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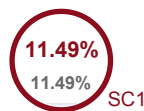
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**INNOVATIVE ENGLISH VOCABULARY LEARNING WITH VARIOUS DIGITAL CONTENT IN PHATNAWITYA SCHOOL THAILAND** Muhammad Ade \_  
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## ARTICLE INFO ABSTRACT

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**Vocabulary development is significant as the basis of language learning, knowing a lot of words will make other language learning aspects easier. There are many ways to teach vocabulary, but teaching vocabulary, especially for young learners can be difficult. Children can become bored easily, thus making the learning process more enjoyable is necessary. This program was conducted to measure the impact of Digital Content such as Word Game and Wordwall in vocabulary learning. This program was conducted at Phatnawitya School, Yala, Thailand. The participants of this program were 27 students from primary 6/4. The data was gathered by observation results and direct practice. The average pre-test and post-test results from the participants of this program were 47.3 for the pre-test and 84.6 for the post-test. The result indicates improvement in vocabulary development and students' enjoyment. The results highlight the potential of innovative strategies and insight for future studies.**

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## Introduction

English vocabulary learning is very important as the base knowledge of English language development, as mentioned by [1] it is required to have sufficient vocabulary to communicate efficiently. It is important to teach and develop vocabulary as early as possible, as stated by [2] that vocabulary development need to start at elementary level.

Vocabulary learning seems like a simple thing to do, Teacher in the class usually will write a word in the whiteboard then explained to the students what it meant and how to pronounce it. Another way to teach vocabulary can be found on books. There will be words, and it will be paired with a picture to give context to the students. The problem is that these two methods can be considered less enjoyable method for the students, especially for young students. Children

still like to play and having fun, teachers therefore need to innovate their teaching strategies [3].  
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The result can be seen in how the students act during the class based on observation. Some of the students in the class shows lack of interest or focus during learning session, the students did another thing while the teacher explaining in front of the class. There are also problem as mentioned by [4] that the difference of language structure or inflections can become huge problem. Based on the interview on some students in the target school, the reason that they show lack of interest is that they cannot understand the structure of English language.

The previous study by [5] they stated that when teaching vocabulary, especially for young learners, teachers need to be more creative so that they can get students attention and interest. They decided to use Picture Cards, as an innovative way to teach vocabulary. These cards chosen as the media, because it is something new to the students. These cards were charming and exciting to students. The result is an improvement, as the students can enjoy the learning process and enrich their vocabulary.

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There also previous study by [6] they use Audio-Visual to help students develop vocabulary better in the class. Audio-Visual is more interesting than just a text in the books, the image can be varied and changed to suits students' preference by teacher as for the audio the students not only listen to the way teachers pronounce the words, but they also can listen to native speaker directly from the audio. Thus, making this media much more interesting.

Making the students more interested and engaged is the key to make an improvement. The purpose of this International Community Service Program is to make positive impact on the target school. Bringing new ways such as using various digital media are implemented to make students more engaged with the material, this is very possible considering the target school have the required facility to implement it. The class have Television, so that both audio and visual content can be shown. This approach will make huge difference as opposed to regular approach such as using books or white board. This program hopefully will help to develop enjoyable learning situation in the future so that it will make huge impact on English Vocabulary development.

#### Type of Articles

The article is an original article, based from the result of international community service.

#### Methods

This program used experimental method, with T-Dependent test to investigate improvement on

Vocabulary development. The participant of this program are 27 Primary students class 6/4 in Phatnawitya School Thailand. The students in this school are required to learn 5 languages, from Thai, English, Melayu, Chinese and Arabic. The case is very interesting, considering they have to constantly learning new languages. The program was carried out to replace regular class session while the English Teacher was away, this is also in line with the agreement from the Advisory Teacher.

The program begins with introduction to the school, the residents, places, and making an agreement with Advisory Teacher. The next step of the program is observation, which conducted in the first week. After the observation, the core program was conducted on the second week. The program was conducted just like usual class would be, as the learning session begins the students are not asked to open their book as the usual procedure would be. Instead, they were asked to raise their hand if they know the meaning of 6 words that previously been written in the whiteboard. The next step was to show them the first digital media to increase their enthusiasm. The first media is Word Game from English Exercises - Learn English with ESL Activities ([agendaweb.org](http://agendaweb.org))

The program then continued with showing the students another digital media, this time to give them context of those previous 6 words that have been written. Using <https://wordwall.net> as the media, students are given two pictures and one word. They just need to guess the picture that matched with the words. These words were taken from the books that students use daily.

The last step is to ask the students how well they can understand those 6 words after the treatment. The students were asked to make 6 sentences based on those words in a piece of paper. The data was gathered by observation result, and direct practice result. The result of those 2 methods was given specific scores to measure the difference, and as an indicator of success.

## Results and Discussions

After the program finished, the result shows that there is a significant improvement while implementing various digital media that mentioned above. The students are engaged in the classroom, they followed the instruction and excited to answer the question that shown in the Television. As for vocabulary development, almost all the students were able to understand the 6 words that previously been written in front of the class. The students able to make simple sentences based on those words.

**The average pre-test and post-test result from the** 27 students that participate on this program was **47.3 for pre-test and 84.6 for post-test. Based on the T Dependent test result, the** difference between implementation of various digital media on the classroom averaging at -37.26667 this greatly shows the improvement of students understanding before and after the program was completed. The minus sign indicates an improvement of Vocabulary level by 37.26667 points. The calculation showed "t" value of

8.795 and "P" value of 0.000 ( $p < 0.05$ ) those numbers indicate an improvement before and after the program.

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Table 1. Average between pre-test and post-test

Table 2. P value of paired sample test

The program was proven to be quite successful to improve students' vocabulary understanding. This also in line with [5] innovative and new media for learning can improve students enthusiasm and understanding. Some students that previously did not known the meaning about 6 words that already written in white board can make 6 sentences based on those words after the program was implemented. The game like media makes students eagerly answers the questions that is shown at the beginning of the class, this also supported based on [7] that play is an integral part of child interest and game design can become a good learning media as long as it were straight-forward, simple, and have immediate feedback. Word Game is simple, the students only need to match the words with many pictures, it is also giving the students immediate scoring system.

Wordwall is also proven to be quite effective when giving context of words to the students, the main point of this media is that the teachers can make their own version of it. Teachers can take a couple of words that students need to learn from anywhere, preferably from the student's book and make their own digital media with it. This approach can be very different and exciting compared with conventional learning with whiteboard on just using a student's book. Based on research by [8] traditional method such as retention of words is considered to be less effective method. Innovative way to teach can bring enjoy As stated by [9] that students wants to feel enjoyed in the class, especially when they have to learn new words so that the next time they can use and remember it.

Nevertheless, the program was well received. Some students can make 6/6 sentences correctly while the other students can have various result. This program was conducted in short amount of time, there also problems like miss communication, so instructions sometimes cannot be understood by the students this also can be addressed by using translation. Hopefully this program can be one of the ways to find suitable learning strategies for elementary students.

## Conclusion

Vocabulary learning is very crucial as the base of English skill, it must be taught as early as possible. Young learners like to play, and discover new ways to learn something. Based on the result of the program, it was clear that the innovative digital media, such as Word Game and Wordwall can be good media to make the student engage and excited

about the learning process. There was clear improvement that clearly shown by the data. The students can understand and make sentence after the program was completed. Hopefully, this result will be beneficial for further study about Vocabulary learning.

#### Acknowledgment

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#### Author Contributions

Muhammad Ade Setiawan: Data Collection, Fika Megawati, Niko Fediyanto, Sigit Hermawan, Nurfi Laili: Study conception and design, **Rosdee Mangkachi, Mary Kristie Anne Saleem, Abdullah Malik Ibrahim**, Taufiqurokhman, Risky Akaputra: Manuscript preparation and proofreading.

**All authors have read and agreed to the published version of the manuscript**

#### Conflicts of Interest

**The authors declare no conflict of interest. References [1] P. P. Arwila, "Strategies Used by English Teachers in Teaching Reading Comprehension," J. Educ. Study, vol. 2, no. 1,**

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