STUDENT'S PERCEPTION ON THE USE OF FUN VOCABULARY MULTIMEDIA IN ENHANCING VOCABULARY MASTERY FOR ELEMENTARY LEVEL

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Abstract
The developments of multimedia language learning after Covid Pandemic. With the rise of the Internet and new technology, given students' perception about the use of *Fun Vocabulary*, their experience in the sector is critical for the successful development of academic programs, since the end user's perception toward the application of information technology is one of the most effective aspects. Hence this study was conducted in purpose to evaluate the students' perception on the usage of multimedia Fun Vocabulary for grade IV elementary students as the implementation of Computer Assisted Language Learning (CALL). Twenty students filled the questionnaire survey after they experienced learning within the multimedia in case to assess the performance and qualities of a designed multimedia Fun Vocabulary. This study applied quantitative research to measure the users' evaluation on platform usage through questionnaire which was as the instrument of collecting data. The result found that the students' agreement showed positive perceptions prevailed over their disagreement or neutral responses in the questionnaire. Fun Vocabulary multimedia was designed and provided a variety of exercises and materials with interesting visual content which can enhance the understanding of vocabulary in English for elementary school level. It was very helpful for their motivation and interest to keep learning English via the platform and practice through its exercises. On the other side, the findings also indicated that the limitation of multimedia that cannot reach the next grade. On the other hand, other findings showed that the materials were very limited and could not reach more list of vocabulary provided in this multimedia. Otherwise, Fun Vocabulary multimedia simply can be used to learn English for students basically and can be useful for teacher as blended learning at class.

Keywords: CALL, Students' Perception, Vocabulary Mastery

Introduction

After Covid pandemic, the role of technology in the world of education is essential in the transition of learning which provides a different dimension and offer variation of different education process (Almarabeh et al., 2015). Technology essentially helped the education to overcome the process of learning through designed multimedia. Regarding the use of multimedia, technology can be a solution in teaching learning process. Multimedia is a tool which combining different mediums to deliver information. Variation of mediums such as text, pictures, pictures, videos, music or sound, and even animation are examples of information

delivery media (Kustyarini, 2020). In school, the use of multimedia was mostly used by the teacher to share the material discussed in the classroom. Textbook and module are part of media use for learning at school.

The development in multimedia for classroom has been carried out to improve the quality of learning and to become an effective method for increasing elementary school students' learning comprehension, especially understanding English from an early age. Students will feel like playing while learning outside of their awareness. The feeling that was initially boring will become an interest in learning again. Besides, the media will help in overcoming the solution. Moreover, supported by advances in advanced technology, people can create an application media in which it can be used for learning. If applying digital technology, teachers in the classroom can easily provide visual images to children in class so that they can be easily understood (Tasril, 2023:2). This is also marked by the form of teacher creativity in packaging interactive multimedia-based material that is fun for elementary school students. That's why the interactive multimedia was designed to create new learning system, where the students can learn English within the technology, as they like to use Youtube to watch their favorite. Shortly, today it is important to understand that visualization methods such as demonstrations, simulations, models, graphs, films, animations, videos, and other applets can help educators and students understand and study the learning process much better (Nyirahabimana, 2023:38).

In term of the use of technology by the user, especially for students, it is very important to notify whether the multimedia is effective or not. Their perception here is needed to know how they experience in learning language through designed multimedia, such as Fun Vocabulary. Syarifudin, Marbun, and Novita (2014) says that giving meaning to sensations is a process called perception. Without perception, sensations would have no meaning. Experiences related to an event are usually expressed through perception. Perception here depends on the physical in addition to the environment and individual conditions. Thus, it is concluded that perception is a sensation or observation to know something through sensory responses. Perception can refer to past observations and the stimulus someone receive through her/his five senses (sight, hearing, taste, etc.). Simply the perception can have the meaning on the students' experience on the use of multimedia in engaging the language learning.

Besides, this study was led by some preliminary researches which has conducted analysis on students' perception. Losi (2022) did her study in aiming to find out what students think about MALLs, particularly Altissia, in EFL class. The results showed that the student's perception with the positive judgments indicated in the questionnaire outweighed their neutral or disapproving replies. Their vocabulary and listening comprehension both benefited greatly through Altissia. Additionally, Altissia helped them increase their interest in and drive to keep learning English. Learning new levels in various topics on Altissia thrilled the students. After studying with Altissia, students may practice using their English more frequently. The results, on the other hand, also showed that the students were not informed about the study time and did not participate in any writing activities on Altissia. Additionally, Altissia can be used as a substitute for educational materials that help students in their EFL lessons.

Similarly, Ali et al. (2019) found out that Pakistani students had a favorable attitude about using MALL in ESL classes. The research also emphasizes another aspect of MALL, namely that it encourages students to learn in a collaborative environment in addition to supporting learning with ease and comfort. MALL has the potential to be a powerful language-learning tool in Pakistani classrooms if it is used wisely. The goal of his study is to investigate Pakistani ESL students' opinions on the inclusion of MALL in English language instruction.

Through a designed questionnaire given to the pupils, the information was gathered related perception on language learning via mobile.

Differently, the study on students' perception about the English Oral presenting Application (EOPA), a mobile learning tool created to help English language learners hone their oral presenting and online teamwork abilities. Their study was conducted as a component of a Design Based Research (DBR) project that included an updated Technology Acceptance Model (TAM) questionnaire to learn more about how students perceive EOPA. According to the survey findings, 37% of students thought EOPA was helpful for learning, but 33% also thought using it was cumbersome. In addition, attitudes toward learning indicated that they had some trouble utilizing the program.

In additional regarding students perception, Fatimannisa (2020) found out the use of application was useful for learning English. The study covered the students' perception on the use of Ruangguru application to learn English. The findings showed that the interview about the application is good and interesting online learning platform which has a best fitures especially for learning English has a good tutors and Ruangguru can increase their English score in the school.

Based on the reason and reference, this study purposed to recognize the students' perception in experiencing of multimedia use namely Fun Vocabulary. Fun Vocabulary is designed multimedia in enhancing vocabulary mastery for elementary students. This multimedia was filled by sort of familiar topic such as animals, fruits, and transportation and assessment through exercise with different instrument such as matching, filling the empty letter and others to evaluate students in vocabulary skill. This designed multimedia was in purpose to be an alternative tool for teachers teaching English in the classroom, beside other learning media that they used to teach English. In addition, it can gain students' capability in using technology too within learning language. They can experience learning new system while learning new language. Thus this reason derived this students conducted to seek perception on the use of multimedia Fun Vocabulary for Elementary students and how they experience they used. Hopefully the implementation of English learning at classroom should be right on the target. In addition, learning English must also be included with methods, models and media that are implemented to students appropriately by using this multimedia.

Literature Review

The use of multimedia in education has become increasingly prevalent in recent years. Multimedia, according to Neo & Neo (in Shank, 2005: 2), refers as the combination of various digital media types, such as text, images, sound, and video, into an integrated multisensory interactive application or presentation to convey a message or information to an audience. It means those elements completed and gathered each other to become a great tool to be used to enhance the learning experience. Multimedia is conveyed in form of mixed audio and visual in interactive way, which its representations attract attention and maintain motivation (Cook, 2006).

Thus, the multimedia which was designed was successfully effective or not, it depend on the way of the user used it. Understanding how students perceive the use of multimedia is crucial for educators and instructional designers to create effective and engaging learning materials. Learning English is especially as a sample. The role of multimedia in learning English is very visible, especially those closely related to the issues of self-confidence and motivation

(Prasmono, 2011). As the example, students can learn by practicing how a word being pronounced through by pressing the audio in multimedia and then mentioning it at class.

This study covered the way multimedia designed purposely based on students' need and the students experienced learning English. Multimedia certainly has the potential to extend the amount and type of information available to learners (Shank, 2005). So it is very important to explored students' perception in case to see the effectiveness the multimedia used for language learning. Perception defined as someone's primary form of cognitive contact with the surrounding (Efron, 1969: 137) and also a process of attaining awareness or understanding of sensory information (Qiong, 2017:18). It means the perception is generated from the students' experience, then absorbing into a comprehension. The process comes where in part area of the brain proceed visual messages from than those that process text and language learning (Cruse, 2006). In learning language, students' perceptions of multimedia usage in education are influenced by various factors. While there are numerous benefits to using multimedia in education, it is essential for educators and instructional designers to be mindful of students' diverse perceptions and needs. Striking a balance between engaging multimedia content and traditional instructional methods is crucial for creating a positive and effective learning experience. Thus this study seek the potential positive impact from students' perspective in learning English vocabulary using designed multimedia namely Fun Vocabulary through directly reviewing their experience in accessing and practicing the material and practice.

Research Method

Integrating the students' perception on the use of multimedia Fun Vocabulary in enhancing vocabulary, this study applied the qualitative research. According to Creswell (2014), qualitative research is the type of research which aims to explore and understand social issues occurring among some individuals or groups of people. Qualitative research method is a research method used to obtain in-depth data and have true meaning, so that in this study more emphasis on the meaning of a context on generalization. This research has been conducted in Klambir V Kebun Village, District III with the subjects in this study were thirty children aged 9 - 11 years which they were in grade 3 till grade 5 of elementary school. This research used observation, interviews and documentation as the required data collection instruments. Interviews conducted in this study by using questionnaire sheets where the contents were the statements of learning activities in the classroom using Fun Vocabulary multimedia during the learning process. It meant the students were asked some questions as they were included in questionnaire. All responses were noted in questionnaire sheet. Questionnaire also included the questions about general matters about how the learning process and the multimedia use experience during learning English in class. Additionally, the collected data is examined utilizing descriptive data analysis through the execution of data explanation and data verification. Through this method, study findings on how students perceive the usage of multimedia learning goods based on the web, such as poetic content for class X pupils, were acquired. After further analysis, the data collected from the elevation findings is transformed into a qualitative form using the Likert scale. The scale has five evaluation criteria: Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree.

Documentation sheet also included documents whose contents are not just photos of activities, but in the form of student learning outcomes, and student attendance lists that can be

captured for important moments for this research. Research procedures contained the steps as a tool to collect data and answer questions in research, namely starting from the preparation stage, the implementation stage, data analysis techniques, namely data reduction, data presentation, and conclusion drawing as a form of verification of the formulated problem. All respondents were summarized.

Result And Discussion

The development of interactive multimedia for learning English have been discovered in many studies. This study conducted the experience of students in learning English to enhance their mastery vocabulary. The target of this designed multimedia Fun Vocabulary was students of elementary level in range 3rd grade until 5th grade. Through questionnaire sheet as the instrument of collecting data and interview as method of data collecting, the results showed that the students were familiar in accessing multimedia Fun Vocabulary in the following table.

Table 1. The Result Questionnaire of Students' Perception in Multimedia Fun Vocabulary Usage

No	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
1	I believe using Fun Vocabulary helped me improve my listening skills.	0	10	6.67	40	43.33	100
2	I believe using Fun Vocabulary helped me improve my speaking skills.	0	33.33	6.67	36.67	23.33	100
3	I believe using Fun Vocabulary helped me improve my reading skills.	0	10	6.67	40	43.33	100
4	I believe using Fun Vocabulary helped me improve my writing skills.	0	10	6.67	40	43.33	100
5	I believe using Fun Vocabulary helped me develop my vocabulary knowledge.	0	0	6.67	26.67	66.67	100
6	I believe using Fun Vocabulary helped me revise grammatical structures easily	33.33	40	6.67	10	10	100
7	I find it is interesting to use Fun Vocabulary to learn English.	0	0	6.67	30	63.33	100
8	I have sometimes forgotten to use Fun Vocabulary during the lesson	33.33	40	6.67	10	10	100

9	Fun Vocabulary increased my motivation to learn English.	0	10	6.67	40	43.33	100
10	I found myself willing to use Fun Vocabulary to improve my English.	0	0	3.33	30	66.67	100
11	Fun Vocabulary contributed greatly to my knowledge of English grammar.	43.33	46.67	3.33	6.67	0	100
12	Fun Vocabulary contributed greatly to my knowledge of English vocabulary.	0	0	6.67	30	63.33	100
13	Fun Vocabulary contributed greatly to my ability to listen in English.	40	43.33	6.67	6.67	3.33	100
14	Fun Vocabulary contributed greatly to my ability to speak English.	40	43.33	6.67	6.67	3.33	100
15	I will continue to use Fun Vocabulary after the lesson.	0	0	6.67	20	73.33	100
16	I would recommend using Fun Vocabulary to other EFL learners	0	0	10	33.33	56.67	100
17	I found it difficult to use Fun Vocabulary.	40	43.33	6.67	6.67	3.33	100
18	I found it difficult to remember using Fun Vocabulary.	40	43.33	6.67	6.67	3.33	100
19	Using Fun Vocabulary to learn English was boring for me.	60	30	3.33	6.67	0	100
20	While using Fun Vocabulary, I came across familiar words and phrases.	0	0	6.67	26.67	66.67	100
21	While using Fun Vocabulary, I learn unfamiliar words and phrases.	0	0	6.67	26.67	66.67	100
22	I felt good when I could upgrade my level on Fun Vocabulary.	0	3.33	6.67	33.33	56.67	100
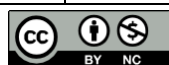
23	I felt bad when I could not upgrade my level on Fun Vocabulary.	0	6.67	6.67	40	46.67	100
24	I always wanted to continue using Fun Vocabulary even though I failed in some stages.	0	0	6.67	33.33	60	100
25	I always wanted to quit using Fun Vocabulary when I failed in some stages.	40	43.33	6.67	6.67	3.33	100
26	I found myself using Fun Vocabulary unconsciously.	60	30	3.33	6.67	0	100
27	I recommended my friends use Fun Vocabulary, which I was following.	6.67	6.67	3.33	40	43.33	100
28	Thanks to Fun Vocabulary, I could do more practice in English.	0	0	10	33.33	56.67	100

Source : Adapted from Losi (2022)

Responses of "agree" and "strongly agree" were used to indicate that students valued the suggested learning process in the item questionnaire. The students' responses of "strongly disagree" and "disagree" were taken to reflect their negative opinion of the process of learning. Table 1 presents the results of the survey.

Since more than 50% of the responses were rated as "agree" or "strongly agree," the interpretation of the research findings revealed that fourteen statements were found to be positive perceptions. From those quotes, it is possible to draw four main conclusions about how students perceive the use of Fun Vocabulary in EFL classes. First, it was clear that students valued the role that Fun Vocabulary played in enhancing their vocabulary knowledge and listening abilities. Students learned more vocabulary when they used fun vocabulary since they could easily find the definition of a word. Additionally, they might be familiar with and employ a variety of native terminology that could broaden their vocabulary.

This result was consistent with research by Alhadiah (2020), who discovered that students thought MALL was a helpful tool that was simple to use and that they intended to use it in the future. Due to their value both within and outside of the classroom, MALL-based vocabulary learning tools are strongly advised.

The results demonstrated that students used fun vocabulary consistently and with satisfaction. They encountered some difficulties with the tasks, but they persisted in completing them and continued to use Fun Vocabulary. They found it enjoyable and satisfying to study with Fun Vocabulary if they were able to respond to the questions and move on to the next level. Even if they struggled in some subjects, they did not want to give up. Even they had the intention of telling their friends about Fun Vocabulary so that they might all study together. It therefore

agreed with studies on Buleleng regency students in the tenth grade who had a favorable opinion of MALL in learning English (Pramesti & Susanti, 2020).

Conclusion

As the conclusion, it is formulated that there is good effect related. As a consequence, students in Klambir V had favorable perceptions of CALL in learning English by using designed multimedia Fun Vocabulary. Comparing pupils who had mobile technology to those who did not, students who had mobile technology likely to have more favorable perceptions. This study also shown that students' perceptions of CALL in English language learning were strongly influenced by Performance Expectancy. CALL should thus be included in the process of learning English since it is thought to help students learn the language more effectively.

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