

English Learning Strategies Using Educandy Games In High School Pamekasa

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Abstract

Learning English is said to be a complicated subject and is of little interest to students. Based on the results of the study, it was found that there were still students who had not mastered English vocabulary, so in practice, it was necessary to apply interesting and fun learning media so that students were interested in learning English. This is what prompted researchers to apply learning media with the educational game Educandy to increase English vocabulary. The research was conducted to find out how to apply the Educandy educational game and find out the results that have been implemented to increase English vocabulary in students. The subject of this research is class X students in Pamekasan. The method used is descriptive qualitative method. The results of this study show that the application of the Educandy educational game is used as a learning medium to increase the English vocabulary of class X students in Pamekasan. Based on the results of direct interviews with students and teaching teachers, it was found that after using Educandy games students were more enthusiastic and faster in learning English vocabulary. Based on the results of the discussion that has been linked to relevant previous theories and research, it can be concluded that before learning to use educandy learning media, many are lazy to listen to the teacher during learning, while when a learning media is applied, namely educandy, students are initially lazy in a learner, be enthusiastic in following the lesson.

Keywords : Educandy; Learning English; Vocabulary

INTRODUCTION

Living and dealing with life in this era certainly makes humans unable to avoid being in contact with technology. Starting from simple technology to the most modern and sophisticated technology to decorate various aspects of life. The development of technology also encourages the world of education, especially teachers to always learn and innovate. This is primarily to increase its capacity in the use of IT (information and technology) to improve and support the learning process so that it is expected to minimize the constraints that arise during learning. Teachers as facilitators in learning certainly need to be up to date with developments and use of technology and applications that are currently relevant in order to know what technology is suitable and appropriate for students (Pamungkas, 2020). Various applications, websites and software have been developed. Some of them certainly can be utilized for the world of education. The world of education can develop and progress, of course, because of the implementation of good and quality learning. To create good and quality learning for students, the teacher's ability to create quality learning is needed.

Today's teachers need to have qualified skills in mastering technology. Limitations of learning, monotony of learning, as well as other obstacles that confront the implementation of learning can in fact be circumvented by using technology in learning. For example, it can be seen during the previous Covid-19 pandemic conditions and is still running now. How in fact education and various other sectors are paralyzed. Meanwhile, technology has become another way which later becomes the foundation of all human activities, including education. In this case, technology also

makes it possible to package learning in a more interesting way. Technology allows learning to be combined with play and can be displayed and played digitally. Technology in the form of games can be utilized in learning as part of educational games or edugames. Learning that is packaged in games is able to create a learning environment that is not just "memorizing" or "repetitive practice". Moreover, the learning environment in question can be in the form of using games and technology so as to bring new experiences.

Media is a tool that can help channel messages in achieving learning objectives in the 21st century (Bentriska, Hana Kireina, & Agus Suprijono, 2022). One of the games which is the result of the development of digital technology is Educandy. Educandy can be accessed via a website or application that has been developed. Educandy as a learning medium allows the presence of quizzes or games (Ulya 2021). This application provides features for making quizzes or evaluations in the form of games or games. From this function, Educandy can be categorized as a quiz maker application so that evaluation activities are fun but still educational. Educandy has three main features, namely words, matching pairs, and quiz questions. All three can be specified in several types or game menus. The menus available in Educandy include multiple choice, match-up, noughts and crosses, crosswords, word search, and anagrams.

With the Educandy application, teachers can design and create many questions related to the material taught during lectures, so that later they can be used again when the teacher evaluates either quizzes or exercises (Ratna widiastutik & Ikra candra sayetti. 2021). Teachers find it easier to explain learning material and students are more enthusiastic when learning (Ida Ayu Putu Purmani.2023). Based on the menu variations or features above, Educandy is suitable to be applied and developed for learning Indonesian. The advantages of Educandy include having many types of word games that can be played (Ulya 2021). Educandy is considered effective in improving student learning outcomes, especially in the content of Indonesian English vocabulary material, such as vocabulary analysis (Widiastuti, Sayekti, and Eryani, 2021). In the Educandy Application it is possible to make quizzes or activities to introduce a variety of words or languages that are varied, effective for reviewing student understanding, and can be used as practice questions or evaluations with a more pleasant appearance. there have been some who have conducted research on the use of online-based learning media, especially a website called educandy, but the research conducted by researchers has something new, namely this research focuses on teacher strategies in developing online-based learning using eduacandy, and also focuses on improving student learning.

METHOD

This research is a qualitative research type. It was carried out by observing a phenomenon in the form of the use of Educandy in learning at class X SMA in Pamekasan. The research was conducted at one of the high schools in Pamekasan Regency, East Java, Indonesia. The research was conducted in two classes that applied Educandy in learning English vocabulary, the research was conducted on two teachers and 62 students of class X, namely class X-A and X-B.

Data collection was carried out by observation, interviews with teachers, and distributing questionnaires to students. The research instrument was a human instrument assisted by a list of interview tables and questionnaires for students. Data findings can be in the form of events observed during observations, interviews, and data based on questionnaires filled in by students. Furthermore, the data obtained is processed and analyzed to see what strategies the teacher uses in applying Educandy during learning English vocabulary in high school in Pamekasa and how teachers and students carry out learning.

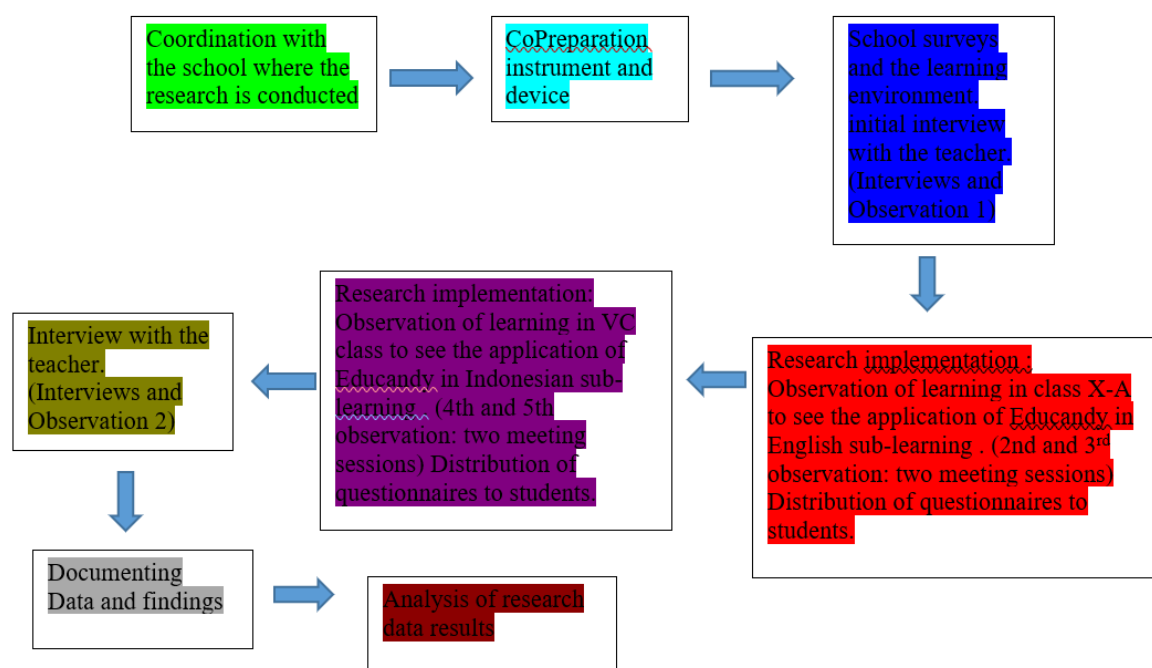


Figure 1 Flow of Research Implementation

Figure 1 is the flow of research conducted to find out the learning strategies carried out by two class X teachers at Pamekasan High School using Educandy media. Observation activities were carried out with five observations. One general observation session and four learning observation sessions in limited face-to-face meetings in class. General observations were carried out in conjunction with initial interviews with school teachers regarding classroom learning and learning situations in schools in general that have been carried out so far. The interview session was also carried out after the teacher carried out learning in class through various questions asked and in the form of direct verbal communication or through written interviews via WhatsApp chat/messages. Furthermore, the 2nd and 3rd observations were carried out in class XA in two limited face-to-face meeting sessions. After learning, questionnaires were distributed. Students were asked to fill out the questionnaire. On the following day, the 4th and 5th observations were carried out in class XB. Observations were made during two limited face-to-face sessions. After learning, students were asked to fill out a questionnaire.

The research instrument used for this study was a list of interview tables and questionnaires. The following are the instruments used in the study as follows

Table 1 Interview Grids for Teachers in the Application of Educandy

NO	Questions
1	What methods or strategies are used in the learning process?
2	How is the learning process using Educandy media/applications?
3	What is the response or enthusiasm of students during the learning process?
4	What causes students to be enthusiastic/unenthusiastic in the learning process?
5	What are the student learning outcomes so far and after using the learning media in the form of the Educandy application?
6	Are there any significant changes, both in the learning process and in student enthusiasm while participating in learning using Educandy?

Questions, as in table 1 above, were asked during the interview session and the completeness of the answers continued to be explored during the communication with the teacher. This interview was conducted with two class X teachers regarding strategies, views, responses, impressions, messages, and the way teachers use Educandy in class for learning Indonesian. In the next stage, the instrument in the form of a questionnaire was given to students. This questionnaire is to find out the views and responses of students regarding learning using the Educandy application that has been carried out by the teacher during learning. The following is a questionnaire presented to students.

Table 2 Research Questionnaire on the Application of Educandy in Learning in Class X

NO	Questionnaire statement	Student response
		SA S EN DS
1	Using Educandy makes my learning more enthusiastic	
2	I am excited to learn when the teacher uses Educandy	
3	I can use Educandy very well	
4	Learning using Educandy provides many benefits for me	
5	The Educandy application is interesting to use in learning	
6	I dare to ask when there are difficulties in using Educandy	
7	7 I dare to ask if there are difficulties in using Educandy	
8	I enjoy learning with Educandy because I want to get praise from the teacher	
9	I am excited to learn with Educandy because I want to get praise from friends	
10	I am excited to study with Educandy because I want to get praise from my parents	

Description : SA : Strongly Agree
A : Agree
EN : Enough
DS : Disagree

The questionnaire was distributed via a link from the Google form so that it was digitized properly. All students filled out the questionnaire after learning with Educandy took

place. Through this questionnaire, students can provide responses related to learning using Educandy as it has been going on and they have experienced. The results of observations, interviews and questionnaires obtained during the research become finding data. The data will then be analyzed to describe the strategy for implementing Educandy in the context of learning English at one of the high schools in Pamekasan, East Java. Learning strategy by utilizing an application which is also website-based in the form of Educandy. The following details the findings and discussion based on observations, interviews, and questionnaires for the case studies carried out.

RESULTS AND DISCUSSION

English learning in class X SMA Pamekasan has been carried out in limited PTM (face to face meetings). Post-Covid-19 learning is carried out while continuing to strive for the use of relevant learning media in its learning strategy Class X-A and X-B teachers try to start the activity with students observing the text they are going to read first. Seeing and capturing the meaning of the title and topic of reading stimulated by the teacher. Students are asked to think about the title of the text and the topic of rights and obligations to be discussed. Next, students read the text carefully silently (silent reading). While reading, the teacher goes around monitoring students' reading. At the core of this reading activity, students together with the teacher discuss the contents of the text as a whole. The things that are discussed are of course about the achievements of learning to read comprehension, starting from the main points of the reading content, to matters related to examples of rights and obligations that are in accordance with the text and the context of students' lives. Furthermore, after students discuss, the teacher directs students to the Educandy link that will be used. The teacher begins by explaining the rules for using Educandy briefly, concisely and informatively.

This is done so that students continue to understand the rules and explore the use of the Educandy application in learning. The teacher begins by explaining the rules for using Educandy briefly, concisely and informatively. This is done so that students continue to understand the rules and explore the use of the Educandy application in learning. The teacher begins by explaining the rules for using Educandy briefly, concisely and informatively. This is done so that students continue to understand the rules and explore the use of the Educandy application in learning.

a. English Learning Strategy with Educandy

Based on the results of observations, the teacher used the student center strategy during the English sub-learning. The opening of learning, the core of learning, and the closing of learning carried out in both classes went well and smoothly. The stages of learning activities in general also run quite optimally. Most of the students were able to achieve the results according to the target. This can be seen from the achievement of a much better evaluation value. The focus of English learning activities is on reading comprehension. The learning strategy used is to activate students through activities pre-reading, core reading, post-reading which is then followed by an evaluation of reading comprehension. In using Educandy, the teacher has prepared a learning flow that might be carried out in the class. Teacher preparation starts from the material, and preparations for using the Educandy application, considering the readiness of students and the availability of student devices, to the flow of learning implementation. Learning in class X SMA Pamekasa can use the students' gadgets. That is, the availability of student learning tools is quite good. The learning activities carried out appear to use lecture techniques, discussion (question-and-answer), and demonstrations.

During the use of Educandy, students are quite enthusiastic and excited. The joy and activeness of the students can be seen when they start opening the Educandy application. The things listed in the Educandy application are still about text in learning English

vocabulary. The problems that are displayed also provide an evaluation of the understanding of the reading text that students have read during the learning process.

Figure 2 The form of the Educandy display used by the teacher



Several forms of the Educandy display used by the teacher are multiple-choice, match-up, Noughts and Crosses, and Crossword. In the multiple choice or multiple choice form display, students choose one of the answers in the box. For the match-up display, students try to match questions and answers. In this form, it is possible for students to shift their answers to match them to the correct question position. With noughts, and crosses, students can choose the correct answer until the answer is straight, vertical or horizontal, or transverse.

Meanwhile, for the crossword form, which is a crossword puzzle, students choose a question and answer it by selecting letters that are arranged to form one sentence which becomes the correct answer. Learning with this website-based application allows teachers to apply IT-oriented learning to students. This is in line with the concept of XXI-century learning which is also being pursued by the government. That is, the use of IT and its use are integrated during learning. The results of learning through Educandy are then reflected back together with the students to see the assessment score that the teacher can use to assess students' cognitive understanding. Broadly speaking, the use of Educandy is used when carrying out evaluations to see student learning progress. In this case, the Educandy application is used optimally for evaluation in English learning by class X-A and X-B teachers with a focus on English vocabulary learning activities. The results of this observation are in line with the results of research from which states that the development of Educandy-based learning evaluation is indeed suitable as a platform or application for carrying out learning evaluation (Nurhabibah, Fikriyah, and Dewi 2021).

At the end of learning, the teacher can immediately provide feedback and appreciation to students. Teachers no longer have difficulty in assessing because it can be taken from the scores displayed in the results of using Educandy. Students can also get the results of the assessment and feedback directly. In learning, the teacher seems to give good appreciation to students who get good evaluation scores. During the research, the teacher also motivated for all students to try better. In addition to the several observation points above, it was also found that the teacher factor is a determining factor for the success, fluency, and maximum use of Educandy in class. The two observed teachers, both of them had the same passion for learning, Teachers who prepare more creatively and are full of ideas in the operation of Educandy will have a better presentation of the variety of questions. Therefore, the skills and habits of teachers in using Educandy media also affect the smoothness of their use in class. The other obstacle factors which include learning are about technical problems. This is like the strength and weakness of student cellular signals in reaching the Educandy application. The capabilities of students' smartphones/handphones vary and allow for obstacles when opening and operating Educandy.

b. Views of Students Regarding Learning

Based on the questionnaire that was distributed and the students had filled it in, the data was obtained as shown in table 3 below.

Table 3 Research Questionnaire on the Application of Educandy in Learning

NO	Questionnaire statement	Student response			
		SA	S	EN	DS
1	Using Educandy makes my learning more enthusiastic	52,9%	36,8%	10,3%	0
2	I am excited to learn when the teacher uses Educandy	44,7%	36,8%	13,2%	0
3	I can use Educandy very well	39,5%	50%	5,3%	2,6%
4	Learning using Educandy provides many benefits for me	39,5%	42,%	15,8%	0
5	The Educandy application is interesting to use in learning	28,9%	44,7%	21,1%	0
6	I dare to ask when there are difficulties in using Educandy	53,3%	5,3%	10,5%	0
7	I dare to ask if there are difficulties in using Educandy	42,1%	42,1%	10,5%	0
8	I enjoy learning with Educandy because I want to get praise from the teacher	6,5%	6,5%	4,8%	61,3%
9	I am excited to learn with Educandy because I want to get praise from friends	3,2%	8,1%	9,7%	61,3%
10	I am excited to study with Educandy because I want to get praise from my parents	3,2%	8,1%	10,4%	61,3%

Student responses to the use of Educandy in learning in class X-A and X-B in general are illustrated in table 3 above. First, the use of Educandy makes student learning more enthusiastic. This is illustrated by the first and second statements in the questionnaire. With quite high questionnaire results in the strongly agree and agree options, it means that students think that using this application increases enthusiasm for learning. Students dominantly agreed and agreed that their enthusiasm increased because the teacher used Educandy in learning. This can be seen in the high response on the fifth point of the questionnaire, namely Educandy is interesting to use in learning. Educandy games can be used as motivational learning media for students. Games can cause the generation that plays them to have a different way of thinking than the generation that doesn't play them because games are able to create their own learning style (Ita Fitriati.2021). At the sixth point of the questionnaire, an overview of students' views regarding conventional learning methods or not using media does not make students enthusiastic about learning. Therefore, the use of Educandy as a learning medium that is edugame or learning game can make students interested and challenged so that student enthusiasm increases in learning by utilizing this Educandy.

In addition, students are quite aware that the Educandy application used by teachers is not just for playing, but can present or provide many benefits for students, especially during learning. This can be seen in the fourth point. One of these benefits is to provide a positive learning atmosphere, increase the spirit of competition, and encourage learning motivation in students. On the third and seventh points of the questionnaire, it appears that the use of the Educandy application by students in the reading comprehension evaluation stage has no difficulty in operating it. In order to anticipate

external factors that affect students during research, students are submitted statements that focus on students' motives and motivation during learning. The results obtained appear in the eighth, ninth, and tenth questionnaire points. Students show activity, enthusiasm, and enthusiasm in learning with good learning outcomes or scores due to positive factors from within the students themselves. Not because of the motive of wanting to get praise from teachers, friends, parents or other people around him. Student awareness in this case is quite high.

CONCLUSION

The use of the Educandy application in learning by class X teachers at Pamekasan High School, East Java has been seen and can be carried out quite well and smoothly. Student-centered learning strategies are carried out during the pre-reading, reading, and post-reading stages of English vocabulary. Teachers use the Educandy application in learning English, especially at the post-reading stage in the form of learning evaluation. In the context of learning the English sub-subject, the teacher uses Educandy to evaluate students' understanding of reading texts related to the topic "Various Vocabulary". The form of evaluation that is displayed utilizes quite a variety of game features from the Educandy application, which are displayed in the form of multiple choices, match-ups, Noughts and Crosses, and Crosswords. Although the use of this media by class X teachers are still focused on the evaluation stage, this media can still attract attention, increase enthusiasm for learning, and increase students' competitive spirit. Mastery of the Educandy application by the teacher, creativity, and the style or way of teaching the teacher also influence the form of presenting this media in learning. For students, the use of Educandy contributes to creating more active and interactive learning. Technical constraints such as signal strength and device capability may occur when using Educandy. In addition, students also gain experience and skills in technology literacy. The interaction between teachers and students as well as students with learning content is getting more intense, especially in reading comprehension. Students do not just read the text and finish. However, return to dive into the text through the form of games presented by the teacher in the post-reading stage by utilizing features in Educandy. The presence of points or scores after students complete the evaluation mission also triggers students' enthusiasm in following the learning process.

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