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Development of Vocabulary Learning Training Module Using Games for Vocational English Teachers to Improve Teachers' Competency

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Abstract:

The purpose of this study was to develop a vocabulary learning training module that contains games that can help vocational English teachers from several vocational high schools in Salatiga. Research and Development (R&D) approach was employed in this study. This study involved seven steps of the Borg and Gall model developed by Sugiyono model (2019): potential and problems, data collection, product design, design validation, design revision, product trial, and product revision. Ten vocational English teachers from several vocational high schools in Salatiga participated in the study. Data collection techniques were done using document study, interviews, questionnaires, and tests. Data analysis was performed with qualitative-quantitative analysis. The results of the study were in the form of a vocabulary training module for English teachers with games. Based on the development of vocabulary training module, the resulting product is training modules that can be used and applied by teachers in carrying out teaching and learning activities in vocational high schools in Salatiga and describe the application of games so that they can be used as a reference in teaching using games.

Keywords: Game, Training Module, Vocabulary.

Introduction

Language is a tool for communication that is used every day to communicate information. Languages can vary in social life since speakers from various backgrounds and skills use them; the languages that can be found include regional languages, national languages, and foreign languages. Foreign languages, particularly English, have grown in importance in daily life as well as in science and technology, social and cultural sectors. In today's current day, using English is quite simple; there is no need to carry a dictionary everywhere with you because it can be put on a mobile phone via an application. According to Crystal (2010), every language in the world contains thousands of words, and one of the duties of language researchers is to gather them into volumes called dictionaries.

Four skills that must be acquired when studying English: reading skills, writing skills, speaking skills, and listening skills. The four skills are interconnected, and they will be straightforward to acquire if learners have a large English vocabulary. English is a foreign language taught in Indonesia from kindergarten to university level. As a result, it is critical to create educational facilities that are enjoyable for both teachers and pupils. Students' motivation to study may be increased if the vocabulary acquisition approach is implemented properly, and teachers' performance in the teaching and learning process can be enhanced. Nirattisai and Chiramanee (2014) suggest that language teachers have to heed vocabulary learning strategies because teaching vocabulary can help students to learn a new language. To this end, English teachers must have experience in teaching the language so that pupils can understand and utilize it. This is something that vocational high school teachers in Salatiga have experienced and felt.

There are numerous issues that make it challenging for teachers to teach English at vocational high schools. The first problem is that students come from a variety of backgrounds, therefore not all of them can communicate in English. The students' lack of enthusiasm in studying English is the second reason. Furthermore, student motivation is poor since students believe that English courses are unnecessary because they are not included in the national test. Another problem that teachers face is long teaching hours, which forces them to adopt the lecture method rather than other methods. Rusmadjadi (2010) argues that monotonous English teaching prevents students from interacting with one another. According to Mattarima and Hamdan (2011), many English teachers use a teacher-centered approach with minimal opportunities for students to practice their English. According to Simbolon (2014:228), conventional learning is a type of teacher-oriented learning. This is due to the teacher's dominant role in this technique. This argument leads to the conclusion that conventional and typical teacher-oriented learning makes students feel bored, thus it is important to design an engaging learning process. Many language teaching experts agree that playing games is a good way to learn vocabulary, especially in EFL. Djahimo (2018) noted that by using games, teachers might encourage their students to participate in EFL class actively. Furthermore, when both students and teachers do not speak the same language, games may be helpful remedies for communication breakdowns in the teaching and learning process.

As stated by Reigeluth (2013), selecting a process for learning in connection to trained subjects is a teaching strategy. Hattie & Anderman (2019) stated that excellent teaching strategies can not only interest students in learning, but can also strengthen the self-conception of teachers. The teacher is crucial in the development of students' language knowledge. Teachers can use a variety of methods in teaching vocabulary to assist their students increase their vocabulary knowledge. The teacher's approaches and strategies will influence how students acquire words. So it can be concluded that the teaching method is useful for improving the teaching and learning process. In order for teachers to be able to improve their competence regarding teaching methods, training is needed. According to Niazi (2011), training and development refer to learning or transferring the information, skills, and process capacities required to carry out certain tasks or functions to benefit organizations and individuals. Widodo (2015:82) adds that training consists of a sequence of individual actions designed to enhance knowledge and skill in their sector. For a teacher, Noe (2010: 351) says that teacher training is an endeavor to improve teachers' competencies in the areas of expertise, attitudes, and skills. In line with Mawardi (2013:4), teacher training is designed (1) to enhance teachers' performance; (2) improve their technical expertise in a technology way; (3) to equip new teachers' skills; (4) to help teachers solve issues so that effective education is based on their requirements; (5) to build teacher's workforce.

The purpose of this study was to develop a vocabulary learning training module containing games to be used in teaching English vocabulary in vocational high schools. With the development of this module, teachers can choose which games will be used in teaching so that the teaching and learning process will be more interesting and not monotonous. In addition, students are able to learn vocabulary more fun and are directly involved in learning activities.

Research Method

This research belongs to the type of R&D research because it aims to validate and develop products (Sugiyono, 2019:393) in the form of a vocabulary training module with creative methods (games) for teachers in vocational high schools. Since this study purposed in developing the vocabulary module using games for vocational English teachers, Research and Development (R&D) design was implemented. The stages of this research and development (R&D) in this research were operationally adopting the Borg & Gall model which consists of 1) Potential and problems, 2) Data collection, 3) Product design, 4) Design validation, 5) Design revision, 6) Product trial, 7) Product revision, 8) Usage test, 9) Final product revision, and 10) Mass production (Sugiyono, 2019: 298). However, according to the needs of researchers, only 7 stages were used for this R&D. This research was conducted in three vocational high schools in Salatiga. The research subjects were English teachers from those three schools. Data collection techniques and tools using interviews, questionnaires, document studies, and tests. First, interviews were conducted with 10 English teachers to describe learning methods used and to find out the advantages and disadvantages of learning English in schools and the training for English teachers so far. Second, the questionnaire was given to training module validation experts, English language experts (lecturers) as language validation experts, and teachers as trainees. Questionnaires are used to assess products in the form of modules. The test is carried out at the limited product trial stage, to determine if teachers' pedagogic and professional competence has improved as due to the training.

Data analysis technique in this research was qualitative quantitative. Qualitative data were analyzed using the Miles and Huberman technique, namely by simplifying, focusing, and transforming the data from the interviews. Then the data was presented by combining all the information obtained and then drawing conclusions. In quantitative data analysis, non-test and test techniques were used. The test technique was used to see the differences in the competence of participants before and after the training. In the technique test used pretest and posttest. Analysis of quantitative data was analyzed by quantitative descriptive and statistical techniques t-test (different test) with the help of SPSS. Descriptive quantitative was also used in processing non-test data. Likert scale was used as an instrument to measure the variables to be studied.

Result and Discussion

Potential and Problems

At the potential and problem stage, the researcher collected data through interviews and documentation studies. Teachers of English subjects at the vocational school level in Salatiga, Indonesia have knowledge that is linear about the subjects they teach. In addition, the teachers have minimum academic qualifications for undergraduate education with a study program that is under their field, which is English. The researchers collected data from the teachers through interviews. An interview, according to Cohen (2011), is a versatile method for collecting data, allowing for the use of multimodal channels such as verbal, nonverbal, spoken, and audible expression.

First, the researchers interviewed the English teachers to gain information about teaching methods used by teachers, the advantages and disadvantages of those methods, students' responses, and the difficulties teachers face in teaching English, especially vocabulary. The four initial questions in the interview were as follows: 1) What method that do you use for teaching English especially vocabulary?; 2) What are the advantages and disadvantages of those methods?; 3) How do students respond when participating the class?; and 4) What difficulties do the teachers experience in teaching English?. The results of interviews with teachers regarding the methods that are often used were obtained several statements. Some teachers expressed that:

"So far, the reference is textbooks and only occasionally uses games because they have to catch up on material. Sometimes through the textbook I ask students to look up the meaning of the words."

"The curriculum directs to the student center, we try to go to the student center. But because students are used to receiving, so it goes back to the lecturing model."

"The methods that I use are collaborative methods. I use lecture method and sometimes combine with the discussion method"

Based on the results of interviews with the English teachers, the most frequently used method is the lecture method and the other method that teachers use is discussion method. The reason teachers use the lecture and discussion methods more often was reflected in the next question in the interview about the advantages and

disadvantages of the method used so far. The teacher stated:

"For me, the advantage of using the lecture method is that we can finish the lesson plan on time. We use the lecture method more often because if we use other methods such as games, it will take a lot of time to prepare."

"If we use the student center, there are many problems. For example, students have not been able to take the initiative to find answers about the assignments. Then, we return to the old method, lecture. The weakness of this lecture method makes students less active but students understand more than other methods."

"Lecture and discussion methods are easy to use. Moreover, discussion will help students feel more comfortable because they learn with their friends but unfortunately, only active students participate in the discussion and the others are passive.

From the interviews showed that all the teachers believe that the lecture and discussion approach is applied more frequently since it is more familiar to them. Due to the fact that alternative techniques such as games need a great deal of preparation and time, the material cannot be presented on time.

Regarding students response, the teacher answers:

"For SMK itself, English is not the main subject so there are some students who are enthusiastic but many are not."

"For English subjects, in our school it seems that the subjects are not considered, especially not tested for the national exam. In addition they are not interested even though it is an important lesson."

The last about the teachers' difficulties in teaching English stated thus:

"The difficulty is that because these students are at the vocational level, according to my evaluation, their interest in learning is lacking so that when teaching new vocabularies, it becomes ineffective. In addition, one class has poor knowledge, some are good, but most of them are not good, so we have a hard time teaching English. For students whose abilities are low, they have no intention of learning anymore."

"The difficulty is how to increase students' interest and motivation to learn English."

The results of interviews regarding student responses and problems faced by teachers showed that students are not or less interested and have low motivation to learn English. This is because English is no longer one of the subjects tested on the national exam. From this, the teacher finds it difficult to teach because the teacher must find ways to increase students' motivation and interest in learning English. Moreover, it was found that English teachers in vocational school needed more exciting teaching methods, did not require much time and energy in preparation, and could increase students' enthusiasm for learning.

Vocabulary Training Module Using Games

Based on the potential and problems obtained through interviews, the module will be develop. The researchers designed product development according to the needs of vocational school teachers in Salatiga, Indonesia, namely Vocabulary Training Module (Teaching English Using Games). This module was designed to help teaching activities become fun and also help teachers to find ideas about what games are suitable for their teaching and learning process. This module contains competency standards, basic competencies, learning outcomes, and indicators. The modules developed are arranged in sequence consisting of cover, introduction, table of contents, competency standard and basic competencies, the guideline for module usage, chapters that contain training materials, evaluations, glossaries, and references. This module contains eleven units. In the first units, the description of creativity and games for teaching. The second until eleventh units contain games with all the explanations, such as: description, duration, preparation, and how to play). Each unit also contains evaluation, scoring, and answer keys.

After it became a module, experts validated the design. Validation of the design seeks to give the module that has been developed with input or suggestions. The product validation of the training module development was then assessed by experts using an assessment sheet in the form of a questionnaire. The experts involved in the validation test are Dr. Bambang Ismanto, M.Si and Dr. Mawardi, M.Pd as a training module expert. As for

the English language expert, Prof. Dr. Listyani, S.Pd., M.Hum and Steaven Octavianus, M.Pd. Product validation data were analyzed to obtain scores and averages. In general, the scoring technique used in this research questionnaire used the Likert scale technique. The use of the Likert scale, according to Sugiyono (2013:132), is a scale measuring the perception, attitude, or opinion of a person or group regarding an event or social phenomenon, based on operational definitions that the researcher has set. the validator is asked to give a checklist (√) on the provided marking scale column. The validator's answer to each item of the statement was given a score on a scale of 1 to 5, namely 5 (excellent), 4 (good), 3 (pretty good), 2 (bad), and 1 (very bad). The classification of module quality by training module experts and English language experts (English lecturers) was obtained through calculations with class intervals based on the following categories: 1) 8,1-10 (excellent), 2) 6,1-8 (good), 3) 4,1-6 (pretty good), 4) 2,1-4 (bad), and 5) 0-2 (very bad). An expert or expert judgment can be used to determine the feasibility of a manual product design by computing the percentage score for each assertion. The calculation results for each of these stages are shown in the table below:

Table 1. Training Module Validation Results

Assessment Aspect	The average score of validator 1 & 2	Criteria
Module display aspect	8,25	excellent
Introductory aspects	9	excellent
Utilization aspects	8,17	excellent
Evaluation aspects	8,29	excellent
Average	8,43	excellent

Table 2. English Expert Validation Results

Assessment Aspect	The average score of validator 1 & 2	Criteria
Module display aspect	9,17	excellent
Training material aspects	8,4	excellent
Language use aspects	8,25	excellent
Average	8,61	excellent

In general, the four validators gave an excellent assessment of the development of the Vocabulary Training Module Using Games, with an average of 8,43 and 8,61, indicating that the module product was considered feasible after revisions were made in several sections based on validator input. The updated module design, which was based on ideas from experts and practitioners, was subsequently utilized as a training module for teachers to increase teacher competency in relation to the first product's teaching methods. Next, in the product trial stage, researchers conducted training through Google Meet. This training was carried out separately for each school because the schedules of the teachers are different in each school, so there were three training sessions. The first training on June 15, 2021, at 09:00 for the first vocational high school, then the second training for English teachers at the second school on June 15, 2021, at 11:00 through Google Meet, and the last training for language teachers English at the third school on June 18, 2021, at 08:00 via Google Meet.

First of all, the researcher gave a pre-test that aims to see the perspectives and knowledge of the trainees (English teachers) regarding creative methods in teaching. The researcher discussed the module's contents once the pretest was completed. Furthermore, when the training was done, the researcher administered another exam (post-test) to see whether the trainees' understanding of the creative technique (game) had improved or not. The pre-test and post-test were used to assess the teachers' abilities before and after the training. By comparing the results of the pre-test and post-test, the improvement in teacher knowledge regarding creative methods of learning after participating in the Vocabulary Training Module (Teaching English

Using Games) training was determined with a completeness score of 7. The pre-test and post-test results of the ten teachers who took part in the training were as follows:

Table 3. Pre-test and Post-test Results of Training Participants

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	66.50	10	9.144	2.892
	Posttest	75.00	10	5.270	1.667

The results of descriptive statistics from the two samples studied were the pretest and posttest scores. For the pretest value, the average learning result or Mean was 66.50. Meanwhile, for the posttest score, the average value of learning outcomes was 75. The number of respondents used as research samples were 10 teachers. For the Std. value. Deviation at pretest was 9.144 and posttest was 5.270. Because the average value on the pretest was 66.50 < posttest 75, it means that descriptively there was an average difference between the pretest and posttest. Next, the results of the t-test were as follows:

Table 4 Paired Sample T-test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest - Posttest	-8.500	4.743	1.500	-11.893	-5.107	-5.667	9	.000

According to the chart above, the value of Sig. (2-tailed) is 0.000 < 0.50. So, the results of the pre-test and the post-test experienced a significant (meaningful) change. Based on descriptive statistics, the pre-test and the post-test proved to be higher in the final test. The statistics presented above demonstrated an improvement in teacher knowledge following participation in the Vocabulary Training Module (Teaching English Using Games) training. After the training was completed, the researcher administered a perception questionnaire designed to evaluate the vocabulary training module. The classification of English teachers' perception questionnaire was obtained through calculations with class intervals based on the following categories: 1) 41-50 (excellent), 2) 31-40 (good), 3) 21-30 (pretty good), 4) 11-20 (bad), and 5) 0-10 (very bad). The field test findings were as follows:

Table 4 English Teacher Perception Questionnaire Results

Assessment Aspect	The average score of validator 1 & 2	Criteria
Module display aspect	42,5	excellent
Training material aspects	44,4	excellent
Language use aspects	42,25	excellent
Average	43,05	excellent

From the table above, it could be seen that the average value of 43.2 is in the 41-50 interval in the excellent category. It can be concluded that, according to English teachers, the Vocabulary Training Module (Teaching English Using Games) could be used by teachers to support the teaching and learning process, especially in teaching vocabulary. During the product trial field, the English teacher also said that it would be better if there were worksheets that could be photocopied directly to make it easier for the teacher. Product revision was the final stage of this development research. When the training module was tested in the previous step, researchers received feedback from English teachers at three vocational schools. During the trial, product modifications were made based on ideas and feedback from training participants. As part of the redesign, worksheets were added to various resources to simplify and minimize the teacher's time spent preparing for teaching and learning activities. It is concluded that this training module is feasible and can be used to assist English teachers in improving their teaching methods as well as developing teachers' creativity to find other creative methods in the teaching and learning process in order to improve students' abilities, needs, and motivation. Even though it is a feasible category, it still requires improvement before the book is actually used.

The research results showed that so far English teachers at several vocational high schools in Salatiga more often use discussion and lecture methods in teaching and learning activities and less use creative methods such as games as learning methods. Based on the results of interviews, the teachers stated that the discussion method has advantages such as helping students to be more active but not all students are actively involved in discussions. In line with the opinion of Buchari Alma (2012) that the advantage of the discussion method is that it can help students to be active in solving a problem together and also instill tolerance in opinion. While the weakness are the discussion takes a long time and only a few students dominate the discussion. Another method used by English teachers from three vocational schools in Salatiga to teach is the lecture method. The English teachers explained that the lecture method was easier to use because it did not take as much time as the game method. In addition, teachers are also required to complete the lesson plans on time. Djamarah and Zain (2013) said that the lecture method has several advantages and disadvantages. The advantage of the lecture method is that the teacher is easy to master the class and easy to prepare and implement. However, if the lecture method is used frequently and for too long, it will be boring, making students passive and unmotivated to learn. This study also discovered that teachers struggled with teaching English. The most significant barrier is students' lack of English understanding, and the most essential factor is students' learning motivation. According to Hayikaleng, Nair, and Krishnasamy (2016), motivation is an essential factor in students' success in learning English. When pupils lack drive, they do not succeed in studying English. To enhance student motivation, the teacher must employ more engaging learning approaches that stimulate students' attention.

From the findings of the potential and difficulties, a vocabulary learning training module integrating games was created. By developing a training module like this, in the future, teachers may adopt games as a teaching technique to make the teaching and learning of English more enjoyable and easier for students to comprehend. Based on previous studies, Musbalat (2012), Silsüpür (2017) Marius (2018), and Masruddin (2019) believe that when students attain learning goals in a pleasant setting, their motivation and confidence are increased. Furthermore, the result shows that training used to help teachers develop their competency, this is in line with Noe (2010), Simamora (2010), and Mawardi (2013) stated that teachers are trained to improve their knowledge, attitudes, and competencies. Moreover, training helps teacher to enhance the quality and quantity of production, decrease learning time to meet set performance requirements, foster greater loyalty, attitude, and collaboration, fulfill human resource planning, and aid in self-improvement and growth.

With training modules, it helps teachers get ideas to find other simple games and helps them to implement them better in their respective classes. For the development of training modules, certain stages are required. the potential and problem analysis stage and the data collecting stage is carried out to use the results for the following stage. The study continues to the next stage after discovering the problem and the necessary data. In the product design stage, the researchers built a training module focusing on vocabulary using games. It was created to suit the demands of the user to construct the training module. After the development of the product by the researchers, the following stage was design validation. Four experts assessed the module created by the researchers in this context. The following stage was a product trial. During the trial stage, ten English

teachers assisted. At this point, the ten teachers took a pre-test and a post-test to evaluate if there was a change in their understanding of creative learning techniques before and after the training. After completing the post-test, the teachers evaluate the module by filling out a questionnaire. English Teachers' questionnaire consisted of four items: module display features, introduction aspects, usage aspects, and assessment aspects. The last stage was product revision. The researcher developed the evaluation to obtain data on the vocabulary training module. Based on the responses of English teachers in the field trial, the module proved suitable for use in teaching and learning English, particularly for vocabulary. According to the stages in this research, the training module has been constructed to meet the qualities of a good module. By using the games in this training module, the implementation of teaching English vocabulary would achieve optimal growth, therefore improving educational quality, teacher competency, and student skills.

Conclusion

Based on the description of the research and development findings, it is possible to conclude that the method used by English teachers at several vocational high schools in Salatiga is the lecture and discussion approach. The reasons for applying these two approaches more frequently are that time is limited, teachers are obliged to finish lesson plans on time, and using other methods such as games needs quite a long preparation, which the teacher does not have the time or energy to prepare. Furthermore, issues that emerge throughout the teaching and learning process include students' reactions to English subjects. English is not one of the topics evaluated in the national exam, therefore students are less interested. Furthermore, students' low motivation and enthusiasm in studying result in poor learning results.

The necessity for the creation of training modules that use simple games and require less preparation is a way for teachers to improve their English teaching skills. The product, in the form of a Vocabulary Training Module (Teaching English Using Games), is acceptable for usage after expert validation. This product is produced through R & D steps by analyzing the potential and problems faced by schools through in-depth interviews with English teachers in several vocational high schools in Salatiga.

The Borg and Gall research and development (R & D) approach, as described in Sugiyono (2019), was used to create a product in the form of a training module for English instructors. However, this research has a limitation in that the research's time is very short, when an ideal research and development (R & D) should take at least a year. Due to the restrictions encountered, this research was only completed to the seventh stage. As a result, the next researcher is expected to be able to conduct study till stage 9 or 10 in order for the analysis and research outcomes to be more thorough.in-depth.

This module's development is confined to stage seven, and it has not yet achieved a large-scale trial or mass product. Moreover, this module was also only tested on English teachers at three Salatiga vocational high schools, thus if it is to be extended to other schools, it must be adapted to the needs of that school.

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