

**IMPROVING STUDENTS' VOCABULARY THROUGH ONLINE EDUTAINMENT  
LEARNING MEDIA AT SMP NEGERI 1 PRINGSEWU**

**Undergraduate Script**

**By**

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DEPARTMENT OF LANGUAGE AND ARTS EDUCATION  
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## **ABSTRACT**

### **IMPROVING STUDENTS' VOCABULARY THROUGH ONLINE EDUTAINMENT LEARNING MEDIA AT SMP NEGERI 1 PRINGSEWU**

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The primary goal of this research is to determine whether there is an improvement in students' vocabulary through Online Edutainment Learning Media. This research was conducted in SMPN 1 Pringsewu. The subjects of the research were 32 students from class 7.2, and the approach of the research was quantitative. Vocabulary tests were used to collect the data and analysed using a Paired-Sample t-test.

The result of the vocabulary test showed that the students' vocabulary improved from the pre-test to the post-test mean score with a gain of 4.4. The increase in the student's vocabulary mastery is statistically significant,  $p = 0.00 < 0.05$  after the implementation of online edutainment media. This suggests that teaching vocabulary using Online Edutainment Learning Media facilitates the students to find the meaning of words.

**Keywords:** Improvement, Online Edutainment Learning Media, and Vocabulary Mastery.

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EDUTAINMENT LEARNING MEDIA AT SMP NEGERI 1 PRINGSEWU**

**By**

**Ilham Angga Saputra**

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**ENGLISH EDUCATION STUDY PROGRAM**

**DEPARTMENT OF LANGUAGE AND ARTS EDUCATION**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

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**: IMPROVING STUDENTS' VOCABULARY  
THROUGH ONLINE EDUTAINMENT  
LEARNING MEDIA AT SMP NEGERI 1  
PRINGSEWU**

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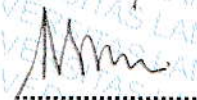
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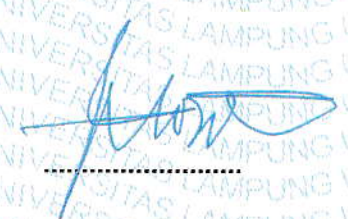
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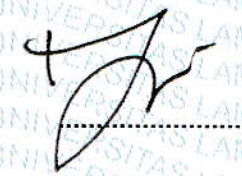
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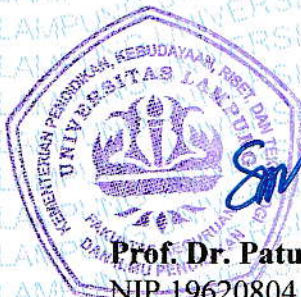
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Menyatakan bahwa skripsi yang saya ajukan ini adalah hasil karya saya sendiri dan tidak memuat hasil karya orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dalam menulis skripsi ini.

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## **CURRICULUM VITAE**

Ilham Angga Saputra or can be called Angga, was born on October 7, 1998, in Pringsewu Selatan, Pringsewu. He is the second child of two children, his beloved parents, Helmi and Maisuri and an elder sister (Diana Yunita). He started elementary education at SD Muhammadiyah Pringsewu and finished it in 2011. After that, he continued at SMPN 1 Pringsewu for junior high school education and finished it in 2014. In addition, in 2017, he finished his study at SMAN 1 Pringsewu. In the same year, he was accepted as a student in the English Education Study Program of Lampung University.

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## MOTTO

*“So, surely with hardship comes ease.”*

(Qur'an 94:5)



## **DEDICATION**

*To my beloved parents, Helmi and Maisuri*

*To my beloved sister Diana Yunita*

*To my best friend since Senior High School in my up and down, Damara Herlindo, and my college friends who support me.*

*All awesome teachers who give their motivation and encouragement for my educational life.*

*The big family of English Education Department*

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All in all, the writer believes that the writing is still far from being perfect, there might be weakness in this research. Thus critics, comments, and suggestions are always welcome for better research. Somehow, the writer expects that this work can give positive contribution to the readers, and those who want to conduct the similar research in the future.

Bandar Lampung, July 2022

The Writer

Ilham Angga Saputra



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## **I. INTRODUCTION**

This chapter presented several points, such as the background of the research, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

### **1.1 Background of the Research**

Language is a means of communication. Creating good communication means having the capability to enrich ourselves with many bits of language knowledge. English has become the main important language for communication in the global era as we all know that almost all aspects of life use English in terms of global communication. To support English learning, the students should learn vocabulary as essential communication.

Hatch and Brown (1995, p. 1) define vocabulary as a list or set of words for a particular language or a list or collection of words those individual speakers of a language might use. Furthermore, Lehr, Osborn, and Hiebert (Hiebert & Kamil, 2005) define vocabulary as knowledge of words and meaning in both oral and written language and effective and receptive forms. It means that vocabulary is a set of words that can be used in all language skills.

In English subjects, vocabulary is an element of language knowledge that influences students' study of English. Vocabulary affects different skills in English, like speaking, reading, writing, and listening. Without sufficient vocabulary, the students will get difficulty studying English. Rich vocabulary will ultimately help students master English. Mastering vocabulary means that students have comprehensive knowledge of the vocabularies, which includes the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word - spoken and written, the connotation or associations of the word, and word frequency (Thornbury, 2002). Therefore, students' interest in enriching vocabulary is also required to follow English subjects in school.

Most English students in school face several problems in vocabulary achievement. Issues that students in vocabulary learning face are various. Kinds of the difficulties faced by the students are (1) almost all of the students have difficulties in pronouncing the words, (2) how they write and spell, and (3) Students also could not speak English confidently because of their limited vocabulary. Moreover, the presence of the Covid-19 Pandemic nowadays also significantly impacted the student in vocabulary learning. The Coronavirus Disease (COVID-19) Pandemic has considerably impacted education. The spread of more than 180 countries has mandated temporary school closures, leaving ~1.6 billion children and youth out of school. 85% of children worldwide are affected (World Bank, 2020). It involved the operation of interactive learning between teachers and students.



The teaching and learning process is done online to avoid spreading the virus; the teacher should provide a solution to accommodate it by using online media. For this case, the media is called 'Online Edutainment Media.' The edutainment media might become a new thing and good value for developing the mind and student personality. Edutainment is a game used to teach specific knowledge (Muda, Z., & Basiron, I. S., 2005). Edutainment is a learning process designed as educational entertainment harmonically to create a fun learning ambiance (Anam, 2017).

Edutainment media can be divided into several types: videos, computer games, music, movies, websites, and other multimedia (Anikina & Yakimenko, 2014). In this era, this edutainment media has become a target for researchers to examine its implications in education. One of them is that this media is considered a tool to improve the quality of teaching and learning (Mansour, Martin, Anderson, & Gibson, 2017; Olive et al., 2010).

The previous study that the writer used is "Teaching Vocabulary to Young Learners Through I-TUTOR.NET as Edutainment Software," by Idi Maulida Dasawati 2013 from Universitas Pendidikan Indonesia (UPI); in her study, she analyses the uses of media called "I-TUTOR.NET" since it is a comprehensive multimedia learning package consisting of animated lessons and interactive activities. The media software designed by a Singapore company and approved by the eASEAN-endorsed project is distributed in a franchise system by a private company that has bought the license to use in Indonesia. Positive responses were obtained since the i-tutor.net as

Edutainment is interesting for young learners. It may take positive responses and promote student learning through exploration, interactivity, trial and error, and repetition when designed excitingly. Students get so much fun that they do not realize they are learning simultaneously.

Inspired by a previous study above, the author sought to use Online Vocabulary Edutainment Media to see if this treatment could improve vocabulary. Then, the researcher entitled the script “Improving Students’ Vocabulary Through Online Edutainment Learning Media at SMP Negeri 1 Pringsewu”. Hopefully, other media will teach students the basics of understanding vocabulary.

## **1.2 Research Question**

Therefore, the research question of the study is formulated as follows:

Is there any significant improvement in the vocabulary mastery of the students after they are taught through Online Edutainment Media?

## **1.3 Objective of the Research**

In line with the problem formulation above, the objective of the study is:

To find whether there is a significant improvement in the vocabulary mastery of the students after they are taught through Online Edutainment Media.

#### **1.4 Uses of the Research**

This study provide theoretical and practical benefits concerning the research questions. The usefulness of the research is as follows:

##### **1. Theoretical benefits**

The research finding can engage the theories and methods of improving students' vocabulary through Edutainment.

##### **2. Practical benefits**

Practically, the research finding will benefit the students, improve the English Foreign Language (EFL) classroom teaching method, and the readers interested in joining the online class.

#### **1.5 Scope of the Research**

This research has adopted a quantitative method conducted at SMP Negeri 1 Pringsewu first-grade. In this instance, the research used a single class of 32 students chosen through random cluster sampling. In this instance, the research used a single class of 32 students chosen through random cluster sampling. This research focused on Edutainment. Students' improvement was obtained by comparing students' answers to pre-test and post-test. Teaching and learning material have also been taught based on the syllabus of students, which is the research subject. In addition, the researcher targeted 30 test items to be mastered by the students,' and this research discussed ten items about nouns, ten items about adjectives, and ten items about verbs. Besides, some terms of this research will be discussed below.

## **1.6 Terms of the Research**

To avoid mistakes and misperception of terms, the researcher provides an elaboration on these related terms as follows:

### **1. Vocabulary**

Vocabulary is any form of language word that has meaning and affects English skills like speaking, reading, writing, and listening. Without sufficient vocabulary, the students will get difficulty studying English.

### **2. Edutainment**

Edutainment combines education and entertainment to become a fascinating learning design for students and increase students' interest in learning vocabulary. In this study, Edutainment conducts Quiz applications (Kahoot!) and mini-games of vocabulary (Hangman Game) that are provided on the internet.

### **3. Online**

Online is connected to, served by, or available through a computer or telecommunications system (such as the internet). Then, in this research, we can teach and learn English through online features, such as Video conferences and Discussion group (WhatsApp, Google Classroom, and other software) that the internet provides.

This chapter discusses the research background, research questions, objectives of the research, scope, and the terms of the research.

## **II. LITERATURE REVIEW**

This chapter reviews the theory concerning the research variable underlying the research. It is presented in ten headings: the concept of vocabulary, teaching vocabulary, the concept of Edutainment, advantages and disadvantages of using Edutainment through Online Media, and other theories related to the topic of this research.

### **2.1 The Definition of Vocabulary**

Hebert and Kamil (2005: 3) defined vocabulary as the knowledge of the meanings of words. The term vocabulary has a range of meanings. For example, some teachers use the term to mean sight-word vocabulary, referring to the words students understand as their meaning vocabulary. In addition, other teachers use the term to mean listening to vocabulary and understanding words they hear in the spoken language. Teachers use the term academic vocabulary to refer to content-specific words. Within this section, we use the term vocabulary conceptual knowledge of words that goes well beyond a simple dictionary as they make connections to other words, learn examples and non-examples of the word and related words, and use the word accurately within the context of the sentence (Snow, Burns, & Griffin, 1998).

Vocabulary is essential in language learning. Vocabulary is also a necessary skill for reading, speaking, writing, and listening. People cannot communicate

and express feeling both in the form of spoken and written effectively without sufficient vocabulary. The more people master vocabulary, the more they can talk, write, read and listen as they want. Wilkins in Thornbury (2002) states that without grammar, very little can be conveyed; without vocabulary, nothing can be obtained. It means that even someone with good grammar will be useless if they do not know much vocabulary. According to other experts, the vocabulary of the three senses consists of the total number of words that make up a language, all words known to the person or used in a particular book, or subject, and a list of words with their meanings (Hornby, 1995). From the statement above, it can be concluded that vocabulary is the knowledge of words and word meanings. Therefore, it is about the words in the language used to express meaning.

## **2.2 Types of Vocabulary**

The vocabulary we know can be divided into two groups: passive vocabulary and active vocabulary. Passive vocabulary contains all the understandable words when reading or listening but does not use (or cannot remember) in writing and speaking. Active vocabulary is all the words that we understand and the words we can use ourselves. Our active vocabulary in English is probably much smaller than our passive vocabulary.

In learning vocabulary, some types are always used by learners as follows:

### **a. Reading vocabulary**

A person's reading vocabulary is all the words they can recognize when reading. It is a prominent type of vocabulary simply because it includes the other.



b. Listening vocabulary

A person's reading vocabulary is all the words they can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

c. Writing vocabulary

A person's reading vocabulary is all the words they can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

d. Speaking vocabulary

A person's reading vocabulary is all the words they can use in speech. Though slight and unintentional, this misuse may be compensated by facial expression, tone of voice, or hand gestures.

Vocabulary is necessary to give students something to hang on to when learning any subject. Vocabulary also has many classifications, as suggested by some experts.

Harmer (1992) divides vocabulary into four kinds, they are:

a. Oral Vocabulary

Oral vocabulary refers to words that a person employs in expressing ideas orally and actively. It consists of a word actively used in a speech that comes readily to the tongue of the conversation.

b. Writing Vocabulary

The writing vocabulary refers to words commonly used in writing; it is a stock of words that come readily to one's finger, typically in a report.

c. Listening Vocabulary

The listening vocabulary is referred to what a person can understand when they are heard.

d. Reading Vocabulary

The reading vocabulary refers to someone who can recognize them in written form.

Harmer (1992) divides two types of vocabulary, they are:

a. Active Vocabulary

Active vocabulary refers to vocabulary that has been learned by the students and can be used in speaking and writing. Therefore, they expected to be able to use it.

b. Passive Vocabulary

Passive vocabulary refers to words students will recognize but probably will not produce when they meet them.

According to Hariyono (2002), in English Grammar, there are eight types of words as an element of a sentence: noun, adjective, verb, pronoun, adverb, preposition, conjunction, and interjection. In this case, the researcher only discusses nouns, verbs, and adjectives based on the scope of the problem before.

a. Noun

According to Frank (1972), in his book, the noun is one of the most important parts of speech. Its arrangement with the verb helps form the sentence core, which is essential to every complete sentence. In addition, it may function as the chief or “head” word in many structures of modification. For example, Hariyono (2002) states that a noun is a word

used to show the name of people, places, animals, or the name of things.

At the same time, Mas'ud (2005) states that a noun is a word that shows people, things, places, plants, animals, ideas, et cetera.

There are five kinds of nouns, they are:

1. Abstract noun

An abstract noun is a noun that cannot be grouped with five sentences.

Examples: ability, address, enemy, holiday, neighbour, party, place, sentence, song, support, theory, time, title, voice, wedding.

2. Common noun

A common noun shows the type, class of things, place, et cetera.

Examples: basket, bell, book, bowl, broom, chair, comb, erase, flag, knife, magazine, table, towel, tree, umbrella, window.

3. Proper noun

A proper noun is a name of people, place, et cetera., unique for just it. Proper nouns always use capital letters.

Examples: boy, captain, dentist, government, king, lawyer, visitor, bathroom, castle, classroom, harbor, jail, restaurant, village.

4. Collective noun

The collective noun is the name of a group of corps assumed as one unit or gathering a number of its members.

Example: a team, a convoy, a committee, a troop, et cetera.

5. Material noun

The material noun is a name that shows a noun where it happened; namely, it does not make from people Example: gold, water, grass, fish, blood, sand, wood, time, air, cloud, rain, land, mountain, ocean, forest, leaf.

b. Adjective

The adjective is the word used to give characteristics of a thing. It is put before the noun. There are eight kinds of adjectives, they are:

1. Descriptive Adjective

The descriptive adjective is an adjective that explains a noun condition or someone's characteristic, animal, et cetera.

Example: angry, bored, excited, funny, hungry, late, sad, shy, sick, sleepy, stupid, thirsty, tired, big, clean, dirty.

2. Numeral adjective

The numeral adjective is an adjective that indicates or shows the quantity of something; it is divided into three types they are cardinal number, ordinal number, and fraction.

3. Quantitative adjective

The quantitative adjective is the object which indicates the number of something, or an adjective that shows how much/ many things we mean; they are many, much, a lot, lots of, a great many, a great deal of, few, little, and et cetera.

4. Demonstrative adjective

A demonstrative adjective is used to show something, animals, or people that we mean. There are two kinds of demonstrative

adjectives: definite demonstrative adjectives and indefinite demonstrative adjectives.

5. Proper adjective

A proper adjective is an adjective that is used to indicate a proper noun. Generally, it is begun with a capital letter, for example, the name of a country.

6. Interrogative adjective

An interrogative adjective is an adjective used as a question. It operated as a noun.

Example:

- What good is this?
- Which boo do you mean?
- Whose car is that?

7. Possessive adjective

A possessive adjective is an adjective used to indicate possession of something.

For example, my, our, your, their, his. Etc.

8. Distribute adjective

Distribute adjective is an adjective that shows that the noun which we mean is any kind—for example, each, every, either, neither, et cetera.

c. Verb

The verb is the most complex part of speech. Its arrangements with nouns determine the different kinds of sentence statements, questions,

commons, and exclamations. A verb is a word that shows a job, act, behavior, or activity. In English grammar, the verb can be grouped to become some classes they are:

1. Infinitive verb

Infinitive verbs divided into two kinds; they are:

- a. Infinitive with to. For example, to buy, to cry, to make, et cetera.
- b. Infinitive without to. For example, drive, sleep, skill, speak, learn, et cetera.

2. Regular and irregular verb

A regular verb is the change of verb that follows the nodal form by adding “d” or “ed” to be past tense and past participle.

Examples:

| <b>Infinitive</b> | <b>Past Tense</b> | <b>Past Participle</b> |
|-------------------|-------------------|------------------------|
| Help              | Helped            | Helped                 |
| Want              | Wanted            | Wanted                 |
| Answer            | Answered          | Answered               |
| Call              | Called            | Called                 |
| Appear            | Appeared          | Appeared               |
| Defeat            | Defeated          | Defeated               |
| Enjoy             | Enjoyed           | Enjoyed                |
| Need              | Needed            | Needed                 |



An irregular verb is a change of verb that does not follow the rule; it may be memorized well.

Examples:

| <b>Infinitive</b> | <b>Past Tense</b> | <b>Past Participle</b> |
|-------------------|-------------------|------------------------|
| Arise             | Arose             | Arisen                 |
| Beat              | Beat              | Beaten                 |
| Buy               | Bought            | Bought                 |
| Eat               | Ate               | Eaten                  |
| Fall              | Fell              | Fallen                 |
| Become            | Became            | Become                 |
| Bring             | Brought           | Brought                |
| Drink             | Drank             | Drunk                  |

### **2.3 The Importance of Vocabulary**

Vocabulary is vital for English learners both as a foreign and second language. Tozcu and Coady (2004, p. 473) point out that learning vocabulary is an essential aspect of the second language and foreign-language acquisition and academic achievement and is vital to reading comprehension and proficiency, to which it is closely linked. Richards and Renandya (2002) also noted the importance of vocabulary, believing that vocabulary plays a crucial part in foreign language learning and language proficiency that can affect how well learners speak, listen, read and write. Brown also emphasizes the significance of vocabulary to communication by intelligibly asserting that

survival-level communication can occur when people string words together without applying grammatical rules. In this sense, vocabulary is an essential factor that significantly influences communication (Utami, 2014).

From the statement above, it can be concluded that vocabulary influences how people communicate. Therefore, vocabulary is essential for foreign-language learners to learn English as a second language.

## **2.4 Teaching Vocabulary**

Teaching words is crucial in language learning, as languages are based on words. It is almost impossible to learn a language without knowing the words before. Therefore, teaching vocabulary is a strategy that must be considered.

Teachers and students agree that vocabulary acquisition is central to language teaching (Walters, 2004). Mastering vocabulary indeed means having the ability to understand the learning and the ways of using them in context; because of that, vocabulary becomes the central factor in learning the language.

Harmer (2001, p. 155) explains some techniques for teaching vocabulary that is summarised as follows:

### **1. Demonstration**

The teacher demonstrates the language they want the students to study by offering them action.

### **2. Explanation**

Using the textbook, board, or Projector, the teacher explains language construction in diagrams.

### 3. Discovery

The students can be encouraged to understand new language forms by discovering them in a text or looking at grammatical evidence to work out a grammar rule.

### 4. Check Question

The teacher can check questions to see if students have understood the meaning and use in the text or paragraph.

### 5. Presentation

The teacher shows the things and does not present words to students, such as pictures, video, and the mime, action, and gesture to present the words.

## **2.5 Concept of Edutainment**

Edutainment combines the words “education” and “entertainment.” It refers to any form of entertainment that is educational. The goal of Edutainment is to make learning enjoyable. Edutainment is found inside and outside classrooms and exists across several media types. Some are passive, while others are interactive. Examples of passive forms of Edutainment include:

1. Fictional books with educational themes.
2. Movies and TV shows with entertaining characters teach viewers.
3. Music and songs that help people learn.
4. Fictional radio shows and podcasts are designed to educate listeners.

Examples of interactive Edutainment include:

1. Video games are designed to educate players.

2. Quizzes that provide goals and rewards as users progress through each level.
3. Software that allows users to compete against each other in learning exercises.
4. Educational websites with interactive elements, such as clickable images and animations.

Edutainment can also be helpful in any condition. However, this condition should stay home using online media such as games, software, song, or movies. Edutainment is a feature of contemporary entertainment forms in traditional lectures, lessons, classes, workshops, and masterclasses. Classes and activities in the technology Edutainment format can be conducted in the cafe, park, museum, office, gallery, or club, where we can obtain information on any informative topic in a relaxed atmosphere. (Anikina & Yakimenko, 2014).

Applications that used in this study include:

1. WhatsApp Group

WhatsApp Messenger, or simply WhatsApp, according to its official website (whatsapp.com), is an American free cross-platform centralized instant messaging and voice-over-IP (VoIP) service that allows users to send text messages and voice messages, make voice and video calls, and share images, documents, user locations, and other content. This study was using the group chat feature to bridge teachers and students.

2. Google Classroom & Google Meet

Google Classroom & Google Meet as a formal platform alongside WhatsApp Group to accommodate the formal teaching-learning process using text chat and group video meetings and assignments.

Google Classroom is a free blended learning platform developed by Google for educational institutions to simplify creating, distributing, and grading assignments (Google Classroom, 2018). Moreover, Google Meet was also designed to provide group video meetings formal teaching-learning process.

### 3. Kahoot!

“Kahoot!” A game-based learning platform used as educational technology in schools and other educational institutions. The educational game “Kahoots” is a user-created multiple-choice quiz accessed from a web browser or the Kahoot app. Kahoot! can test student knowledge for formative assessment or break from traditional classroom activities.

### 4. Some mini-games on websites

Some websites also provide mini-games to learn English, such as Customized Online Hangman Game, Learn English Kids from British Council, pbskids.org, and other websites that offer English mini-games.

Edutainment may be used to teach nearly any topic, including math, language, history, and geography. In this section, the writer specializes in teaching English through software to help kids learn at home. By creating a fun learning environment, Edutainment can make education more accessible and more enjoyable (Christensson, 2019).

Along with the rise of Edutainment, the application of new technologies to the world of education, in general, is quickly spreading. Consistently to what

has been theorized on the general effects of the application of new technologies (Rheingold, 1993, Pine & J.H., 1999, Kotler, 1999), it is reasonable to presume that emerging applications in the art world have, amongst others, the effect of emphasizing the convergence between education and entertainment. Therefore, the consumption of art seems subject to considerable evolution. It requires a new analysis of the moment in which the individual and the work of art interact through the mediation of technological applications.

Edutainment also concludes with some techniques for teaching vocabulary by Harmer, including demonstrations by the teacher, explanations, students' discovery in-game experience, checking questions after the game, and presentation using the game.

## **2.6 Advantages and disadvantages of using Edutainment Online Media**

Perhaps the most widely articulated argument for using edutainment materials is that such software motivates students to explore topics in greater depth. Because students are highly motivated through rich, exciting, and engaging learning experiences, their understanding of the subject is enhanced. Moreover, their senses are enthralled and stricken on all levels, as one of the software on the market claims. Therefore, students cannot help but pay attention to the information presented in dynamic and memorable ways (Okan, 2003).

Despite the advantages above, it also has some drawbacks that usually happen in Edutainment:



1. Since Edutainment emphasizes the usage of computers and innovative gadgets to impart education; it can sometimes contain misleading and misguiding information
2. Can curb social interaction and behavioral skills
3. Risk of misuse of technology
4. Implementing and designing computer games, television shows, videos, and other media, is expensive and difficult (EduSys, 2019)

## **2.7 Theoretical Assumption**

Using online edutainment media to learn vocabulary could help students learn vocabulary knowledge. The teacher provides games and videos that can be played on the student's device with new vocabulary in exciting learning activities to motivate and engage the students. One of the ways that can gather students' interest in the classroom activity is using online games that students can learn at home. It could have made it easier for them to comprehend the vocabulary because it did not require them to be in the same place to learn the material and solve the problem concurrently.

Online Edutainment learning can help the language learners to find the implementation of words, remember words for a longer time, and practice the words after learning. In addition, the learners know how to communicate with other learners in a group chat after playing the games, discussing, and trying their best to improve their communicative competence.

It can be assumed that online edutainment media can help students learn and improve their vocabulary after being taught using Online Edutainment Media.

## 2.8 Hypothesis

The hypothesis is the provisional answer to the research problems or questions. Concerning the theories and the assumption above, the hypothesis can be formulated as a following:

*H* : There is a significant improvement in the students' vocabulary mastery after they are taught using Online Edutainment Media.

Those are the explanation of the framework in this chapter, such as vocabulary, teaching vocabulary, advantages, and disadvantages of using Edutainment through online media, theoretical assumptions, and hypotheses.

### **III. METHODS**

To answer the Research Question, the research method must be thoroughly implemented. The chapter consists of research design, the research variable, population and sample, research instrument, research procedure, validity and reliability, data analysis, and hypothesis testing.

#### **3.1 Research Design**

This research had been conducted used a quantitative design. The researcher used a pre-test and post-test design to conduct this researched in one class where the students' received tests before and after the treatments The pre-test determines the students' preliminary ability, and the post-test is to see how far the increase in the student's vocabulary has come after the treatments. The treatment that given to the students is Edutainment. The design of this study presented as follows:

|                |
|----------------|
| <b>T1 X T2</b> |
|----------------|

Where:

T1: Pre-test

X: Treatment

T2: Post-test

(Setiyadi, 2006)

In brief, the research design in this research is one group pre-test post-test design. The procedure of carrying out the study is that the students do a pre-test in the first meeting; after the pre-test in the last week, the students taught by using online learning, which means in every session they were conducted in the online class. Then, after the treatment has been done, the post-test is administered.

### **3.2 Variable of the Research**

Referring to (Fraenkel, Wallen, & Hyun, 2012), a variable is a concept – a noun that stands for variation within a class of objects. There were two kinds of variables: independent and dependent variables. In this case, vocabulary is the dependent variable, and Edutainment is an independent variable. Moreover, students' vocabulary as a dependent variable can be measured by investigating whether there is influence from the independent variable or not. Then, Edutainment as the independent variable is a variable that can influence the dependent variable and have an effect on students' output.

### **3.3 Population and Sample**

The population of this research is the students of SMP Negeri 1 Pringsewu who have already been taught vocabulary but had not applied any specific technique related to Edutainment. There are several techniques in deciding the research sample. According to Arikunto (2006), sampling is a part of a representative of the population which has been researched. In this case, the

researcher selected one class from the first grade of junior high school students as the research sample and one class as the try-out class. The samples are taken by using random cluster sampling.

### **3.4 Research Instrument**

The research instrument to get the data is vocabulary test. The test is conducted in the first meeting and last meeting. Vocabulary test is used to measure the students' vocabulary.

The research instrument used to collect the data. Several tests was conducted in the first meeting and last meeting. The vocabulary test was administered to measure the students' vocabulary.

The test assessment is to understand the vocabulary. It is also proposed on the syllabus. The total number of the test is 30 items; it includes three types of vocabulary, ten items about the noun, ten items about adjectives, and ten items about the verb.

### **3.5 The Result of the Try-out Test**

The try-out test was administered to investigate the reliability, level of difficulty, and discriminating power of the test items. The students were given the test, which consisted of 30 items in multiple-choice options. The result of the try-out test was presented in the following:

**Table 3.1 Test Items Criterion of the Try-out Test**

| <b>Criteria</b> | <b>Item Number</b>   | <b>Decision</b> |
|-----------------|--|-----------------|
| Good            | 1, 2, 3, 4, 6, 7, 8, 9, 10, 12, 13, 14, 17, 18, 19, 20, 22, 23, 24, 26, 27, 28, 29, 30 | Administered    |
| Satisfactory    | 5, 11, 15, 16, 21, 25  | Administered    |

Based on Table 3.1 presented above, it can be seen that the test items that have been analysed consisted of 30 items. In addition, 24 items were categorised as good items, and six were classified as satisfactory items. In conclusion, 30 items that were tested all fulfilled the criteria, and no items were dropped. Thus, the distribution of test items is presented as follows:

**Table 3.2 Distribution of Test Items**

| Types of Items | Item Number                 | Total Items |
|----------------|-----------------------------|-------------|
| Noun           | 1 2 7 8 15 16 19 20 22 25   | 10 items    |
| Adjective      | 4 5 6 10 13 14 18 23 27 28  | 10 items    |
| Verb           | 3 9 11 12 17 21 24 26 29 30 | 10 items    |
| Total          |                             | 30 items    |

Based on Table 3.2 above, the test items which were investigated consisted of 30 items and further was classified into three types of parts of speech. Noun, adjective, and verb equally consisted of 10 items.

### **3.6 Research Procedure**

The procedures of this research are as follows:

1. Determining the population, selecting the sample and try-out.

The population of this research is the first-grade students of SMPN 1 Pringsewu. Therefore, the sample of this research is the students from the seventh grade, consisting of 32 students, and Try-Out test conducted to determine Reliability of the vocabulary test.

2. Administering the Pre-test



A pre-test measured the students' vocabulary before being taught online edutainment media. The pre-test is in multiple choices and pairing words. The time allocation of the pre-test was 30 minutes with 30 questions.

### 3. Selecting the Material

After giving the pre-test, the researcher given three treatments in the online class. First, the researcher chooses appropriate material based on the syllabus. The material is in the form of vocabulary.

### 4. Conducting the Treatment

The treatment was conducted in four online classes with 40 minutes in this research. The chosen class for teaching uses Video Conference (Google Meet) for the teaching process, Group Chat discussions on WhatsApp in an informal situation or to organise schedule, Google Classroom to collect the test assignment, and game software provided on the internet in the treatment process. The procedures of the treatments are:

- Pre-Activity
- Whilst-Activity
- Post Activity

### 5. Administering the Post-test.

The post-test given to the students after teaching them using Edutainment. This post-test was conducted in 30 minutes with 30 questions.

### 6. Analysing the data

After conducting pre-test and post-test, the researcher analyses the data through SPSS to know whether the media can increase the students' vocabulary or not.

### **3.7 An Analysis of Research Instrument**

In this research, there is an instrument for pre-test and post-test.

There are several methods to analyse quantitative instruments, such as validity, reliability, level of difficulty, and discrimination power.

#### **1. Validity**

A test can be said valid if the test measures the object to be measured and is suitable to the criteria (Hatch and Farhady, 1982:250). There are several types of validity according to the different purposes of the test, in this research, content validity and construct validity.

#### **2. Content Validity**

Content validity is concerned with whether the test is sufficiently representative and comprehensive. It is also the extent to which a test measures a representative sample of the subject matter content; the focus of content validity is the adequacy of the sample and simply on the appearance of the test (Hatch & Farhady, 1982). According to Setiyadi (2018), content validity is intended to analyse whether the items as a whole have represented the material to be measured. If a measuring instrument has defined all ideas related to the material to be measured, the measurement tool has fulfilled the aspect of content validity. This study used a vocabulary test that is supposed to be comprehended by junior high school students in the first grade. The

researcher made the tests based on junior high school students' English Curriculum (2013 Curriculum).

### **3. Construct Validity**

Construct validity concerns whether the test aligns with the theory of what it means to know the language (Shohamy, 1985, p. 74). The test items should test the students or measure their vocabulary ability. Nurweni (2019) stated that construct validity refers to test validity in terms of whether test items or tasks have been written based on the theory of what is being tested. The researcher measured the students' vocabulary using a vocabulary test in construct validity. The questions were related to the aspects of vocabulary such as word meaning, extending word use, spelling, and pronunciation (Harmer, 2007). Furthermore, this test items focused in meaning vocabulary aspect, the questions were also related to types of vocabulary. Based to Chung and Pannebaker (2007), there are two types of vocabulary: content word and function word, but this study uses content words: noun, verb, and adjective. Therefore, it can be said that the vocabulary test in this research has fulfilled construct validity.

### **4. Reliability**

Reliability refers to the consistency of the measure. Hatch and Farhady (1982 p. 144) mention that a test is said to be reliable if its scores remain relatively stable from one administration to another. In this research, the researcher used a split-half reliability test to estimate and evaluate the correlation of two parallel tests simultaneously administered that are similar to the two parts of the test (Cronbach, 1947). The split-half assessment, which includes

specificity as a measurement error, is low by this definition. A conservative approximation of the hypothetical self-correlation is the coefficient of similarity.

This research uses the Pearson Product Moment to see whether the test (pre-test and post-test) is reliable after getting the students' final score and calculating the score. The formula of Pearson product Moment is:

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

The design can further be notified as follows:

$r_{xy}$  : coefficient of reliability between odd and even numbers item

$x$  : odd number

$y$  : even number

$\sum x^2$  : total score of odd number items

$\sum y^2$  : total score of even number of items

$\sum xy$  : total score of odd and even number

The reliability of the test is elaborated as follows:

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

$$r_{xy} = \frac{32(3677) - (334)(346)}{\sqrt{[32 \cdot 3640 - (334)^2] [32 \cdot 3892 - (346)^2]}}$$

$$r_{xy} = \frac{117664 - 115564}{\sqrt{116480 - 111556} [124544 - 119716]}$$

$$r_{xy} = \frac{2100}{\sqrt{[4924] [4828]}}$$

$$r_{xy} = \frac{2100}{\sqrt{23773072}}$$

$$r_{xy} = \frac{2100}{4875.76}$$

$$r_{xy} = 0,430 \quad (\text{moderate reliability})$$

Spearman Brown's Prophecy is used to determine the reliability of the entire test after determining the reliability of the half-test (Hatch and Farhady, 1982:144). The formula of Spearman Brown's Prophecy is as follows:

$$r_k = \frac{2r_{xy}}{1+r_{xy}}$$

The design can further be described as follows:

$r_k$  relates to the reliability of the whole tests

$r_{xy}$  denotes the reliability of half tests

The criteria of reliability are as follows:

0.00- 0.20 indicates that reliability is very low

0.21- 0.39 points out that reliability is low

0.40 - 0.59 denotes as reliability is average

0.60 - 0.79 refers to reliability is high

0.80 – 1.00 relates to reliability is very high

The reliability of the whole test:

$$r_k = \frac{2r_{xy}}{1+r_{xy}}$$

$$r_k = \frac{2(0.430)}{1+(0.430)}$$

$$r_k = \frac{0.430}{1.43}$$

$$r_k = 0.601$$

The result of the reliability of the whole test was obtained. The result showed that the reliability of the entire test was 0.601. Further, by classifying the result into the reliability criteria, it can be said that the test was of high reliability according to Spearman Brown's Prophecy reliability criteria above.

### 5. Level of Difficulty

The difficulty level of an item shows how easy or difficult it is for the participants to do a particular item. It is the following formula by Shohamy (1985):

$$LD = \frac{U+L}{N}$$

The design can further be described as follows:

LD denotes as level of difficulty

U refers to number of upper group students who answer correctly

L relates to number of lower group students who answer correctly

N relates to the number of students who join the test

The criteria are as follows:

<0.30 indicates that level of difficulty is difficult

0.30-0.70 points out that level of difficulty is average

>0.70 denotes that level of difficulty is easy.

## **6. Discrimination Power**

Discrimination power is the ability of the item to discriminate between students with high ability and those with low ability. The discrimination power is calculated by the following formula (Heaton, 1975):

$$DP = \frac{U-L}{\frac{1}{2}N}$$

The design can further be notified as follows:

DP relates to discrimination power

U denotes as the number of students from the upper who answer correctly

L refers to the number of students from the lower who answer correctly

N relates the number of students

The criteria of discrimination power are:

0.00-0.20 indicates that the item of the test is poor

0.21-0.40 points out that the item of the test is satisfied

0.41-0.70 denotes that the item of the test is good

0.71-1.00 indicates that the item of the test is excellent

- (Negative) points out that the test item is terrible and should be omitted.

### **3.8 Hypothesis Testing**

After collecting the data, the researcher analysed the data to determine whether there is an improvement in students' vocabulary after being taught through edutainment media. The researcher used Paired Sample T-Test to determine whether the hypothesis was accepted or rejected. Researcher analyses a significance level of 0.05 in which the probability of error in the hypothesis is only about 5%. The hypothesis is drawn as follows:

H: There is an improvement in students' vocabulary after being taught using Online Edutainment Media.

The criteria for accepting the hypotheses are as follows:

1. H will be accepted if the alpha level is lower than 0.05 ( $\alpha > 0.05$ ).

Those are the explanations of the framework in this chapter, such as design, population and sample, research instrument, research procedure, and validity and reliability.



## **V. CONCLUSIONS AND SUGGESTIONS**

In this chapter, the researcher attempted to present the conclusions and suggestions of this research. The conclusions are based on the research result and discussion findings. Meanwhile, suggestions are offered for the teachers and researchers who plan to research a similar topic.

### **5.1 Conclusion**

The objective of this research were to find whether the use of Online Edutainment Learning Media can improve students' vocabulary mastery.

The result data of research in the seventh grade of SMP Negeri 1 Pringsewu and after analysed the data above, it was determined that students' vocabulary improved significantly after the implementation of online edutainment media, with a gain of 4.4% between the pre-test and post-test. They get excited by the guessing words, and the hangman game provided by the researcher affects the improvement of the mean gain presented above.

Edutainment can be effective in vocabulary achievement due to creating an interactive and motivating context where students can easily share their information. Otherwise, students acquire new words by playing mini-games because they are willing to break the mystery in the game. They compete and cooperate in an enjoyable environment.

### **5.2 Suggestions**

#### **1. Suggestions for the teacher**

- a. English teachers should apply online edutainment media as an alternative approach to teaching vocabulary. It aims at the

effectiveness of both the teacher and the students in achieving learning goals.

- b. This research focused on the implementation of edutainment media in teaching vocabulary. Still, the teacher can apply it in teaching and learning other skills, for example, reading comprehension, writing, and speaking.
- c. English teachers should focus on students' participation during the learning process. The teacher must ensure that all students understand how to operate the media by giving them brief explanations about how to use it properly.

## **2. Suggestions for Further Researcher**

- 1. It is offered for further researchers to research the focus of online edutainment media on the different levels of students. It can be highly recommended to be applied at the senior high school or university level.
- 2. The essential thing, in this case, is that the students can express their ideas through words. However, the other parts of language can be evaluated when the students have finished their assignments. It aims to build students' confidence in expressing their ideas.

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