

THE USE OF NINJA APPS GAME TO ENRICH THE STUDENT'S WORD STOCK

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Abstract

Keywords:

Ninja Apps game;
participation;
word stock

This research was carried out to help the students' problems in the classroom. Based on the pre-observation students tended to be passive and unmotivated and engaged in the learning process. Besides, the students also had a poor vocabulary. The researchers then applied Ninja Apps Game to solve the problems. The objectives of this research were to improve the students' participation and motivation through the implementation of Ninja Apps Game. This research employed classroom action research on thirty-eight students of the non-English study program. To collect the data the researchers used some techniques such as: observation, interview, and measurement. The instrumentations used were an observation sheet, field note, test, and interview guidelines. The findings showed that Ninja Apps Game effectively improved the students' participation, motivation, and vocabulary mastery. The students were happy, relaxed, and enjoyed the implantation of Ninja Apps Game. The finding of this research brings a new perspective to the teaching and learning process, especially in teaching vocabulary. Ninja Apps Game provides some activities which reflect cooperation, competition, and also discipline in using time. Therefore, it is suggested to the educators to use online games as a medium for teaching vocabulary.

Kata Kunci:

Permainan Aplikasi
Ninja;
Partisipasi;
Stok Kata

Abstrak

Penelitian ini dilakukan untuk membantu permasalahan siswa di kelas. Berdasarkan observasi awal siswa cenderung pasif dan tidak termotivasi serta terlibat dalam proses pembelajaran. Selain itu, siswa juga memiliki kosa kata yang buruk. Para peneliti kemudian menerapkan *Game Aplikasi Ninja* untuk memecahkan masalah tersebut. Tujuan dari penelitian ini adalah untuk meningkatkan partisipasi dan motivasi siswa melalui penerapan *Ninja Apps Game*. Penelitian ini menggunakan penelitian

tindakan kelas pada tiga puluh delapan mahasiswa program studi non-Bahasa Inggris. Untuk mengumpulkan data peneliti menggunakan beberapa teknik seperti: observasi, wawancara, dan pengukuran. Instrumen yang digunakan adalah lembar observasi, catatan lapangan, tes, dan pedoman wawancara. Temuan menunjukkan bahwa *Ninja Apps Game* secara efektif meningkatkan partisipasi, motivasi, dan penguasaan kosa kata siswa. Para siswa senang, santai, dan menikmati implanisasi *Ninja Apps Game*. Temuan penelitian ini membawa perspektif baru dalam proses belajar mengajar, khususnya dalam pengajaran kosa kata. *Ninja Apps Game* menyediakan beberapa aktivitas yang mencerminkan kerja sama, kompetisi, dan juga kedisiplinan dalam menggunakan waktu. Oleh karena itu, disarankan kepada para pendidik untuk menggunakan game online sebagai media pengajaran kosa kata.

INTRODUCTION

Many studies have been conducted on improving students' vocabulary. This shows that vocabulary is a crucial aspect of English. The studies also showed that vocabulary is one of the aspects that is difficult for students to master, especially EFL students. Learning vocabulary is knowing not just its form but also how to pronounce it and use it based on the context.

According to Lessard-Clouston (2013:2) vocabulary is defined as words in a language that contain individual elements or phrases, or parts of multiple words, that convey a specific meaning. This means that the vocabulary is not limited to just single words, but to sentences containing two or more words. In learning English the students should focus on some elements of the English language such as pronunciation, spelling, structure, and vocabulary. To master English skills, students must learn the vocabulary of the language and its meaning because it influenced the improvement of their English skills . Vocabulary is the basis of communication. This means that vocabulary plays an important role in communication, so if you don't have enough vocabulary, you can't communicate well. Understanding vocabulary makes it easier for people to say something in a foreign language. (Aminatun and Oktaviani,2019; Mandasari and Oktaviani, 2018).

To be able to communicate in English especially in speaking and writing English, students should have amount of vocabularies. Poor vocabulary knowledge poses a major problem for learners. As a result, learning English is hampered (Alqahtani, 2015). According to the definitions above vocabulary is a word that a person knows in a particular language and one of the components of language that has a meaning and definition.

This study considers learning vocabulary from a different perspective in which the vocabulary will be studied from only one aspect. The perspective came from the reality that many nations have their dialect based on their mother tongue even though this affected the way they pronounce the words but still the context is understandable. We can hear words pronounce in Indian style, Singapore style, and Australian style but still we understand. So, from those facts, it can be concluded that gaining vocabulary is no longer related to the way to pronunciation but the quantity. The more words stock one has the more he can speak English. This study will employ a game to promote new words stock to be mastered by the students. The researchers choose a game as a technique due to they considered the beneficial content in the game. One of the benefits of games is bringing fun to the learning process. Using games is one such method and it is a popular contemporary trend in Society 4.0 and 5.0. Teaching through the game can motivate the students to learn more. Many researchers stated that (Elaish, 2019; Ramadhaniarti, 2016) They argue that achieving learning goals in a relaxed environment increases student motivation and confidence in play.

Furthermore, By involving students in activities such as using games, learners have been found to recall new vocabulary faster. Game-based education helps make the learning process bold and meaningful. By learning vocabulary through play, students were able to contribute to each other and expand their vocabulary knowledge (Derakhshan and Davoodi Khatir, 2015; Ebrahimzadeh and Alavi, 2016). Using vocabulary games makes the learning process more rewarding. Learning vocabulary using Game makes vocabulary learning more fun and helps students memorize the target words faster. Games are used to support language

learning for young learners. They make the class fun and keep the effort and interest going. They create a meaningful communicative environment in which young learners communicate before, during and after play and comprehensible output, including writing and speaking. When language classes get serious and dry, games evoke emotion. Games elicit strong emotional responses such as curiosity, satisfaction, and frustration (Kim, 2012). According to Gardner (1999) games contain different bits of intelligence such as B. Visual intelligence if the game involves drawing, interpersonal intelligence if played with others, or kinesthetic intelligence if it offers a practical element such as cards. Students participate in games and become more attentive. Because they enjoy themselves and the classroom, they feel better and perform better during and after the game. Repetition makes it less boring and fun for kids and reinforces learning new words. Liao (2011) found that games that engage learners in healthy competition help them learn more without forcing participation because by teamwork students are able to share knowledge and experience, leading to stronger bonds, a sense of connection, and motivation to complete common tasks together (Carr and Walton, 2014). Therefore, choosing the right games can support healthy competition in the classroom.

This research was carried out because the researchers found some problems in the classroom such as the students having a low response to the teaching instructions, the students being passive during the learning activities, and having very poor vocabulary. Besides, the students had low motivation in learning English. According to Moeed (2015) students who are motivated to learn could spend time on the task and will continue to do so even if they come up against obstacles. The game that researchers used was Ninja Apps where the students would gain some new words by guessing the meaning in Indonesia. The procedure in playing Ninja Apps game is first the students need to complete one level to another level by answering some words. After finish completing the level then the students will get a test on their quantity of words that they could learn from the game. The study aimed at enriching the students' words stock by inserting Ninja application into the learning process. This study involved the rules of Ninja Apps

which design by the researchers based on the student's needs. The output of this research would be a new perspective on teaching vocabulary through a game.

This study brings a new perspective in teaching vocabulary where the teaching-learning vocabulary should emphasize the quantity or numbers of vocabulary to provide more students with words stock. Nowadays most of the teaching process often involves technology in it. as well as the use of media (Sari & Wahyudin, 2020; Sari, F.M 2019) that could help students develop their vocabulary mastery easily. The role of technology is the crucial thing in teaching. Teachers are sued to mastering some of the applications that they may use in the Teaching and learning process. As a part of technology, a game is commonly used by teachers to improve the learning process. However, the teacher must pay attention to the relationship between the games used and the skills being taught. One aspect of language that is often taught through games is vocabulary. Vocabulary is an aspect of language that is very important in the process of learning English. Vocabulary is often considered as additional knowledge, this can be seen from the curriculum used at the junior and senior high school level where vocabulary is not taught specifically but is integrated.

METHOD

The present study was designed to improve the student's motivation and their participation in teaching and learning vocabulary through Ninja apps game. Researchers chose non-English Education Study program students of one private university in Sintang as the subject of the research. The researchers applied purposeful sampling because they intentionally selected individuals and sited them to learn and understood the central phenomenon (Creswell, 2012, p. 206). The researchers took them as the subjects of the research because researchers teach at the University. Convenience factors should be considered to assist researchers in conducting research. Researchers are also familiar with the participants and develop professional relationships with them.

The researchers used a classroom action research. Systematic processes are carried out by teachers (or others in educational settings) to collect and

subsequently improve information about the functioning of their respective educational settings, teaching, and student learning. (Creswell, 2012). In addition, Action research is a systematic approach to improve teaching and learning practices which the setting is at the school (Pelton, 2010) It is an openness to exploring new and better ways of data collection methods, professional observational habits, and material presentation, and a willingness to challenge students and a willingness to be reflective practitioners. Related to Chemis, McTaggart et al. (2014) consists of his four steps through a spiral of planning, doing, observing and reflecting.

To collect the data the researchers used some techniques such as observation, interview, and measurement. Observation technique was used to see the students' participation and attitude toward the implementation of Ninja Apps Game. The interview was used to find out the students' responses during the teaching and learning activities. The researchers also used measurement to evaluate the result of the learning process in the form of tests to see the students' vocabulary improvement. To collect the data the researchers designed some instruments, they were: Observation sheet, field note, interview guidelines, and a test. The observation sheet consisted of some items related to the student's participation. The researchers provided an interval scale in the observation checklist to assist the collaborator during the teaching-learning process. The interval scale is a variation on an ordinal scale. It ranks numbers but also describes the interval or distance between them (Burns, 2010, p. 119). The field note was used to record any activities out of the plans as supporting information. Interview guidelines consist of some open-ended questions related to the experience during the implementation of Ninja Apps Game. The test was conducted to see the effect of Ninja Apps Game on the student's vocabulary mastery. The test was an oral test in the form of memorizing the word followed by their meaning.

To analyze the data the researchers used some steps proposed by (Burns, 2010) which consisted of first assembling the data, The second was to code the data into more specific patterns or categories. After coding the data, researchers

compared categories or patterns across different data sets. They also looked for more abstract concepts rather than just step-by-step explanations of what they found. The final step was to report the results. Here researchers thought about how research and results could be presented to others, and how not only analysis and results, but the entire research process could be organized from start to finish. In this research the researchers applied one cycle which consisted of two meetings. The first meeting focused on the implementation of Ninja Apps Game. The evaluation was done in the second meeting.

FINDING AND DISCUSSION

This research was conducted to improve the student's motivation in learning English. This research was taken place at one private University of thirty-eight students in the Non-English Study Program. The researchers implemented classroom action research to overcome the students' problems through the role of Ninja Apps Game.

The procedures of research were divided into four stages. The first stage was planning; in this stage, the researchers prepared teaching materials, teaching procedures, and techniques. Besides, the researchers also provided an observation sheet, interview guidelines, and tests. The materials were vocabulary in action verbs. The teaching procedures were designed for two meetings the first meeting focused on teaching materials through the implementation of Ninja Apps game and the second meeting focused on teaching evaluation. The technique used was Ninja Apps Game where the researchers designed a game that consisted of some vocabularies to be learned. The second was acting; in this stage, one of the researchers taught the students by implementing the Ninja Apps game for teaching vocabulary. The other researchers acted as an observer and documenter. The next stage was observed; in this stage, the researchers observed the learning process which employed Ninja Apps Game. One of the researchers acted as an observer who observed the learning process by filling the observation sheet and jotting down some notes related to the teaching process on the field note. The interview was done in this stage to see the students' response toward the

implementation of Ninja apps Game in the teaching-learning process. To see the students' vocabulary improvement the researchers conducted a test in this stage. The last stage was reflecting; the researchers worked collaboratively discussing the findings of the data obtained from the observation, test, and interview. In this stage, the researchers also decided whether to continue or stop the action.

The following are findings from the implementation of Ninja apps game in vocabulary learning. These findings were drawn from the data obtained through observation, measurement, and interview. These findings were also a consideration in determining the success of the cycle in this research. The first consideration is seen from the participation and attitude of students during the learning process through the implementation of Ninja Apps Game. The researchers did an observation during the teaching-learning activities. The classroom activities were divided into three parts. The first is pre-activity, this part focused on the student's preparation. The students and lecturer prepared the materials and actively discussed the activities in the learning process. The second part is main-activity, in this part, the students and lecturer focused on discussing the teaching materials and the implementation of Ninja Apps Game. The lecturer explained the procedure of using Ninja Apps Game and the students followed the instructions. The lecturer divided the students into six groups then they worked collaboratively with the group members. The last part is post-activity, in this activity, the lecturer and students evaluated and concluded the teaching-learning process. The students also got feedback and appreciation from the lecturer.

In this research, the researchers recognized the students' involvement during the implementation of Ninja Apps Game through the observation technique. The data analysis were obtained from an observation sheet and field note. The data obtained from the observation can be seen from Table 1.

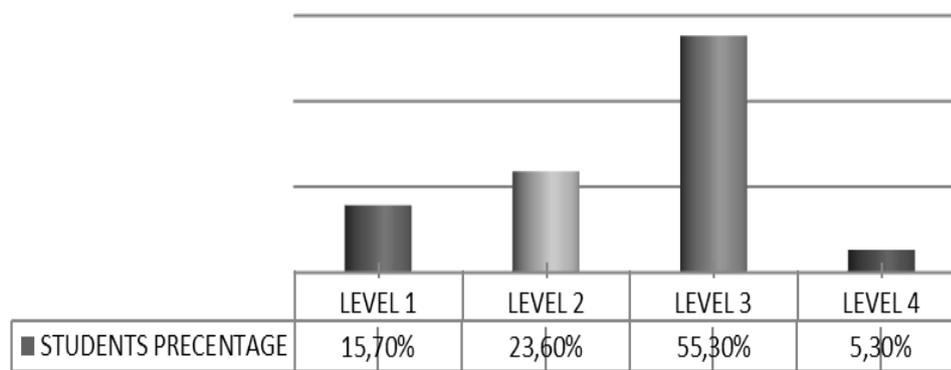
Table 1 Students participation percentage

Activity	Students' Participation
Pre-activity	100%
Main-Activity	88.89%
Post-Activity	100%

Data in Table 1 showed the student's participation in each part in the teaching process. All of the students were active in preparing themselves to join the learning activities. They enthusiastically followed the classroom activities, no students missed the activities. The main – activity scored 88.89% which means not all students actively engaged in the activity. There were some items that got a scale of 3 because not all students were able to find and mention some words that they never used before. In other cases, there were some students were confused and tended to be passive when the lecturer explained the instruction for using Ninja Apps Game. Scale 3 was also given to the activity of pronouncing spelling and mentioning the meaning of words they had learned from the game. To sum up, the total score for whole activities in three parts was 92.85%. The numbers showed that the student's participation in whole activities was very active. Almost all students are involved in each step of the learning process.

To recognize the student's involvement in the learning process, the researchers also considered the data from field notes. The data from field notes also showed that all the students were very active in joining the class activity; they could follow all the instructions given by the lecturer. Almost all students could play and enjoy the game. They were actively involved in the group work and could complete the game.

The next consideration to be considered as the findings from the measurement technique. The researchers conducted an oral test to see the students' vocabulary improvement after the implementation of the game. The main focus of the test was not to score the students but to see the effect of Ninja apps Game on the student's vocabulary numbers. The test also measured the students' ability in pronouncing and spelling as well as interpreting the words. In this research, the researchers grouped the students into some levels. The number of vocabulary that students mastered defined their level. The levels were identified as; level 1 give to the students who mastered 16-20 words; level 2 was given to those who mastered 21-25 words; the students who mastered 26-30 words were given level 3 and level 4 was given to the students who could master more than 31 words.



Graph 1. Students level based on the student's test result

The data from Graph 1 showed the students' vocabulary mastery. There were six students categorized into level 1 because they were able to master 16-20 words. Next 23,60% or nine students could master 21-25 words which were categorized into level 2. The data showed that most students could master 26-30 words labeled to level 3. There were twenty-one students were categorized into level 3. The last, there were two students who could master 31-35 words which were categorized into level 4. These data showed that Ninja Apps Game could give a contribution to the student's words stock. The researchers considered that the implementation of Ninja Apps Game successfully improved the students' word stocks. The consideration was taken based on the limited time to play the game. The students were given only 50 minutes in each meeting. Besides the target of vocabulary mastery was 35 words, based on the data 23,60% of students could master more than 60% words of the target words. 60.50% of the students could master more than 74% words of the target words.

To sum up, both types of data obtained from observation and measurement showed that the implementation of Ninja Apps Game could generate the students' participation in class and had an effect on the number of students' vocabulary mastery. The results of the analysis of the two data were directly proportional, so the results of this research were not contradictory. To be more convincing of the results of the two data analyses, the researchers conducted an interview to see the students' responses to implementing the Ninja Apps Game. The researchers conducted interviews with several students. There were 15 students who were

interviewed and selected based on the research needs. They were interviewed regarding their impressions, opinions, behavior, feelings, and expectations regarding the implementation of learning through the Ninja Apps Game. They were also interviewed to know their motivation in learning vocabulary through the implementation of Ninja Apps Game.

The data from the interviews showed that Ninja Apps Game could motivate the students; the game boosted their motivation in learning vocabulary. The students claimed that through Ninja Apps Game, they could learn new vocabulary easily; the students could master more vocabularies through the game. The students also claimed that playing Ninja Apps Game regularly could add more word stocks to their memory. Besides, the students assumed the learning process through Ninja Apps Game challenged them to think faster. The students ensured that the word stocks that they learned from the game were useful because Ninja Apps Game not only focused on word by word but also the context. Each target word to be learned in the game was presented with the related context. Once the researchers asked about their feeling, they admitted that they were happy, relaxed, and enjoyed the learning process. To conclude Ninja Apps Game gives a positive effect on the students feeling and could create a chilled atmosphere in the classroom.

This previous research aimed at improving students' participation and vocabulary mastery through the implementation of Ninja Apps Game. Based on the findings of the research, the researchers claimed that Ninja Apps Game successfully improved the students' participation and vocabulary mastery. The researchers took some considerations from all the data obtained from observation, measurement, and interview. The results of the analysis from all instruments are directly proportional to one another. This can be seen from the results of observations which showed very high student participation in the learning process. Data from the test results also showed that students are able to master more than half of the targeted vocabulary. Both of these data are also reinforced by the results of interviews where students felt happy and relaxed and they really enjoyed learning vocabulary through Ninja Apps Games. Based on these findings

it can be concluded that Ninja Apps Game succeeded in increasing student participation and their motivation to learn more about vocabulary. Based on these considerations the researchers decided to end the action. Besides, the researchers also considered the number of materials they had to learn in one semester.

Table 2. Students Behavior Transformation

Before	Action	After
The students were inactive	Ninja Apps Game (Observation, measurement, interview)	The students were active, relaxed and enjoyed
The students were unmotivated		The students were motivated to learn
The students had poor vocabulary		Students had more vocabularies

CONCLUSION

This research emphasized the roles of Ninja Apps Game in involving students' participation and students' motivation in learning vocabulary. In implementing Ninja Apps Game the researchers employed classroom action research. To recognize the students' participation and motivation in the learning process the researchers did observation, measurement, and interview. Ninja Apps Game was effective to be used in generating the students' participation and motivation in learning English. The game also effectively helps the students to acquire more vocabularies. The findings proved that Ninja Apps Games can be an alternative or reference of teaching techniques to teach vocabulary. The finding of this research brings a new perspective to the teaching and learning process, especially in teaching vocabulary. Ninja Apps Game provides some activities which reflect cooperation, competition, and also discipline in using time.

Based on the findings of the research there are several things that the researchers can suggest for the development of vocabulary learning through Ninja Apps Game. The first thing that needs to be considered is the learning preparation section and the learning procedure where Game Apps. Second, the use of the Apps Game application can be maximized by providing vocabulary variations at

each level. For further research, the researchers suggest developing the Ninja Apps Game application so that it can be used for learning other skills these two things must really be designed as well as possible to suit the features of Ninja.

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