



THE IMPLEMENTATION OF MOBILE LEGEND GAME TO INCREASE VOCABULARY AND LEARNING ACTIVENESS OF FIFTH GRADE STUDENT'S AT INSAN MANDIRI CENDEKIA PALEMBANG

Hasan Sadiqin¹, Indawan Syahri², Tahrun³

¹SIT Insan Mandiri Cendekia Palembang,

²University of Muhammadiyah Palembang,

³University of PGRI Palembang

Email: kiki19901226@gmail.com

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Corresponding Author:

Hasan Sadiqin

Email Corresponding :

kiki19901226@gmail.com

ABSTRACT

The objective of this study was to increasing vocabulary and learning activeness of fifth grade students at Insan Mandiri Cendekia Palembang. The method which used in this study is classroom action research where it took place in 2 cycles. The result of this study found that there was improvement of students' vocabulary and learning activeness. The score of minimum completeness criteria of English lesson was 70. In vocabulary test cycle 1, there were 16students who passed the minimum completeness criteria or 49% of students. And in vocabulary test cycle 2, there were 29 students who passed the minimum completeness criteria or 89% of students. There was improvement of student's vocabulary as 40%where from cycle 1 to cycle 2. The students' learning activeness increased during the teaching learning process whereas it indicated the students' learning activeness had increased.

Keyword: *Mobile Legend, Vocabulary and Learning Activeness*

1. INTRODUCTION

At Insan Mandiri Cendekia Islamic School, English is a language that has been recognized as an international language whose existence has now become an important requirement for academic subjects. English is a life skill that must be mastered. English is a foreign language that is learned from Kindergarten or Elementary School to university. From the observations that have been made by English teachers and researcher about English subjects for some V grade students it is considered a difficult subject for them to learn, because some of them do not understand what the teacher is teaching. when the English lesson took place several responses from students in the class occurred, namely there were students who were indifferent,

students who were sleepy, students who were engrossed in their own activities, or students who did not pay attention to the teacher when explaining the lesson. So that at the time of assessment, the scores obtained by students are below the standard or incomplete Minimum Completeness Criteria or *Kriteria Ketuntasan Minimum (KKM)*. *KKM* English at IT score is 70. To see the scores obtained by students, see the attachment.

Therefore, to overcome learning activeness that are considered difficult which causes students to not complete the Minimum Completeness Criteria or *Kriteria Ketuntasan Minimum (KKM)*, we as the teachers must be able to direct students to be able to improve their ability to communicate in English, both oral and written. To make this happen, as a

Vol 6, No 1 (2023): ESTEEM

teacher of course we must be able to increase their vocabulary and learning activeness.

Motivation is the energy state of an organism which serves to direct that organism towards a particular class of goals. The learning activeness of students is expected to be able to move students' enthusiasm in participating in learning in class.

Vocabulary is one of the important components in teaching English, in addition to other components such as structure, pronunciation and others. Mastery of vocabulary for students is a standard of competence that must be mastered by students in learning English, therefore mastery of vocabulary is very important. Thus students will not be able to communicate easily if their vocabulary mastery is inadequate. The more vocabulary students have, the easier it is for them to communicate with others. And students who have low vocabulary mastery will also have difficulty compiling sentences in speaking and writing skills. On the other hand, if students have high vocabulary mastery, it will be easy for them to arrange and string words into a sentence.

Based on the previous explanation, this is where innovation and creativity of teachers are required in teaching so that students are more active in learning. Given the importance of mastering vocabulary in learning English, the teacher must be creative in creating and choosing learning techniques. Learning innovation plays an important role in the learning process because it attracts students to be able to learn well. One technique that can increase enthusiasm for learning is through games because children will be more interested and more enthusiastic when learning to use games. One game that is certainly not foreign to them is the Mobile Legend (MOBA).

Mobile Legend game is an online fighting game designed for use on mobile phones (gadgets). This game is played by 10 people divided into 2 teams with 5 players in one team. The two teams battle each other and fight to destroy the enemy base and defend

their own base. This game uses strategy to win. This game has 3 lines that can be used as a place to fight, namely the top lane, middle lane, and bottom lane, where each lane is reinforced with 3 towers that attack opposing players when they enter the tower area. The goal in this game is to destroy the main tower of the enemy with the character we are playing. The fight is over when one team can destroy the enemy's base. In this game, our teams can communicate as if they were playing a direct combat. Therefore, it is hoped that communication in this game can increase the student's vocabulary achievement and learning activeness to learn English. Because the mobile legend game is a war-themed game, class V students are focused on deepening vocabulary about verbs and nouns, for example: attack, muster, kill, blood, gold, lane and others.

From some of the problems that have been described previously, this study interested in bringing it up into a study entitled "The Implementation Of Mobile Legend Game To Increase Vocabulary Achievement And Learning Activeness of Fifth Grade Students at Insan Mandiri Cendekia Palembang (A Classroom Action Research)"

2. LITERATURE REVIEW

1. The Concept of Mobile Legend Game

Mobile Legend game is an online fighting game designed for use on mobile phones (gadgets). This game is played by 10 people divided into 2 teams with 5 players in one team. The two teams battle each other and fight to destroy the enemy base and defend their own base. This game uses strategy to win. This game has 3 lines that can be used as a place to fight, namely the top lane, middle lane, and bottom lane, where each lane is reinforced with 3 towers that attack opposing players when they enter the tower area. The goal in this game is to destroy the main tower of the enemy with the character we are playing. The fight is over when one team can destroy the enemy's base. In this game, our

Vol 6, No 1 (2023): ESTEEM

teams can communicate as if they were playing a direct combat.

Considering the increasing number of people playing online games, including students, there was an idea to use online games as a medium for learning English vocabulary mastery. Through one of the most played online games, Mobile Legends, research was conducted to measure how much new vocabulary was learned. The game is in English, so it is very suitable to be used as research media considering that what is being tested is improving English vocabulary. Therefore, it is hoped that communication in this game can increase the student's vocabulary achievement and learning activeness to learn English. Because the mobile legend game is a war-themed game, class V students are focused on deepening vocabulary about verbs and nouns, for example: attack, muster, kill, blood, gold, lane and others.

2. The Concept of Learning Activeness

A learning activeness is a condition, behaviour, or activity that occurs in students during the learning process that is characterized by student involvement such as asking questions, submitting opinions, doing assignments, being able to answer teacher questions and being able to work together with other students, as well as being responsible for an assigned job. Student learning activeness is the most important element in learning because it will greatly affect the success of the learning process. The higher the activeness of students, the success of the learning process should also be higher.

According to (Sardiman,2011) quotes that activeness is an situation that is both physical and mental, namely doing and thinking as a series that cannot be separated. Based on (Surtikanti and Santoso, 2007) mentions that quality learning is the activeness involvement of students in learning. Involvement in the question is listening activity, commitment to the task, encouraging participation, appreciating contributions or opinions, accepting responsibility, asking teachers or friends and responding to questions.

Student's learning activeness in the learning process can stimulate and develop

their talents. Students can also train their critical thinking skills and solve problems in everyday life. Learning activeness is learning quickly and responsively, while having fun, being passionate, being personally involved, and learning something well. An active student must be able to hear, see, respond to questions, and engage in discussions with others.

3. Vocabulary

Vocabulary is an important thing to learn, because before making a sentence, making a story and talking to other people, every individual must first know the vocabulary. According to (Sutrisno., H, 2015:10) states that Vocabulary is an element in a language. Based on (Zaim, 2016:163) explains that vocabulary is a representation of the meaning that a language speaker wants to teach to be conveyed to the interlocutor. It is also supported by (Said and Budimanjaya, 2016:98) says that vocabulary is a set of words that are known by a person or other entity or are part of a particular language. It can be concluded that vocabulary is defined as the set of all words understood by that person or all words that are likely to be used by that person to construct new sentences.

Based on opinions related to vocabulary, it can be concluded that vocabulary is an element that exists in a language in which every word has a meaning or translation. So what is meant by increasing learning activeness and vocabulary is an impulse that arises in students to make changes in behaviour through practice, experience and a learning activity to achieve a goal. The dimensions of learning motivation include intrinsic, namely learning needs and extrinsic, namely the desire to get rewards with indicators of being able to write vocabulary, being able to read vocabulary, mentioning vocabulary and being able to choose vocabulary according to what is heard in the mobile legend game.

3. METHODS

This study was conducted at fifth grade students of *Insan Mandiri Cendikia Palembang*. It was located at Suka Bangun Street No.2 Sukarami Palembang. The writers discussed the data which get from observation, test and interview with the collaborator to

Vol 6, No 1 (2023): ESTEEM

know about the weakness and strength of treatment. To get the data, the writers used 2 kinds of observations; teacher’s observation and students’ observation. The teacher’s observation sheet arranged based on some specification of the items and each item consists of some question where the answer of the question used scoring and grading system. Students’ observation sheets are arranged according to the guidelines of students’ learning activeness.

In this study, the writers used guide interview where the writers ask the informant about something that have been prepared before. The writers interview the students after the teaching and learning process. To make the result of the interview valid, the writers used triangulation. The writers used interviews and observation to check the truth of the data.

4. RESULTS AND DISCUSSION

This study started when the problem in English subject was found. This study conducted in 2 cycles. Each cycle consist of 3 meetings. The procedure of each cycle was as follows:

1. In the first meeting, the students were to understand the lesson through Mobile Legend Game.
2. In the second meeting, the students were to understand the lesson through Mobile Legend Game.
3. In the third meeting, the students answered the test items that given by the researcher.

The observation carried out during the treatment or learning process. Then interview was conducted after teaching learning process. Based on the data collected, the findings in cycle 1 and 2 were as follows:

Students’ vocabulary improvement		
The Result of Observation		Improvement
Cycle 1	Cycle 2	
49%	89%	Cycle 1 to Cycle 2 40%

Students’ learning activeness improvement				
No	Statement	Cycl	Cycl	Improvement

		e 1	e 2	t Percentage
1	Vocabulary	48%	90%	Cycle 1 to 2 = 42%
2	Students who reach the minimum completeness criteria	16	30	
3	Students who did not reach the minimum completeness criteria	17	3	

Based on the result, there are 4 students who still failed in vocabulary; the writers will treat these students outside of this study by helping the students to increase their vocabulary first so they are able to understand what they have heard about the character talk so they can be a good listener. Then the writers found that there is an improving of students’ learning activeness in English lesson after using Mobile Legend Game. The result of observation and interview in this research show that there is an improvement of students’ during teaching learning process.

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