

CHAPTER 1

INTRODUCTION

This chapter provides the following sections: background of the study, formulation of the problem, operational definition, aim of the research, and significance of the study.

1.1 Background

Vocabulary is the most essential thing that students must acquire. Alqahtani (2015) stated that vocabulary knowledge is often viewed as a critical tool for second-language learners because a limited vocabulary in a second language impedes successful communication. Schmitt (2000) emphasizes the importance of vocabulary acquisition, stating that linguistic knowledge is required to communicate effectively and acquire a second language. According to Nation (2001), vocabulary knowledge and language practice are complementary, whereby vocabulary proficiency facilitates language use and vice versa. Furthermore, language use leads to an increase in vocabulary knowledge.

There is a phenomenon related to vocabulary learning occurred in one of the junior high schools in Tasikmalaya, West Java. Based on the researcher's preliminary observation, students often feel less enthusiastic about learning vocabulary and also find it difficult to acquire new vocabulary. However, there is one of the teachers who regularly uses games in English learning. Surprisingly, the students were more enthusiastic while using games and even wanted to continue using games in their learning. According to the teacher, one of the students' favorite games is the Board Race Game. The researcher sees that there was a greater demand for classroom games-based English vocabulary acquisition than for traditional lecture-style instruction especially for junior high school students. Therefore, the researcher is interested in conducting this research to see students' perceptions of vocabulary learning using Board Race Games.

There are some studies showed the benefit of using game in the vocabulary learning. First, Küçük (2023) concluded that lessons with games are more fun and productive than lessons without games. All educators must realize that today's generations are dissatisfied with traditional procedures and methods; Charsky and

Ressler (2011) stated that the students' motivation increased in the lessons taught with games, and their learning became more permanent. Ibrahim (2017) stated that language games can help students build a good relationship with the new language. As a result, he argued that curriculum designers should incorporate a sufficient number of games in their lesson plans. Additionally, he underlined that educators should stop controlling the classroom and help students learn languages.

Teachers must be able to provide vocabulary teaching strategies suitable for their students' characteristics, they should prepare and find the appropriate techniques to implement for the students. Teachers must be imaginative and capable of mastering the content so that students understand it and become interested (Susanto, 2017). Teachers must be familiar with their students' qualities, they must also create practical approaches and materials to achieve the goal of language education. As teachers, we must construct creative activities to boost students' interest in learning English. According to Pratiwi and Nur (2019), teachers must create a creativity exercise to stimulate the students' interest in learning English and significantly freshen their minds so that they are ready to memorize and remember some vocabulary. This research proposed a Board Race Game to improve students' vocabulary mastery. A Board Race Game is one of the kinesthetic games that has a benefit in the learning process and can be used in teaching and learning activities. This educational game can create a fun atmosphere in the classroom. They found that this game successfully created a fun atmosphere in the teaching and learning process and increased the student's vocabulary mastery.

Some previous studies have been conducted related to the use of Board Race Game in teaching vocabulary. First, on his research, Hukom (2021) stated that Board Race Games can be an alternative teaching strategy for vocabulary, and they provide clear steps for their teaching implementation. In addition to encouraging students to participate actively in class, that game can also assist them in improving their vocabulary mastery. Teachers must use effective tactics in their teaching activities since the aim of vocabulary instruction is to help students acquire a vast vocabulary. As a result, the practical technique they choose to employ will impact their ability to educate. Syaputra et al. (2023) conducted a study to evaluate the

effectiveness of the Board Race Game in enhancing students' vocabulary mastery. Utilizing a systematic literature review approach, they framed research questions and developed a review protocol based on PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). Their findings indicated that the Board Race Game significantly enhanced students' vocabulary acquisition while creating a more enjoyable and engaging classroom environment. The game improved students' ability to retain vocabulary, encouraged active participation in the learning process, and helped them feel more at ease and involved. Overall, the Board Race Game proved to be an effective tool for improving vocabulary mastery among students. However, previous research mainly focused on the influence of the Broad Race Game and the teaching method as strategies for implementing the Broad Race Game to vocabulary learning using a quantitative method. To fill the gap, this research will focus on students' perceptions of learning vocabulary using Board Race Games in a qualitative descriptive case study.

1.2 Formulation of the Problem

Based on the background above, the research question in this present study is 'What are students' perceptions of vocabulary learning using Board Race Games?'

1.3 Operational Definitions

To avoid misunderstanding this research, the researcher provides some definitions related to this study, as follows:

- 1.3.1 Vocabulary** : Vocabulary is a fundamental skill that 7th-grade students should master. Vocabulary materials being taught consisted of name of jobs and things in the classroom.
- 1.3.2 Board Race Game** : Board Race Game is a fun game played in the classroom by students using the whiteboard and markers to compete in writing down the vocabulary learned.

1.3.3 Students' Perception: Students' perception is the opinion of students about the use of Board Race Games. It comes from questions or discussions.

1.4 Aim of the Research

This research is conducted to find out and analyze the students' perceptions of vocabulary learning using Board Race Games.

1.5 Significances of the Research

1.5.1 Theoretical Use

This research enriches the existing theories about students' perceptions of using Board Race Games in learning vocabulary.

1.5.2 Practical Use

This research expands the use of Board Race Games in learning vocabulary in the classroom to improve students' communication skills in English. It is also essential to know how effectively this method improves student vocabulary.

1.5.3 Empirical Use

This research provides empirical insights into how students perceive learning vocabulary using Board Race Game.