STUDENTS` PERCEPTION ON THE USE OF AUDIOVISUAL AND WORDWALL GAME TO IMPROVE STUDENTS` VOCABULARY

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ABSTRACT

This research aimed to find out the students' perception of the use of audiovisual and wordwall game to improve students vocabulary. This was a survey research which involved 18 students from class 7.2 at SMPN 6 Dua Pitue, Sidrap Regency to answer some questions in a distributed questionnaire. The questions were about their perception of the use of these two media in the learning process. The results showed that (1) Students felt that audiovisual material helped them better understood and remembered new words, (2) Wordwall made vocabulary learning more fun and interactive (3) Audiovisual material helped them understood the meaning and the use of new words, (4) Wordwall game can be used as a tool to practice and test their understanding of new vocabulary, and (5) The use of audiovisual material and Wordwall games was easy to access and did not complicate the learning process.

Keywords: *Audiovisual, wordwall game, material, vocabulary*

1. INTRODUCTION

Vocabulary, is a group of words that a person has or uses in a given language. Vocabulary includes all word factors; including pronunciation, meaning, and how the words are used in sentences. Vocabulary is one of the key parts of the four English language skills. A rich vocabulary allows a person to speak and express thoughts and feelings in a clearer and more specific way. With sufficient vocabulary, one can choose the best words for the situation. Therefore, communication becomes more efficient and effective.

According to (Nation, 1990), vocabulary learning is widely believed to be one of the most important aspects of language learning. A stated by (Elprieda et.al., 2005), Whipper describes the central role of vocabulary as follows: "enrichment and expansion of coverage, one of which is obtained through reading". It can be said that Vocabulary is the basic element of language.

SMPN 6 Dua Pitue, specifically in the seventh grade, students are observed to have weak English language skills, possibly due to the absence of English instruction during elementary school. The English teacher at this school mentioned facing challenges in the learning process, especially regarding students' limited vocabulary. As a researcher, my aims is to integrate audiovisual and Wordwall games into the English learning process, focusing on improving students' vocabulary.

The use of audiovisual and wordwall has the potential to present engaging illustrations for students and spark curiosity in the English learning process. Thus, it is expected that the integration of multimedia will make the learning experience attractive and motivating for students to excel in English. According to (Wina, 2014), audiovisual media is a type of media which, apart from containing sound, can also display images that can be seen. According to (Prensky, 2005), An educational game combines educational content, learning principles, and computer games.

This study aims to investigate students' perceptions of whether the use of audiovisual integration and wordwall games improves students' vocabulary in the learning process.

2. METHOD

To conduct this research, the researcher used a quantitative approach with a survey research method. The goal is to understand students' perceptions of using audiovisuals and Wordwall games as alternative media to improve their vocabulary. The seventh-grade population at SMPN 6 Dua Pitue consists of two classes, with a total of 40 students. For the sample, the researcher chose class 7.2 as the subject of this study, with 18 students as the sample.

To analyze students' perceptions of the use of audiovisual and wordwall game in learning English, especially in improving students' vocabulary. Researcher gave students a questionnaire. The questionnaire in this study consisted of 20 questions: 10 positive questions and 10 negative questions. The use of this questionnaire with a Likert scale with the following descriptions; Strongly Agree (SA), Agree (A), Enough (E), Disagree (D), Strongly Disagree (SD). A questionnaire is a data collection technique that is carried out by giving respondents a set of questions or written statements to answer (Sugiyono, 2013).

Table.1 Questionnaire

NO	INDICATOR	NUMBER OF QUESTIONNAIRE	SCORES				
			SA	A	E	D	SD
1	Interest and motivation in learning English.	1. I like learning English.	5	4	3	2	1
2	Preference for the use of media in learning	2. I like the use of Audiovisual media in learning English.	5	4	3	2	1
		3. I like the use of Wordwall Game as a medium in learning English.	5	4	3	2	1
3	The effectiveness of using audiovisuals in vocabulary learning	4. I like learning vocabulary using Audiovisual.	5	4	3	2	1
		6. The use of Audiovisual can make learning English more enjoyable.	5	4	3	2	1
		7. The use of Audiovisual helps me quickly understand English lessons.	5	4	3	2	1
		9. The use of Audiovisual can help me improve my vocabulary.	5	4	3	2	1
		11. The use of Audiovisual cannot help me in learning English.	1	2	3	4	5
		13. The use of Audiovisual doesn't make me enthusiastic about the process of learning English	1	2	3	4	5
		14. The use of Audiovisual makes it difficult for me to learn English	1	2	3	4	5
		16. The use of Audiovisual makes learning English very difficult to understand.	1	2	3	4	5
		17. The use of Audiovisual does not affect my vocabulary.	1	2	3	4	5
4	The effectiveness of using Wordwall in vocabulary learning	5. The use of Wordwall Game can make learning English more engaging.	5	4	3	2	1
		8. The use of Wordwall Game can help me remember the vocabulary I have learned.	5	4	3	2	1

		12. The use of Wordwall Game does not make me interested in learning English.	1	2	3	4	5
		15. I find the use of Wordwall Game very boring.	1	2	3	4	5
		18. The use of Wordwall Game doesn't improve my vocabulary.	1	2	3	4	5
		19. The use of Wordwall Game only confuses me during the English learning process.	1	2	3	4	5
5	The impact of combining the use of audiovisuals and Wordwall	10. The use of Audiovisuals and Wordwall makes me more enthusiastic about learning English	5	4	3	2	1
		20. The use of Audiovisuals and Wordwall Game only adds to my difficulties in learning English.	1	2	3	4	5
		Total 20 Statements					

The researcher used Microsoft Excel to calculate the results of the validity and reliability analysis, as well as the percentage results of students' responses for each statement item in the questionnaire. The researcher used class VII.1 to test the validity of each item in the questionnaire before distributing it to class VII.2, the main respondents. After the questionnaire was validated, it was then given to the respondents, and the researcher conducted a validity analysis using Microsoft Excel. Based on the results from the respondents, the validity analysis score was 0.35, which indicates that all questionnaire items are valid. To analyze the reliability results, the researcher continued to use Microsoft Excel. The result of the reliability analysis was 1.43, which can be considered reliable because it is greater than 0.70. A variable is said to be reliable if the Cronbach's alpha exceeds 0.70 (Imam Ghazali, 2016).

Table 2. Cronbach's Alpha (Realibility)

Cronbach's Alpha	Items of Questionnaire
1,43	20

The researcher then calculated each result from the questionnaire items to determine the analysis of students' perceptions about the use of audiovisuals and Wordwall games in improving students' vocabulary. The questionnaire results showed the following percentage qualifications.

Table 3. The Precentages

Category	Precentages
Strongly Agree	84% - 100%
Agree	67% - 83%
Enough	50%- 66%
Disagree	33% - 49%
Strongly Disagree	16% - 32%

3. RESULTS

To find out students' perceptions regarding the use of multimedia-based by audiovisual and wordwall games, researcher distributed a 20 question questionnaire where there were 10 positive questions and 10 negative questions. Based on the results of questionnaire data analysis, researcher obtained results related to residual perceptions regarding the use of audiovisual and wordwall games to improve their vocabulary. Students showed positive responses to the use of these two learning media. The following shows the detailed results obtained from the survey questionnaire.

Table 4. The Result of Questionnaire

| NO	INDICATOR	NUMBER OF QUESTIONNAIRE	%	TOTAL
1	Interest and motivation in learning English.	1. I like learning English.	61.25	61.25
2	Preference for the use of media in learning	2. I like the use of Audiovisual media in learning English.	95	95
		3. I like the use of Wordwall Game as a medium in learning English.	93.75	
3	The effectiveness of using audiovisuals in vocabulary learning	4. I like learning vocabulary using Audiovisual.	96.25	90
		6. The use of Audiovisual can make learning English more enjoyable.	92.5	
		7. The use of Audiovisual helps me quickly understand English lessons.	85	
		9. The use of Audiovisual can help me improve my vocabulary.	91.25	
		11. The use of Audiovisual cannot help me in learning English.	93.75	
		13. The use of Audiovisual doesn't make me enthusiastic about the process of learning English	98.75	
		14. The use of Audiovisual makes it difficult for me to learn English	96.25	
		16. The use of Audiovisual makes learning English very difficult to understand.	95	
		17. The use of Audiovisual does not affect my vocabulary.	90	
4	The effectiveness of using Wordwall in vocabulary learning	5. The use of Wordwall Game can make learning English more engaging.	97.5	95
		8. The use of Wordwall Game can help me remember the vocabulary I have learned.	95	
		12. The use of Wordwall Game does not make me interested in learning English.	96.25	
		15. I find the use of Wordwall Game very boring.	95	
		18. The use of Wordwall Game doesn't improve my vocabulary.	92.5	
		19. The use of Wordwall Game only confuses me during the English learning process.	95	
5	The impact of combining the use of audiovisuals and Wordwall	10. The use of Audiovisuals and Wordwall makes me more enthusiastic about learning English	90	92.5
		20. The use of Audiovisuals and Wordwall Game only adds to my difficulties in learning English.	95	
	THE AVARAGE 93.125%			
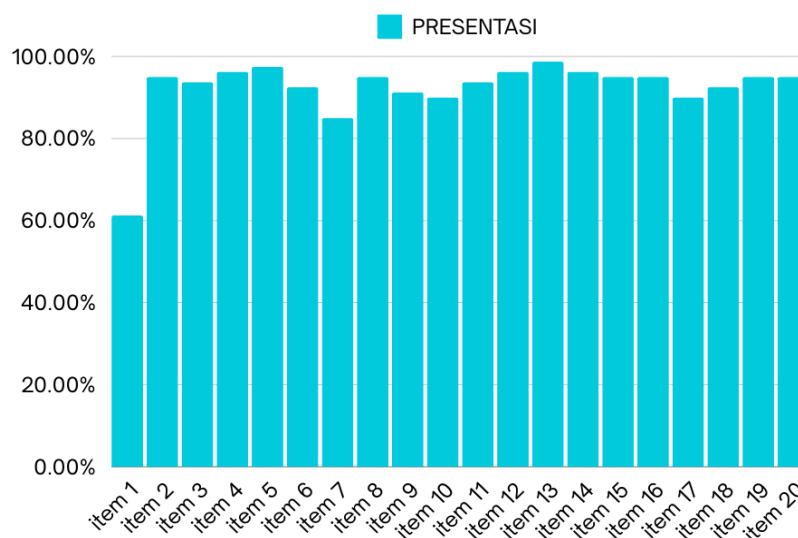
Figure 1. Percentages of Questionnaire Scores

Based on the data above, it could be seen that 61.25% of students had good interest and motivation in learning English. Most students really liked the use of media in learning, with 95% liking Audiovisual and 93.75% liking Wordwall Game. This showed that both media were highly favored by students and could help increase their interest in learning.

The use of Audiovisual in vocabulary learning was also very effective, with an average agreement of 90%. Students felt that this media helped them understand the lessons faster (85%) and improved their vocabulary (91.25%).

Additionally, Wordwall Game was also considered very effective, with 95% of students agreeing. They felt that Wordwall Game helped them remember the vocabulary they had learned (95%) and made learning more enjoyable (97.5%).

The combination of using Audiovisual and Wordwall Game was also considered positive, with an average of 92.5% of students feeling more enthusiastic about learning.

4. DISCUSSION

The result showed that positive responses to the use of these two learning media. Overall, 93.125% of students felt that the use of audiovisual and the Wordwall game was a useful medium and helped in the vocabulary learning process. They hope that this method can continue to be used in future learning activities.

The use of audiovisuals in the learning process can improve students' ability to understanding, because there are visual illustrations that can be seen and heard directly, besides that the concepts given are made interesting so that they can make students interested and more active during the learning process. As stated by (Febliza et al., 2015), learning using audiovisual media is a method of learning that utilizes media containing elements of sound and images, where the process of material absorption involves both the senses of sight and hearing.

Not only did the researcher use audiovisuals as teaching materials, but they also added wordwall games to improve students' vocabulary. The wordwall game was used by the researcher as an additional medium during the learning process. The researcher used the wordwall game to assess the ability to improve students' vocabulary, which had previously been enhanced through the use of audiovisuals. This result supported by (Ni Nyoman Arsini et al., 2022) that the results of their research found that students considered wordwall as a gift to help them enrich their English vocabulary. This was because wordwall improved students' creativity in expressing

opinions, enhanced learning motivation, and helped them stay focused in accelerating the thinking process. It gave students the opportunity to learn more vocabulary through selected game features while being active in learning This result also supported by (Wanda Putri Khasanah & Ratna Prasasti Suminar, 2023). The data findings concluded that most students responded positively to the engaging media. Wordwall motivated pupils in the vocabulary learning process, providing a good effect and ensuring they always enjoyed, anticipated, and did not want to skip playing the online game.

5. CONCLUSION

The results of the research show that based on the liker scale, students' perceptions were very high regarding their interest in using audiovisual and wordwall games as a medium for learning English vocabulary. This means that students have a positive response to vocabulary learning using audiovisual and wordwall games which they agreed with. This shows that the percentage level of students' positive and negative statements from the questionnaire in vocabulary learning using audiovisual and wordwall games was in the very strong category. Therefore, students' perceptions of learning English when using audiovisual and wordwall games as vocabulary learning media were very good and enthusiastic, which are (1) Students felt that audiovisual material helped them better understood and remembered new words, (2) Wordwall made vocabulary learning more fun and interactive (3) Audiovisual material helped them understood the meaning and the use of new words, (4) Wordwall game can be used as a tool to practice and test their understanding of new vocabulary, and (5) The use of audiovisual material and Wordwall games was easy to access and did not complicate the learning process.

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