CHAPTER I

INTRODUCTION

This chapter consists of the background, the problem statement, the objectives of the research, the significance of the research, and the scope of the research.

A. Background

Vocabulary is one of the most important basic elements in learning English. In English, there are four skills that must be mastered, namely listening, speaking, reading, and writing. These four skills must be taught in an integrated manner through communicative interaction. However, in practice, many students still have difficulty mastering vocabulary. This can be caused by a lack of interest in learning, monotonous learning methods, and limited interesting learning media. Therefore, innovation is needed in learning, one of which is through the use of technology. According to Tantri et al., (2024), interactive learning media can increase students' interest and understanding of vocabulary. One of the media that can be used is the Word Find application, which is a word search game-based application designed to help students recognize and master vocabulary in a fun way.

In addition, the Word Find application involves visual and cognitive activities that can improve students' concentration in learning. This media is also flexible, easy to use, and can be adjusted to the ongoing learning theme. By using the Word Find application, students become more motivated and

learning feels more enjoyable. Therefore, this study was conducted to determine how the use of the Word Find application can support the improvement of students' English language proficiency, as well as contribute to the development of innovative, interesting, and appropriate learning media for students' current needs.

The Word Find application is an interesting and interactive learning media, especially to improve English vocabulary mastery. The use of this application can help students focus more on recognizing and understanding new vocabulary in a fun way, so that the learning process does not feel monotonous. Quality learning will place teachers in a strategic position, where teachers can carry out their roles according to student needs. According to Fitria (2023), vocabulary mastery will make it easier for students to understand and use English effectively in everyday communication. In general, vocabulary learning can be divided into two, namely receptive learning (understanding) and productive (use). The Word Find application can be applied flexibly to both beginners and advanced students. In addition, this media can also be modified as needed, for example based on certain themes such as food, work, or animals The visual word search activity in the Word Find application is able to increase students' learning motivation because it presents a fun game feel, while also challenging students' cognitive thinking skills.

The use of the Word Find application makes students feel more relaxed and involved in the learning process without feeling stressed. Previous studies have shown that Word Find can help students remember vocabulary better

because it involves an active word recognition process, both visually and mentally. The empirical use of this application needs to be studied further, especially in the context of learning in schools that are not yet accustomed to using interactive digital media. The lack of research on the use of Word Find in certain learning environments is an opportunity to provide new, relevant and innovative contributions to English learning. As a foreign language in Indonesia, English learning aims to help students master language skills, including understanding sentence structure and vocabulary mastery (Isnaeni et.al., 2023). Vocabulary is a very important basic element in supporting listening, speaking, reading, and writing skills. In this case, the Word Find application plays a role in training students to recognize, find, and remember new vocabulary in a fun and interactive way.

This makes students feel more relaxed and involved in learning, without feeling pressured. Previous research has shown that Word Find can help students remember vocabulary better because it involves an active word recognition process (visual and mental). You want to prove this effectiveness empirically in a particular context. If research on Word Find is still rarely carried out in certain schools or areas, you can use it as an opportunity to contribute new, relevant and innovative research in English learning. English as foreign language learning in Indonesia aims to enable students to master language skills such as structure and vocabulary this aims to achieve better English language skills (Isnaeni et.al. 2023). In learning English, vocabulary is

a very important basic element. Word find trains students to recognize, find, and remember new vocabulary.

The Word Find application not only facilitates students' recognition of word forms and spelling but also serves as an effective instructional tool that combines educational value with engaging and enjoyable learning experiences.

Because it resembles a game, Word Find is able to increase students' learning motivation, especially in today's digital era, where many students feel bored with conventional learning methods. The problem behind this research is the low mastery of English vocabulary of students. Many students still have difficulty memorizing and understanding vocabulary due to lack of exposure and limited interesting and contextual learning methods. This limited mastery of vocabulary has a direct impact on their ability to speak, write, and understand English texts. One of the causes is the lack of use of interactive and fun learning media. Therefore, the use of the Word Find application as a learning medium is expected to help increase student engagement and strengthen their mastery of English vocabulary.

Vocabulary learning in schools is generally still carried out using conventional methods, such as memorizing word lists and repeated exercises (drills), which often make students quickly bored. In addition, many schools have not utilized game-based learning media such as the Word Find application to increase student interest and involvement in learning vocabulary. Lack of student motivation in learning vocabulary is also a significant obstacle. Many students consider learning vocabulary to be difficult and boring, so they are

less motivated to expand their vocabulary. Low interest in learning English makes students inactive in searching for and memorizing new words independently. In its implementation, the use of the Word Find application can also face several challenges. Some students may not be used to using game-based learning media so they need time to adapt. In addition, teachers also need additional training or guidance to be able to optimally integrate this application into classroom learning. Not all schools have supporting technological facilities, such as the availability of devices and internet access, especially for the digital version of the Word Find application. Therefore, the use of this media needs to be adjusted to school conditions, for example by providing a printed or offline version. To measure the success of utilizing the Word Find application in improving students' vocabulary mastery, a clear and structured evaluation method is needed. This evaluation can be done by comparing student learning outcomes before and after using the application, in order to determine the positive impact of using this media compared to conventional methods.

The following information is based on interviews conducted with teachers and students of SMPN 5 Alla Redak. The condition of the school is quite good with adequate basic facilities, such as comfortable classrooms and a library. However, the use of interactive learning media such as educational games has not been implemented optimally. The media applied in English learning are still conventional, specifically the lecture and drill methods, which cause some students to feel bored and struggle to memorize vocabulary. Based

on interviews with teachers and students, it is necessary to implement more interesting methods, one of which is educational games such as Word Find to help improve vocabulary mastery. "This media is flexible because it can be adjusted to learning needs and can also use certain themes (such as food, animals, and verbs) that are in accordance with the material.

In addition, Word Find is a learning medium that is easy to create, affordable, and does not require complicated additional devices. This application is very useful in helping students learn English, especially in developing their vocabulary mastery gradually and enjoyably. Vocabulary teaching is one of the important aspects of language learning that requires a special approach. Fitria (2023) ,stated that understanding vocabulary in second language learning must play a central role in the basic knowledge of an English teacher. Therefore, choosing the right media is one of the keys to successful vocabulary learning. The Word Find application is specifically designed to train vocabulary recognition and mastery through the process of searching for words in a letter grid. Different from other game applications that are generally entertaining or general in nature, Word Find provides a more focused and contextual learning experience, especially for students who are learning English as a foreign language.

The Word Find application can be designed according to learning needs, for example by including words that are relevant to certain subject matter such as food, animals, or jobs. Unlike other educational games that tend to have fixed content and are difficult to adapt to the curriculum, Word Find

offers flexibility that allows teachers to adjust the content of the game to the competencies they want to achieve. Despite its simple appearance, this application still provides a fun learning experience like a game. This creates a relaxed and non-boring learning atmosphere, so that students can absorb the material more easily. Compared to other game applications that are sometimes too competitive and stressful, Word Find actually encourages students to learn without feeling stressed. As a learning medium, Word Find is designed to train vocabulary mastery actively. In this game, students are asked to find hidden words in a random arrangement of letters. Its simple nature makes this application easy to understand and play for students of various ability levels, without the need for complicated instructions. In addition, Word Find is interactive and interesting, very different from conventional methods such as memorizing word lists which tend to be monotonous. With this game-based approach, students' learning motivation can increase significantly.

B. Problem Statement

Based on the background that has been described, the researcher identified that students of class VIII SMPN 5 Alla Redak still have difficulty in mastering English vocabulary. This limitation in vocabulary mastery has an impact on students' low ability to understand and use English effectively. For this reason, the researcher utilized the Word Find application as an interactive and fun digital-based learning media, to support the improvement of students' vocabulary mastery. The formulation of the research guestion his study is: How

effective is the Word Find application in improving students' vocabulary mastery?

C. Research Objectives

Based on the formulation of the problem above, the purpose of this study is to determine how the use of the Word Find application can improve the mastery of English vocabulary of class VIII students of SMPN 5 Alla Redak. This study also aims to describe the learning process using Word Find media and to determine the extent to which this media can help students understand and remember vocabulary more effectively and enjoyably.

D. Significance of the Research

1. For Teachers:

   Provides alternative technology - based learning methods that can be applied in the classroom. The Word Find application makes it easier for teachers to teach vocabulary through a fun and interactive approach. In addition, this media can help teachers evaluate students' vocabulary mastery in a more varied and interesting way.

2. For Students:

   Helps students improve their English vocabulary mastery through fun and non-boring media. The use of the Word Find application can also increase learning motivation and make it easier for students to memorize and understand the meaning of words in a more concrete and interesting context.

3. For Other Researchers:

Become a reference material for subsequent researchers who want to develop or research digital learning media, especially in the context of vocabulary learning. This study also provides empirical data related to the use of game-based media in improving English learning outcomes.

4. For Schools:

   Encourage schools to utilize technology-based learning media in the learning process. By integrating the Word Find application, schools can improve the quality of English learning through more innovative methods and in accordance with the characteristics of today's students.

CHAPTER II

LITERATURE REVIEW

This chapter consists of some related research findings and some relevant ideas.

A. Some Related Research Findings

There are some previous studies that support this research are as follows:

Musmuliadi (2024), reported that adequate mastery of English vocabulary can provide a better understanding of the message conveyed in a word or sentence. This is because someone who understands the meaning of each word has more ability to explain opinions, thoughts or information obtained better. This research aims to determine the effectiveness of using Word brain. games as a learning medium to improve students' mastery of English vocabulary. This research is a quasi-experimental research with a pre test post test control group design. The population in the study were class 2 students at SMPN 5 Sikur in the 2023/2024 academic year. Meanwhile, the sample in this study was divided into 2 groups, namely the experimental group and the control group. Data was collected through 3 stages, namely pre-test, treatment and post-test. Pre-test and post-test are used to find out whether the use of word brain games can improve English vocabulary mastery.

Mulyani et.al. (2023), reported that the use of English as an international language has been carried out for a long time, therefore in learning in Indonesia the emphasis on English language skills is one of the skills that students must master from the start. This research aims to, among other things

(1) find out how to apply the word search game media in class III. (2) find out the results of class III English vocabulary learning. (3) determine the effect of word search game media on English vocabulary learning outcomes for class III. In this case, the researcher used a quantitative approach with experimental methods, as well as Pre-Experimental Design with the One Group Pretest Posttest Design type. Researchers used observation, tests in the form of pretests and posttests totaling 10 questions with short description tests, and questionnaires as information gathering techniques.

Salsabila (2022), this study aims to examine the effectiveness of the application of the word square and scramble sentence learning models as an effort to increase English vocabulary for elementary school students. The method used is a qualitative method with a descriptive analysis approach. Data collection techniques using observation and interview methods. The subjects in this study were class IV students at SDN Sindangreret, totaling 17 people. The data analysis technique uses the Miles & Huberman interactive model. The results of this study discuss 1) student' perspectives on learning English; 2) the stages of learning with the word square and scramble sentence models; and 3) student learning outcomes. The conclusions in this study are 1) the application of the word square and scamble sentence learning models can help students to find and know new vocabulary in English and can improve students' ability to compose vocabulary correctly; 2) the application of the word square and scramble sentence learning models is effective for use in learning activities in elementary schools.

(Edy and Amiruddin, 2019) reported the lack of vacabularies effects the learners in understanding English. The aim of this study was to find out the effectiveness of using word mapping strategy in increasing students' vocabulary mastery at SMP Negeri 3 Kapontori. This study used Pre-Experimental design. The population was students of class VIII SMP Negeri 3 Kapontori academic year 2019/2020. T-test was used for analyzing the data. Research findings showed ttest was lower than ttable (-13.248 < 2.079). In conclusion, word mapping strategy effect positively on students'vocabulary mastery at SMP Negeri 3 Kapontori.

Nguyen (2021), shared the fact is that teaching and learning vocabulary is one of the most complicated problems, and the traditional way of vocabulary instructions proves ineffective, and even worse, decreasing students' interest and motivations in their study and work. An experimental case study was conducted with two respective classes at Bac Lieu University, Vietnam. Accordingly, in one experimental class, vocabulary was taught with the cooperative vocabulary games at the practice and revision stages. The results revealed that games could be used to improve non-English-majored students' learning vocabulary at Bac Lieu University because of its following major effects. Firstly, games brought in relaxation and fun for students, thus helped them learn and retain new words more easily. In other words, students could be more interested in learning the vocabulary. Secondly, games usually involved friendly competition and they kept learners interested. These created the motivation for learners of English to get involved and participated actively

in the learning activities. Finally, games created meaningful contexts for language practice. The more they practiced the more they could use the words. Then they learnt better and had higher results in their achievement as well.

Retnaningsih (2022), that with the very rapid development of technology recently, the process of learning and teaching English is not only limited to being carried out in the classroom, but has the potential to be carried out outside the classroom. This research investigates the role of the Flipped Learning media in improving the ability to master English vocabulary for students of the Sharia Accounting study program at UIN Raden Mas Said Surakarta. Apart from that, this research also measures students' perceptions of this learning method and their acceptance of the WhatsApp application as a digital learning platform for implementing flipped learning. This research design used experimental involving 60 AKS study program students at UIN Raden Mas Said Surakarta who were divided into experimental class (N-30) and control class (N-30). Students in the experimental class received learning treatment using the flipped learning method, while students in the control class studied using the usual method, but the learning material and objectives remained the same. The instruments in this research were a pre-test and post-test regarding vocabulary, self-survey, and the Technology Acceptance Model (TAM) questionnaire.

Hartatiningsih (2022), some problems in mastering vocabulary in students are very diverse, ranging from errors in spelling, pronunciation, and choosing the right words in writing and speaking. This study aims to analyze

the increase in vocabulary mastery related to pronouns: subjective, objective and possessive adjectives in grade VII MTs students. through the use of Word Wall learning media. This research is classroom action research. The subjects of this study were 24 students of class VII, with details of 10 boys and 14 girls. Data collection techniques using tests and non-tests. The results of the data analysis showed that the average score of the students' vocabulary test in the first cycle was 66.00 and the average value of the students' vocabulary test in the second cycle was 81.00. Cycle II has increased by 15.00. So, student learning outcomes on vocabulary mastery related to pronouns: subjective, objective and possessive adjectives through the use of word wall media in grade VII MTs students increased. The research implication is that English teachers are expected to use word wall learning media because it can improve vocabulary mastery related to pronouns: subject, object and possessive. Keywords: Vocabulary, media, word wall.

Isnaeni et.al. (2023), stated the progress of science and technology in global era, it is undeniable that the ability to speak foreign language, especially English, is very important. However, not all students are able to master this language, which is not their mother tongue. The luck of vocabulary mastery is generally influenced by several factors, including: the lack of vocabulary mastery and the lack of using teaching methods and models. Based on the analysis of students' need in SMK YPUI Parung, the writer and team of PKM decided to use Words Search Game which aims to provide English learning that focus on increasing students vocabulary mastery. This method can also

train students to think critically to find some solutions to every problem in learning process. Therefore, this PKM applies that education game as one of the easiest methods for students to digest and create an atmosphere during the learning. This method is also directed some students to more active in increasing English vocabulary.

Based on various previous research findings, the use of technology-based media in English learning has been proven to provide great benefits for students, especially in developing and improving vocabulary mastery. Several studies have examined the effectiveness of various learning applications such as Educandy, Quizizz, and Kahoot, which are considered to be able to help students understand vocabulary in a more enjoyable and interactive way.

However, until now there has been limited research that specifically discusses the use of the Word Find application in the context of English vocabulary learning. This application is based on a word search game designed to train students to recognize and remember vocabulary through the activity of matching words in a letter box. The advantages of Word Find compared to other methods lie in the high level of student involvement, its challenging nature, and its ability to create a fun and motivating learning atmosphere. Therefore, this study was conducted to fill the gap in previous studies, with a focus on the use of the Word Find application as a learning medium that can support the improvement of students' English vocabulary mastery, especially at the junior high school level.

B. Some Pertinent Ideas

1. Definition of technology based English learning

Technology-based English learning is a teaching approach that utilizes various digital devices and applications in the English teaching and learning process. Technology is used to facilitate understanding of the material, enrich the learning experience, and improve interaction between teachers and students. According to Melati et.al. (2023), the use of technology in the context of education has experienced rapid growth in recent years. Developments in information and communication technology (ICT) have opened up new opportunities and challenges in the world of education, enabling the development of more effective, interactive, and relevant learning methods in the ever-evolving digital era.

a. The Role of Technology in Supporting Modern Learning

In the context of modern learning, technology plays a role as a tool that can create a more interactive, flexible, and adaptive learning environment. Technology also enables personalized learning, where students can learn according to their own pace and learning style. In addition, technology helps teachers in compiling more interesting and innovative teaching materials and simplifies the learning evaluation process.

b. Effectiveness of using digital media in language teaching

According to Melati (2024), digital media, such as language learning apps, e-learning platforms, and online resources, have changed the way English learning is conducted, offering high flexibility, accessibility, and interactivity.

Literature studies have shown that digital media can improve various aspects of English language competency, including speaking, listening, reading, and writing. The use of digital media such as learning apps, learning videos, and interactive quizzes can increase student engagement and help them understand vocabulary and language structures more enjoyably. Their research shows a significant increase in student learning outcomes using digital media compared to conventional methods.

c. The Impact of Interactive Applications on Student Motivation and Learning Outcomes

Interactive applications such as Word Find, Kahoot, and Quizizz provide a more interesting and challenging learning experience for students. The interactivity offered can increase learning motivation, because students feel actively involved in the learning process. Several studies have also shown that the use of interactive applications has a positive impact on improving student learning outcomes, especially in vocabulary mastery, due to the repetition, visualization, and challenges that encourage students' memory.

2. Definition of Word Find

Word Find is a word game application designed to sharpen the language and cognitive skills of users. In addition, the use of word games in learning has been shown to improve students' language and cognitive skills. Games such as Word Find help students recognize word patterns, improve vocabulary, and develop problem-solving skills. By engaging students in interactive and fun activities, these games can increase their motivation to learn and their involvement in the learning process.

How to use it in a game-based is as follows It will be presented with a random letter grid and a list of words to be found, then search for the words in the grid by connecting the letters in sequence and the words can be formed horizontally, vertically, or diagonally then the words that are successfully found will usually be highlighted or colored differently. After all the words in the list are found, the level is considered complete, then you can continue to the next level with a higher level of difficulty.

a. **Skills Trained Through Word Find**

1) Word Recognition:

Students are accustomed to recognizing words in written form quickly, especially in unusual visual contexts.

2) Spelling:

Because students have to pay attention to each letter to find the right word, they indirectly practice spelling correctly.

3) Memory and Focus:

The process of searching for words in the letter grid trains students' short-term memory and perseverance in paying attention to details.

b. Advantages of Word Find Compared to Other Game Applications

1) More focused on visual reinforcement and concentration, compared to Educandy which emphasizes matching or simple quizzes.
2) Not only testing knowledge, but also training letter pattern recognition and spatial orientation, which improves students' cognitive skills.
3) Word wall, although interactive, is more varied but less in-depth in terms of repeated vocabulary training and visual focus.
4) Word Find offers higher engagement and a light competitive atmosphere, making students more motivated to learn.

c. Definition of game

According to Dewi and Listiowarni (2019), games are media that can be used in the learning process to stimulate students in teaching and learning activities in the classroom. The game in question is a game that has been adjusted to the learning needs in the classroom called game-based learning or educational games. English is a subject that is considered difficult to learn by elementary school students at SDN Bujur Barat II, so the use of learning media is needed to attract students' interest in studying the subject. In this study, an educational game was used that was created based on the elementary school English curriculum consisting of writing, reading, listening, and speaking, which was built using the lonic programming language and the PHP Framework.

1) Definition and Concept of Game-Based Learning (GBL)

Game-Based Learning (GBL) is an approach to learning that uses digital or non-digital games as a medium to achieve instructional goals. GBL combines game principles with learning content to create motivating and meaningful learning experiences. According to Xu et.al. (2023), the scope of GBL is very broad, and includes the integration of non-technological and technological games into teaching activities. GBL is commonly referred to as "serious games", "educational games", and "gamification" in both undergraduate courses and clinical studies.

2) Benefits of Game-Based Learning for Student Engagement and Vocabulary Retention

Game-based learning has been shown to increase student engagement in the learning process. Games provide challenges, rewards, and instant feedback that encourage active participation. In vocabulary learning, the use of games such as word search, matching, and spelling games can improve students' ability to recognize, remember, and use new vocabulary. In addition, this approach strengthens long-term memory because the learning experience is more emotional and interactive.

d. Definition of vocabulary

According to Salija & Dollah (2023), vocabulary is well-known as having a crucial role in academic communication. It is significantly obvious even in the initial stages of the second language learning process. The basic components that students must recognize and acquire in order to improve their capacity to create the language are referred to as vocabulary. Without a strong

vocabulary, people may find it difficult to communicate their thoughts verbally or in writing. Vocabulary thus refers to the propel diction that was employed in communicating. Study were l taught to pronounce words clearly in order to talk morel clearly. This section focuses on the phonological process which is the part of grammar that re fers to the components and guide lines that de fine how sounds vary and pattern in a language.

1) The importance of vocabulary in learning English

Vocabulary is a collection of words that a person has or that are used in a particular language. In the context of language learning, vocabulary includes words that are understood, used, and mastered by learners to communicate effectively. Ulumudin et.al.(2023), states that English vocabulary given to early childhood provides its own positive value for them in improving language and communication skills. The more English vocabulary is known, the greater the ability to understand what is heard and read, and the greater the ability and skills to be able to say and write what you want to convey.

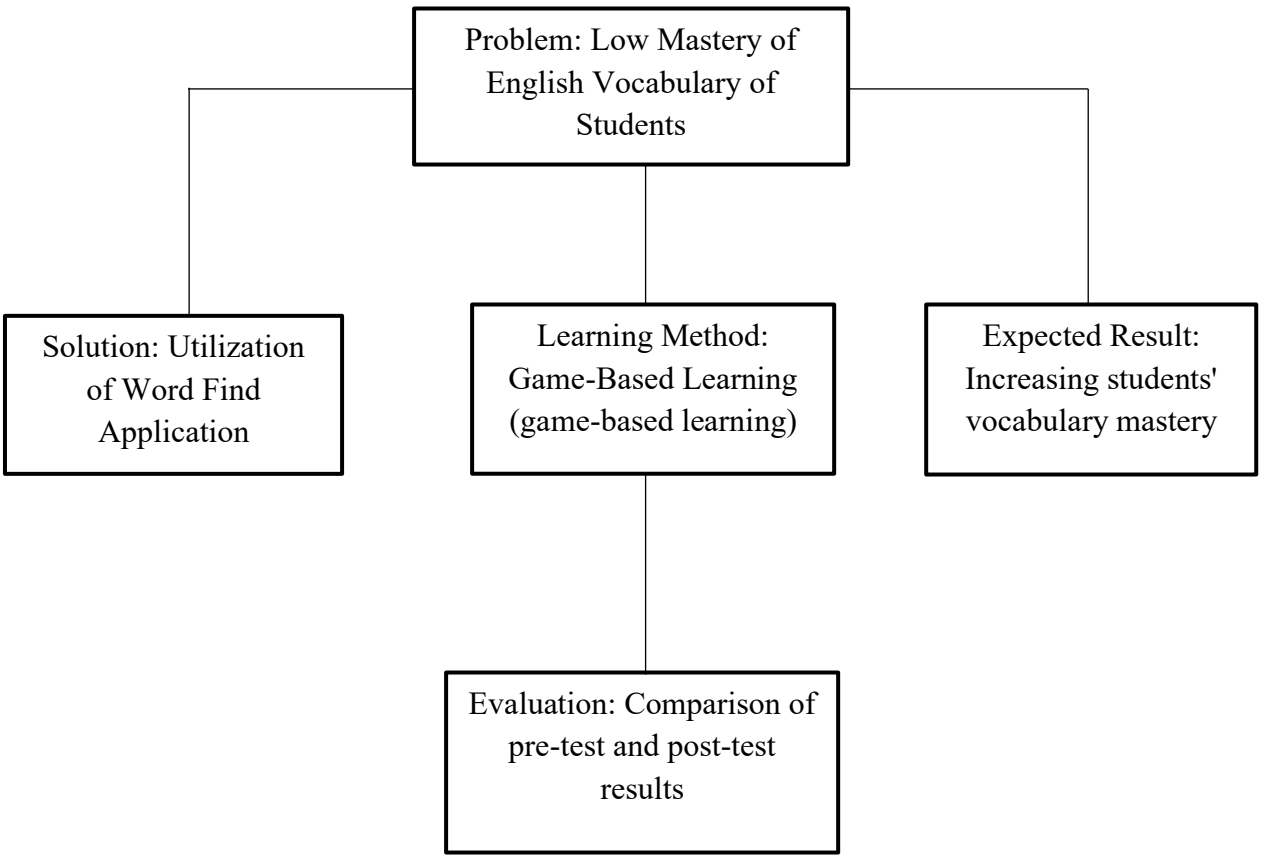
2) The Relationship between Vocabulary Mastery and Language Skills

Through reading, students often find a number of information that can make them know a lot. Hartatiningsih (2022) from the results of reading, students also try to connect one concept with another so that it becomes a series of concepts that have meaning for them, which ultimately adds to the wealth of information they already have . This addition of information is often done by reading various media that suit their interests and needs. From here arises the interest of a student to add information for the benefit of his life. One way is

through reading. So the concept of reading interest means a person's continuous attention to the act of reading because of the hope of getting benefits from reading.

C. Conceptual Framework

The conceptual framework underlying this research is given bellow:



In this study, the main focus is on the low mastery of English vocabulary which is still an obstacle for many students, especially at the junior high school level. To overcome this, researchers use the Word Find application as an interactive game-based learning media. Through the Game-Based Learning approach, students

not only learn passively, but are also actively involved in the process of searching and recognizing vocabulary in a fun way. It is hoped that the use of this media can significantly improve students' vocabulary mastery.

The relationship between these components can be described in the following conceptual framework:

a. Problem: Low Mastery of English Vocabulary among Students

The main problem underlying this research is the large number of students who have difficulty in mastering English vocabulary. This is caused by monotonous, less interactive learning methods, and the lack of interesting digital media. Limited vocabulary also has an impact on students' low ability to understand texts, speak, write, and listen in English.

b. Solution: Utilization of the Word Find Application

As a solution to this problem, researchers utilized the Word Find applicational interactive digital media in the form of a word search game. This application helps students learn vocabulary in a fun, visual, and challenge-based way. With this approach, students not only memorize words, but are also actively involved in the process of searching and recognizing words.

c. Expected Result: Improving Students' Vocabulary Mastery

The expected result of utilizing the Word Find application is an increase in students' mastery of English vocabulary. They are expected to be better able to

recognize, remember, and use new words contextually. With a fun method, learning motivation also increases, so that learning outcomes can be more optimal.

d. Learning Method: Game-Based Learning

The learning method applied is Game-Based Learning (GBL). This is a learning model that utilizes game elements as a tool to achieve learning goals. With GBL, students learn in a more relaxed but focused atmosphere, which has been proven to increase student engagement and understanding in learning materials, including vocabulary.

e. Evaluation: Comparison of Pre-test and Post-test Results

To determine the effectiveness of the use of the Word Find application, an evaluation was conducted by comparing the results of the students' pre-test and post-test. This test measures how much students' vocabulary mastery has increased before and after using the application, so that empirical data is obtained that supports the success of using this media in learning.

D. Research Hypothesis

Based on the literature review and conceptual framework that has been described, the hypothesis in this study is formulated as follows:

1. Null Hypothesis (H_0)

   The There is no significant difference in students' vocabulary mastery before and after using the Word Find application in learning English.

2. Alternative Hypothesis (H_1)

   There is a significant difference in students' vocabulary mastery before and after using the Word Find application in learning English.

   The hypothesis was tested by comparing the results of students' vocabulary mastery tests before and after using the Word Find application. The results of the data analysis showed a significant increase in vocabulary mastery; therefore, the alternative hypothesis (H_1) was accepted, which meant that the Word Find application was effective in improving students' vocabulary. However, if there had been no significant difference, the null hypothesis (H_0) would have been accepted, which would have meant that this application did not have a significant effect on students' vocabulary mastery.

CHAPTER III

RESEARCH METHOD

In this part, the researcher describes the research design, which includes the research methods, research instruments, data sources, data collection techniques, and data analysis techniques:

A. Research Design

The research design used in this study is a pre-experimental design with a One-Group Pre test-Post test Design approach. This design was chosen because the study involved only one class, which was given a pre-test before the treatment and a post-test after the treatment. The aim of this design is to measure the effectiveness of utilizing the Word Find application in enhancing students' vocabulary mastery in English language learning. Through this design, the researcher can compare students' vocabulary mastery before and after the treatment, in order to determine the extent to which the Word Find application influences vocabulary improvement.

The formula for the t-test for paired samples is:

$$t = \frac{D}{SD/\sqrt{n}} \qquad \text{(One, 2015)}$$

Where:

D = mean of the difference between pretest and posttest

SD = standard deviation of the difference between pretest and posttest

n = number of samples

This t-test will help determine whether there is a significant increase in students' vocabulary after using the Word Find application.

B. Location and Time of Research

The researcher chose the research location in one of the junior high schools in Enrekang, South Sulawesi, namely SMPN 5 Alla Redak which is located in Redak hamlet, Patongloan village, Baroko district, Enrekang regency, South Sulawesi. This research is planned to be carried out in Juli/Agustus 2025.

C. Research Variables and their Operational

1. Research Variables Definition

The operational definitions in this study were formulated to provide clear boundaries for each variable. These definitions served as guidelines to ensure that the variables could be measured objectively, analyzed systematically, and interpreted consistently throughout the research process.

2. Operational Definition of Variables

Word Find is an educational game-based application designed to help students recognize and memorize English vocabulary by searching for words in a grid of letters. This application serves as an interactive learning medium that makes vocabulary learning more enjoyable and engaging. The use of this application in the study was implemented over several sessions to observe its impact on students' vocabulary mastery.

3. Students' Vocabulary Mastery

Students' vocabulary refers to the quantity and quality of English words that students can recognize, understand, and use in various communication contexts, both oral and written. As the dependent variable, students' vocabulary mastery is influenced by the use of the Word Find application, which functions as a game-based learning method to enhance their language skills. Vocabulary mastery in this study was measured through several indicators, including the number of words recognized and understood, the ability to remember and use words appropriately in context, and the accuracy of vocabulary usage in sentences.

D. Population and Sample

a. Population

The population in this study consisted of all students at SMPN 5 Alla Redak who were enrolled in English classes during the 2024-2025 academic year.

b. Sample

The sample used was one class, namely Class VIII A at SMPN 5 Alla Redak, consisting of 26 students. This class was selected using purposive sampling based on the consideration that the students have varying levels of vocabulary mastery. This study employed a one-group pretest-posttest design, where students were given a pretest before the treatment, which involved using the Word Find application during English learning, followed by a posttest to measure their vocabulary improvement after the treatment.

E. Procedure of Collecting Data

To collect the data, the researcher applied three main stages: pre-test, treatment (through the Word Find application), and post-test. These steps were designed to examine whether there was a significant improvement in students' English vocabulary mastery after using the Word Find application in classroom learning. The detailed procedure is as follows:

1. Pre-test

Before the treatment, students were given a pre-test to assess their initial vocabulary knowledge. The test consisted of multiple-choice and short-answer questions that measured their understanding of word meanings, synonyms-antonyms, and the correct usage of vocabulary in context. The aim was to determine students' vocabulary mastery before the intervention with the Word Find application.

2. Treatment (Using the Word Find Application)

The treatment was conducted in five sessions, each lasting 2 x 40 minutes, using a Game-Based Learning (GBL) approach. The Word Find application was used as the primary learning medium to facilitate students' interactive vocabulary learning. Each session had a different focus and objective, as shown below:

a. First Meeting

Students were introduced to the Word Find application and how to use it in vocabulary learning. The teacher provided a list of basic vocabulary related to daily topics such as family and school objects. Through the game in the application,

students were asked to find the words from the list. After completing the activity, the teacher guided them to discuss the meaning of the words and their use in simple sentences.

b. Second Meeting

In this meeting, the focus was on understanding meaning and spelling. The teacher prepared new vocabulary on the theme of daily activities. Students played Word Find to search for the given words and then wrote the words with their meanings on the worksheet. This activity was followed by small group discussions where students constructed sentences using the vocabulary they had found.

c. hird Meeting

Students practiced applying vocabulary in writing. The topic was describing people. After playing Word Find and identifying the relevant vocabulary, students wrote simple descriptive sentences about their seatmate or a favorite character. The teacher provided direct feedback on spelling and word usage.

d. Fourth Meeting

The focus of this session was oral practice and reinforcement. Students used the vocabulary obtained from Word Find to create short dialogues. In pairs, they practiced speaking the sentences with attention to pronunciation. The teacher provided feedback and corrections if there were mispronunciations. Finally, the session ended with reflection and reinforcement of vocabulary as preparation for the post-test.

3. Post-test

After the five treatment sessions, a post-test was administered to measure the improvement in vocabulary mastery.

1. Steps included:

a. The researcher prepared test items based on the taught vocabulary topics (meanings, synonyms-antonyms, usage).

b. Students were informed that the test aimed to measure their vocabulary improvement after using the Word Find application.

c. Students were given 45–60 minutes to complete the test.

d. The researcher supervised the process, ensuring integrity and offering instruction clarification if needed.

e. Upon completion, all answer sheets were collected and analyzed to compare results with the pre-test and evaluate progress.

F. Data of Analysis Techniques

In this study, the data analysis technique used is quantitative statistical analysis to examine the effectiveness of the Word Find application in improving students' English vocabulary mastery. The data analyzed were taken from the results of the pre-test and post-test administered before and after the treatment.

The collected data were analyzed using parametric statistical tests, specifically the paired sample t-test, with the assistance of SPSS version 25. This test aims to determine whether there is a significant difference between students' pre-test and post-test scores after using the Word Find application during the learning process.

2. Before conducting hypothesis testing, a preliminary test was carried out, namely the normality test, to ensure that the data were normally distributed and met the assumptions for parametric testing.

a. Normality Test

The normality test is used to determine whether the pre-test and post-test data are normally distributed. In this study, the normality test was conducted using the Kolmogorov-Smirnov Test through SPSS version 25. Decision-making criteria: If the significance value (Sig.) > 0.05 → the data are normally distributed. If the significance value (Sig.) < 0.05 → the data are not normally distributed.

If the data are proven to be normally distributed, hypothesis testing can be carried out using the t-test.

b. Hypothesis Testing (Paired Sample t-test)

After confirming that the data are normally distributed, the researcher performs hypothesis testing to determine whether there is a significant difference between the pre-test and post-test results. This test is appropriate because the study uses a one-group pretest-posttest design, in which the same group of students is tested before and after the treatment.

The basic formula used:

$$t = \frac{d}{(Sd/\sqrt{n})}$$

Description:

d = average of the difference between post-test and pre-test scores

Sd = standard deviation of the difference

n = the number of students in the sample

This test aims to determine whether the score differences are statistically significant.

3. Descriptive Statistics

In addition to inferential analysis, the researcher also uses descriptive statistics to describe the pre-test and post-test data. Descriptive statistics include: Mean score, Maximum score, Minimum score, Standard deviation.

The pre-test data show the students' vocabulary mastery before the treatment, while the post-test data indicate their performance after using the Word Find application. By comparing these values, the researcher can see descriptively whether there is an improvement in vocabulary mastery. If the average post-test score is higher than the pre-test score, it can be initially concluded that the use of the Word Find application has a positive impact on improving students' vocabulary.

4. Decision-Making Criteria

To determine the significance of the results, the Sig. (2-tailed) value from the SPSS output is used:

If Sig. (2-tailed) < 0.05, then H_0 is rejected and H_1 is accepted, meaning there is a significant difference between the pre-test and post-test scores. This indicates that the use of the Word Find application positively affects vocabulary improvement. If Sig. (2-tailed) > 0.05, then H_0 is accepted and H_1 is rejected, indicating that there is no significant difference between the scores.

	Very Good	**Good**	**Fair**	**Poor**	**Very Poor**

Indikator	(90-100)	(80-89)	(70-79)	(60-69)	(0-59)
Meaning	Able to mention the meaning of all vocabulary correctly.	Able to mention the meaning of most vocabulary correctly	Only able to mention the meaning of a small part of the vocabulary correctly.	Rarely able to mention the meaning of vocabulary correctly.	Unable to mention the meaning of vocabulary at all.
Spelling	Able to spell all vocabulary correctly without mistakes.	. Able to spell most vocabulary correctly with few mistakes.	Many spelling mistakes but some words are still recognizable.	Often misspells words until they are difficult to recognize.	Unable to spell vocabulary correctly.
Pronunciation	Able to pronounce all vocabulary clearly and correctly.	Able to pronounce most vocabulary correctly with only few mistakes.	Still many pronunciation mistakes but some words can be understood.	Often mispronounces words until they are difficult to understand.	Unable or unwilling to pronounce vocabulary correctly.
Usage	Able to use vocabulary in sentences with correct structure and precise meaning.	Able to use vocabulary in sentences with only few mistakes.	Sentences contain many mistakes but are still understandable	Vocabulary use is often incorrect until sentences are difficult to understand.	Unable to use vocabulary in sentences correctly

(Semantic & Use, n.d.)

CHAPTER IV

FINDING AND DISCUSSIONS

This chapter discusses the research findings and their discussion. Pre-test and post-test data were analyzed using percentages and categorized according to several predetermined criteria. The discussion stage explains the implementation of the findings obtained during the research.

A. Findings

The findings of this research were obtained through a vocabulary test administered to eighth-grade students of SMPN 5 Alla Redak in the 2025/2026 academic year. The researcher implemented all the procedures described in Chapter III. This study used only one class, the experimental class, which was given treatment using the Word Find application as a medium for learning English vocabulary.

The researcher administered a pre-test to students before the treatment to determine their initial vocabulary mastery. After receiving treatment using the Word Find application for four sessions, the researcher administered another post-test to measure the development of students' vocabulary mastery. After data collection, the researcher analyzed students' pre-test and post-test scores to determine improvements in learning outcomes. Student scores were then tabulated and categorized based on specific criteria for further analysis.

1. Percentage Level of Vocabulary Mastery Scores for Experimental Class Students in the Pre-test and Post-test

The results of the pre-test and post-test on English vocabulary mastery for eighth-grade students at SMPN 5 Alla Redak are tabulated as follows:

a) **Test Results Before Starting to Use the Word Find Application**

Table 4.1 Result of Pretest

Category	Result of Pre Test	
	Frequency	**Percent**
Very Good (90-100)	0	0%
Good (80-89)	0	0%
Fair (70-79)	9	34.62%
Poor (60-69)	15	57.69%
Very Poor (<59)	2	7.69%
Total	**26**	**100%**

Table 4.1 The results of the English proficiency pre-test revealed serious concerns regarding the students' initial proficiency levels. The data revealed that no students achieved the Very Good or Good category. Only a small number of students achieved the Fair category, while the majority of students achieved the Poor category, and some even achieved the Very Poor category. This indicates that before using the Word Find app, students' vocabulary mastery was still relatively low and had not yet reached the expected standard.

This situation reflects fundamental weaknesses in comprehension learning, likely caused by traditional teaching methods that focus on memorization and a lack

of engaging and interactive learning media. The fact that most students achieved the low category underscores the need for learning innovation. By introducing the Word Find app as a game-based medium, it is hoped that students will be able to learn vocabulary in a more enjoyable, interactive, and effective way, thereby significantly improving their learning outcomes.

Table 4.2 Result of Indicator PreTest

Interval Score	**Indicator (F)**			
	Meaning	**Spelling**	**Pronunciation**	**Usage**
Very Good (90-100)	0 student	0 student	0 student	0 student
Good (80-89)	0 student	0 student	0 student	0 student
Fair (70-79)	7 student	6 student	5 student	6 student
Poor (60-69)	14 students	15 students	16 students	14 students
Very Poor (<59)	5 students	5 students	5 students	6 students

Based on the table, the results of the vocabulary pre-test among the eighth-grade students reveal substantial weaknesses across all four assessed components:

meaning, spelling, pronunciation, and usage. Students' scores are categorized into five levels: very good, good, fair, poor, and very poor.

The data shows that only a small number of students were able to reach the Fair category in each component, while none achieved the good or very good categories. This indicates that the majority of students' vocabulary mastery is still below the expected competency standard. Most students were categorized as Poor or very poor in all four aspects, demonstrating serious difficulties in understanding the meaning of words, spelling them correctly, pronouncing them accurately, and applying them in appropriate contexts. These results highlight that students' vocabulary proficiency is still at a low level. These findings suggest a critical gap in students' vocabulary mastery, particularly in spelling and usage. The results emphasize the urgent need for more engaging and effective instructional strategies - such as the use of the Word Find application - to improve students' ability to recognize, spell, pronounce, and use English vocabulary meaningfully. According to the data above, researcher conducted the data in descriptive statistics Pre Test, the result of SPSS can be explained below:

Table 4.3 Descriptive Statistick of Pre Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	26	55.00	75.00	65.3846	4.88325
Valid N (listwise)	26				

This table presents the results of the vocabulary pre-test of eighth-grade students, providing an overview of their abilities before the implementation of

interactive learning strategies using the Word Find application. The data indicate a significant gap between the lowest and highest scores, reflecting varying levels of vocabulary mastery among the students. On average, students' performance falls within the lower categories, suggesting that most of them struggle with mastering English vocabulary. In addition, the distribution of scores across the four indicators. Meaning, Spelling, Pronunciation, and Usage shows noticeable variations in students' abilities. While a few students demonstrate better understanding, the majority still face challenges, particularly in spelling and usage. This finding highlights that the development of students' vocabulary mastery remains uneven.

To address these challenges, more interactive, engaging, and student-centered learning strategies are required. The use of the Word Find application as a game-based learning medium is expected to enhance students' motivation, participation, and understanding in identifying word meanings, spelling, pronunciation, and usage accurately. These findings emphasize the urgent need for more varied and engaging teaching approaches so that students can improve their vocabulary mastery comprehensively. With the right methods, students' skills in Meaning, Spelling, Pronunciation, and Usage can develop more effectively.

b) Result of Post Test After using the Word Find Application

Table 4.4 Result of Post-test

Category	Result of Post-Test	
	Frequency	**Percent**
Very Good (90-100)	14	53.85%
Good (80-89)	12	46.15%
Fair (70-79)	0	0%
Poor (60-69)	0	0%
Very Poor (<59)	0	0%
Total	**26**	**100%**

The post-test results show a clear improvement in the students' vocabulary skills after using the Word Find application. Most students scored in the Good category, which is the largest group, meaning that many participants could understand and use vocabulary well. Additionally, several students reached the Very Good category, demonstrating strong skills in Meaning, Spelling, Pronunciation, and Usage.

This result marks significant progress compared to the pre-test, where most students fell into the Poor or Very Poor categories. Notably, no students were classified as Fair, Poor, or Very Poor in the post-test. This lack of low scores indicates a positive change in student performance. It also suggests that using the Word Find application was very effective in improving students' vocabulary skills across all four areas. The positive spread of scores shows that students not only learned new words but also sharpened their ability to understand meanings, spell correctly, pronounce words right, and use vocabulary properly in context. These

results strongly indicate that interactive and game-based learning methods, like Word Find, can greatly boost students' vocabulary skills in English.

Table 4.5 Result of Indicator Post Test

The table presents the results of a post-test on vocabulary mastery administered to eighth-grade students. It evaluates four essential vocabulary components: Meaning, Spelling, Pronunciation, and Usage. Student performance is categorized into five levels: very good, good, fair, poor, and very poor. The data shows that the majority of students achieved scores in the Good category across all four indicators, with a considerable number also reaching the very good category. This distribution reflects a strong improvement in students' vocabulary mastery following the use of the Word Find application.

Importantly, no students were placed in the poor or very poor categories for any of the indicators, and only a few remained in the Fair category. This result signifies that almost all students demonstrated satisfactory to excellent levels of performance, indicating the success of the Word Find application in enhancing their vocabulary mastery. These findings highlight the effectiveness of implementing Word Find as a learning strategy in the classroom. The improvement across each vocabulary component suggests that students not only recognized word meanings but also improved their spelling, pronunciation, and usage skills. The results affirm that the application significantly enhanced the students' vocabulary mastery.

Table 4.6 Descriptive of Post Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PostTest	26	80.00	95.00	87.5000	4.94975
Valid N (listwise)	26				

The table below summarizes the post-test results of eighth-grade students at SMPN 5 Alla Redak. The results reflect the students' vocabulary mastery after using the Word Find application as a game-based learning strategy. The students' scores were high and consistent, demonstrating strong performance across the class. The average score placed their vocabulary proficiency in the good to very good categories, suggesting that most students achieved excellent results. The minimal standard deviation indicates only slight differences in student performance, showing that their abilities were relatively even.

These findings suggest that the use of the Word Find application was highly effective in improving vocabulary mastery. The success of this strategy is evident in the students' strong post-test results, which highlight significant improvements in their ability to understand word meanings, apply correct spelling, practice proper pronunciation, and use vocabulary appropriately in context.

To evaluate the effectiveness of the Word Find application, it is important to compare the pre-test and post-test results. This comparison illustrates the students' progress and demonstrates how the application contributed to their vocabulary improvement. The following table displays this comparison and supports the conclusion that the strategy positively impacted student learning outcomes.

Table 4.7 Accumulation of PrePostTest

Test Result	Mean	Category
Pre Test	65.38	Very Poor
Post Test	87.5	Good

The table below compares the pre-test and post-test results obtained from the study. The table summarizes the vocabulary mastery performance of eighth-grade students at SMPN 5 Alla Redak before and after using the Word Find application. The pre-test mean score was 65.38, which placed students in the Poor category. This indicates that their initial vocabulary knowledge was still limited, and significant improvement was needed.

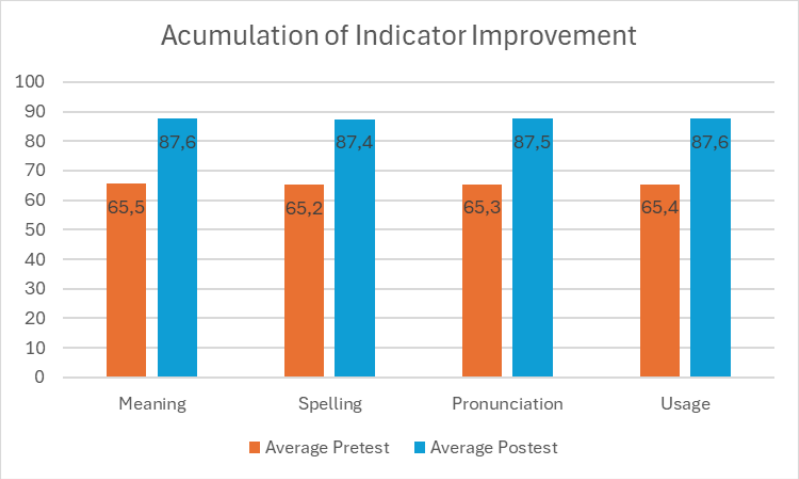
However, after implementing learning activities using the Word Find application, the post-test mean score increased substantially to 87.50, which falls into the Good category. This notable rise in the average score reflects a marked improvement in the students' vocabulary mastery. The shift in category from Poor to Good shows that the students made meaningful progress in understanding and recalling English vocabulary. These results suggest that the Word Find application effectively enhanced students' vocabulary mastery. The increase in mean scores illustrates the positive impact of integrating engaging and interactive word search games into the classroom. The comparison between pre-test and post-test outcomes demonstrates the improvement and confirms the effectiveness of the teaching strategy in fostering better English vocabulary skills among students.

Table 4.8 Accumulation of Indicator Average

Indicator Result	Average	
	Pretest	Postest
Meaning	65,50	87,60
Spelling	65,20	87,40
Pronunciation	65,30	87,50
Usage	65,40	87,60

According to the data it can be showed also from the graph that:

2.1 Pre-test Post-test Graph



The chart above presents a comparison of students' performance in mastering English vocabulary before and after the use of the word find application. This chart focuses on four main indicators: *Meaning, Spelling, Pronunciation,* and *Usage*. Before the intervention, students showed low achievement across all indicators. The average pre-test scores ranged from 65.20 to 65.50, which fall into the poor category. This indicates that students had limited ability in understanding

word meaning, spelling, pronunciation, and usage of English vocabulary, and therefore required significant improvement.

After the implementation of learning activities using the Word Find application, students demonstrated remarkable improvement in all indicators. The average post-test scores increased to 87.40–87.60, which are categorized as good. This suggests that students made substantial progress in understanding word meaning, spelling correctly, pronouncing words, and applying vocabulary in appropriate contexts. This significant improvement highlights the effectiveness of using the word find application as a game-based learning medium. The interactive and engaging learning activities successfully enhanced students' interest as well as their vocabulary mastery in English.

The comparison between pre-test and post-test results clearly shows that the integration of the Word Find application in the learning process has a positive and meaningful impact on students' vocabulary acquisition. Based on these results, the researcher conducted further analysis using a **t-test** to identify the differences and confirm that the improvement was statistically significant.

Table 4.9 T-Test Paired Samples Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	PreTest - PostTest	22.11538	6.80780	1.33512	24.86511	19.36565	16.564	25	.000

The paired samples test results revealed a statistically significant difference between students' pre-test and post-test scores in vocabulary mastery. The mean difference of 22.11 points between the two tests indicates a substantial improvement in performance after the treatment was applied. The standard deviation (6.80) and standard error of the mean (1.33) demonstrate that the data obtained are consistent and reliable. Furthermore, the 95% confidence interval (19.36 – 24.86) confirms that the improvement was not due to chance factors. The high t-value ($t = 16.564$) and the significance level of 0.000 (< 0.05) further support this finding, indicating that there is a very significant difference between the pre-test and post-test scores.

Based on these results, the researcher concludes that the calculated t-value (16.564) is greater than the critical t-table value (2.060) at $df = 25$. Therefore, the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted. These findings confirm that students' vocabulary mastery improved significantly after the implementation of the Word Find application in English learning.

Based on the findings above, there are several steps taken by researchers using the word find application as an interactive learning tool as explained below:

Table 4.10 Learning Indicators

Indicator	**The Use of Word Find Application as an Interactive Learning Tool**
Meaning	The Word Find application displays a list of words that must be searched based on their given meanings or definitions. Through this activity, students become accustomed to connecting words with their correct meanings. This helps them expand their vocabulary and understand word usage in context. *Students are provided with word definitions and are asked to find the corresponding words in the game.*
Spelling	In the process of searching for words, students need to carefully recognize each letter in order to find the target words. This indirectly trains them to write the words correctly. As a result, their spelling skills gradually improve. *After finding the words, students rewrite them with the correct spelling.*
Pronunciation	After finding the words, the teacher asks the students to pronounce them correctly. The teacher or audio models the pronunciation, and the

	students repeat it. In this way, students not only learn the meaning and spelling but also practice producing the words with accurate pronunciation. *Students take turns reading aloud the words they found with proper pronunciation.*
Usage	The final step is applying the words in sentences. This allows students to use the vocabulary communicatively, both in spoken and written forms. This practice strengthens their overall language skills. *Students create simple sentences using the words obtained from the game.*

The Word Find application is an effective interactive learning tool for improving students' vocabulary mastery. Through engaging word search games, the application helps students develop their ability to understand word meanings, spell words correctly, pronounce them accurately, and use the vocabulary in sentences. This application allows students to practice both independently and collaboratively, build stronger understanding through game-based activities, and strengthen their overall language skills.

B. Discussion

This chapter discusses students' basic mastery of the game before and after implementing Word Find as a Game-Based Learning (GBL) learning tool. This analysis is based on research conducted at SMPN 5 Alla Redak using a

pre-experimental design, which aimed to measure the effectiveness of the Word Find application in improving students' mathematics mastery.

The findings of this study are in line with Musmuliadi (2024), who reported that adequate mastery of English vocabulary can provide a better understanding of the message conveyed in words or sentences. A learner who understands the meaning of each word is more capable of expressing opinions, thoughts, or information effectively. This emphasizes the importance of vocabulary mastery as the foundation for developing other language skills.

In Musmuliadi research, the use of Word Brain Games as a learning medium proved to be effective in improving students' English vocabulary mastery. The quasi-experimental design with pre-test and post-test control groups demonstrated that the experimental group, which was taught using the game, achieved higher gains compared to the control group. The treatment encouraged students to actively engage in identifying, recalling, and applying vocabulary, which supported the development of their language competence.

Similarly, the results of this study also showed that the use of the Word Find application significantly improved students' vocabulary mastery. The increase in post-test scores indicated that students benefited from interactive and game-based learning strategies, which created a more engaging and motivating learning atmosphere. These results reinforce the argument that technology-based learning media, particularly vocabulary games, can be effectively integrated into English teaching to enhance students' mastery of vocabulary.

In addition, this study is also supported by the findings of Salsabila (2022), who investigated the implementation of the Word Square and Scramble Sentence models in elementary school students. Using a descriptive qualitative method, Salsabila found that both models helped students discover new vocabulary and arrange it correctly within the context of sentences. The study concluded that word-based games are effective for use in learning activities because they provide meaningful learning experiences and improve students' learning outcomes. These findings are consistent with the present study, as both traditional methods (such as Word Square and Scramble Sentence) and technology-based methods such as Word Find emphasize the importance of students' active engagement in the vocabulary learning process.

Thus, the results of this study and previous research collectively confirm that the integration of game-based learning strategies whether manual or digital plays a significant role in enhancing students' vocabulary mastery. This indicates that teachers should consider utilizing game-based learning media as an effective alternative to support the achievement of English learning objectives, particularly in the area of vocabulary.

Therefore, the results of this study, together with previous research, consistently affirm that integrating game-based learning strategies—whether manual or digital—plays a crucial role in improving students' vocabulary mastery. This suggests that teachers should consider utilizing game-based learning media as an effective alternative to support the achievement of English learning objectives, particularly in the area of vocabulary.

This research is framed by the Game-Based Learning (GBL) theory proposed by Xu et al. (2023), which states that games can be utilized as a medium to achieve learning objectives in a fun and interactive manner. In this context, the Word Find application functions as a game-based digital medium that positions students as active participants in discovering, recognizing, and understanding comprehension. Furthermore, this study also refers to the comprehension theory of Salija & Dollah (2023), which emphasizes that mastery of language comprehension is a fundamental aspect of language learning, as it is key to understanding and using language effectively. Therefore, the focus of this research is directed at improving four key indicators of comprehension: meaning, spelling, pronunciation, and usage.

On the other hand, the theory regarding the use of games in learning from Dewi & Listiowarni (2019) also supports this research. They assert that games in learning can stimulate student interest, motivation, and participation. Therefore, the use of the Word Find application aligns with the notion that game-based media can increase student engagement in the English language learning process.

The findings of this study indicate an increase in average scores from the pre-test to the post-test. The pre-test results showed that most students were in the low category, while the post-test results showed a significant increase, with most students in the good category. A paired-sample t-test also showed a statistically significant difference, confirming that the Word Find application was effective in improving students' comprehension.

The results of this study demonstrated a significant improvement in students' vocabulary mastery after the implementation of the Word Find application. The average pre-test score of 65.38 indicated that most students were still in the very poor and poor categories, with only a few in the fair category. After the treatment, the mean post-test score increased to 87.5, placing the majority of students in the good category, some in the very good category, and none remaining in the very poor category. The t-test result of 15.42, which exceeded the t-table value of 2.06 at the 0.05 significance level, confirmed that the difference between pre-test and post-test scores was statistically significant.

These findings suggest that the use of the Word Find application was effective in enhancing students' vocabulary mastery. Unlike conventional methods such as lecture and drill, the application provided an interactive and enjoyable learning environment that encouraged active student participation. Students were more motivated to engage in learning activities, which helped them acquire new vocabulary more effectively. The application also addressed multiple aspects of vocabulary learning, including meaning, spelling, pronunciation, and usage, offering a comprehensive learning experience.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings above, it can be concluded that the use of the Word Find application has been proven to significantly improve the vocabulary

mastery of the eighth-grade students at SMPN 5 Alla Redak. This is shown by the pre-test mean score of 65.38 and the post-test mean score of 87.5. The result of the t-test also revealed that the t-count was higher than the t-table, namely 16.564 > 2.056, indicating that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. Thus, it can be confirmed that students' vocabulary mastery significantly increased after the implementation of the Word Find application as an interactive learning medium.

B. Suggestion

The success of teaching does not merely depend on the use of the Word Find application itself, but more importantly on how teachers are able to effectively implement technology-based learning through Game-Based Learning. Teachers are expected to utilize this application as an interactive medium to manage the classroom more engagingly, foster students' motivation, and help them develop a deeper understanding of vocabulary. By applying the Word Find application, vocabulary learning is no longer limited to rote memorization but becomes an enjoyable learning experience, ensuring that students do not feel bored when interacting with English materials.

Based on the above conclusion, the researcher proposes the following suggestions:

1. For SMPN 5 Alla Redak

The school should consider integrating the Word Find application into regular English vocabulary learning activities to enhance students' engagement and mastery of vocabulary.

2. For Students

Students are encouraged to consistently use the Word Find application both in the classroom and independently as a self-learning tool to improve their vocabulary skills, including meaning, spelling, pronunciation, and usage.

3. For Future Researchers

Future researchers can explore the long-term effects of using the Word Find application on students' vocabulary mastery, as well as investigate its impact on other language skills such as reading, writing, and speaking.

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