

Enhancing Vocabulary Mastery through the Use of *Educandy Game* Application as an Interactive Learning Tool

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Abstract

Currently, there is growing integration on the use of technology. There should be appropriate tools to enhance vocabulary mastery for the learners, especially English learners. Educandy is recognized as an interactive learning platform to support learners' vocabulary mastery. This study adopted a mixed-method approach to provide a more comprehensive understanding by examining both learning outcomes and students' responses. Its aim is to provide insights into how Educandy can enhance vocabulary learning among seventh-grade students at MTs Arrobiah Azzain Grinting. 60 students were randomly selected and divided into two groups; experimental and control groups. Educandy has improved vocabulary at MTs Arrobiah Azzain, shown by higher post-test scores and positive student feedback from observations and interviews. This finding confirmed that using the Educandy video game effectively enhanced EFL secondary students' vocabulary acquisition. The implementation of this interactive tool not only improved students' vocabulary knowledge but also increased their enthusiasm for learning. The students were able to enjoy learning vocabulary using Educandy video game, which made them enthusiastic in learning. The students could easily remember what they have learned in their class by using Educandy video game. Based on the research findings, it was concluded that using the Educandy video game effectively enhanced vocabulary learning for EFL secondary students. This was evident that there was improvement in students' vocabulary mastery and their increased enthusiasm for learning.

Keywords: Educandy, vocabulary mastery, game-based learning

INTRODUCTION

In recent years, educational technology and gamification have gained traction as effective tools for enhancing learning experiences. Research has shown that gamifying educational content can significantly increase student engagement, motivation, and knowledge retention. A

study published in Smart Learning Environments found that gamification enhances student engagement, leading to improved skill development and optimized learning outcomes (Huang & Hew, 2019). Educandy is one such interactive gamification to make learning more engaging and enjoyable. Creating interesting learning

experience is necessary for the teacher to teach students in this era. The teacher should also be creative while teaching the material. In the teaching and learning measure, the teacher typically needs media to assist in the creation of a positive classroom environment. McKinney (2017) stated that an innovative and interesting teaching method is an effective way to create a comfortable and engaging learning environment, allowing students to benefit from innovative thinking (as cited in Almanar, 2019). In this modern era, teacher must be able to get deeper understanding of the technology that engages and motivates the students, particularly in English learning. Facilitating EFL secondary students' vocabulary learning using Educandy video game may help the students to improve their English Vocabulary.

Recent studies have highlighted the expanding significance of technology in education, emphasizing both its potential and limitations. Lin et al. (2022) highlight how the metaverse and extended reality might improve learning experiences, although digital literacy is still a major obstacle. Similarly, Gomez-Galan (2018) contends that media education is critical for establishing digital literacy in an era characterized by information flow and communication processes. Despite the incorporation of technology, many students still struggle to reap its benefits due to limited access and abilities (Cetin et al., 2023). This challenge is also evident in English language learning, particularly in vocabulary acquisition at seventh-grade students at MTs Arrobiah Azzain Grinting, where the students often face significant hurdles in acquiring vocabulary. The complexity of learning challenges in classrooms often produces less conducive environments to study. In some cases, students can only memorize one or two common words, and create difficulties in communicating in English.

To address this issue, the researcher has opted for an innovative approach by incorporating the use of game platform in vocabulary learning. As game platforms, "Educandy" games are anticipated to offer a creative solution to make vocabulary learning more conducive and enjoyable. Through this teaching method, the research aims to delve into the factors affecting classroom conduciveness and lack of focus in vocabulary learning, with the hope of providing insights for enhancing the effectiveness of learning. A study by Dewi, I. G. A. B. S., & Ganing, N. N. (2022) found that the use of educational games based on interactive multimedia significantly improved students' vocabulary mastery, as evidenced by higher post-test scores compared to pre-test scores.

To foster enthusiasm and overcome inertia, students require compelling and enjoyable vocabulary learning experiences. If the students want to succeed in learning English, they must be able to apply a large amount of vocabulary. When the students share the same native language, they may struggle to grasp and express their thoughts in English. This is because they tend to rely on their first language for communication, which limits their exposure to English and makes it harder to develop fluency. Furthermore, with a limited vocabulary, the students will have limited comprehension of speaking, reading, listening, and writing. It is possible that learning a language without mastering vocabulary is impossible. Sullivan and Alba stated that people can convey very little without grammar but without vocabulary, people can be nothing conveyed (Dakhi & Fitria, 2019). It means that vocabulary is crucial when the students communicate in a foreign language, particularly English.

The video game industry has grown rapidly, generating huge revenue worldwide. In 2023, the global gaming market reached

about \$196 billion, surpassing streaming and box-office sales (Bain & Company, 2024). In the U.S., gaming revenue was \$7.54 billion in January 2025 alone (Statista, 2025). These numbers show how important and influential the gaming industry has become. According to Maass et al (2017), although the effects of video game concerns about students' academic achievement emotionally and cognitively, many educational researchers and learning scientists believe that video games can be leveraged for engagement student motivation and academics. Wachid (2017) stated that video games are not just a source of entertainment but can also serve as educational tools. They can enhance knowledge, teach life skills, and reinforce positive learning habits for students of all ages. In the United States, 27% of video game users are under 18 years old, a crucial age for active learning. Games can help educators engage students by making learning more dynamic and interesting, particularly in English language learning. They provide an enjoyable and interactive approach that keeps students motivated and enthusiastic about the learning process.

The researcher chooses the game as a media to learn English vocabulary, because students are able to give acceptable and enthusiastic replies in class by employing the games. Using game as a media to learn English is usually called as digital game-based language learning (DGBLL). Digital Game-Based Language Learning (DGBLL) has been shown to enhance student motivation and encourage peer interaction. Peterson (2016) observed that game-based learning environments provide immediate feedback and rewards, significantly boosting intrinsic motivation. Similarly, Reinders (2012) found that the interactive nature of games fosters collaboration, prompting students to listen attentively to their peers during gameplay. Additionally, Hamari, Koivisto, and Sarsa (2014) found that

gamification in education promotes social interaction and teamwork, reinforcing the idea that games not only enhance learning but also improve peer communication.

Regarding game as learning media to learn English vocabulary, many studies have been conducted in investigating game as a learning media to learn English vocabulary. Antara (2022) analyzed the effect of Educandy on young learners' vocabulary mastery and their opinions on its implementation. The results showed that Educandy had a significant effect on vocabulary retention, with a moderate level of effectiveness. Similarly, Chen and Hsu (2020) investigated the impact of serious games on vocabulary and content learning, finding statistically significant increases in both vocabulary acquisition and subject knowledge. Additionally, Rizqi (2018) examined the effectiveness of the Jeopardy game in teaching vocabulary to seventh-grade students at SMPN 1 Geger, revealing that the game was effective in improving students' vocabulary achievement.

Although many studies have explored the use of games as a medium for learning English vocabulary, research specifically analyzing the impact of the Educandy game on learning motivation and vocabulary mastery in EFL secondary students remains limited. To address this gap, the researcher aims to investigate how Educandy enhances the English vocabulary mastery of seventh-grade students at MTs Arrobiah Azzain Grinting. Additionally, this study will examine the responses of these students after using Educandy as a tool for learning English vocabulary.

The studies used a digital game conducted by several researchers. Both Chen and Hsu (2020) and Dwirahmita (2020) explored the use of game-based learning as a strategy to enhance students' vocabulary acquisition, demonstrating its potential effectiveness in improving language learning

outcomes. The study by Howard and Hsu (2020) found that a serious game, "Slave Trade," had a positive impact on both vocabulary and history knowledge among college EFL students, with vocabulary learning mainly attributed to the rich contextual clues of the gaming environment and repetitive exposure to target words (Chen & Hsu, 2020). On the other hand, Dwirahmita (2020) found that game-based learning can be an effective way to teach vocabulary among junior high school students, as it provides a more engaging and interactive learning experience compared to traditional methods. Both studies suggest that game-based learning can be an effective tool for improving vocabulary acquisition among students.

Several studies have investigated the effectiveness of game-based learning in vocabulary acquisition. Rizqi (2018) discovered that employing the Jeopardy game to teach vocabulary to seventh-grade students at SMPN 1 Geger had a positive impact on their vocabulary achievement, as evidenced by a significant difference in post-test results between the experimental and control groups. Similarly, Sari (2022) examined the use of Games to Learn English as a technique to enhance English vocabulary mastery among seventh-grade students at Junior High School 27 Bulukumba in South Sulawesi, Indonesia, finding that game-based learning was beneficial in improving vocabulary acquisition. Additionally, Nguyen (2022) investigated the use of multimedia resources in teaching vocabulary to Vietnamese EFL students, concluding that multimedia materials can be an effective tool in vocabulary instruction.

These studies by Rizqi (2018), Sari (2022), and Nguyen (2022) all explore different methods for teaching vocabulary to EFL students, suggesting that game-based learning approaches can effectively improve vocabulary acquisition and reading

comprehension skills. Furthermore, Frederick (2010) supports this notion, stating that digital game-based learning can be used to enhance vocabulary instruction for developmental reading students. Based on these findings, the researcher is interested in investigating the Impact of Educandy Game in enhancing vocabulary mastery of the seventh-grade students at MTs Arrobiah Azzain Grinting.

Educandy is a web-based application that is used to create quiz. Everyone has access to create or play this quiz. Educandy has 3 games features core, those are: Words, Matching pairs, and Quiz question. However, those 3 features can be created into several types of games again, such as word search (find the words among random letter arrangements), spell it (provides an answer by spelling letter by letter), anagrams (exchanging letters in words, so that the word has another meaning), noughts & crosses (choose the correct answer with up to position transverse), crosswords, match-ups, memory (choosing the correct answer based on the word that is/bg already determined), and multiple choice.

Based on the explanation, the researcher addresses the following research question:

1. How is the implementation of the Educandy game in learning vocabulary in seventh-grade students of MTs Arrobiah Azzain Grinting?
2. How does the Educandy game enhance the vocabulary mastery of the seventh-grade students of MTs Arrobiah Azzain Grinting, Bulakamba, Brebes?
3. How do students of MTs Arrobiah Azzain, Bulakamba, Brebes respond to vocabulary learning using the Educandy game?

METHODOLOGY

This study conducted in the seventh-grade class of MTs Arrobiah Azzain Grinting to

examine the impact of the Educandy game on students' vocabulary mastery, as well as their responses toward vocabulary learning. The research employed a mixed-methods approach, integrating both qualitative and quantitative data through a quasi-experimental research design. According to Thyer (2012), quasi-experimental research is designed to determine causal relationships between variables, allowing researchers to assess the effects of an intervention without full randomization.

Tabel 3.1
the design of quasi experimental research
(Creswell, 2021)

Experi- mental class	Pre- test	Experiment al class	Post -test
Control class	Pre- test	Control class	Post -test

The researcher employed a quasi-experimental approach by dividing participants into experimental and control groups. The Educandy application was utilized exclusively in the experimental class, while the control class did not receive the intervention. This study aimed to investigate the effectiveness of Educandy in teaching vocabulary by implementing it in the experimental class and assessing the outcomes through a vocabulary achievement test.

The participants in this study were seventh-grade students from MTs Arrobiah Azzain, which had four classes, each consisting of 30 students. To ensure equal group sizes, the researcher selected 60 students from two classes using purposive sampling. These students were then divided into two groups: 30 students in the experimental group, who used the Educandy game, and 30 students in the control group was taught vocabulary using traditional teaching methods instead of the Educandy game. The teacher introduced new

vocabulary through textbook-based learning, teacher explanations, Power point and structured exercises.

In selecting participants, the researcher applied the purposive sampling technique. According to Creswell (2021), purposive sampling is a non-probability sampling method where participants are chosen based on specific criteria relevant to the research objectives. This approach allowed the researcher to select students who could provide valuable insights into the study and represent the target population.

Based on the pre-test results, many students demonstrated limited knowledge of English vocabulary, both in meaning and pronunciation. During interviews, students confirmed that they had insufficient vocabulary memorization, making it difficult for them to construct sentences and engage in conversations in English. This aligns with the fact that many students have limited exposure to English vocabulary. Even if they recognize some words, they still struggle with pronunciation due to a lack of practice and exposure outside the classroom. These challenges highlight the difficulties faced by seventh-grade students at MTs Arrobiah Azzain in developing their English language skills. Some students express reluctance to learn due to a lack of effective teaching methods and engaging approaches.

RESULTS AND DISCUSSION

This study examined the effectiveness of the Educandy game application in enhancing students' vocabulary mastery as an interactive learning tool. The research focused on evaluating its impact on students' vocabulary mastery and their responses toward learning vocabulary using the game.

The implementation of Educandy game to the students' vocabulary of the seventh-grade students of MTs Arrobiah Azzain, Bulakamba, Brebes.

The researcher analyzed the implementation of Educandy game on students' vocabulary learning to seventh-grade students of MTs Arrobiah Azzain Grinting in academic year 2024/2025. The implementation is supported by the students' interest and enthusiasm in learning English, especially in learning English vocabulary. Researcher tried to facilitate Educandy game so that learning is more interesting and not boring. To achieve learning goal learning process, researcher used Social Learning Theory. Bandura (1977) stated that learning theory is a theory that emphasizes the importance of observing, imitating the behaviors, attitudes, and emotional reaction of others (Deming & Johnson, 2021). This theory is created when the students observe and imitate teacher attitude by paying attention to what happen in the class. The teacher can know the respond of the students how they imitate the teacher. For the model learning, the researcher used Project Based Learning. Brundiers and Wiek (2013) and Krajcik & Shin (2014) stated that Project-Based Learning (PJBL) is an approach to learning that provides opportunities for the students to deepen their knowledge and develop their abilities through problem solving and investigation activities (Guo et al., 2020). For the learning method, the researcher used demonstration approach combined with Educandy game.

The findings revealed that the Educandy game was successfully implemented and had a positive impact on students' vocabulary acquisition and enthusiasm for learning. By playing Educandy, students were able to easily remember and learn new vocabulary in an engaging way. To ensure a smooth learning process, the researcher facilitated the use of Educandy in the classroom to keep activities interactive and enjoyable. Students did not need to create accounts or bring their own devices, as the game was displayed using a

projector at the front of the class. This setup allowed all students to actively participate and follow the researcher's instructions. The students responded with high enthusiasm and interest, as they found the game both fun and engaging. The interactive nature of Educandy encouraged them to be more involved in the learning process, increasing their motivation and willingness to learn. Many students expressed that learning while playing made the experience more enjoyable and effective.

The findings of this study align with the research conducted by Antara (2022), which demonstrated that Educandy can be effectively used in classroom activities for young learners. His study found that Educandy has the potential to enhance student learning outcomes, particularly in vocabulary retention. Additionally, students responded positively to the use of Educandy, showing increased engagement, motivation, interest, and enthusiasm in learning vocabulary.

How does Educandy game enhance the vocabulary mastery of the seventh-grade students of MTs Arrobiah Azzain Grinting, Bulakamba, Brebes?

a. Description of Statistical Test

The Function of statistics is to provide an overview or description of data seen from several values, including, average or mean, standard deviation, minimum, maximum, variance, sum, range, kurtosis and skewness of the distribution. The following is a descriptive statistical test of the experimental class and control class that have been input into SPSS:

Table 1
Description of Statistical Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	30	30	77	53,37	9,072
Post-Test Experiment	30	50	88	69,83	9,513
Pre-Test Control	30	36	64	51,63	8,512
Post-Test Control	30	36	68	52,53	7,982
Valid N (listwise)	30				

Descriptive statistical analysis is useful for describing research data. Based on Table 1, data from the experimental and control classes produce different minimum, maximum, mean and standard deviation values. The lowest minimum value is in the pre-test experimental class. The highest maximum, mean and standard deviation values are in post-test experimental class.

b. Normality Test

Normality test is conducted to determine whether the distribution of research data is normal or not. An absolute requirement before conducting data testing is that the data must be normal. The following is a normality test of the experimental and control class data. In other word, evaluating whether a dataset adheres to the assumption of normal distribution is a goal of normality test and the data is normally distributed.

Table 2

Test of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Kelas		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pre-Test Experiment	,127	30	,200 [*]	,947	30	,140
	Post-test Experiment	,124	30	,200 [*]	,975	30	,695
	Pre-Test Cotel	,138	30	,152	,938	30	,082
	Post-Test Control	,140	30	,138	,968	30	,475

Based on Table 2, the results of the normality test have a significant value > 0.05 . So, it can be concluded that the research data is normally distributed. Because the data distribution is normal, we use parametric statistics (Paired Sample Test and Independent Sample Test) to conduct data analysis.

c. Paired Sample T Test

This data test is used to determine the difference in the average of two paired samples. The requirement for the paired sample t test is that the data is normally

distributed. The following are the results of the paired sample t test.

Table 3

Paired Samples Statistics

Paired Samples Statistics									
		Mean	N	Std. Deviation	Std. Error Mean				
Pair 1	Pre-Test Experiment	53,37	30	9,072	1,656				
	Post-Test Experiment	69,83	30	9,513	1,737				
Paired Samples Test									
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-Test Experiment- Post-Test Experiment	-16,467	10,585	1,933	-20,419	-12,514	-8,520	29	,000
Pair 2	Pre-Test Control- Post- Test Control	-,900	6,305	1,151	-3,254	1,454	-,782	29	,441

The data on table 3, it gives output pair 1 obtained a Sig. (2- tailed) value of 0.000 < 0.05 , it can be concluded that there is a difference in the average learning outcomes of students for the experimental pre-test and experimental post-test. While in pair 2 obtained Sig. (2-tailed) < 0.05 . So, it can be concluded that there is a difference in the average learning outcomes of students in the pre-test control and post-test control classes.

d. Homogeneity Test

Homogeneity test aims to determine whether the diversity of data from two or more groups is homogeneous or heterogeneous. The following are the results of the homogeneity test of the experimental and control class data.

Table 4

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
hasil Belajar Siswa	Based on Mean	,622	1	58	,434
	Based on Median	,675	1	58	,415
	Based on Median and with adjusted df	,675	1	56,364	,415
	Based on trimmed mean	,605	1	58	,440

Based on SPSS output above, it is known as the Sig. Based on mean value is $0.434 > 0.05$, so it can be concluded that the post-test variance data of the experimental class and the control class are the same or homogeneous. So, the requirements for the independent sample t test have been met.

e. Independent Sample T Test

This test is conducted to determine the difference in the average of unpaired samples. The independent t test is conducted on experimental post-test data and control post-test data. The following is the independent sample t test data test

Independent Samples Test									
		Levene's Test for Equality of Variances				t-test for Equality of Means		95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	
hasil Belajar Siswa	Equal variances assumed	,622	,434	7,631	58	,000	17,300	2,267	12,762 21,838
	Equal variances not assumed			7,631	56,301	,000	17,300	2,267	12,759 21,841

Group Statistics				
	Kelas	N	Mean	Std. Deviation
hasil Belajar Siswa	Post-Test/Kelas eksperimen	30	69,83	9,513
	Post-Test/Kelas Kontrol	30	52,53	7,982

Based on the data above, Sig. (2-tailed) value is $0.000 < 0.05$, so it can be concluded that there is a difference in the average learning outcomes of students and the mean value is > 0.05 .

f. Test of Validation

The calculation of the validity of the question indicator is carried out by understanding the

correlation coefficient R count compared to R significant level of 5% (0.05). The R table score with a significant level of 5%, that is $df = n - 2 = 38$, obtained R table = 0.320. This means that if R count is greater than or equal to R table (0.320), then the data is said to be valid. Based on the calculation results on the data above, it is known that the total data $A1 = 0.792 > 0.320$. So, the data is declared valid. Overall test results can be seen above.

g. Reliability Test

Case Processing Summary			
		N	%
Cases	Valid	30	100,0
	Excluded ^a	0	,0
	Total	30	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
,744	41

Data that has a reliability test value > 0.7 has a high level of reliability of has met the requirements of data reliability. The conclusion from the SPSS test results above is that the reliable level (KR-20) is more than 0.7 (> 0.7) which is 0.744. So, it can be concluded that the question instrument meets the requirements of instrument reliability, or the data is declared reliable.

Case Processing Summary is used to see if there is any missing data during the data processing process. The Case Processing summary level in the SPSS results from the 40 samples data above is 100%. This means that during the processing data, there is no missing data.

How students of MTs Arrobiah Azzain, Bulakamba, Brebes respond to vocabulary learning using Educandy video games

The researcher analyzed seventh-grade students' perception in learning vocabulary using Educandy video game at the seventh grade of MTs Arrobiah Azzain Grinting. Based on the result, there were 10 students who had answered the interview. The interview contained 6 questions consisting of question about students' perception to the implementation of Educandy game in learning English vocabulary. Based on the observation in implementing Educandy video game in learning vocabulary, all the students could enjoy learning vocabulary using Educandy video game, which made them enthusiastic in learning. The students really enjoyed and liked learning using Educandy game. Learning while playing game helped the students in memorizing vocabulary. Some students gave their perceptions toward the implementation of Educandy game in learning English vocabulary, such as fun, exciting, supportive, varied, very helpful, and very easy.

Interviewer: *"What is your opinion about learning vocabulary using Educandy game?"*

Respondent 1: *"Great game that can be used to learn English vocabulary"*.

Respondent 2: *"Very helpful, and fun"*.

Respondent 3: *"Good, it helps me learn English"*.

Based on their perceptions, students enjoyed playing the Educandy game as part of their vocabulary learning. They found games to be entertaining, engaging, and often challenging, making the learning process more enjoyable and effective. Using games while studying was perceived as beneficial, fun, and helpful for memorization.

Students also expressed satisfaction with the implementation of Educandy in their English vocabulary lessons. One student shared that learning vocabulary through Educandy was fun and engaging, making it easier to remember new words. The student highlighted that the repetition of quizzes in

different game formats helped reinforce vocabulary retention, making the learning experience exciting and effective

As represented in the students' answer above, when Educandy game was implemented, the students seemed to enjoy the learning process and were motivated to learn. They were responsive and enthusiastic to the learning. When the researcher varied the game with same question, almost all the students raised their hand to answer the quiz in the game. The variety of quizzes in Educandy made the students interested, because the students were required to answer quizzes in different ways, but the questions were same. Students could find out mistakes from the previous game. So that, when there was similar question in other game, students could answer correctly, because they already know it from the previous type of game. By repeating the same questions and answer, students will get a complete understanding.

However, some students faced challenges in understanding new vocabulary introduced in the game, particularly in pronunciation and interpreting meanings using English. One student expressed that while the game was helpful for memorizing vocabulary, they felt confused when encountering unfamiliar words, as they struggled to understand their meanings and pronounce them correctly.

"This game is very help me in remembering English vocabulary, but I fell confuse when there is new vocabulary, I do not know the meaning and I can't pronounce it correctly".

These results align with the findings of Khoirunnisa and Hidayat (2019), who reported that one of the challenges students faced was interpreting vocabulary using English. This difficulty arose because students did not take the time to observe and understand the vocabulary provided by the researcher before starting the game. To address this issue, the researcher repeated the

game using the same quiz but in different types of Educandy games.

Using the Educandy game in learning English vocabulary can motivate students to engage in the learning process. Educandy provides an interactive and enjoyable way to support vocabulary acquisition. Students expressed that the game encouraged them to participate actively, as they felt motivated to play and complete the quizzes in Educandy.

“Educandy can support English vocabulary learning, I feel motivated to play games and do the quiz in Educandy game”

The researcher made interviews with the teacher of Seventh-grade of MTs Arrobiah Azzain Grinting about the implementation of Educandy game, but the researcher is non-participant in this research. The research wrote the interview with the teacher to get details of certain data to be analyzed. The teacher said that Educandy is one of the solutions to get students' attention in learning English vocabulary and make the students aware of technology that can help them in learning English.

“Educandy game is one of the solutions for the teacher to teach English in an interesting way, it can be a facility of learning media. Moreover, Educandy can be accessed through students' own cell phones, so Educandy can also be used during online learning. It also makes students aware of the importance of technology that technology can help them in learning, especially learning English vocabulary”.

Bin-Hady, W. R. A. (2021) supported the findings of this research. His study demonstrated that digital game-based learning can be effectively implemented in EFL classrooms to enhance vocabulary acquisition. The research highlighted several benefits of using games for vocabulary learning, including creating authentic contexts that encourage natural language use and increasing students' motivation to learn vocabulary more easily.

To understand the impact of digital games on vocabulary acquisition, the researcher conducted interviews with 10 students. All participants stated that using the Educandy game made it easier for them to learn English vocabulary. All the students said that Educandy game made them easier to learn English vocabulary. They did not feel bored during the learning process because Educandy game has many varieties of game, so it made the students more interested in learning English vocabulary. Some students also said that Educandy game helped them to memorize the vocabulary because it was practiced repeatedly. It could help the students to increase the amount of vocabulary mastery. There were also 2 students said that they had problem when using Educandy game as a learning media in English vocabulary learning, the problems was when they understood new vocabulary that was found in the game, especially in how to pronounce it correctly and how to interpret by using English. It was because when the researcher gave the key before game was begun, they felt lazy, and their moods were not good. In this case, to overcome the problem, the researcher repeated the game with the same quiz in a different type of Educandy game. So, they will remember the vocabulary.

The findings of this study suggest that the majority of students responded positively to the use of Educandy in their vocabulary learning. They found the game enjoyable, motivating, and effective in helping them remember new words. However, some students encountered challenges in pronunciation and meaning interpretation, highlighting the need for teacher guidance alongside game-based learning.

This game will help the teacher to convey the material related to the vocabulary, so that students will easily memorize English vocabulary. However, students must also be enthusiastic and motivated, particularly by

themselves, in order to increase their English vocabulary knowledge.

So, from the result of the researcher findings, the seventh-grade students of MTs Arrobiah Azzain Grinting had a positive perception of Educandy as a vocabulary learning tool. The game-based approach made learning more enjoyable and helped students memorize vocabulary efficiently. The variety of quizzes kept students engaged by presenting the same words in different formats, which reinforced understanding and retention. By repeating the quizzes, students gained a deeper grasp of vocabulary and were less likely to forget new words.

CONCLUSION

The researcher concludes several points from the implementation of Educandy game in English vocabulary learning in the seventh-grade of MTs Arrobiah Azzain Grinting, Brebes. Based on the research findings, the research showed that enhancing EFL secondary students' vocabulary learning using Educandy could be implemented and could enhance students' vocabulary mastery and enthusiasm for learning vocabulary. Educandy game has many advantages: 1) Educandy has many types of word game variation that can be played, 2) Educandy makes the teacher easier to create varied quizzes, 3) Educandy game can be effective and interesting way to review and improve students' understanding. Although the Educandy game was effective in enhancing vocabulary learning, some challenges were identified in its implementation. Students faced difficulties using Educandy independently without the teacher displaying it in front of the class. Issues such as unstable internet connections, limited access to mobile data, and the lack of smartphones among some students created obstacles. Additionally, the teacher or quiz creator could not track students' quiz results, and the

game required a stable internet connection to function properly.

Despite these challenges, the research results showed a significant improvement in students' vocabulary mastery. A comparison of pre-test and post-test scores indicated a positive impact on vocabulary acquisition among seventh-grade students at MTs Arrobiah Azzain, Bulakamba, Brebes. This confirms that using Educandy contributed to students' vocabulary development.

The interview results further supported these findings, revealing that students had a positive perception of Educandy. They found the game enjoyable and engaging, which increased their enthusiasm for learning vocabulary. The interactive nature of the game helped them retain vocabulary more effectively, making it easier to remember words learned in class. Although some challenges were noted, students agreed that the benefits of using Educandy outweighed the difficulties. Based on these findings, Educandy can be recommended as an effective tool for teaching vocabulary to EFL secondary students. However, to maximize its effectiveness, teachers should provide support in addressing technical issues and ensuring equal access for all students.

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