

THE EFFECTS OF ELEMENTARY STUDENTS' COMPREHENSION OF ENGLISH VOCABULARY WHEN USING GADGETS

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Abstract: *This research is entitled The Effects of Elementary Students' Comprehension of English Vocabulary When Using Gadgets. This research analyzes the positive and negative effects of elementary students' English vocabulary comprehension when using gadgets. Second language acquisition theory is used to classify the data. The methods used in this research are descriptive-qualitative and observational. The data for this research is the English vocabulary contained in four gadgets and images contained in game applications that use English. The data source is four elementary school students from Karya Sukadamai Street, Sei Agul District, Medan, playing English games on their gadgets. The research found that gadget use has two positive and negative effects on elementary school students' understanding of English vocabulary. It has also been shown that elementary school students unconsciously acquire English vocabulary through learning, as explained in the first hypothesis of Stephen Krashen's theory of second language acquisition.*

Keywords: *Elementary students, English vocabulary, Gadgets, Second language acquisition.*

A. Introduction

In Indonesia, English is one of the subjects that students must learn. To improve language acquisition, English language learners (ELLs) need additional or different activities to participate in. The purpose of this research was to determine whether available technical resources could help the students to improve their ELL reading comprehension, especially vocabulary knowledge. According to Cameron (2001), "Vocabulary is one aspect of language to be learned. This is important because learners must first know vocabulary in order to speak, write and listen. Vocabulary refers to the words and phrases that people know and use. This includes understanding how words relate to each other and work in specific contexts.

Nowadays, gadgets are very useful things and help people meet their needs in life. Almost everyone has gadgets and even kids have their own personal gadgets. Gadgets also use languages to operate. Gadgets come in different types of languages, one of which is English. Gadgets often give you new vocabulary in English. Most of the Gadget applications also use English. One of them is the game application, one of the most popular applications for children. The research uses gadgets with gaming applications in English. Elementary school students can unconsciously acquire English vocabulary through gadgets and learning processes. Both processes can affect the students' understanding of English vocabulary when using gadgets. It is good for elementary school students if they can understand the meaning of English vocabulary correctly because they will be caught in their brains.

In this research, it was observed that the first language of elementary school students was Indonesian and the second language was English. Elementary school students study in public schools, but their English subjects are not as good as those in international schools. They were chosen because they don't know much about English vocabulary, so it can easily to see how they understand English vocabulary from gadget games.

A small factual inquiry was made as the main reason for this investigation. A small survey was conducted among elementary school students who use gadgets (mobile phones). The target audience is 3rd grade elementary school students. Respondent's name is Vinny Nindya Mumtaz R. The investigation was conducted on November 5, 2022 using video recording. She was observed playing her own gadget and was asked if she understood how to play the gadget in English. She was then interviewed to find out what the meaning of the English vocabulary in the gadget was, whether she knew the meaning, and analyzed whether the meaning was true or false. If she correctly translated the English vocabulary contained in

the gadget, it means that the impact of her understanding of the English vocabulary when using the gadget is positive, but if she mistranslates the English vocabulary, it means that the impact of the gadget is negative. The results of this research highlight that the impact of students' understanding of English vocabulary when using gadgets can be both positive and negative.

Here is an example of English vocabulary that respondents can get from the gadget. Here's a small sample taken from the respondent's gadget. When the respondent is asked about the meaning of this English vocabulary in the gadget, the respondent will explain the meaning in sentences and sometimes the true meaning. This means that respondents can simply click on an English word (vocabulary) in the gadget to understand its meaning. Then, the gadget gives the answer with symbols, pictures, etc., so the respondent can understand the meaning without knowing the meaning before, but the respondent may give the wrong answer just by guessing the meaning. The examples are shown below.

No	English Words (Vocabulary)	Their Response About the Meaning
1	Calculator	<i>"kalkulator, karena kalau di pencet yang keluar aplikasi untuk kalkulator"</i> (True)
2	Flashlights	<i>"senter, karena kalau di pencet ada senternya atau cahaya nya"</i> (True)
3	Ring	<i>"bel, karena ada gambar bel nya"</i> (False)
4	Soap	<i>"Sabun, karena kalau digeserkan ke tubuh"</i> (True)
5	Shower	<i>"Untuk mandi karena ada air nya"</i> (Not Really True)

B. Research Methods

A descriptive qualitative method is used in this research. This research focuses on the effects of elementary students' comprehension of English vocabulary when using gadgets. A video camera is included in the qualitative method to record student activities playing gadgets in English and to record the interviews. The data for this research is the English vocabulary contained in four gadgets and images contained in game applications that use English. The sources of data are 4 primary school students who live in Karya Sukadamai street, Sei Agul district, Medan who play games with English language in gadgets. Observation and interviews are used in this research. Data Observation uses video to record data as the gadget plays. It is then investigated to obtain information on the effects of elementary students' comprehension of English vocabulary when using gadgets.

C. Discussion Result

It is experienced the process of elementary school students acquiring English vocabulary. This process can be seen in Stephen Krashen's theory of second language acquisition. In Stephen Krashen's second language acquisition theory, elementary school students go through two processes of acquisition and learning as they use gadgets to acquire English vocabulary. An example of an elementary school student going through the acquisition process can be seen in this conversation while conducting an interview:

1.1 : *Kalau "play" artinya apa dek ?*

Nadin: Mau main.

I: Tau dari mana ? Pernah baca kamus ?

Nadin: Enggak.

I: Jadi tau nya dari mana ?

Nadin: Dari handphone nya.

2.1 : *Apa arti "back" ?*

Andin: Back ? kembali.

I: Tau dari mana ?

Andin: Karena kalau dimainkan kembali lagi

3.I : Kalau “sheet” artinya apa ?

Andin: salju.

I :Tau dari mana ? pernah baca buku, kamus atau diberitahu guru artinya ?

Andin : Enggak.

I : Jadi nebak dari gadget aja ?

Andin : Iya

The examples of elementary school students experiencing the learning process can be found in a conversation during an interview:

1.I : “Welcome” artinya apa ?

Mutia: Selamat datang.

I: Tau dari mana ?

Mutia: Sering dipelajari disekolah.

2.I : Kalau “shoes” artinya apa ?

Mutia: Sepatu.

I: Kalau itu tau artinya dari mana ?

Mutia: Sering belajar.

After elementary school students went through a process of acquisition and learning, there were effects on comprehension as a result of that process, and the effect was positive and negative.

When elementary school students experienced the learning process, it had a positive effect. This is a plus that the elementary school students were able to correctly answer the meaning of the vocabulary in the game and understood the English vocabulary while using the gadget, it was because they had previously studied on the English vocabulary without guessing the English vocabulary. It can also become the negative effect, when elementary school students unconsciously grasped the meaning of English words, but the truth was not absolute, because they only guessed the English words from gadgets. In the acquisition process, the effect could be positive as well as negative. The effect of this process on elementary school comprehension is:

Vocabulary	Meaning	Impact (Positive/Negative)
Diary	<u>Diari (buku harian)</u>	Positive
Now	<u>Sekarang</u>	Positive
Home	<u>Rumah</u>	Positive
Shop	<u>Toko baju</u>	Negative
Bubble	<u>Bola</u>	Negative
Pause	<u>Keluar</u>	Negative
Music	<u>Musik</u>	Positive
Resume	<u>Kembali</u>	Positive
Game	<u>Permainan</u>	Positive
Welcome	<u>Selamat datang</u>	Positive
Store	<u>Toko baju</u>	Negative
Hair	<u>Rambut</u>	Positive
Dress	<u>Baju panjang</u>	Negative
Top	<u>Baju pendek</u>	Negative
Bottom	<u>Celana pendek</u>	Negative
Outer	<u>Jeket</u>	Negative
Sock	<u>Kaus kaki</u>	Positive
Shoes	<u>Sepatu</u>	Positive
Accessory	<u>Topi</u>	Negative
Back	<u>Keluar</u>	Negative
Skip	<u>Lewatkan</u>	Positive
Lock	<u>Gembok</u>	Positive
You	<u>Kamu</u>	Positive
Loose	<u>Kalah</u>	Positive
Continue	<u>Lanjut</u>	Positive
Subway	<u>Rel Kereta Api</u>	Negative

Tap	Klik	Negative
Play	Main	Positive
Friend	Orang	Negative
Shop	Benda	Negative
Loading	Berhenti	Negative
Mission	Misi	Positive
Buy	Beli	Positive
Character	Uang	Negative
Board	Papan seluncur	Positive
Gold	Emas	Positive
Headphone	Alat dengar musik	Positive
Coin	Uang logam	Positive
Boy	Laki-laki	Positive
Ice	Es	Positive
Sheet	Salju	Negative
Back	Kembali	Positive
New	Main	Negative
Go	Pergi	Positive
Level	Jumlah	Negative
Restart	Diulang	Positive
Menu	Ulang	Negative
Score	Jumlah	Positive
Trophy	Piala	Positive
Slam	Love	Negative
Checkpoint	Main	Negative

The table above reveals that the effect of English vocabulary comprehension on 4th graders' use of gadgets, especially games within gadgets, has both positive and negative effects. The total number of vocabularies they discovered was 51, the total number of positive effects was 29, and the total number of negative effects was 22, so the effect is negative.

D.Conclusions

There are two processes of elementary school students go through when using gadgets to acquire English vocabulary. The process can be seen from Stephen Krashen's theory. In the first hypothesis, which is the Acquisition Learning Hypothesis. Elementary school students can learn the English vocabulary in the gadget by acquiring and learning English vocabulary directly from the gadget. As a result of the process, there is an effect on the comprehension of elementary school students, and the effects are positive and negative. A positive effect is that elementary school students experience the learning process. Because elementary school students can correctly answer the meaning of the vocabulary in the game and learn the English vocabulary in advance without guessing the English vocabulary, so the understanding of the English vocabulary when using the gadget is positive. Negative effects occur when elementary school students experience the acquisition process. In the process of learning, elementary school students subconsciously understand the meaning of English vocabulary, but the truth is not absolute, because they only guess the English vocabulary from their gadgets. For the capture process, its impact can be positive as well as negative. It is hoped that children will be able to use their gadgets for positive things such learn English from gadgets. Gadgets have many applications that use English, so students can learn English vocabulary from gadgets as well as from dictionaries, books and teachers. It is also hoped that children can avoid the negative effects of gadgets.

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