

THE IMPLEMENTATION OF 'TYPOMAN GAME' TO TEACH VOCABULARY (Descriptive Qualitative Research)

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Abstract

Mastery of English vocabulary is crucial for high school students' communication skills and academic success. However, some students in Indonesia face challenges in mastering English vocabulary, primarily due to a lack of exposure during their elementary school years. Therefore, this research aims to investigate the implementation of the edutainment game "Typoman Game" as a tool to enhance students' vocabulary skills at MTS Salafiyah Yapensa Jenggott. This study adopts a descriptive qualitative research design, collecting data through direct observation and in-depth interviews with students and English teachers. Data were analyzed thematically to understand the effectiveness of the "Typoman Game" in improving students' vocabulary mastery. The implementation of the "Typoman Game" in the learning process involved collaboration between teachers and researchers and demonstrated its effectiveness in enhancing students' vocabulary skills. Challenges such as game complexity and time constraints were addressed by providing guidance and adapting game content. Nonetheless, high levels of student engagement and interaction proved the game's success as a learning tool. This research concludes that the "Typoman Game" is effectively used in English vocabulary learning in high schools, despite facing some challenges. Through collaboration between teachers and researchers, the game can enhance students' interest in language learning and create meaningful learning experiences.

Keywords: Typoman Game, English vocabulary, edutainment, high school students, innovative learning methods.

Abstrak

Penguasaan kosakata bahasa Inggris merupakan hal penting bagi siswa sekolah menengah untuk kemampuan komunikasi dan kesuksesan akademis. Namun, beberapa siswa di Indonesia menghadapi tantangan dalam menguasai kosakata bahasa Inggris, terutama karena kurangnya paparan selama tahun-tahun pendidikan dasar mereka. Oleh karena itu, penelitian ini bertujuan untuk menyelidiki implementasi permainan edutainment "Typoman Game" sebagai alat untuk meningkatkan keterampilan kosakata siswa di MTS Salafiyah Yapensa Jenggott. Penelitian ini mengadopsi desain penelitian kualitatif deskriptif dengan mengumpulkan data melalui observasi langsung dan wawancara mendalam dengan siswa dan guru Bahasa Inggris. Data dianalisis secara tematik untuk memahami efektivitas permainan "Typoman Game" dalam meningkatkan penguasaan kosakata siswa. Implementasi permainan "Typoman Game" dalam proses pembelajaran melibatkan kerjasama antara guru dan peneliti serta menunjukkan efektivitasnya dalam meningkatkan keterampilan kosakata siswa. Tantangan seperti kompleksitas permainan dan batasan waktu diatasi dengan memberikan bimbingan dan menyesuaikan konten permainan. Meskipun demikian, tingkat keterlibatan siswa dan interaksi yang tinggi membuktikan keberhasilan permainan sebagai alat pembelajaran. Penelitian ini menyimpulkan bahwa permainan "Typoman Game" efektif digunakan dalam pembelajaran kosakata Bahasa Inggris di sekolah menengah, meskipun menghadapi beberapa tantangan. Dengan kolaborasi antara guru dan peneliti, permainan ini dapat meningkatkan minat siswa dalam pembelajaran bahasa dan menciptakan pengalaman belajar yang bermakna.

Kata kunci: Typoman Game, kosakata bahasa Inggris, edutainment, siswa sekolah menengah, metode pembelajaran inovatif.

INTRODUCTION

English is not only important for communication and academic success but also for developing critical thinking skills, which are essential for solving problems and making informed decisions. By learning English, high school students can improve their ability to think critically,

analyze information, and come up with creative solutions to challenges they may face in their studies, work, and daily life.

In addition, English language proficiency is crucial for high school students in today's globalized world. It helps them communicate effectively, access information and knowledge,

develop critical thinking skills, and opens up opportunities for their future careers. Acquiring English language skills can greatly benefit high school students in their academic, personal, and professional development.

In today's world, English is a very important language for communication, especially in business, education, and international relations. Being able to speak and understand English well is crucial for high school students because it helps them communicate with people from different countries, access information and knowledge, and develop important thinking and problem-solving skills. English is used in many academic publications and online resources, so knowing English allows students to learn more and do better in school. It also prepares them for future careers in a globalized job market where English is often required.

Based on the statement above, it has been observed that some high school students in Indonesia, including those at MTS Salafiyah Yapensa Jenggol, may face challenges in mastering English vocabulary. This could be due to the policy implemented by the Ministry of Education and Culture, which removed English as a subject in Elementary Schools starting from the academic year 2013-2014. As a result, these students may not have had sufficient exposure to English vocabulary during their earlier years of education, leading to potential gaps in their vocabulary skills. Having a good vocabulary is important for communicating effectively in English. That's why we need to find creative ways to improve our vocabulary skills. One possible way is by using edutainment games, which are fun games that also help the students learn new words and phrases.

Edutainment game is a type of game that combines elements of

entertainment with educational content. In edutainment games, students can learn and improve skills through an exciting and interactive game experience. In the context of this research, the edutainment game "Typoman Game" can help junior high school students improve their English vocabulary through fun playing activities and provide an interesting learning experience. The benefits of using edutainment games for junior high school students include increasing interest in learning, motivating learning, and improving cognitive skills.

Teaching vocabulary transcends mere memorization; it necessitates a strategic and comprehensive approach for effective language acquisition. Nation (2017) said, successful vocabulary instruction extends beyond the traditional presentation of words, emphasizing the need for educators to guide learners in developing intelligent word-learning strategies. This goes beyond the memorization of definitions; it empowers students to independently expand their vocabulary by navigating diverse contexts and real-life applications.

Furthermore, Graves (2016), teaching vocabulary in junior high school focuses on addressing the linguistic and cognitive needs of students in the early stages of adolescence. This instructional approach considers age-appropriate methods, incorporating interactive and technology-enhanced tools to engage students effectively. This approach ensures a well-rounded vocabulary development that equips students with the linguistic tools essential for academic success.

Moreover, teaching vocabulary in junior high school focuses on addressing the linguistic and cognitive needs of students in the early stages of adolescence. This instructional approach considers age-appropriate methods, incorporating

interactive and technology-enhanced tools to engage students effectively. Bear, Invernizzi, Templeton, & Johnston (2015) explore the nuances of teaching vocabulary in the middle school years.

In this study, the researcher aims to investigate the implementation of an edutainment game entitled "Typoman Game" as a tool to improve students' vocabulary at MTS Salafiyah Yapensa Jenggot. By utilizing qualitative research methods such as observation and interviews, the study aims to gather insights from high school students regarding their perceptions of the impact of the game on their English vocabulary skills. The findings of this study may contribute to the understanding of how edutainment games can be utilized as a supplementary tool to address the vocabulary challenges faced by high school students in the absence of English instruction at the primary school level.

Finally, based on the problems displayed above, the researcher concluded some statements of problem as follow;

1. How the implementation of "Typoman Game" to teach vocabulary?
2. What are teachers' perceptions of the implementation of "Typoman Game" in teaching vocabulary?

METHODOLOGY

This study adopts a descriptive qualitative research design, aiming to provide an in-depth understanding of the implementation of the Edutainment Game "Typoman Game" in enhancing students' vocabulary at MTS Salafiyah Yapensa Jenggot. Descriptive qualitative research focuses on interpreting and extracting meaning from participants' perspectives and experiences, facilitating a comprehensive exploration of the phenomenon under study.

Creswell (2016) states that

qualitative descriptive research is a research approach used to explore an in-depth understanding of the phenomena or events studied through the collection and analysis of qualitative data. Qualitative descriptive research focuses more on extracting meaning and deep understanding of the perspectives, experiences, and social context of research participants.

The subjects of research consist of 7th grade students enrolled at MTS Salafiyah Yapensa Jenggot. Grade 7 students were purposively selected due to their recent transition to junior high school and their limited exposure to English lessons during their elementary school years. This selection ensures relevance to the study's objectives, which aim to assess the effectiveness of 'Typoman Game' in improving students' English vocabulary skills.

Data collection procedures covers a variety of methods to obtain a comprehensive understanding of the phenomenon. Direct observation in the classroom allows for real-time monitoring of students' interactions and behaviors during Typoman Game sessions. Field notes, taken during observations, serve as detailed records of teacher-student interactions, gameplay dynamics, and noteworthy occurrences during lessons. Documentation supports observational data by capturing multimedia materials, such as photos or videos, to provide additional context.

In-depth interviews with English teachers at MTS Salafiyah Yapensa Jenggot are conducted to gather insights into their perspectives on using Typoman Game for vocabulary instruction. These interviews are using open-ended exploration of teachers' experiences, opinions, and perceptions regarding the implementation of the game. The qualitative nature of the interviews

facilitates rich data collection, enabling a deeper understanding of the contextual factors influencing the use of Typoman Game in the classroom.

Data analysis techniques begin with transcription, where in observation and interview data are transcribed into written text. The transcribed data are then subjected to thematic analysis, patterns, themes, and categories are identified and organized. Thematic findings are interpreted within the context of relevant theories or concepts, providing nuanced insights into the effectiveness of Typoman Game in enhancing students' vocabulary skills. The analysis process is iterative, allowing for continual refinement and validation of emerging themes until a comprehensive understanding of the research phenomenon is achieved.

FINDINGS AND DISCUSSION

A. The Implementation of “Typoman Game” to Teach Vocabulary

1. The Implementation of 'Typoman Game' in Teaching Learning Process

The implementation of 'Typoman Game' in the teaching-learning process involved collaboration between the teacher and the researcher. The initial phase began with a warm greeting and an overview of the activities. The core phase included explanations about vocabulary, dividing students into groups, and playing the game. The game, an adventure combining puzzles with vocabulary learning, engaged students in solving vocabulary puzzles. The teacher facilitated the process, providing explanations, writing down guessed vocabulary, and engaging in discussions. Students showed high interest and actively participated, demonstrating curiosity and enthusiasm. The session ended with reinforcement of learning, reflections, and feedback, providing a fun and interactive learning experience.

The successful implementation of

'Typoman Game' demonstrated its effectiveness as a teaching tool. By integrating gameplay with vocabulary learning, students were not only motivated but also actively engaged in the learning process. The collaborative nature of the game encouraged teamwork and peer interaction, fostering a supportive environment where students could learn from each other's experiences. The role of the teacher as a facilitator was crucial in guiding students through the game challenges, providing explanations, and facilitating discussions. Overall, the implementation process highlighted the potential of 'Typoman Game' to enhance vocabulary acquisition and create an enjoyable learning experience for students.

2. Student Engagement and Interaction

The level of student engagement and interaction played a crucial role in the effectiveness of the teaching method. Almost all students actively engaged in solving puzzles, collaborating with peers, and interacting with the teacher. The game format encouraged teamwork and communication skills, fostering a supportive learning environment. Interaction between students and the teacher facilitated learning and comprehension of vocabulary concepts, while verbal interaction strengthened communication skills.

Student engagement was evident throughout the implementation of 'Typoman Game'. Students enthusiastically participated in solving puzzles, eagerly discussing answers with their peers, and actively seeking guidance from the teacher. The game's interactive nature encouraged collaboration and peer interaction, promoting a supportive learning environment where students felt comfortable expressing their ideas and opinions. The teacher's role in facilitating

discussions and providing feedback further enhanced student engagement, fostering a sense of ownership and responsibility for their learning. Overall, student engagement and interaction were essential components of the successful implementation of 'Typoman Game' in teaching vocabulary.

3. Challenges and Solutions in Implementing 'Typoman Game'

Challenges included game complexity, time constraints, and vocabulary load. Teachers addressed these by providing guidance, prioritizing game content, and teaching basic vocabulary. Despite challenges, teachers maximized the game's potential as a vocabulary learning tool, creating engaging learning environments and supporting student success.

The implementation of 'Typoman Game' presented several challenges for teachers, including game complexity, time constraints, and vocabulary load. The game's intricate puzzles and fantasy-themed content posed difficulties for some students, especially those with limited English proficiency. Additionally, aligning the game's progression with the curriculum's objectives required careful planning and consideration of time constraints. Furthermore, the extensive vocabulary introduced in the game necessitated additional support and resources to ensure students could effectively engage with the material.

To address these challenges, teachers employed various strategies, including providing guidance and support, prioritizing game content, and teaching basic vocabulary concepts. By scaffolding the learning experience and breaking down complex concepts into more manageable tasks, teachers supported students in navigating the challenges posed by the game. Additionally, teachers strategically selected and adapted game content to focus on essential vocabulary concepts aligned

with the curriculum's objectives. This approach helped to streamline the learning process and maximize students' engagement with the material.

Despite these challenges, teachers successfully maximized the potential of 'Typoman Game' as a vocabulary learning tool, creating engaging learning environments and supporting student success. By addressing issues related to accessibility, complexity, and vocabulary load, teachers facilitated meaningful learning experiences that enhanced students' vocabulary acquisition and fostered a love for learning.

B. Teacher's perspective on 'Typoman Game'

1. Teacher's Perspective on Implementing Games in Language Teaching

The teacher expressed excitement and doubt initially but was pleasantly surprised by the game's effectiveness. Students' high engagement and active participation validated the teacher's decision to use the game. Despite misalignment with specific learning objectives, the game enhanced the overall learning experience and stimulated student interest.

The teacher's perspective on implementing 'Typoman Game' reflected a mix of excitement and uncertainty. Initially, the teacher was unsure about the game's effectiveness and compatibility with traditional teaching methods. However, after witnessing students' high engagement and active participation, the teacher was pleasantly surprised by the game's impact on student learning. Despite some misalignment with specific learning objectives, the game provided valuable opportunities for students to engage with vocabulary in a fun and interactive way. The teacher recognized the importance of incorporating innovative teaching methods to enhance

student learning experiences and expressed a willingness to explore similar approaches in the future.

2. Challenges Faced by the Teacher

Challenges included technical difficulties and ensuring student engagement without researcher assistance. Collaborative efforts between the teacher and researcher mitigated challenges, highlighting the importance of ongoing support and expertise.

The teacher acknowledged potential challenges in implementing the game independently, including technical difficulties and ensuring student engagement without researcher assistance. However, collaborative efforts between the teacher and researcher helped mitigate these challenges, highlighting the importance of ongoing support and expertise in integrating new teaching methodologies. The teacher recognized the need for further exploration of alternative strategies and methods to ensure effective implementation of the game in future teaching sessions.

3. Recommendations about the Implementation of 'Typoman Game'

Despite challenges, the teacher expressed a desire to use 'Typoman Game' again in future teaching sessions. Strategies included assigning a student to manage gameplay and exploring alternative methods for teacher support. The teacher emphasized the game's potential to enhance student engagement and create a positive learning environment.

The teacher expressed a willingness to use 'Typoman Game' again in future teaching sessions, recognizing its potential to enhance student engagement and create a positive learning environment. To ensure effective implementation, the teacher proposed various strategies, such as assigning a student to manage gameplay

and exploring alternative methods for teacher support. By leveraging these strategies, the teacher aimed to maximize the benefits of the game and enhance students' overall learning experiences.

C. Students' Role in the Implementation of 'Typoman Game'

Students played an active role in the implementation of 'Typoman Game', collaborating with peers, assisting classmates, sharing knowledge, and providing feedback. Their participation contributed to a supportive and collaborative learning environment, enhancing the overall learning experience.

Students played an active role in the implementation of 'Typoman Game', contributing to a supportive and collaborative learning environment. Through collaboration with peers, assistance to classmates, sharing of knowledge, and provision of feedback, students actively engaged in the learning process. Their participation not only enhanced their own learning experiences but also contributed to the overall success of the implementation. By actively engaging with the game and supporting their peers, students demonstrated their commitment to learning and their ability to thrive in a collaborative learning environment.

CONCLUSION

The findings and discussion highlight the successful implementation of 'Typoman Game' as a vocabulary learning tool in the classroom setting. Despite challenges, teachers effectively integrated the game into their teaching practices, creating engaging learning environments and supporting student success. Student engagement and interaction were central to the effectiveness of the teaching method, fostering a collaborative learning environment where students felt

motivated and supported. Teachers' perspectives on the game emphasized its potential to enhance student learning experiences and stimulate interest in language learning. By leveraging innovative teaching methods and collaborative partnerships, teachers can maximize the benefits of game-based learning and create meaningful learning experiences for their students. Overall, the findings underscore the importance of exploring alternative teaching methodologies and adapting instructional practices to meet the diverse learning needs of students.

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