THE EFFECTIVENESS OF LEARNING CHOCOLATE GAME TO IMPROVE VOCABULARY MASTERY ON THE FIFTH GRADE STUDENT'S OF AL-MUSLIM ELEMENTARY SCHOOL IN SOUTH TAMBUN IN THE ACADEMIC YEAR 2023/2024

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Abstract

English is a global language used by native and non-native speakers like Malaysians and Singaporeans in daily life and governmental communication. Proficiency tests such as TOEFL, IELTS, and TOEIC are necessary for those

studying or working abroad. English is an official language in ASEAN, MEA/AEC, and the UN. Mastering English is essential for international knowledge, communication, travel, and education. Learning vocabulary is crucial for effective communication and achieving goals alongside grammar. Online games, like Learning Chocolate, can enhance students' vocabulary skills. Research explores whether Learning Chocolate can improve students' vocabulary mastery, particularly at Al-Muslim Elementary School's fifth grade.

Keywords: *Effectiveness, Vocabulary Mastery of Elementary Student, Learning Chocolate Game*

A. Introduction

English is a global language used not only by native speakers but also by non-native speakers such as Malaysians and Singaporeans in everyday life and government communication. Proficiency tests like TOEFL, IELTS, and TOEIC are required for those working or studying abroad. English is an official language in organizations like ASEAN, MEA/AEC, and the UN. Mastering English is crucial for knowledge, communication, travel, and education at international universities. Vocabulary is essential for effective communication and achieving goals, complementing grammar. Learning media plays a vital role in improving students' vocabulary skills, with online games like Learning Chocolate proving effective. Previous research shows that online games can enhance vocabulary learning in children. The research question is whether the Learning Chocolate game is effective in improving students' vocabulary mastery. The writer is interested in researching the

effectiveness of the game in improving vocabulary mastery at Al-Muslim Elementary School's fifth grade.

B. Literature Review

Vocabulary is generally defined as the set of words used by a person or group of people. According to Wu (2018), vocabulary refers to "the words we know and use in our own language," and includes both receptive vocabulary (words we understand) and productive vocabulary (words we can use in speaking or writing). Rohani & Pourgharib (2013) define vocabulary as "the set of words that a person knows or uses," and note that it is an important aspect of language proficiency.

1. Types of Vocabulary

According to The bridge of vocabulary (NCS Pearson inc, 2007) there are 4 types of vocabulary: Listening Vocabulary, that is the words we hear and understand. Speaking Vocabulary. The words we use when we speak. Reading Vocabulary that is The words we understand when we read the text. Then the last is Writing Vocabulary which is The words we can retrieve when we write to express ourselves.

Based on the statement above, the four types have differences and similarities. Listening and reading are receptive. They both receive information from the source. The difference is that listening is done directly while reading is done indirectly and then, speak and write expressively. They both expressed their ideas. The difference is that speaking is done orally while writing is done in writing. This can be done by students if these students have good vocabulary skills.

2. Vocabulary Mastery

Vocabulary is one of the language aspects which should be learned. By mastering vocabulary, they can communicate both orally and in writing well. As Chen and Li (2009) acknowledge, vocabulary learning is a principal issue for learning English because it comprises the basic building blocks of English sentences.

In learning vocabulary, there are several aspects. Mardianawati (2012: 11), the vocabulary aspects consist of meaning, spelling, pronunciation, word classes, and word use.

3. Definition of Learning Media and the Benefit

Learning media is a teaching tool used by teachers to assist the learning process so that learning objectives are achieved and facilitate the teaching and learning process. Arsyad (2017: 4) says that learning media includes tools that are physically used to convey the contents of teaching materials, which consist of books, tape recorders, cassettes, video cameras, video recorders, films, slides, photos, pictures, graphics, television, and computers.

The benefits of learning media have been extensively discussed by various experts in the field of education and communication. These benefits include enhanced engagement, improved retention of information, increased creativity, and the development of critical thinking skills.

One of the main advantages of learning media is its ability to enhance student engagement. According to Mayer (2019), multimedia elements such as videos, images, and interactive simulations can capture and maintain students' attention, making the learning process more enjoyable and meaningful. This increased

engagement can lead to improved academic performance and motivation to learn.

4. Games

Learning Chocolate game is an educational online game that was founded in 2009. This game is a game of guessing vocabulary in foreign languages, such as English, Mandarin, Japanese, German and French. We can access this game on Google by simply writing the LearningChocolate.com link, we can already play it. Of course, this game is free for visitors.

In the initial appearance of this game, we are shown various kinds of vocabulary topics that we will learn, starting from adjectives, verbs, nouns, prepositions of place and etc. Students can also play fun games to train their memory, including matching games to help students'memory. In this game, students will be assisted to match words to their meanings accompanied by pictures or pronunciations. The other 2 games help students spell the new words so students can read and write them in English.

The features in the Learning chocolate game that we can play are by pressing one of the learning topics. For example, about Action verbs, when we enter the action verbs we can immediately see interesting pictures, the writing of each picture that explains the active verbs the selves and also sound images that we can click on to hear how to pronounce them. After that, in the top column there are several tasks that we can play, such as match up which contains the task of matching sounds with available text. Match up also matches, but from the text into the available

images. In Match up the task is to match again but this time in the form of sound into the available images. After that there is a Fill in task where students are asked to fill in the verbs that have been learned in the pictures that are available. Finally, dictation, in which students are asked to listen to the sound provided and rewrite it. In each task students are given time to answer and also students can see the scores of the tasks they have done.

C. Method of Investigation

The design used in this research is experimental research. Experimental research is to determine if a specific treatment influences an outcome Creswell (2014). The experimental type taken by the writer is Quasi-experimental research. Quasi experimental establish cause and effect relationship between an independent and dependent variables Thomas (2020). He continued that head vantages of quasi- experimental are higher external validity than most true experiments because they often involve real-world interventions instead of artificial laboratory settings.

The population in this study is the fifth grades of Al-Muslim Tambun Elementary School in the academic year of 2022/2023. The writer took purposive sampling with the aim of making a more specific and targeted directions that the resulting data is not artificial or biased. The sample chosen by the writers is four classes with total of students 103 students. Univariate Analysis: Univariate analysis is a statistical method employed to examine a single variable. The Analysis content of Normality Test, Homogenity Test, and T Test

D. Findings and Discussion

1. Univariate Analysis

Based on the table that has writer taken, it shows that students in experimental class which consist of 52 students obtained 18,884615 as the mean score in pre-test. The lowest score gained by students in pretest is 14 and the highest score is 25. Meanwhile, the mean score of students in post-test is 22,826923. The lowest score gained is 17 and the highest score is 31.

Meanwhile, known that the mean score of students' pre-test in control class is 18,5882. The minimum score gained is 15 and the maximum score is 24. Then, the researcher conducted post-test after the treatment done. Students' score in post-test shows that the minimum score of students is 17and the maximum score is27 with the mean score 21,02. Thus, the data reveals that students' post-test score has slightly increased by 2,43137 from pre-test which means that there is a little improvement in students' vocabulary mastery. It can be viewed that students' in experimental class achieved higher score than the controlled class with the mean score in post-test 22,826923, while controlled class is 21,02 (22,826923>21,02). Results revealed that there were evident differences between both groups in the post-test performance in favor of the treatment group. Moreover, the experimental group was taught by using Learning Chocolate Game while the controlled group was taught by using conventional strategy. Then, it can be said that the experimental class gets the effect of Learning Chocolate Game Strategy on vocabulary mastery.

2. Brivariate Analysis

In this test the score of Pre Test and Post Test seem to be nearby significance. the result is difference for 1, it shows in pre Test, experimental class is 0,20 and the control class is 0,05. In posttest, experimental class is 0,09 and control class is 0,08

a. Normality Test

Based on the results of normality tests using IBMSPSS version26 software, conducted on an experimental class of 52, a controlled class of 51, and a total of 103 selected respondents. The pre-test normality test on the experimental class obtained a significance value of 0.200, and on the controlled class obtained a significance value of 0.056, which means that the data on the pre-test variable are normally distributed because the significance value is greater than 0.05.

b. Homogeneity Test

The homogeneity test results using IBM SPSS version 26 software, conducted on the pre-test variable for the experimental class and controlled class subjects, indicated a significance value of 0.533. This suggests that the data is homogeneous, as the significance value is greater than 0.05.

c. Independent Sample Test

After conducting the homogeneity test, the researcher proceeded to perform a comparative analysis using IBM SPSS version 26 software. The results obtained from the independent sample t-test indicated a p-value of 0.003, signifying a significant difference between the experimental class, which

employed the Learning Chocolate Game method, and the controlled class, which utilized the conventional strategy. These findings suggestthat the Learning Chocolate Game method is an effective strategy for improving vocabulary mastery in comparison to the conventional strategy.

Based on the data presented above, it is evident that the implementation of the Learning Chocolate Game method is an effective approach to enhancing vocabulary mastery among fifth-grade students at Al-Muslim Elementary School South Tambun during the 2022/2023 academic year. Accordingly, the research findings affirmatively address the research problem or question outlined in the study's background. The study's results indicate that students in the experimental class exhibited significantly better effectiveness than those in the control class. Additionally, students in the experimental class received two treatments utilizing the Learning Chocolate Game method, whereas those in the control class received two treatments employing the conventional strategy.

In addition, after being given treatment, a post-test was conducted by the researcher on all students who received treatment, both in the experimental and control classes, to obtain the students 'vocabulary scores in each class. From the statistical results, it is known that both classes, the experimental and control classes, have a significant difference in the average score. The calculation results show that the average post-test score obtained in the experimental class is

22.826923, while the control class obtained an average score of 21.02. In other words, the experimental class obtained a higher score than the control class (69.12>56.64) which means that the Learning Chocolate Game is effective in improving students' vocabulary in the experimental class during the treatment.

E. Conclusion

The utilization of Learning Chocolate Game has been found to significantly enhance English vocabulary mastery among students. The findings of the conducted research revealed that the experimental group, which utilized the game, exhibited superior improvement compared to the control group.

The Learning Chocolate Game has been found to be an effective tool in increasing student motivation and interest in learning. The game's interactivity and entertaining features encourage active student engagement in vocabulary learning. Through the use of this game, students were able to enhance their vocabulary acquisition and retention.

The incorporation of such a game into language learning curricula may prove to be a beneficial strategy in promoting student engagement and academic success.

The incorporation of games in English language learning has been found to have a positive impact on students' knowledge retention. The interactive and enjoyable nature of the learning experience tends to enhance a student's ability to recall and maintain vocabulary. This finding suggests that the use of games in language learning may serve as an effective tool in promoting students' vocabulary acquisition and retention. Such a strategy may prove to

be beneficial in promoting student engagement and academic success.

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