

CHAPTER 1

INTRODUCTION

This chapter presents the introduction of the thesis. It consists of five points. The first point is the background of the research. It describes the reason why this research is important to conduct. The second point is formulation of the problems consisting of several research questions. The third section is operational definitions of theoretical studies. The fourth section explains the purposes of the research. While in the last section, it presents the use of the research.

1.1 Background

In this globalization era, English is mostly used as the language of the world. As mentioned in the Indonesian language curriculum now, Kurikulum Merdeka (Freedom Curriculum), that English language study included several aspects to develop students' proficiency in English. There are four components of abilities in studying English, such as Listening, Speaking, Reading, and Writing (Ariyanti, 2016). To master these four aspects, the teacher should teach the fundamentals first, that is, vocabulary teaching, to make it the basic provision for students. The problem of this research arose from the experience of researchers when conducting PLP at a junior high school in Tasikmalaya, where researchers saw that students did not interact much with the teacher in English lessons especially in "Greeting Card" material, because it was based on the responses from the students themselves, apparently, there are still many students who lack of vocabulary. Even when the teacher improvised to incorporate teaching vocabulary into different English learning materials using the lecture way, the students still seemed less enthusiastic. Therefore, in the process of teaching English vocabulary, especially the greeting card material, some junior high school English teachers from the school suggested using games as a media for teaching vocabulary, as is often done by them and their fellow teachers. The aim is to attract students' attention and enrich student vocabulary logs.

Because vocabulary is the most important basic thing that students must acquire, teachers can use games to make teaching and learning English more enjoyable by making students more interested, motivated, easy to understand the material, actively participate in learning activities, and creative. Shukurova (2021) said that a game is an organized activity that follows a set of rules. When it comes to English teaching, incorporating games can be an essential tool for educators as they offer numerous advantages in enhancing students' learning experiences. For example, by reducing boredom in the class, the teacher increases the students' motivation and enthusiasm for learning.

Games-based vocabulary teaching is a process of teaching that uses games as a medium to make teaching easier for teachers and help students enrich and retain new words. Games create a fun and relaxed atmosphere, making it easier for learners to enjoy the learning process and retain words better (Ameer, 2016). They are competitive, cooperative games that allow students to have fun while gaining knowledge (Brianita, 2019). Also, games are perceived as meaningful fun activities governed by rules, and they can be divided into various types of games, online and offline games (Frydrychova, 2014). Examples of games that are usually used to teach vocabulary include word bingo, memory games, word puzzles, taboo games, vocabulary board games, etc., (Ameer, 2016). These games not only make it easier for teachers to teach their students, but also media games help increase vocabulary acquisition, promote competitiveness, cooperativeness, motivation, and meaningful communication in the target language (Frydrychova, 2014). Media games are often used by several English teachers at one of the schools used as the location for this research. These teachers have been using games as media in teaching English vocabulary for the past 5–6 years. Long before this research was conducted, researchers had conducted pre-interviews with several different teachers and schools. The results of the pre-interview showed that not all teachers taught using games. So, by seeing the gap and armed with these field results, this researcher took the initiative to conduct this research with the aim of exploring teachers' views on game-based English vocabulary

teaching to motivate other English teachers so they can create a better teaching experience.

There are many researchers who study the games-based on vocabulary teaching. According to the study by Sari (2018), games aid in social skill development in addition to vocabulary or grammar instruction for students. Using games is a very efficient way to teach and acquire vocabulary since they make learning less stressful for students. One of the potential solutions for creating meaningful teaching is through games. The learners will remember the moments when they played the games if they are implemented, and the benefits of using games will greatly assist students in improving their vocabulary logs. There are many researchers who study game-based vocabulary teaching. Also, Sari (2018), stated that games help develop social skills in addition to teaching vocabulary or grammar to students. Using games is a very efficient way to teach and acquire vocabulary because games reduce stress for students. One potential solution to creating meaningful teaching is through games. If implemented, students will remember the moments when they play games, and the benefits of using games will greatly help students improve their vocabulary.

There are gaps that are being the basis for motivating researchers to conduct this research, such as in the journal Shah and Saleem (2021), which explores the benefits of using games to develop students' EFL vocabulary. It was found that games make learning fun for students, minimize student anxiety, help students memorize vocabulary easily and naturally, and bring context to the classroom. However, this research only focuses on investigating the teachers' perceptions toward teaching vocabulary with only one type of game, such as word games, and the impact that those word games may have on a learner's motivation in a formal foreign language classroom environment. Meanwhile, in this research, the researcher will explore the perceptions of junior high school English teachers regarding game-based English vocabulary teaching broadly and generally and not only focus on one type of game as in previous studies.

Apart from aiming to explore the junior high school English teacher's perception of game-based English vocabulary, this research also serves as a comprehensive resource that can inspire and guide readers, especially English teachers, in the teaching of English vocabulary. The findings and insights derived from this study are intended to be utilized as a point of reference, offering practical strategies, innovative approaches, and valuable recommendations for enhancing the teaching and learning of English vocabulary. By engaging with this research, educators can gain a deeper understanding of the benefits and potential implementation of games-based vocabulary instruction, ultimately empowering them to create engaging and impactful learning experiences for their students.

1.2 Formulation of the Problem

This research has research, which is “What are the English Teachers’ Perceptions of Games-Based English Vocabulary Teaching?”

1.3 Operational Definitions

To avoid misunderstanding about the terms set out in this study, the researcher provides some definitions related to this study as follows:

- 1) Junior High School English Teachers’ Perceptions of Game-Based Vocabulary Teaching: It refers to how the junior high school English teacher perceives and understands the use of games as a media for teaching vocabulary. This includes the way teachers interpret and understand their teaching experience, student behavior, instructional strategies, and various aspects of the teaching and learning process using games that they implement for their junior high school students.
- 2) Games-Based English Vocabulary Teaching: It is the process of teaching English vocabulary to students by using games as a media with the aim of enriching English vocabulary mastery. The forms of games used by teachers are very diverse, they can be in the form of online games or simple games that are done offline or directly in class with students. For

example, Wordwall, Quizizz, Kahoot! etc. for online games. Also, Taboo Games, Word Bingo Games, etc. for offline games.

1.4 Aim of the Research

The aim of this research is to explore teachers' perceptions of Games-Based English Vocabulary based on their experiences of teaching English vocabulary processes.

1.5 Significances of the Research

- 1) Theoretical Use: The findings of this study will expand the teachers' perception on the use of games-based vocabulary teaching.
- 2) Practical Use: The result of this study will talk about the teachers' perception on the use of games in creating an interesting vocabulary teaching process, to motivate the other English teachers to create a better teaching English vocabulary experience with using media games.
- 3) Empirical Use: Providing a solid foundation based on real data and experiences from teachers to understand how they perceive and experience the use of games in teaching English vocabulary, to support the development of teaching English vocabulary and to consider practitioners' perceptions directly in educational contexts.