CHAPTER 1

INTRODUCTION

In this chapter, the wide-ranging description of the study is described. It contains of the background, formulation of the problems, operational definitions, aims of the research, and significance of the study.

1.1 Background of the Study

Vocabulary learning is an important part of language acquisition. In the context of learning English as a foreign language, acquiring vocabulary is more crucial than conquering other language abilities such as listening, speaking, reading, and writing (Lei & Reynolds, 2022). This is because words serve as the foundational building blocks of language, forming the basis for constructing larger linguistic structures such as sentences, paragraphs, and entire texts (Bafadal, et al., 2019). In other words, whether the language is first, second, or foreign, the first thing that language students must master is vocabulary learning, which is essential to language acquisition. Laufer (1997) explained that vocabulary learning lies at the heart of language development and language use. In fact, it is what gives language its identity. As Wilkins (1972) argued that the conveyance of information is greatly limited without the presence of grammar, and the absence of vocabulary makes communication impossible. It means that vocabulary is the key for students to understand what they hear and read; and to communicate successfully with others. Similarly, Nation (2015) as cited in Textinspector (2022) noted that a rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform. For that reason, students who have a large vocabulary find it easier to learn and master the English language (Rahmah & Astutik, 2020). Hence, it is important for students to developed a wide range of words to support and facilitate their language learning and skills.

On the other hand, in middle school, the teaching of vocabulary does not typically occur as a separate subject but instead integrated into various English topics and skills. This indicates that vocabulary has not been a particular subject for students to learn, but has been taught within lessons of speaking, reading, listening

and writing (Rasuan, 2018). As Ilter (2019) explained that to help students expand their content knowledge, it is necessary to incorporate vocabulary learning throughout all English topics. It also helps them to know the meaning of what they learn in English (Rahmah & Astutik, 2020). Due to the importance of vocabulary, it becomes imperative to foster their motivation as it plays a significant role in successful second language learning. In accordance with this, Slavin (2018) emphasized that students who exhibit high levels of motivation are more likely to actively plan their learning English, execute their learning strategies effectively, and retain the information they acquire. Further, Dornyei (2005) stated, "without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish a long-term goal". Therefore, this suggests that motivation serves as a driving force for students to make conscious efforts and establish an emotional connection to the learning process, particularly in vocabulary learning.

However, Umpung et al. (2022) revealed that students have a difficult time learning it since not everyone has the same perspective or motivation to study English, and some students also struggle due to a lack of motivation during the learning process. In other words, motivation is the main issue for students' learning success in language learning because it affects the learning process and triggers effective learning (Dornyei, 2007). As Bafadal et al. (2019) found that the students' motivation, such as enthusiasm and active learning vocabulary, are still not visible. Similarly, Sitepu et.al (2023) revealed that there are three problems faced by students in learning vocabulary, namely: low learning motivation, low self-confidence and low memory. This is also felt by students at one class of SMPN Tasikmalaya that was used as a research location at the research program of MBKM Mandiri. Based on the initial research from pre-observation, it is found that the students have low motivation in learning vocabulary with its characteristics as follows: some students looked lethargy during learning English vocabulary, tended have no willingness to take apart in the vocabulary learning process (they frequently did not pay attention or listen when the teacher explained), low response to the teacher and the process, low active participation, low confidence and they preferred to talk with their friends. Besides that, from pre-interview with English teacher who

has been teaching in this class, the teacher said that one of the issues perceived by the teacher during teaching in that class is lack of students' motivation, such as; insufficient engagement in active involvement and a lack to perform and express the words (unconfident).

It is also supported by the result of pre-questionnaire from students that the percentage of students' motivation score 64% which include category of poor motivation based on the classification from Hidayati (2016). The pre-questionnaire revealed that they expressed their dissatisfaction with the rigid and uninteresting teaching methods for vocabulary and their low self-efficacy. Accordingly, it is critical to employ effective strategies for increasing students' interest and motivation in the vocabulary learning process (Zuindra, 2018). One solution is the use of games. As several studies have shown that games can enhance student motivation, particularly in learning new languages (Rahmah & Astutik, 2020). As underlined by Sherly et al. (2019), games for learning English are very useful because they can boost learners' motivation and enthusiasm. It is in line with Sakhar et al. (2020) argued that incorporating activities that engage students' bodies, such as games, when learning new words has been found to have a beneficial effect on their motivation and comprehension of vocabulary. Thus, games can increase students' motivation in learning vocabulary.

Among the various approaches explored, the use of charade games has emerged as a promising way to enhance students' motivation in vocabulary learning. A charade game is an interesting game which words are represented through mime that students have to guess what the words that their friends act out. Charade games keep and encourage students' motivation to memorize the vocabulary throughout the learning experience since they learn through doing enjoyable activities (Khayati & Hadi, 2020). Additionally, this game can help students engage in enriching and knowing the meaning of words (Putri & Alhusna, 2021). Besides, several studies such as Bafadal et al. (2019) further support this notion, highlighting the benefits of charade games in vocabulary mastery, which include a stimulating learning experience, and it improves retention of words. Another research by Azhar et al. (2023) pointed out that charade games positively

impacted students' encouragement in achieving and mastering English writing skill. Moreover, Qomar and Wati (2021) discovered that the use of charades games effectively facilitated students' understanding of spelling, pronunciation, and meaning of words. In accordance with the above explanation, the researcher believes that charade games can improve students' motivation in learning vocabulary. Thus, the researcher would implement the use of a charade game in vocabulary learning to cope with the problems occurring in that class. By providing interactive and meaningful learning experiences, it is expected that students will not only improve their vocabulary but also feel motivated and engaged in the learning process. It helps the students to gain their attention in learning vocabulary, and makes the students enjoy learning and interact with their classmates. Although several studies have explored the implementation of charade games, there has not been sufficient research on students' motivation context. Therefore, to fill the gap of the previous studies, this present research entitled "Boosting Students' Motivation through Charade Game in Vocabulary Learning" investigates how charade games improve students' motivation in vocabulary learning.

1.2 Formulation of the Problems

Based on the background above, the problems are formulated as follows:

1.2.1 How is the charade game process boosting students' motivation in vocabulary learning?

1.2.2 To what extent the use of charade games can boost students' motivation in vocabulary learning?

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 follow:

1.3.1 Students' motivation : the level of student enthusiasm, interest, and drive to learn or perform certain tasks for active participation in achieving success in vocabulary learning.

1.3.2 Vocabulary learning	**:**	the process of acquiring new words and phrases in a second language that involves students' ability to identify, memorize, understand, and recall English vocabulary in various contexts and situations.
1.3.3 Charade game	**:**	a fun and interactive teaching method that involves acting out and guessing words, phrases and sentences to increase student motivation and participation in learning English vocabulary.

1.4 Aims of the Research

Based on the research questions to solve the problems above, this research aims:

1.4.1 To know the charade game process in boosting students' motivation in vocabulary learning.

1.4.2 To find out the improvement of students' motivation in vocabulary learning through charade game.

1.5 Significance of the Study

1.5.1 Theoretical Use

This study will enrich the information and theoretical knowledge on game-based learning approaches by exploring how charade games can boost students' motivation in vocabulary learning.

1.5.2 Practical Uses

As a practical contribution, this study can be used as reference for teachers to implement this interactive and enjoyable activities to make vocabulary learning more engaging and effective.

1.5.3 Empirical Uses

This study presents empirical understanding that demonstrates the impacts of incorporating charade games to support students' motivation in vocabulary learning. Additionally, it provides valuable insights into how charade games influence students' vocabulary.