

CHAPTER I

INTRODUCTION

This chapter illustrates the reason for conducting the research. It deals with several points: an introduction that concerns with a background of the research, research questions, research purposes, research significances, research scope, conceptual framework, and previous study.

A. BACKGROUND

English vocabulary proficiency is a crucial aspect of learning English. According to Jumariati (2010), proficiency in vocabulary is crucial to learning a foreign language. To advance in learning a foreign language, one must possess a large vocabulary (Richard, 2001). Therefore, increasing language skills has a positive impact on students' competitiveness in continuing their education to the next stage, especially in schools that use English as a teaching medium (Putranti, 2019).

The importance of developing English vocabulary at an early age is the main focus of children's education. Oktaviani & Fauzan (2017) argue many teachers in Indonesia believe that English is important for young learners and is beneficial for the child's future. the need for educational emphasis to include comprehensive English language proficiency, considering it a valuable asset for global communication and academic advancement.

However, teaching English vocabulary to young children is quite difficult. According to Muliana (2020), learning English is still difficult for young learners, especially vocabulary, so learning was are needed that are effective and fun for young learners.

Although teaching English vocabulary to young learners is known to be difficult, creative alternatives are being investigated to make learning more efficient and pleasurable, such as game-based learning. Game-based learning are offered as an innovative solution to the problem. According to Vernon (2009) games are an innovative learning for teaching young learners vocabulary. This is why games for young learners are very important; apart from preventing children from feeling

bored while learning, they are also very suitable for young children who are known to be active and cannot sit still. This argument is strengthened by Tatminingsih (2016), young learners are always moving and cannot stay still unless they are asleep. When faced with a new language, some students may find it difficult to negotiate the meaning of the words, so in this case, the teacher needs to take a big role so that students are not anxious about this (Althaqafi, 2022). Learning vocabulary can be a big challenge for students, especially when they face difficulties in understanding the meaning of words. One source of this difficulty can come from encountering unfamiliar vocabulary in texts or conversations, which makes them confused and difficult to understand. In such cases, teachers play an important role in minimizing these concerns by providing clear explanations, giving contextual examples, and giving them opportunities to actively engage in vocabulary through discussions and activities. Therefore, game-based learning is an alternative to increase the effectiveness of learning English vocabulary, and it makes it easier to remember their meanings (Bakhsh, 2016).

Several studies discuss game-based learning for teaching English vocabulary to young learners. The first is "Improving Young Learners' Vocabulary Mastery through Game-Based Learning using Mofin Mystery Box" by Authar (2021). The result of this study is that Mofin Mystery Box can increase students' vocabulary proficiency at Sukomanunggal State Elementary School. The second is "Teaching English Vocabulary Through Game: Views from The Students" by Ramadhaniarti (2016). The results of this study show that learning English vocabulary can be more fun, interesting, challenging and entertaining. Third is "Use of Clash of Clans Games to Teach Vocabulary to Class iv Students of SDN Jombor Sukoharjo" by Astuti et al (2021). It can be concluded that the results of the study on teaching vocabulary by using COC games had a positive impact on students. This is because students learn new vocabulary not only from the vocabulary they use every day but also from the COC game.

Previous research has explored the relationship between vocabulary proficiency, games, and young learners, but this study broadens the focus by considering student responses. This suggests that there is a gap in the literature that

does not consider the influence of student responses on the effectiveness of using games in improving vocabulary proficiency in young learners.

B. RESEARCH QUESTIONS

Based on the background this research will find the answer to the question:

1. What are the young learners' responses when using the bingo game?
2. What is the young learners' vocabulary proficiency during the use of the bingo game-based learning from meeting to meeting?

C. RESEARCH PURPOSES

From the research questions above, this study aims to reveal the expected results, as follows:

1. To explore the young learners' responses when using the bingo game
2. To evaluate how bingo game-based learning affected the vocabulary proficiency of the young learners from meeting to meeting.

D. RESEARCH SIGNIFICANCES

This study has several significances, including:

1. Theoretical significance
This study can be a source of information for anyone who wants to conduct research in the field of vocabulary through bingo game-based learning.
2. Practical significances
 - a. For students.
This research and the data contained within it, hopefully, will assist students in finding solutions to their problems when dealing with vocabulary limitations.
 - b. For teachers.
This research can help teachers create appropriate and fun classroom sessions for their students in vocabulary learning.

E. RESEARCH SCOPE

This research discusses young learners' responses and proficiency in learning English vocabulary through bingo-based learning. It entails an in-depth exploration of young learners' responses and proficiency in learning English vocabulary through bingo-based learning. This research will focus on young learners in kindergarten aged 5-6 years, and include one homeroom teacher as a participant to gain a more in-depth perspective. The research does not involve statistical analysis using SPSS or numerical data. It aims to uncover the benefits and advantages that students gain after engaging in this game-based learning activity, focusing on their language acquisition process and improved vocabulary retention.

F. THEORETICAL FRAMEWORK

Understanding students' responses in academia is crucial to improving educational practices and support services. Student response is very important in the learning process because it can stimulate students' understanding and way of thinking (Kurniawan, 2018). The response itself comes from the word "response" which means answer, reply, or response (reaction), which describes the objective reaction of individuals to certain situations or stimuli, and its form can vary (Aziz & Rikfan, 2022). As an indicator closely related to the learning process, student response can also be considered a dynamic indicator that reflects students' active involvement in learning activities (Huwae, 2023). This aligns with the opinion of Husaini (2020) who states that student response is a very important active role in learning activities.

According to Babacan (2023), game-based learning is an informal education style for students to comprehend certain processes through experience. Games have been proven to be effective for learning in various fields (Deghedi, 2023). Ucus (2015) added that games help students develop the necessary knowledge, skills and values to be an active member of their classroom and even in their society. Games play an important role in promoting the holistic development of students by equipping them with essential knowledge, skills and values that are critical for active participation both in the classroom and in the broader context of society.

Vocabulary learning is one of the most important things in language acquisition, both L1, L2 and foreign (Decarrico, 2001). Proficient vocabulary learning can support language acquisition as it is a key component to understanding and communicating meaning in various language contexts, whether in a mother tongue, second language or foreign language. Vocabulary is important to language learning, as languages are based on words (Alqahtani, 2015). Thus, Hatch & Brown (1995) state that vocabulary is the only system involved in alphabetical order. In addition, Brown (2001) views vocabulary is a boring word that students must describe and memorize. Interactive games in kindergarten help children quickly acquire new vocabulary. This argument is strengthened by the statement of Rashid et al. (2022) Studying vocabulary will improve students' English skills. Birinci & Saricoban (2021) added that language is built on vocabulary, which also has a direct impact on a person's life in every way. They argue that vocabulary is the foundation of language and has a direct impact on people's lives as it affects how they communicate, understand information and interact well in various aspects of daily life.

According to Herlinda et al. (2017), proficiency is abilities in terms of work attitudes learned by citizens. This argument is reinforced by Harsch (2017) who states that proficiency is the goal of language learning and teaching. The proficiency that students learn is not only limited to language skills but also includes the ability to adapt themselves in a professional context. This shows that the main purpose of language learning is to prepare individuals to communicate effectively and successfully in everyday life. Renandya et al. (2018) also argued that language proficiency refers to a person's ability to use language for various communicative purposes. Clark (1975) argues that a proficiency test is considered a measurement procedure that aims to determine a test taker's ability to receive or transmit information in the test language for some pragmatic purpose useful in real-life settings. A proficiency test is an evaluation tool to assess one's ability to use the test language practically and effectively in real life. This emphasizes the importance of proficiency exams to assess one's readiness to interact effectively in real life.

G. PREVIOUS STUDIES

Some previous studies are concerned with investigating how kindergarten students can learn new vocabulary using the game. *The first* is "Improving Young Learners' Vocabulary Mastery through Game Based Learning using Mofin Mystery Box" by Authar (2021), This research is qualitative research. The data analysis techniques used in this study are identification, classification, and description. The result of this study is "Mofin Mystery Box" can increase students' vocabulary mastery at Sukomanunggal State Elementary School.

The second is "Teaching English Vocabulary Through Game: Views from The Students" by Ramadhaniarti (2016). In this research, the researcher wants to know how to teach English Vocabulary through the Game: Views from the Students. In this research, the researcher wants to know how to teach English Vocabulary through the Game: Views from the Students. The participants were the students of 7.1 who studied English at SMPN 14 Kota Bengkulu. The instruments to collect the data used interviews for the students. The data analysis and interpretation were based on data from the interview with the participants. The data show that the Majority of the students' comments were positive. They said that playing the game is fun, interesting, challenging, and amusing and they enjoy it. Students' positive attitudes toward games and activities may show that the students enjoy the activity with the game.

Third is "Use of Clash of Clans Games to Teach Vocabulary to Class IV Students of SDN Jombor Sukoharjo" by Astuti et al (2021), This research focuses on teaching vocabulary using the Clash of Clans Game. With new applications in teaching, it is hoped that students will be interested in increasing their knowledge of English. Namely by using the Clash of Clans Games. The research method used in this research is a qualitative descriptive research method. This research aims to explain the use of the Clash of Clans Games for teaching vocabulary to fourth-grade students at SDN Jombor.

The previous studies rarely involve students' direct experience in using games to improve vocabulary skills. However, this study emphasizes the novelty of

understanding students' responses in depth, hoping to make a level contribution to the effectiveness of using games in vocabulary learning.

