REINFORCING STUDENTS' MEMORY IN LEARNING ENGLISH VOCABULARY THROUGH EDUCANDY MEDIA

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ARTICLE INFO	ABSTRACT
	The research aimed to find out to find out whether the use of educandy media reinforce students' memory in learning English vocabulary.The research applied Pre-Experimental Method using pre-test and post-test research and collect the data use pre-test and post-test instruments. The sample in the research was 20 students grade 7th Junior High school of SMP 3 Papalang. The data obtained was also analysed using SPSS Aplication versi 25. Based on the research findings, the reinforce students' memory in learning English vocabulary before use the educandy media show in pre-test was 27, and after use the educandy media the reinforce students, memory in learning vocabulary become 75.50, the occurrence of this significant increase in students' memory in learning English use educandy media. Therefore based on these result, it is recommended to use the educandy media at English subject, especially to increase the students' vocabulary. *This is an open access article under the <u>CC BY-SA</u> license.*

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INTRODUCTION

Vocabulary is defined as "the entire stock of words belonging to a branch of knowledge or known by an individual". In a broader understanding vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases. This indicates that vocabulary is not merely a collection of words that we memorize and know their meanings but also a learning process in assembling these words (Xiqin, 2008). Vocabulary in language learning, including English, is one of the important things to master. Vocabulary can be interpreted as a collection of words that are understood by someone. Someone who understands vocabulary well will also have an impact on a good communication process (Nunan, 2006).

English vocabulary is difficult to learn because there is a difference between the writing (orthography) and the reading (pronunciation). This makes it difficult to write it down and pronounce it appropriately. Students cannot understand what they are reading without knowing what the word means. So, without mastering large vocabulary, students cannot read successfully (Ramadani, et. Al. 2021) Each region has a different language structure different, this effects students in learning English because before they already accustomed to their respective regional languages (Roinah, 2019). The first problem was that students still unfamiliar with English stuff, they unfamiliar with English because they are fresh graduated elementary school. The second problem was students think that learning Englishis difficult, such as the way it written is different with the way it pronounces. Another problem was the students had low motivation and no interesting to learn English (Jhesica, et. al. 2021).

One way to be successful in teaching English is to pay attention to how much students are interested in learning English. Even if the teacher has the professionalism to teach students can still be bored because there is no interest. Some students feel bored to learn English for various reasons because most teachers usually do the same method or model in teaching. Many things affect psychology of students. Therefore, in order to obtain the aim of in education, the teacher must know the classroom situation. The class situation really has a big role in influencing student psychology, such as student interests. Students' interest will affect student achievement. Way of the teacher in teaching the material or even the situation or form of the table in the classroom is very important in influencing achievement students in the teaching and learning process (Asriati, 2017). The researcher found that the psychological problems of the students were fear of making mistakes, lack of confidence, nervous of facing new guy(anxiety), and factors caused the problems were bad pronunciation, low vocabulary, worry of people think, fear of judging (Aras, et. al. 2022).

According to the existing reality, student achievement is still below the KKM (Minimum Completeness criteria) which at that time tended to be at a low number, namely 60. It is very sad, of course, considering the fact that our young generation still has weak mastery of English. They still have to study this subject every year during the learning activities. This means that if the phenomenon is not resolved, at least three aspects will be affected by this phenomenon. Psychological aspects, students will lose motivation to learn. Of course, for the rest of their lives they will be shrouded in worry and believe in English as a difficult subject to understand. Furthermore, they may lose their respect for teachers. Worst of all, of course, they are no longer willing to go to school. The next impact will of course enter the academic real (Agustini, 2016).

A teacher needs to make learning innovations in accordance with needs and continuously to improve the learning process so that it can overcome learning problems. Learning teachers must be willing to learn, develop and innovate in order to be able to perform their main duties well. Various teaching techniques that have not been mastered are studied and tried. Various teaching techniques and media were tried in order to find out which ones were suitable and appropriate for students. Even a teacher must also be up to date with current technological developments. A teacher must be able to master the

applications that are relevant today in order to attract attention learners (Pamungkas, 2020).

They will face endless learning difficulties, even though learning English will not stop at deepening vocabulary, but being able to understand the structure and grammar, and master the skills. The last is the social aspect, in everyday life there are times when they are in a situation or environment that conveys information in English, so a weak understanding of this language will complicate their social life. In line with the opinion revealed that the teacher can be said professional if the students have a high interest in participating in learning, so it is necessary to do a learning innovation that uses an accessible application using a cell phone or laptop (Dian 2020).

Educandy is a web-based application that is used to create quizzes. Everyone has access to create or play this quiz. With the slogan 'making learning sweeter'. The educandy display is made with sweet colors so that it looks cheerful. This app provides a feature to create quizzes in a game. The use of this quiz maker application is one way to make evaluation activities or exams fun but still educate. Educandy has 3 core game features, namely words, matching pairs, and quiz questions. However, these 3 features can be created into several more types of games, such as word search, hangman, anagrams, noughts & crosses, crosswords, match-ups, memory, and multiple choice (Ulya 2021).

With the problems that accured above, I choose to carry out research on "Reinforcing students' memory in learning English Vocabulary through Educandy Media" that are still rarely used by teachers. So that it can improve students' vocabulary ability in a more fun way, so that students are more interested in learning without feeling pressured by the foreign language they have to learn.

RESEARCH METHOD

Pre-experimental design was used in this research, which this research would be divided into three times, at the first meeting namely *pretest*, occur before treatment, after that the last meeting namely *posttest*, occur after treatment. In this research, there was no control variable and the sample was randomly selected in the form of One Group *Pretest Posttest* Design, in this design there was a *pretest*, before being given treatment, and a *posttest*, after given treatment. Thus, the result of the treatment can be known more accurately, because it can compared with the situation before given treatment. This design can be described as follows:

Table 1 design of the research

Group	*Pretest*	Treatment	*Posttest*
Experiment	O^1	X	O^2

Description:

O^1 : is the result of the pre-test student achievement before being given treatment (treatment). The pretest was conducted to determine the vocabulary skills possessed by students before the implementation of the educandy.

X : is the treatment that given by using educandy media in reinforcing students' memory of vocabulary. In this case, the researcher applied the educandy media with chapter

4 This Is My World material in a book BAHASA INGGRIS KELAS VII (When English rings a bell). Researcher will do the treatment 4 times, as follows:

1. At the first material, students were name the things at classroom, like whiteboard, window, table, especially those students carry in their school bags. In this case, researcher given group students to asked questions about the contents of their bags using Educandy media.

2. At the second material, the researcher given teach students the names of objects in the school like at classroom, canteen, and library and did a quiz by educandy media.

3. At the third material, students would introduced the name of public buildings. By used educandy media, students guessed the picture of public buildings and match it with the function of the buildings.

4. At the last material, the researcher explained about the house, the room in it, and the names of the objects in the house, researcher will invite students to take quiz used educandy media. After that, students would returned groups and asked to make their future house and what objects they want in the house to practice students' vocabulary and reinforce their memory.

O^{2} ' is the post-test was a learning achievement students after being given treatment. after treatment, the next is posttest to determine the effect of used the educandy media.

RESULT AND DISCUSSION

Result

The increase in vocabulary is known from the results of the pre-test and post-test. The researcher compared the results of the pretest and posttest, if the posttest result is higher than the pretest, it means that this Educandy media is effective in increasing students' vocabulary and reinforce their memory.

1. Improvement student's memory through vocabulary

Table 2. Improvement student's vocabulary

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre test	27.00	20	15.927	3.561
	post test	75.50	20	9.445	2.112

In table 1. shows the scores obtained by 20 students when doing the pretest and posttest, above it is shown that the average score of students during the pre-test is 27.00 with a standard deviation of 15.927 and mean standard error of 3,561. while the average score of students at the posttest was 75.50 with a standard deviation of 9,445 and mean standard error of 2.112. it can be seen that there is a significant improvement in the final results of students after being treated using Educandy media in learning English.

Table 3. Frequency of students' pretest

frequency pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	51-70 = medium	1	5.0	5.0	5.0
	31-50 = low	5	25.0	25.0	30.0
	<30 = very low	14	70.0	70.0	100.0
	Total	20	100.0	100.0	

Table 3. frequency of students' posttest

frequency posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	71-90 = high	9	45.0	45.0	45.0
	51-70 = medium	11	55.0	55.0	100.0
	Total	20	100.0	100.0	

in table 3. The pretest section shows that there are 14 students or 70% who get a score below 30 which means very low, 5 students or 25% get a score of 31-50 which means low, and there is 1 student or 5% who gets a score of 51-70 which means medium. while in table 4.3. the posttest section there were 11 students or 55% who got a score of 51-70 which means medium and there are 9 students or 45% who got a score of 71-90 which means high. it can be concluded that students' vocabulary mastery improved after treatment, compared to before treatment, it is proven that educandy media can help students in strengthening their memory of vocabulary and is applied when taking the last test or posttest.

2. Hypothesis testing

Collected students data was processed and analyzed using the independent sample t test. Before testing the hypothesis, the requirements that must be normality test.

a. Normality test

Table **4. normality test**
Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
hasil belajar	pre test	.175	20	.111	.956	20	.460
	post test	.270	20	.001	.866	20	.010

a. Lilliefors Significance Correction

Based on the result of the normality test on research data at SMPN 3 Papalang, it was found that there was an effect of using Educandy media on learning English vocabulary for class VII students of SMPN 3 Papalang, as evidenced by the acquisition of a hypothesis test with a sig. 0,10 is greater than 0,05 which means the research data is normally distributed.

b. Paired sample t test

Table **5. paired sample test**

Paired Samples Test

					Paired Differences				
						95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	
Pair 1	pre test - post test	-48.500	11.367	2.542	-53.820	-43.180	-19.081	19	.000

Table **6. result of t-test and t-table**

Component	T-test	T-table	Description
Vocabulary	4.687	1.729	Significant

The table above shows the results of 4,687 > 1,729 which means T-test value is higher than the T-table value. This means that there is an increase in students' vocabulary mastery from before and after being given treatment using Educandy media in classroom. Based on the description above, it can be concluded that H° is rejected and H_1 is accepted, meaning that the application of educandy media affects the learning outcomes of seventh grade students of SMPN 3 Papalang.

Discussion

Discussion which includes the interpretation of research results obtained from giving treatment to students will be explained in this section. According to (Sadiman, 2006) as a learning medium, games have several advantages, namely: games are something fun to do, something entertaining and interesting. The game allows the active participation of students to learn. Games can provide immediate feedback. Games allow students to solve real problems. The results of this study also supported by research results from (Fitriati 2021), that learning using a digital game approach is considered more effective in evaluating and motivating students to gain knowledge compared to using a non-game application approach.

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In addition (Ulya 2021) also revealed that Educandy was effective in reviewing students' understanding and making practice questions more fun. Apart from Educandy which is one of the platforms that teachers can use to make practice questions for students and review students' understanding, it is hoped that Educandy can be used as one of the media for teachers to be more innovative and more varied in teaching students. This game can be used to help learners remember and practice vocabulary during a lesson, review some vocabularies by the end of the lesson, or recall vocabulary mastery after several activities (Nurdina, et al. 2021).

Based on the final results of students' answers about learning English vocabulary using Educandy media, it can be concluded that the difficulty of students in remembering and practicing the vocabulary they have learned is due to the lack of attention of students in the learning process in class, especially English, many of them prefer used to complain about foreign languages before studying further, with the method of using game applications as teaching aids, it can further increase students' interest in learning English and they are better able to remember the vocabulary in each game they play, say and practice directly what they are learning. Students see and do it.

In teaching vocabulary to children, it is important to apply Techniques and media according to their characteristics. And there is a significant increase in vocabulary competence and classroom situation after using Educandy media. Before the treatment, there were 1 student at the medium level, 5 students at the low level, and 14 others at the very low level. In other words, 20 students are still in the low stage. Significant differences can be seen after being given treatment, 9 students at high level, 11 students at medium level, Students look more active after learning using Educandy game media than when learning using textbooks alone, they are also more serious in remembering and understanding the vocabulary they are learning. (Damayanti, et. al. 2021) Reward created the class more interesting, increased the positive behavior or expected behavior of students in the classroom, made students feel happy and more active participate in class, it can increase the feeling of competition among students in the classroom, and it can encourage the students in completed their task and homework.

(Fitriati, 2021) Educandy can be used as a medium to attract the attention of students in the learning process in the classroom. As for the colorful display, as well as audio and moving illustrations that make learning more lively and interesting so that it is easier for students to enjoy the learning they receive, students are also easier to receive information and focus and concentrate on learning. Media Educandy also trains students to increase their enthusiasm and competitiveness against other students in the learning process. This can be seen from the increase in the score they get after treatment. From the indications that occur, it can be said that Educandy media can be one of the successful learning media and can be used in the classroom and has been proven to increase students' knowledge of remembering English vocabulary. (Prabawati, et. Al. 2021) The media help

students to understand about the lesson easily and add insight and references, Increase students' motivation and interest in the learning, learning is more interesting, fun, relaxed and not boring.

CONCLUSION

After conducting pre-experimental research on "reinforcing students memory in learning English vocabulary through educational media" the researcher can conclude that the understanding of English vocabulary for students in class VII SMPN 3 Papalang for the academic year 2021-2022 is still classified as not meeting the standards before giving treatment as evidenced by the results. The conclusion that researchers can draw is that educandy media as a game medium containing English vocabulary quizzes for students is proven to be able to improve students' vocabulary understanding by remembering the new vocabulary they are learning. Based on the results of this study, Educandy media can be used as a choice of learning media in the classroom by the teacher to attract students' interest and attention in the classroom in order to give the expected final results.

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