STUDENTS' PERCEPTION ON THE USE OF 'WORD PUZZLE GAME AS ONE OF VOCABULARY ACTIVITIES AT ENGLISH LITERATURE CLASS OF UNIVERSITAS BANGKA BELITUNG

Rizky Arif Afandi[1]*, Livia Feranty[1]
[1]Universitas Bangka Belitung, Indonesia
*Corresponding Email: rizky@ubb.ac.id

Abstract:
The introduction of various applications for English language learning games on mobile phones that one can easily download is the driving force behind this study. The aim of this study is therefore to determine the perception of Word Puzzle game effectiveness in improving the English vocabulary of English Literature students at Social and Political Science Faculty of Universitas Bangka Belitung. The Descriptive Quantitative Research Method is the method applied in this study. A questionnaire technique has been used to collect data. Nonprobability sampling in the form of accidental sampling is used as a data selection technique. The population is students of the English Literature class of 2018 at Universitas Bangka Belitung. Researchers used a total sample of 71 students. From the analysis results, there is a positive perception of students in the three domains of Bloom's learning. Using word puzzle games is predicted as an effective strategy to help students develop and improve their knowledge of English vocabulary in a fun and interactive way.

INTRODUCTION

The English language is widely spoken in World, and therefore has been named one of the top languages by Gunantar (2016). Often used to unify communication between countries with different languages, English is a global language. In different areas, including literature, English is becoming an important international language. The value of good English skills is high in the current era of globalisation and they can provide employers with a competitive edge. Therefore, English literature students need to improve their understanding and English vocabulary to understand and express themselves well.

A vocabulary is a list or set of words in a language, or a list of words that can be used by a language's individual speakers. (Hatch & Brown, 1995). The basic foundation for writing, reading, listening, and speaking English is to master English vocabulary (Fitriyani, 2016). Of course, students of English literature need to have a sufficient knowledge of the English language so that they do not find it difficult to speak, write, read and listen. However, it cannot be denied that, as a foreign language, students have not heard or read all the vocabulary in English. They are having a hard time remembering new English words to improve their vocabulary (Indriarti, 2014).

In recent years, mobile technology and game applications have become popular and can be utilized in education. Word Puzzle game is one of a kind application that is interesting and can help improve English comprehension and vocabulary. This game allows students to learn new words, practice contextual understanding, and hone problem-solving skills.

Several studies have highlighted the usefulness of Word Puzzle game applications in language education. Research conducted by Johnson and Smith (2019) demonstrated that students who used Word Puzzle game applications exhibited significantly improved vocabulary acquisition and retention compared to traditional methods. Garcia and Martinez (2021) also found that Word Puzzle game applications enhanced student motivation and engagement in vocabulary learning, leading to improved language proficiency. In addition, research by Johnson (2020) also revealed similar results. Johnson demonstrated in his study that the use of a word puzzle game could increase students' motivation and involvement in learning English vocabulary. Students feel more engaged and motivated to learn vocabulary through fun and interactive game applications.

However, in the context of English literature students at Social and Political Science Faculty of Universitas Bangka Belitung, research focusing on the students' perception towards the use of World Puzzle game in improving English vocabulary knowledge is still limited. Therefore, this study

aims to find students' perception at English Literature class, Universitas Bangka Belitung on the use of World Puzzle game in improving English vocabulary knowledge. This research will provide new insights into students' perception of using the Word Puzzle game application to improve English vocabulary knowledge.

LITERATURE REVIEW

McCarthy and O'Dell (2008), in their book "English Vocabulary in Use," define vocabulary as words and phrases used in a language learned or used by someone. Through this vocabulary, a message will be formed as stated by Folse (2004), vocabulary is the words used to create messages in a language. In more detail, Nation (2013) states that vocabulary is needed for understanding and production in specific communicative contexts. According to some experts, the definition of English vocabulary illustrates that vocabulary includes a collection of words and phrases used in language to communicate and form messages. This is important in understanding and producing language in a communicative context.

Vocabulary mastery is an essential aspect of learning English. For English Literature students, increasing vocabulary knowledge is crucial in developing their language skills. In increasing vocabulary knowledge, students need appropriate and fun strategies or methods. According to research conducted by Rodriguez, et al. (2020), students who play the Word Puzzle game have broader vocabulary knowledge than those who do not. This game introduces new vocabulary and expands understanding of existing vocabulary.

Word Puzzle games can help English literature students expand vocabulary relevant to literary contexts. In a study conducted by Adams and Johnson (2014), students who used Word Puzzle games in learning English significantly increased their understanding of the vocabulary used in literary contexts. Through interaction with vocabulary in the Word Puzzle game, English literature students can hone their skills in analyzing and interpreting literary works. A study by Roberts and Smith (2016) shows that Word Puzzle games can improve students' ability to identify, translate, and understand complex literary terms. Word Puzzle games can also stimulate student creativity in writing literary works. By selecting and using appropriate vocabulary in the game, students can broaden their choice of words and develop their ability to express ideas more effectively (Murray & Clark, 2018).

Thus, using the Word Puzzle game effectively increases English vocabulary knowledge for English Literature students. This game helps students expand vocabulary relevant to literary contexts, improves academic analysis skills, and stimulates creativity in writing literary works. The use of

Word Puzzle games can be a helpful strategy in learning English for English Literature students.

RESEARCH METHODOLOGY

This study uses quantitative methods employing a survey study (Creswell, 2009). A survey study was conducted by giving the structured questionnaires related to students' perception on the use of World Puzzle game. The population is students of English Literature class of 2018 at Universitas Bangka Belitung. Researchers used a total sample of 71 students. Then, the questionnaire answers were converted into numerical data and then statistically calculated. In other words, a structured questionnaire in the form of a Likert Scale can make it easier for participants to answer. There are 10 questions in the questionnaire that focus on knowing students' perceptions of World Puzzle Game in improving students' English proficiency through three learning domains: affective, cognitive, and psychomotor. The questionnaire was validated by a lecturer. Researchers get some suggestions from the expert validator. First, the questionnaire sentences need to be more specific to avoid having the same meaning in the sentences. Second, the expert suggests that the questionnaire should emphasize how students are helped in English by implementing World Puzzle Game activity. Third, the expert provides validation of the questionnaire after the researchers revises it based on suggestions.

FINDING AND DISCUSSION

FINDING

Researchers collected student answers after the questionnaire was given to them. The 10 statements in the questionnaire focus on student perceptions based on Bloom's theory of three learning domains: cognitive, affective, and psychomotor. The description of the results of the questionnaire is presented as follows:
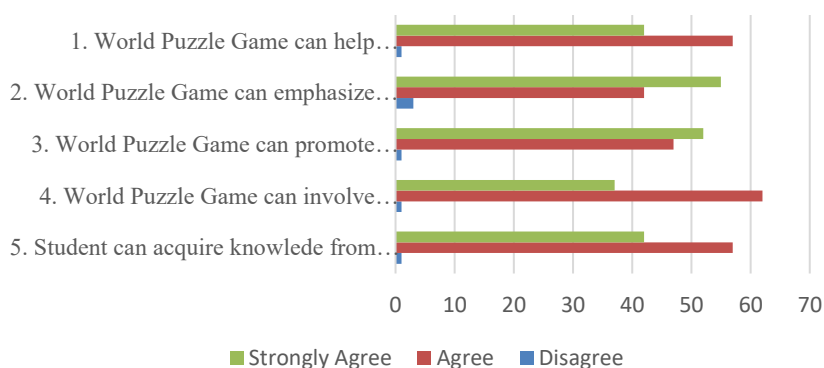
Cognitive Domains

In the cognitive domain, in statement number 1, World Puzzle Game activity can help students understanding new words. It can be seen that there are 42.5% of students strongly agree, and 57.5% of students agree that World Puzzle Game is very helpful for understanding new words in English.

Then, in statement number 2 about the role of World Puzzle Game in emphasizing the connection among words, 37.5% strongly agreed, and 62.5%

of students agreed that World Puzzle Game helped emphasizing the connection among words. Meanwhile, in statement number 3 that World Puzzle Game can promote usage of the words. There are 52.5% of students strongly agree and 47.5% agree about this.

Statement number 4 is about World Puzzle Game activities in involving students to identify some unfamiliar words. In this case, 55% of students strongly agree, and 42.5% agree about this. Only 2.5% of students did not agree that World Puzzle Game was useful in involving students to identify some unfamiliar words. Finally, in statement number 5 about the benefits of participating in World Puzzle Game in applying their knowledge in class, 40% of students strongly agree, and 52.5% of students agree that they can get the knowledge from World Puzzle Game in class. Then the remaining 7.5% of students disagree. Figure 1 below explains the frequency distribution of student perceptions in the cognitive domain.
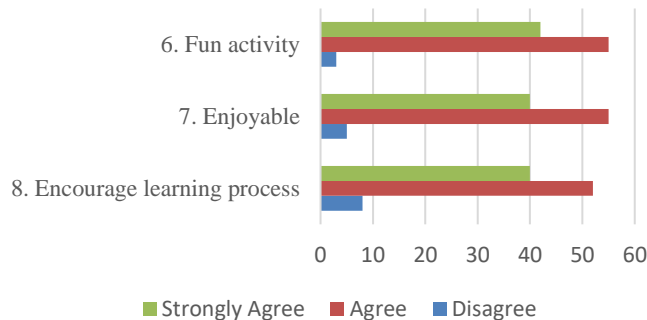
Figure 1.
Cognitive Domain Frequency Distribution

Affective Domains

Based on Figure 2 below, in statement number 6 about World Puzzle Game as a fun activity, 42.5% of students strongly agree, and 55% agree that World Puzzle Game is fun for learning English. Only 2.5% of students disagree that World Puzzle Game is a fun activity. Furthermore, in statement number 7 regarding that students enjoy activities, 45% of students strongly agree and 52.5% agree that they feel happy participating in every activity in World Puzzle Game. Meanwhile, 2.5% of students disagreed that they enjoyed participating in every activity. In statement number 8, the idea of World Puzzle Game in increasing interest in learning, 45% of students strongly agreed, and 50% of students agreed that they supported the idea of World Puzzle Game to increase their interest in learning English. The remaining 5% of students disagree with this perception.

Figure 2.
**Affective Domain Frequency Distribution**

Psychomotor Domains

Based on Figure 3 below, in the psychomotor domain, in statement number 9 regarding the ability of students to follow the lecturer's instructions, 52.5% of students strongly agree, and 45% of students agree that they can follow every instruction from the lecturer and 2.5% do not agree. In statement number 10 about that students can adapt well and participate in World Puzzle Game. The data shows that 42.5% of students strongly agree and 55% agree that they can adapt well when participating in World Puzzle Game activities.

In general, the research findings can be concluded that students positively respond to World Puzzle Game as a learning program to improve students' English proficiency through three learning domains: cognitive, affective, and psychomotor.

Figure 3.
Psychomotor Domain Frequency Distribution
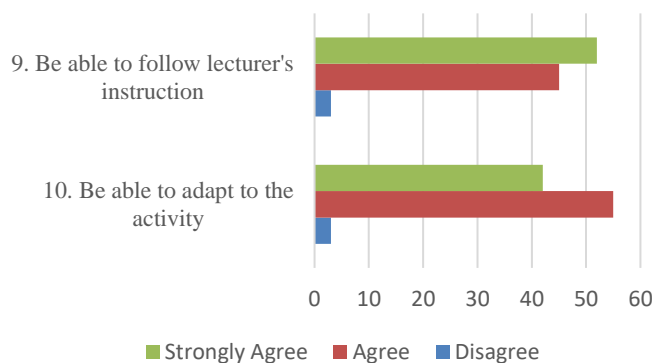
DISCUSSION

Based on the research findings above from the cognitive domain, almost all students strongly agreed with the statement that they got an increase in speaking ability. From the affective domain, almost all students strongly agree that World Puzzle Game is a fun learning activity. Almost all students agree that World Puzzle Game can improve their English vocabulary knowledge. Students feel happy when they join World Puzzle Game. They are more interested, motivated, and enthusiastic about learning English after using Word Puzzle Game.

These results are related to research conducted by Johnson and Smith (2019) which shows that World Puzzle Game has a significant positive effect on student affective variables such as several types of anxiety and perceptions of mastering English vocabulary. Garcia and Martinez (2021) state that students have a positive perception of World Puzzle Game. Students have benefited a lot and are very satisfied about World Puzzle Game. Johnson (2020) also argues that activities conducted in fully immersive contexts such as World Puzzle Game provide more opportunities for participation in learning, allowing them to display their second language potential.

Different from previous studies, this study aims to determine students' perceptions of World Puzzle Game in improving their English vocabulary knowledge through three learning domains. Bloom's theory of the three learning domains can be integrated into this World Puzzle Game activity to find out student perceptions. From the cognitive domain, students' English vocabulary have increased after participating World Puzzle Game.

Students' needs for fun learning have been fulfilled from the affective domain. This is also related to the statement that almost all students agree that they want to be involved in every activity in World Puzzle Game. Of the many activities presented, they get many different experiences, sensations and stimulate adrenaline, so learning is not monotonous. This relates to statement number 8, that almost all students support the idea of the existence of this World Puzzle Game. From the description of the affective domain, it can be said that the goal of World Puzzle Game to improve students' affective domain has been successful.

Last, but not least, it is the psychomotor domain. Questionnaire statement number 9 explained that almost all students agreed they could follow World Puzzle Game lecturer's instructions. In each activity, students can follow verbal and non-verbal instructions in English and Indonesian. Students can carry out physical activities properly, such as games and according to the lecturer's directions. Meanwhile, in questionnaire statement number 10 regarding students' adaptability in activities, almost all students agreed they could adapt well during World Puzzle Game. Students can adapt

to an environment they have never encountered before, and thrive in different situations. This shows that World Puzzle Game's goal in improving students' psychomotor domain has been successful.

CONCLUSION

Based on the findings and discussions in this study, the researchers concluded that there were positive perceptions of students in the three Bloom's learning domains. This shows an increase in students' English vocabulary skills after using the Word Puzzle Game. From the cognitive domain, almost all students strongly agreed with the statement that they can increase English vocabulary knowledge. In the affective domain, almost all students strongly agree with the statement that Word Puzzle Game is a fun learning medium. Finally, in the psychomotor domain, almost all students strongly agreed with the statement that they could follow World Puzzle Game lecturer's instructions. Students' positive perceptions can be used to show the importance of using interactive methods in learning English vocabulary. The results of this study are expected to provide additional insights into the benefits of the Word Puzzle Game as an effective learning tool in increasing English vocabulary knowledge.

ACKNOWLEDGEMENTS

REFERENCES

Adams, R., & Johnson, M. (2014). Enhancing vocabulary learning with word puzzle games. *Journal of English for Academic Purposes*, *14*, 1–12.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative and mixed methods approaches* (3rd ed.). SAGE Publications, Inc.

Folse, K. S. (2004). *Vocabulary myths: Applying second language research to classroom teaching*. University of Michigan Press.

Garcia, C., & Martinez, E. (2021). The impact of word puzzle game applications on English language proficiency. *International Journal of Applied Linguistics*, *42*(3), 255–270.

Indriarti. (2014). The effectiveness of semantic mapping strategy to improve students' vocabulary mastery. *ELT Forum: Journal of English Language Teaching*, *3*(1), 76–87.

Johnson, A., & Smith, B. (2019). Enhancing vocabulary acquisition through game-based learning. *Journal of Educational Technology*, *35*(2), 124–138.

Johnson, M. (2020). Enhancing vocabulary learning through word puzzle applications: A case study of English literature students. *Journal of Educational Technology*, *35*(3), 189–205.

McCarthy, M., & O'Dell, F. (2008). *English vocabulary in use: Upper-intermediate*. Cambridge University Press.

Murray, J., & Clark, C. (2018). The effects of word puzzle games on creative writing in the secondary classroom. *English Teaching: Practice and Critique*, *17*(2), 273–293.

Nation, P. (2013). *Learning vocabulary in another language*. Cambridge University Press.

Roberts, H., & Smith, J. (2016). Word puzzle games and literary analysis skills in English literature courses. *Journal of Literary Education*, *24*(1), 45–58.

Rodriguez, M., Garcia, S., & Martinez, E. (2020). Expanding vocabulary through word puzzle games: A study on English literature students. *International Journal of English Language Teaching*, *8*(3), 189–205.