questionnaire given to media experts for validation included game design layouts, such as selected images, file fonts, and colour options in media and other. Questionnaire distributed to users which were seventh graders were asking about practicality and doability of the games being played.

The instrument used for collecting the data from students' users were questionnaire and structured interview. The questionnaire instrument here was aimed to see the students' responses towards the media implementation. The structured interview aimed to collect the data such as their rationale behind selecting the answer listed in the questionnaire.

## RESULT AND DISCUSSION

### Result

#### 1. Defining the problem

Learning English for children is very important to give birth to better generation. Especially, in the field of vocabulary which is necessary so that children can understand the word means. However, it is unfortunate that not every teacher can provide a supportive learning atmosphere. At the same time, creating a good atmosphere is essential to achieve maximum learning outcome. Before identifying the problem, the researcher carried out teaching practice at a junior high school based in Surabaya. When doing that, the researcher found out that few teachers taught their students using media. Therefore, most of the students looked bored and could not focus on what the teacher explained. For this reason, it is very important for teachers to be able to create a pleasant learning atmosphere for the students so they can focus on the lesson given. The

answer for that is teaching them more English vocabulary using technology in this era or some researcher called it Game-based learning.

After identifying the issue, the researcher gather articles, books, and other resources from many expert that were engaged with the game-based learning research. Moreover the research implies that the use of digital games in learning phase have a positive effect on the students.

## 2. Drafting the Game and Vocabulary

First, the researcher tries to find out what types of games children are most interested in at the moment and in what breadth and length mastery for junior high school. here the researcher trying to focus on seventh grade students. The reason researcher chooses seventh grade students because adding more vocabulary in English can help them later when they are continuing their study next grade especially among EFL countries. Then the researcher made a draft of what types of games and what vocabulary will be included. After that, the researcher brings the proposal and discussed it with the expert. The expert also giving some question, suggestion, and also feedback that relevant to make this research applicable. In addition, the researcher modified the proposal based on the expert's feedback and suggestion.

## 3. Making the Software for the Game

The researcher has a partner who is a professional which is responsible for creating the software. The researcher and the programmer had to compile the resource such as slides, the picture, fonts, and the back sound for the game. After that the developer make a rough draft, like making it slide by slide, as interesting as possible. Then, the rough draft is coded so that it is easier to operate. The programmer is putting the slides for player to operate the game by clicking on any part of each slide, and seeing the score at the end of the game. After the program is finished, file is saved for the researchers and developers to check games for detection bugs that interfere the games and reporter back to programmer to fix them.

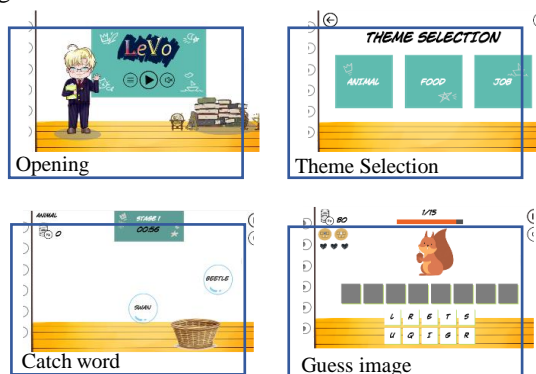


Figure 2 Menu.

## 4. Validating the Media

Media validation is the next step before launching it. The researcher asking two media experts to check the quality of the game. In addition, the experts also giving some comments and suggestion about how to develop the product so that it is better and fulfill standard educational media use in class. In this research, the experts reviewed the content of the media and also the layout. This validation was contributed by lecturer of Teacher Professional from Education faculty of the State University of Surabaya and also lecturer of Educational Technology at the State University of Surabaya.

The researcher submitted a questionnaire sheets to the expert. The questionnaire intended to approve the selection of content used, and the media can be accepted in the classes. These related to the relevance of understanding the vocabulary used in the classroom. In addition, it also intended to approve a format of the game layout, for example the chosen image, the textual type, and also the choice of colors in the game. The researcher then revised the media game based on the expert's feedback and recommendation. Finally, the expert verified the media and it confirmed that the requirement needed for the media to be used on were good to proceed.

## 5. Testing the Media

Researcher planned to bring the media to school to be tested, but due to COVID-19 the plan cannot be implemented. In the end, the researcher did it at the researcher's house and invited several students from the same school to try out the media. At the time of the appointed day by the researcher, the students as participation users gathered on the researcher house to test the media. First, the researcher asked several questions to the students who attended if they had tried a game that contained vocabulary learning before, and surprisingly almost all of them never tried a media like this. Second, students were asked to play the game which had been prepared for them to see their respond when playing LeVo the game-based media. Based on questionnaire, the students were excited about the game and they tried to beat their friend's score that were given at the end of the game. After all students have completed the game, students were given a sheet to find out what they felt when trying LeVo for the first time. Then the final step was interviewing with participation users to find out why they chose yes or no on the questionnaire.



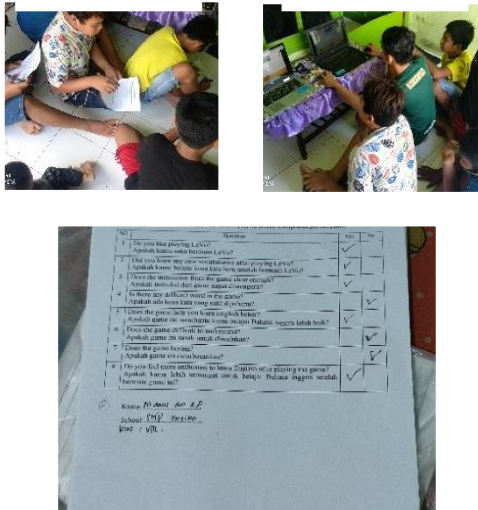


Figure 3 Questionnaire & Testing.

## 6. Evaluating the Result

Around nine students were given questionnaire to find out their responses towards the game. There were eight questions with two points addressed. The first point is to find their opinion towards the implementation of the media and the second point was the content of the media. Nine students stated that they like playing LeVo because they can learn new vocabulary in LeVo. Furthermore, LeVo help them enhance their vocabularies by learning a new one or how they sound. However, there is one student that having difficulties about the game. The second point states that in-game pictures help them to feel more enthusiastic about the game and some scoring systems can help them to answer the blank alphabet. From seven of eight students stated that they did not have difficulties with the rules and instruction that given by the game.

Lastly after all the students filled the questionnaire, the researcher conducted an interview section. The researcher listens and type the interview section recording, so the data was the interview transcript. From the transcript of the interview, the researcher discovers that students feeling interested in playing LeVo. Almost all of them agreed if LeVo was implemented in the classroom.



Figure 4 Interview.

## Discussion

Sixth step were taken to improve the medium that has been adapted from Peffers et al. (2007) and Temaja (2017). Both of their steps involve the objective of the media to help students acquire vocabulary in a pleasant atmosphere by playing the media. In addition, before designing the media, the game was revised to ensure that the contain of the game is suited for the language level of the students. Also, the media can be implemented for individually because of the simple instruction about how it was done. Furthermore, the finding from the questionnaire given to the experts reveals that all the characteristics of the media were acceptable. The media have outstanding concept as improving skill, even though some parts was needed a certain adjustment. There were also some requirements in creating games as educational media; these were a clear purpose, visual, comprehensible instruction, relevant, entertaining, and demanding as claimed by Jacob (2016). As mentioned above, this media was intended to allow students to learn more about vocabulary.

In addition, during the implementation of the media, students were challenged to complete the game smoothly so that they could get a high score. Because of competitive builds, some students feel more enthusiastic and can't wait their turn to see others play the game. After variety of revision made from material and media experts, field experiments, questionnaire and interview in the production of this media, the findings revealed that LeVo fits the criteria and parameters media for conducting learning activities.

## CONCLUSION

In summary, based on the research and previous discussions that have been carried out, it can be concluded that the LeVo game is a Learning Media that has been successfully developed to help students learn more about vocabulary. There are still some issues that can be found in the media, therefore further research is needed to complete the use of LeVo for helping students in learning more about vocabulary.

Levo can be said to be successful in helping students to have fun while learning about vocabulary. Students here learn a lot of new vocabulary in the game. There are also some students who are enthusiastic about learning vocabulary because of the pictures given. Based on the questionnaire, it can be seen that students feel enthusiastic and competitive to learn English and beat their peers' scores. Therefore, when they play LeVo, they automatically learn new vocabulary without feeling bored. On the other hand, there are still students who have difficulty playing. This factor is because they have

different background knowledge due to different environments.

### Suggestion

The application of LeVo in learning the English curriculum can help students enhance their vocabulary. Teachers can use this media to attract students' attention and curiosity because this game is very fun based on the data displayed. However, even though LeVo is quite interesting, there are still many researchers who need to develop more interesting ways to increase students' vocabulary knowledge so that it can be used in the classroom.

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