



WHAT ARE EFL STUDENTS PERCEPTION ON ENGLISH LEARNING MEDIA: WORD BANK

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ABSTRACT

Learning vocabulary is a crucial component of learning the English language. The four essential abilities in English for Second Language Learners will be easier to acquire through vocabulary mastery. Students' lower enthusiasm to learn a second language may have a background related to their lack of L2 vocabulary maintenance. Teachers and students are navigating the shift from the internet to the offline age in this New Normal Era. It is challenging to adjust to the circumstances due to frequent changes. Teachers should have an outstanding plan for constructing an interactive learning environment. Games are one the interactive media that can be applied in the classroom. The widespread use of games among children and adolescents nowadays. Undoubtedly, students are accustomed to using games in daily life. This gap could make games a preferable medium for second language learning. Vocabulary can be a breakthrough for teachers to boost student engagement and vocabulary. This study was carried out to investigate how 13 students felt about the interactive game Word Bank when learning English in class. Senior High School Widyagama Malang grade 12 students served as the study's subjects. Attractiveness, motivation, efficacy, and relevancy are among the factors examined. These details were gathered from teacher interviews and observations of English classes. With the aid of qualitative research techniques, the data was gathered. Students were given a survey in the form of a Google Form, which was used to collect the data. Data analysis revealed that students responded well to the questionnaire. According to the study's findings, using Word Banks in English learning is highly desirable and effective for use in the classroom. Boredom can be decreased by involving class XII Senior High School Widyagama Malang students. The findings of this study can help educators choose engaging learning tools with plenty of content.

Keywords: Student perception, learning media, Word Bank



INTRODUCTION

Due to the decline of Covid-19 cases in Indonesia, the government began to apply for New Normal. At this point, the teaching and learning system is also starting from online to being held offline or face-to-face. In this change, students need to adapt a lot after approximately two years of online learning. In this transition term, students experience a lot of decreased motivation in learning. Many things can trigger students' lack of motivation to learn. Teachers must make students experience learning and attract students' interest in learning in the classroom. McDonough (2007, 2) describes the teacher's role in this matter: "It involves providing a supportive and challenging learning environment, but also facilitating the development of the learners' motivational thinking, beyond simply identifying their original orientation." On these terms, a teacher has a further role in motivating students and branching out class participation, so that students can be active in the classroom. The lack of student participation during learning can be backgrounded by many things, such as lack of motivation, low vocabulary mastery, and lack of intensive teacher supervision in guiding students in the classroom. On several occasions, researchers have found students' inattention to learning. According to the results of interviews with teachers, these students have motivation, but the most crucial point is the lack of mastery of students' vocabulary in English. Student vocabulary preservation can be one factor affecting student learning motivation. If this continues to be maintained, students will have difficulty pursuing the material the teacher provided. Students are less active in class due to a lack of vocabulary knowledge. Folse, Keith S. (2004) emphasizes that the worst communication breakdown occurred when he lacked the necessary vocabulary.

Vocabulary is a skill that has a substantial role in mastering English. Wulanjani (2016) Stated that Vocabulary mastery is a basic that can be mastered before the four critical skills in English. Derakhshan & Khatir (2015) argued that mastering vocabulary as a second language in learning English is quite challenging. Paul (1994) stated that vocabulary is not a purpose in itself. A large vocabulary encourages the performance of listening, speaking, reading, and writing skills." To make students interested in learning, many paths can be taken. One of the paths is that applying games during learning activities will support student motivation and act as a learning medium to reduce monotony. Gozcu & Caganaga (2016) argued that language acquisition for EFL through games has an authentic context that is easy to describe for students. Toma, Alexandru, Dascalu, Dessus, & Trausan-Matu (2017) stated that in games, students could absorb words faster because they often encounter the same word in games.

The present study reported several benefits that games can enhance students' vocabulary, such as creating real context, allowing students to use the language naturally, and motivating students to learn the vocabulary more easily. Lewis (1999) argued that children enjoy playing games, which makes the game popular among them. This makes games a great tool for young learners to interact, discover, and



experiment. Using games enhances students' motivation and provides an incentive and stimulus to use the language. Game not only works for fun but can also actively provide real examples with the context of using words in a state. So that students can figure out and understand a word. Therefore, the language teacher must be able to find a game that is fun and follows the context of the learning theme. Yudinseva (2015) states that to practice and use second language vocabulary in an authentic setting, game-enhanced learning provides a variety of practical tactics such as language repetitions, contextual hints, interaction with native speakers and peers, and imagery.

Word Bank is a vocabulary-based game. This game can be done in the classroom in groups. In its application, the teacher provides several sessions with a few words. At the beginning of the session, each group is given the same word. From the arrangement of letters in the word, students must search for a new word from the available letters. Give 5-10 minutes to search for different words. On the other hand, this game also relies on technology and speed of thinking in a limited time. Students can search for meanings, equivalents, and words that allow them to find the initial word the teacher gave them through internet access via a cell phone. At the end of the session, students were asked to voice some of the words they found to discuss whether the word was in the dictionary, the meaning of the word, and how the word was used. On several occasions, students are also asked to read and try to pronounce the word they found. On several occasions, students are also asked to read and try to pronounce the word they found. At the end of the session, the group that gets the correct words in the dictionary gets a reward.

On the other hand, the successful application of games in the classroom is also supported by many factors, one of which is that teachers and students actively participate in the class. AlNatour & Hijazi (2018) point out that deciding on coordinated games, bringing delight to the class, and relieving students' stress affect the success of learning vocabulary. With the teacher's approach, students are directed to imagine or give simple examples using words. In vocabulary games, students can find much new vocabulary that can increase their awareness and curiosity about a word's meaning or context. This shows that students with vocabulary mastery can more easily understand using games. Games can also be used as ice-breaking in the classroom to support the needs of kinesthetic students and inserted with learning materials.

Therefore, the purpose of this study is that teachers and students can actively participate in the classroom with the help of games not only aimed to be a warm-up or just stimulating students' attention to learning. Nevertheless, indirectly, students can enrich their vocabulary by using Word Bank games.



METHOD

The data of the study was explored by qualitative research methods. Creswell (2007) stated that qualitative research methodology is appropriate considering investigating a new field of study or attempting to identify and theorize significant issues. The presentation of data is carried out through elaboration. Bogdan and Biklen (2007) point out that the qualitative research method presents data in word form rather than numbers. The data from this study was obtained from statements. As quoted by Ary, Donal et al. (2010), a statement is a certain angle of action, a phenomenon, or a process that is analyzed in a basic interpretive manner. Student experience in vocabulary games: Word Bank in the classroom after the covid:19 pandemic was stated for taking participants' points of view. Students are presented with different perspectives on the vocabulary learning medium.

Percentage figures supported by the data are used. It means this research design is qualitative with non-parametric. It was used to optimize the conclusion of the student's perception in using the vocabulary game: Word Bank after the Covid-19 pandemic. The qualitative design may use the number as a percentage to complete research orientation (Maxwell, 2010, p. 480). Thus, in other words, the use of numeric figures in qualitative research can provide different kinds of support for the conclusion. The subjects of this research are students of grade XII MIA. They are 13 students in the subject. They were chosen because of the application of games in their classrooms and classroom meetings. This suggests that the subject is judged purposive. Ary (2010), the information provided by the purposive subject is under the source of the research data.

Instruments are essential in research. Manurung et al. (2020) mentioned that instruments are research tools. The questionnaire and observation is the instrument of this research to cognize the causes of students' lack of motivation and also to collect students' perception toward the use of vocabulary game in class after the Covid-19 Pandemic. It was shared through Google Forms. This instrument was adapted from the instruments of students' perception in using YouTube learning media proposed by Balbay & Kilis (2017).

This study used instruments regarding the Likert Scale with the four criteria of 'Strongly Agree (SA),' 'Agree (A),' 'Disagree (D),' and 'Strongly Disagree (SD).' They are used as a point-of-view meter for students after using the vocabulary game: Word Bank. All the questionnaires involved students' perceptions of using vocabulary games: Word Bank after the Covid-19 Pandemic and how it impacts student motivation.

Pasaribu, Herman, and Silalahi (2019) stated that one of the steps of a study is data analysis, which classifies and interprets a meaning by presenting a claim connected to the research data. In this study, the data obtained from the questionnaire were analyzed using Leavy's theory. Some general steps are included in Leavy's theory to examine and understand the data. Leavy's hypothesis is justified because the



questionnaire's results matched his. According to Leavy's theory, values coding can be used to gauge students' perceptions as a feeling or level of satisfaction.

The first stage of research begins with collecting data from the results of observations in the classroom while teaching. The second was the first immersion aimed at feeling the pulse of the data. The third, his, is an encoding intended to use value encoding to classify data as desired. Value coding was used to measure most of the student's perceptions of the respondent's data for each side. The fourth step was Classification and Theming, which aimed to calculate the proportion of each side by calculating the overall proportion of statements on each side. This is split with a total of statements in the aspect. The results were then described using descriptive information assigned explicitly to each aspect. The final step was interpretation, aimed at summarizing the results after data analysis was completed. Furthermore, the students' recognition results were made as a statement and a conclusion.

FINDINGS AND DISCUSSION

Research Findings

This research focused on students' perception of using Word Bank as a learning medium in class after the Covid-19 pandemic. As a result of the questionnaire that student XII Grade of SMA Widyagama Malang filled out and submitted, they gave positive responses in almost all aspects presented. Most chose 'Strongly Agree' and 'Agree' in each statement in the questionnaire. In other words, students who use the vocabulary game Word Bank think this media is attractive and practical and motivates students to learn English, especially learning vocabulary. The detailed result can be seen in Table 1 as follows.

Table 1. Questionnaire Result

No.	Statement	Scale			
		SA	A	D	SD
1	Word Bank is attractive because it is convenient, affordable, and accessible for English in the Classroom	3/ 76.9%	10/76.9%	0/0%	0/0%
2	Word Bank allows me to understand English lessons better in class	4/30.8%	9/69.2%	0/0%	0/0%
3	Discussing using Word Bank makes English learning more interesting	4/30.8%	9/69.2%	0/0%	0/0%
4	Word Bank makes English more convenient	2/15.4%	11/85.6%	0/0%	0/0%
5	Word Bank caught my eye better in English	3/23.1%	10/76.9%	0/0%	0/0%
6	The vocabulary used is relevant to the content of English subjects.	2/15.4%	11/84.6%	0/0%	0/0%
7	Vocabulary used in Word Bank is easy to understand	13 13/100%	0/0%	0/0%	0/0%



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8	Word Bank in English subjects motivates me to participate in classes	5/38.5%	8/61.55	0/0%	0/0%
9	I feel happy when my teacher teaches material using Word Bank	3/23.1%	10/76.9%	0/0%	0/0%
10	I feel more interested in learning when my teacher uses Word Bank in class	4/30.8%	9/69.2%	0/0%	0/0%
11	I feel motivated in learning when my teacher teaches using Word Bank	1/7.7%	12/92.3%	0/0%	0/0%
12	I feel like my interaction is really strong when my teacher uses Word Bank in class	4/30.8%	9/69.2%	0/0%	0/0%
13	I feel more understanding when my teacher teaches using Word Bank	3/23.1%	10/76.9%	0/0%	0/0%
14	I feel using Word Bank in learning is better than using textbooks	2/15.4%	11/84.6%	0/0%	0/0%
15	Word Bank makes students ask more questions of teachers in classroom learning	3/23.1%	8/61.5%	2/15.4%	0/0%
16	I feel like learning to use Word Bank improved my ability to learn	4/30.8%	9/69.2%	0/0%	0/0%
17	Word Bank intrigued me with the material in class	0/0%	13/100%	0/0%	0/0%
18	I feel like my grades are improving more when my teachers teach using Word Bank	1/7.7%	12/92.3%	0/0%	0/0%

Word Bank becomes a fun medium in the classroom to increase vocabulary mastery. In some studies, games are expected to improve language skills such as vocabulary, reading, and listening. In Table 1, numbers 1-3 showed an average of 10 students argued 'Agree' the use of games in the classroom is easily accessible. It is also shown that Word Bank can make English learning interesting, judging from 69.2% selecting Agree 'A' in the third column. Students also think Word Bank makes English lessons fun and comfortable to learn more accessible to understand, as evidenced by 11 children, or 85.6%, choosing Agree 'Agree' and the remaining 2 Strongly Agree 'SA.' In English comprehension, 13 children, or 100%, chose Agree 'A' language used in Word Bank is easy to understand. An attractive aspect can be seen from the table column 10 students consider happy when they use Word Bank as a learning medium, with the indication of 76.9% or 10 students Agreeing 'A' and 3 people, or 23.1%, Strongly Agree 'SA' on the other hand they feel more interested in learning English. After using Word Bank is shown that 9 out of 13 students chose to Agree 'A,' and 4 others Strongly Agree 'SA.' Word Bank students also feel motivated rather than not using this game, with 12 children or 92.3% Agree 'A' and 1 student choosing Strongly Agree 'SA.' In columns 14 and 15, students emphasize that the interaction they have with the teacher feels stronger than not using Word Bank. In the 15th column, with 10 children, 76.9% Agree 'A' and 3 students, 23.1% Strongly Agree that 'SA' is more understanding when the teacher explains English in class using Word Bank than nothing. However, 2 people, or 15.4%, disagree with 'D' if in a Word Bank students ask many teachers. At the end of the form, they are provided with their opinion on whether Word Bank positively impacts learning in the classroom. The result details will be explained below.



Table 2.

Do you think Word Bank has a positive impact as a learning medium in English language learning? Give the reason, yes or no!
Positive, because from learning Word Bank, can more easily understand.
Yes, because Word Bank makes me feel comfortable when I start learning.
Yes, because female students are more interested in learning English, rather than using textbooks that can usually make them bored in learning English so that English lessons can be easily understood and understood.
Yes. Because it is easy to understand and engaging.
Yes, because using Word Bank learning media can make it easier to understand English which was previously unknown meaning.
Yes, Word Bank helps us to learn more vocabulary in English.
Yes, because it provides new variations in learning and is not as dull as just reading a book.
Yes, because after knowing the Word Bank, I can have a lot of positive impacts, and I can know more in English thank you :))
Yes, yeah, it's easier
Yes, because learning through electronic media is more interesting to learn.
Yes, because, with this learning method, I can learn more vocabulary in English.
Yes, because I can learn more English vocabulary with this learning method.
Using a Word Bank in classroom learning helps students enrich their English vocabulary with fun. In addition, students can actively interact with friends and teachers. The use of Word Bank also tends to help students level their knowledge of English vocabulary.

Table 2 presents some of the student's opinions on the use of Word Bank in the classroom. They responded positively to Word Bank. They are only directed to read textbooks and do existing assignments in ordinary learning activities. Through Word Bank, they have a sense of interest in the subject matter, especially in Word Bank, which is done freely by students exploring the words encountered in Word Bank. Some students also feel that Word Bank can increase vocabulary knowledge because of the many foreign words they know.

This study shows students' perception of using Word Bank in the classroom. Especially after the Covid-19 pandemic, students experience boredom in teaching with the habit of teachers discussing textbooks. Students are expected to explore new knowledge and vocabulary from Word Bank through games. This research also includes several aspects that can be seen in attractiveness, motivation, and effectiveness. Games are a medium that students often encounter daily or are familiar with. In Word Bank, material that follows real contexts that students often use makes this media easier to understand and effective as a learning medium. Gozcu & Caganaga (2016) argued that language acquisition for EFL through games has a real context that is easy to describe for students. A positive response was also obtained



from the results of previous studies on the use of games to increase vocabulary acquisition in the class. Omar and Rias (2013) used a pre-test and post-test research approach to examine the efficacy of interactive multimedia tools that employ one-character animation techniques to assist the learning activities of 40 preschoolers. The results revealed a post-test improvement that was noticeably better.

It can be concluded that using Word Bank in the classroom is quite attractive, practical, motivating, and not dull. This is evidenced by the results of the data that researchers have analyzed. Word Bank, as one of the vocabulary games, is one of the tools that can be used to support classroom learning.

CONCLUSION

Word Bank as a learning medium to enhance vocabulary acquisition, is considered effective in the classroom. In addition to adding vocabulary, Word Bank is also interesting and not dull to apply in class. 13 students were involved in this study and were asked to fill out the questionnaire provided in the Google Form format. The perception focus is on using Word Bank as a medium that can be motivating, attractive, and effective for use in the classroom. The questionnaire is presented with a Likert-Scale where students can choose according to the circumstances obtained after using Word Bank in class. Based on the findings of this study, it is possible to conclude that the use of Word Bank in English lessons is attractive, motivating, and also effectively used in class and is also not boring because it is accompanied by the use of electronic media to support the use of Word Bank in class. This is evident from the results of data collection in the research finding. The average student responded positively to the questionnaire that had been filled in. In the subsequent research, researchers can focus more on the content used in Word Bank.

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