CHAPTER 1

INTRODUCTION

In this chapter, the researcher presents several explanations of why this research was researched and how the research process occurred. Therefore, the researcher describes it in several sub-points, such as the background of the study, formulation of the problem, operational definitions, aim of the research, and significance of the study. The following explanation regarding the topic is outlined.

1.1   Background of the Study

One difficulty that is often encountered in the process of learning English at school is mastering vocabulary. The English language is different from the Indonesian language in terms of structure, pronunciation, and vocabulary. The problem is the students cannot understand the content of the English text when learning English because they do not understand the English vocabulary language. According to Donmus and Gurol (2014), common issues faced by students when learning English are students are unable to transfer the meaning of words, have difficulty spelling the words properly, and memorize the English vocabulary. The use of media for teaching vocabulary is an important key to a successful teaching-learning process. (Safura, 2022). Therefore, it is important to find an alternative teaching learning vocabulary place, one of them is educational English games.

Based on observations in September 2023 at one of the elementary schools in Tasikmalaya, grade 6 students had difficulty and low motivation in learning English, especially vocabulary. When writing an activity, students had difficulty expressing ideas or did not know the vocabulary and how to spell it. Then, when reading activity, they also had difficulty knowing the meaning of the word. For example, when reading questions, they all complain because they don't know the meaning of the word. Moreover, they seemed too lazy to pay attention to the teacher and they seemed not confident because the activities were still monotonous. Therefore, teaching media is needed to attract students' interest when learning English. One of them is by introducing game-based technology for the English teaching process. Technology plays an important role in education nowadays.

According to Selwyn (2011), the use of digital technology has a role in supporting and enhancing learners' cognitive learners' cognitive processes and thinking skills. In this context, the vocabulary game "Games to Learn English" website can be the solution. The reason is that this game has content with various categories and several types of games.

The use of games in English language learning has been studied in various learning activities. Several previous studies related to this research showed positive responses from students. First, Wiraldi et al. (2020) examined that Scattergories games can improve students' vocabulary. Second, Azhari and Ariyani (2022) found that the use of game-based learning can improve the quality of the vocabulary learning process and students' vocabulary mastery. Furthermore, the research from Safura and Helmanda (2022) showed that the implementation of games in the teaching-learning process is effective because it encourages students' motivation and involvement during the learning process.

Some gaps are the basis for motivating the researcher to conduct this research, such as, (Wiraldi et al., 2020; Azhari& Ariyani, 2022; Safura& Helmanda, 2022) explore the use of games in the teaching-learning process. However, the form of the game that the researcher uses is a web-based online game and it has a different site from the research studies above. Therefore, this research wants to fill in the gaps by focusing on the new game, namely the "Games to Learn English" website with the title "The Implementation of "Games to Learn English" Website to Improve Students' Vocabulary Mastery".

1.2 Formulation of the Problems

According to the background of the study, the researcher formulated the question as follows:

How does the researcher improve students' vocabulary mastery using the "Game to Learn English" website in sixth grade at one of the elementary schools in Tasikmalaya?

1.3   Operational Definitions

1.3.1 Vocabulary	:	Vocabulary mastery is comprehensive knowledge to recognize, to understand, and to produce the stock of words and their meaning.
1.3.2 *"Games to Learn English"*	:	"Games to Learn English" is a website that is specifically designed as a learning medium to assist the learning process and provide effectiveness for students in learning English.

1.4 Aims of the Research

This research aims to know the process and the improvement of the student's vocabulary mastery using the "Game to Learn English" website.

1.5   Significances of the Study

1.5.1 Theoretical Significance

The result of the research is to contribute to the theory about how to improve students' vocabulary mastery using the "Game to Learn English" website. This study supports the theory of mastering vocabulary with games (Wiraldi et al. 2020)

1.5.2 Practical Significance

This research is expected to give input to English teachers in choosing learning media in the classroom for learning English.

1.5.3 Empirical Significance

This study reviewed and complemented existing research regarding improving students' vocabulary mastery. Although there is a lot of previous research, this study examines the specific issue of students' improvement in mastering vocabulary through the "Games to Learn English" website, especially in elementary school.