The Use of The Educational Game Educandy in Learning English for Young Learners

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| Article Info	ABSTRACT
	Since vocabulary takes an indispensable hold of English language learning, young learners are demanded to build up a broad collection of words. In line with this notion, the current research intended to analyze the effect of Educandy on young learners' vocabulary mastery and their opinions towards its implementation. The writer applied the quantitative and qualitative approach within an embedded mixed-method design. Twenty-four third-grade students School were involved as the participants. The vocabulary test, observation checklist, and questionnaire sheet were encompassed as the data collection instruments. The results of the study revealed that Educandy had a significant effect on young learners' vocabulary retention with a moderate level of effectiveness. Besides, the students also responded positively towards the implementation of Educandy, in which their activeness, motivation, interest, and enthusiasm to learn vocabulary were increased. In conclusion, Educandy clearly has the potential to lead the way toward better learning outcomes for young learners, particularly in vocabulary mastery. *Karena kosakata mengambil pegangan yang sangat diperlukan dalam pembelajaran bahasa Inggris, pelajar muda dituntut untuk membangun koleksi kata-kata yang luas. Sejalan dengan gagasan ini, penelitian saat ini dimaksudkan untuk menganalisis pengaruh Educandy pada penguasaan kosakata pelajar muda dan pendapat mereka terhadap implementasinya. Penulis menerapkan pendekatan kuantitatif dan kualitatif dalam desain mixed-method tertanam. Dua puluh empat siswa kelas tiga Sekolah terlibat sebagai peserta. Tes kosakata, daftar observasi, dan lembar kuesioner dicakup sebagai instrumen pengumpulan data. Hasil penelitian mengungkapkan bahwa Educandy memiliki pengaruh signifikan terhadap retensi kosakata pelajar muda dengan tingkat efektivitas yang moderat. Selain itu, para siswa juga merespon positif terhadap pelaksanaan Educandy, di mana keaktifan, motivasi, minat, dan semangat mereka untuk belajar kosakata meningkat. Kesimpulannya, Educandy jelas memiliki potensi untuk memimpin jalan menuju hasil pembelajaran yang lebih baik bagi pelajar muda, terutama dalam penguasaan kosakata.*
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INTRODUCTION

English is a universal language that is used by all people around the world to communicate and English has become the most widely studied foreign language in the world (Kitao & Kitao, 1999; Richards & Rodgers, 1986). The ability to speak English is absolutely necessary for communication. In learning English, proper management is needed so that students can understand and understand the material presented. Given the importance of mastering English, learning English should be taught seriously to students. By knowing English, it will be easier for students to master English skills. Learning English is the right of every student in general, regardless of whether the student is typical or a student with special needs. English is also one of the subjects that must be given to students, both in regular schools and special schools (Renandya, Hamied, & Joko, 2018).

The role of the teacher in the era of globalization has become very central, especially in providing value reinforcement. Teachers and students cannot interact directly in a room, of course it greatly influences the responses of students in understanding a learning material (Siagian, 2021). This learning method is really needed in learning, especially for teachers as educators because teachers must be able to manage class conditions so that a fun and interactive learning atmosphere can be created (Chalimi & Firmansyah, 2021).

Learning media is a tool used by teachers in conveying material to students in the process of teaching and learning activities (Sadiman, 2011: 23). The media used must increase learning motivation, make learning effective, train students to learn independently, and be able to balance the rapidly developing technology (Arsyad, 2013). Currently, there are many technologies that can be used as learning media, such as computers, laptops, LCDs, and cell phones. The use of learning media used can increase the achievement of student learning outcomes (Nurhabibah et al., 2021).

Educandy is a web-based application that has the slogan 'making learning sweeter' (making learning sweeter). Educandy can be used to create fun online games. Games that are made are still in the context of learning but not boring. (Sustainable, 2020). With Educandy, we can create interactive learning games in a matter of minutes, educandy has a display that is very easy for ordinary users to understand. There are eight models of learning games that can be made, including Crosswords (crosswords), Multiple Choice (multiple choice), Word Search (looking for words among the random arrangement of letters), Noughts & Crosses (choose the correct answer by up to the transverse position), spell It (giving answers by spelling letter by letter), Anagram (exchanging letters in words so that the word has another meaning), Match-up (matching), memory (choosing answers according to the order specified).
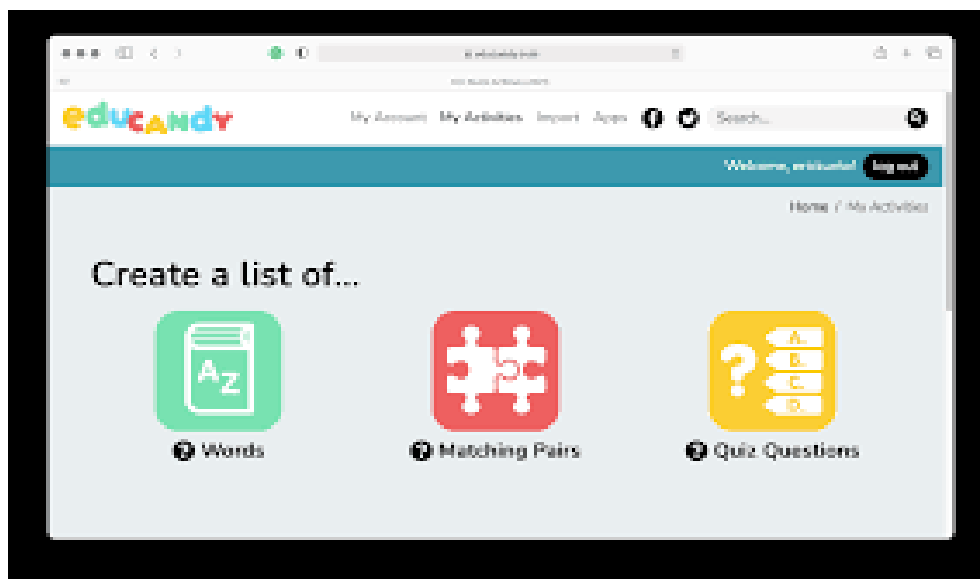
Educandy has three core game features, namely words, matching pairs, and quiz questions. However, these three features can be created into several more types of games, such as word search, hangman, anagrams, naught & crosses, crosswords, match-up, memory, and multiple choice. The benefit of the 'word search' game in is that it can train memory and increase vocabulary. Examples of part of speech questions that can be used are various kinds of parts of speech. Almost the same as the 'word search' game, the benefits of the 'matchup' game are to train memory by showing how long students take the quiz and the last is the benefit of the 'multiple choice' game, which is to practice understanding part of speech by limiting the time during processing. So that it makes the students feel challenged and excited when working on the quiz made by the teacher.

The success of this game can foster independence from students. Students can fill in questions correctly and quickly and students can also think fast and think slow in working on the questions in the educandy game. The results obtained by students contributed to a very satisfying success because students became more active and independent in their work.

METHOD

This study used a qualitative descriptive method. The qualitative descriptive method has become a prevalent procedure for conducting research including education, the purpose of descriptive research is to describe a characteristic and phenomenon. According to Mukhtar (2013:10), the qualitative descriptive research method was a method used by researchers to find knowledge or research theory at a certain time. This study presented the data descriptively. Research data was the result of evaluation with educational games. Sources of research data were several young learner students in East Jakarta. The data collection technique was using observation. Data analysis techniques were selecting data in accordance with the research formulation, data presentation done descriptively, and drawing conclusions to facilitate research in knowing the results of the study. This analysis was carried out with the aim of knowing whether this educational game was liked by many young learners.

RESULTS AND DISCUSSION

The data that will be presented in this discussion is the result of a questionnaire that we share via a google form regarding student responses to the educandy quiz game. The analysis table below is a response from 10 young learners students in the city of East Jakarta regarding. Based on the data obtained

No.	Pertanyaan	Tanggapan	
		Ya	Tidak
1.	Menurut kamu apakah game edukasi Educandy menarik?	90%	10%
2.	Menurut kamu apakah game edukasi Educandy memiliki manfaat?	100%	0%
3.	Menurut kamu apakah game edukasi Educandy mudah digunakan?	90%	10%
4.	Menurut kamu apakah game edukasi Educandy menyenangkan?	90%	10%
5.	Menurut kamu apakah game edukasi Educandy dapat menambah ilmu?	100%	0%
6.	Menurut kamu apakah game edukasi Educandy membosankan?	0%	100%
7.	Menurut kamu apakah game edukasi Educandy sulit digunakan?	0%	100%

From the questionnaire, it can be seen that questions number 1 to number 5 are positive questions, while questions number 6 and number 7 are negative questions. Question number 1 asked young learners' opinions about their interest in the Educandy game, 9 out of 10 young learners answered that

the Educandy game was interesting to them while one young learner answered that he was not interested in the Educandy game.

The next question asks about the opinion of young learners and whether the Educandy game has benefits for all young learners, the answer is that the Educandy game has benefits for young learners. Question number three asks young learners whether Educandy games are easy to use or not and the answer is 9 out of 10 young learners answer that Educandy games are easy to use while 1 young learner responds that Educandy games are difficult to use.

Question number 4 asks young learners whether the Educandy game is fun for them and their response is 9 young learners answer that the Educandy game is fun while 1 young learner responds that the Educandy game is not fun. Question number 5 asked young learners' opinions about the Educandy game that could add to their knowledge and 10 of the young learner answered that the Educandy game could add to their knowledge.

For negative question number 6 young learners were asked their opinion about the Educandy game being boring and 10 out of 10 young learners answered that the Educandy game was not boring for them. and for the last question number 7 asking young learners' opinions about whether the Educandy game is difficult to use or not, the response from 10 young learners is that the Educandy game is not difficult to use.

CONCLUSION

The primary aim of this study was to explore the effectiveness of using games in teaching English to non-English major students at Ho Chi Minh the City University of Food Industry (HUFI). These findings show that although there are many factors affecting the English language learning of non-language major students such as feeling pressured, finding it difficult to learn English skills, and so on, it can not be denied the benefits of learning English.

Learning English will give them many benefits in their lives such as expanding relationships, having good opportunities for jobs, and soon. Understanding the necessity of English and the desire to help students learn it better, English teachers have used English games to reduce the pressure on students when they learn a foreign language. Besides, they want to create a good environment in which their students learn more actively, more competitively, and more cooperatively in class. It can be said that initiative, cooperation, and competition are three factors that determine the success of a foreign language class. To do that, teachers have to go through many difficulties.

According to the survey, teachers think that the application of games brings noise to the people around them. Besides, some teachers said that it is very difficult to create games that are suitable for each student or each lesson. Although it is difficult, we can see that all teachers find its 9 of 10315 benefits more than its disadvantages. They are willing to overcome all these things so that their students study better. In conclusion, it is clear from the results of this research that games are valuable instruments in language teaching classrooms in terms of creating a relaxed atmosphere for learners, and that games are very useful for both learners if they have an instructional purpose rather than being enjoyable.

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