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 research, formulation of the problems, purpose of the research, significance of the research, rationale, and previous research.

A.   BACKGROUND

Students often have problems using English words during their communication. So that teachers need more attention to make the vocabulary easy and more enjoyable to learn. To do this hard work, teachers must have the ability to teach using all kinds of tools that are already in their environment. Teachers can use interesting methods in the classroom so that they are more interested in learning. One such tool uses games. The research chooses the game because it helps and encourages many students to gain insight into a new vocabulary (Lui, 2016). The use of games in an English class can make students relax and fun in learning English. This is not easy to do because not all games can be used for teaching. The game should be associated with learning and / or meaningful for students. With a game, students can add new vocabulary and try to use it in their communication. There are many languages in the world which are used to communicate among the people of the world. One of the languages used as an international language is English. English is an important language spoken in all world activities, such as conferences, sporting events and world trade. Games can be used in the teaching and learning process as an attractive teaching method so that student boredom can be reduced. In addition, English is also important in the development of science, technology, education and culture. In Indonesia, English is the first foreign language taught from elementary to university level.

According to Lillemyr et al., (2013: 19), playing while learning makes students more relaxed in face learning, automatically the learning material will be quickly mastered by students, and learning objectives achieved as expected.

Hamalik (2000) also states that games will provide emotional satisfaction obtained from group life, achievement, recognition from others, and freedom of subject matter will be quickly mastered by students if the atmosphere is relaxed and fun. Likewise, some of the students majoring in English education at the UIN Sunan Gunung Djati Bandung like to play games and they find many new vocabularies from the game. One of the important elements in the game is that the teacher not only provides knowledge to students but also helps the students to be able to build knowledge in their brains. The game, which contains a lot of new vocabulary language found, may improve the ability to finds, solve problems, improve skills, cultivate concepts, understand, and strengthen so that it can improve student's learning outcomes. In the classroom, students also cannot understand what the teacher explains if they feel bored. So, there are some games they can use to bring back their focus but keep in touch with what we teach them. It happens when students do not feel interested in learning English. Due to the statement of some students that English is a difficult language, interest in learning the English language is reduced. Most students are usually very fond of the game, especially for students in Junior High School.. As stated Latiana (2018) that traditional games play a role in the development of children's potential, such as gross, fine, social, cognitive motor development and other aspects of development.

Playing is a real, fun, and exciting activity. Anggeni (2000: 2) argues that play is an activity carried out with or without using tools that produce understanding or provide information, provide pleasure, or develop imagination in children. Likewise, Semiawan (2002: 21) states that playing is an activity carried out by students but is fun, while games are a tool used to play. In order to assess the effectiveness of learning vocabulary through classroom games, we wanted to know how students' experiences helped their learning and what progress they made. In particular, can we implement the game as an effective tool to make students feel more comfortable and interested in learning vocabulary. Therefore, games can still improve students' ability to store and remember information, increase student motivation, involvement, self-confidence, and self-esteem and reduce academic grades.

Every time a game is playing, students will discover new vocabulary and try to communicate. One of the goals of improving English is to increase students' understanding of the English words they can find in their play. Online games have been played by some EFL students at UIN Sunan Gunung Djati Bandung to improve their English vocabulary. Hangman, Apple to Apple, Pictionary, Scrabble, Undercover, and online adventure games, character stories are one of the online games played by them.

Based on the above background, the research conducted qualitative research related to how students find new keywords in games and memorize new vocabulary to involve him in the game to boost students' vocabulary mastery. This research will conduct to see if games can improve vocabulary mastery. Students can memorize and recall all kinds of language routines that occur in class. Often, this refers to the "memory tricks" in which students can use for making plans developed during the coding and mental imagery, both visual and verbal (Sanusi et al., 2009).

Using game has been carried out by several scholars. Most of them used a quantitative approach, such as Riska (2018), Nuraeningsih (2016), Mothlaghb and Maryam (2014). Only a few scholars used a qualitative approach to explore the use of the game to teach vocabulary, such as Bakhsh (2016) and Aribowo (2008). From two research reports above, they involved elementary students as its participants. It also focus on the process of how EFL students gamer learning new vocabulary. Nevertheless, the present research conducted in university students, and also focusing on the application of games online.

B.   RESEARCH QUESTION

The problem in this study is formulated into the following research question: "How do EFL students who are gamers learn new vocabulary?"

C.   PURPOSE OF THE STUDY

The aim in this study is formulated into the following research purpose: "To explore how EFL students who are gamers learn new vocabulary"

D.   SIGNIFICANCES OF THE STUDY

This research is expecting to obtain useful results for education in terms of:

1.   As input data for English teachers about the use of games and the importance of vocabulary in English management.

2.   Motivate students to improve their vocabulary through gamer.

3.   As input for teaching students to students outside of class hours through games they like to increase language knowledge

E.   RESEARCH FRAMEWORK

This study aims at seeing how EFL student who are gamers learn new vocabulary. The author will only discuss the role of games that help students learn vocabulary. The current development of communication technology is the most effective or appropriate medium for developing language skills in children. Digital communication technology can be used as a medium to expand mastery vocabulary in children. Science and technology are tools for humans and have become a way of life. The development of technology is indispensable because every innovation is created to provide positive benefits for human life and provide many conveniences in every activity. For this reason, several digital technology developers, especially interactive game developers, have created interactive games that have an educational value that is expected to attract children's interest to learn about vocabulary.

Although some teachers may think that learning vocabulary is easy, learn new vocabulary has always been a challenge for students. Various ways of learning vocabulary are usually used by students such as using flash cards, notebooks, referring to bilingual and monolingual dictionaries to decipher their meaning, or providing several synonyms and antonyms to name a few (Nemati, 2010). Regardless of these efforts and is always so much trouble, the vocabulary is by far the biggest component and cannot be regulated. However, very little extensive research has dealt with vocabulary teaching and vocabulary learning in the Indonesian context (Asyiah, 2017).

Interactive games are a digital entertainment medium that is now growing, especially since the proliferation of smartphone devices. Interactive games that used to be commodities for children and only as a means of entertainment have now developed in various fields, such as business, simulation, education, and virtual learning. This development is slowly making interactive games a lifestyle that is widely known and familiar, especially in urban areas (Henry, 2010).

Learning languages through interactive games (games) is very interesting. According to Ismail (2012), games are universal because they live in all societies in the world. Games also do not recognize the existence of environment and social stratification. Games are also an activity that is determined by yourself if there is no element of coercion, pressure, or command. It is also aim to help students find the language classes, especially the vocabulary lessons more interesting, and to achieve more than a game.

Arsyad (2011: 3) argues that the media in teaching and learning tends to rearrange visual or verbal information. Good learning-media can increase students' motivation to learn and play an active role in learning. Oyedele (2013: 294) states that the provision and effective use of media is what distinguishes a superior school or college from an inferior one and an effective teacher. The use of instructional media can also affect student's achievement. Learning-media is included as an outside factor of individual, namely the instrumental factor. So it can be concluded that media is a tool used to receive messages, both visual and verbal, to motivate students to improve the learning process. Use effective learning media will distinguish the quality of education and teaching of a teacher. The use of instructional media in the form of games as media is very important to improve students' English language skills.

Game is a term in English means game, which is something that can be played by certain rules so that there are winners and losers, usually in the context of a less serious or for refreshing. The game is a system in which players engage in an artificial conflict, defined by rules that produce measurable results (Salen & Zimmerman, 2003). A learning-method is used to analyze the interactions between some players and individuals who show rational strategies. The use of the games

can be seen as a viable teaching strategies, caution should be applied in the use of certain games that have not been assessed objectively (Blakely et al., 2009). The game consists of a set of rules that build competing situations from two to several people or groups by choosing a strategy that is built to maximize one's winnings or to minimize your opponent's win. The rules determine the likelihood of action for each player, the number of descriptions each player accepts as progress in play, and any number of wins or losses in various situations. However, in spite of the positive attributes of the game, the potential difficulties can also arise. It is also argued that games have the potential to cause anxiety and embarrassment (Henderson 2005). Although the game can increase the fun and teamwork (Walljasper 1982 Sparber 1990), their use can also lead to increased competition among peers that may threaten (Henderson 2005). Putra (2012) revealed that the value of educational games has been increasing in language education since they help to make language education entertaining. Qumillaila (2012: 240) adds that games can be media that will give many advantages either to teachers and students.

From the explanation above it can be concluded that the game is a medium that will provide benefits for teachers and students to improve language knowledge if the language knowledge is taught in a fun way. An educational game is 'competitive activity with the specified settings are restricted by rules and regulations' (Allery 2004, p. 504). Learning from such games results from student interaction and feedback in a comfortable and attractive environment. Teachers can use technology to create games, and media in learning can help improve the quality of learning itself. Teachers also can use games to help their students practice more of their communication skills.

Games also helps a teacher create contexts in which the language is useful and meaningful. The learners want to take part to do so must understand what others are saying or have written, and they must speak or write to express their point of view or give information. According to Huyen and Nga (2003), to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use it accurately. Playing vocabulary games is an activity that requires students to actively communicate with their classmates using their own

language. By using games, teaching and learning activities will be more fun and students will have an interest in learning the material. Students will also understand the material easily.

F.   PREVIOUS RESEARCH

There are some previous studies that concerned to investigate how EFL students can learn new vocabulary from online game. The first is *"Using Games as a Tool in Teaching Vocabulary to Young Learners*" by Bakhsh (2016). This research take young learners in elementary school as the sample of the research. It conducted to prove that games are effective tools when devised to explain vocabularies and they make it easier to remember their meanings. The result of the research is that game makes the class entertaining, maintaining effort and interest, as well as to create an atmosphere of meaningful communication in which young learners to communicate before, during, and after the game.

The second is *"The Effectiveness of Teaching Vocabulary by Using Games to The Third Grade Students of SD Negeri 03 Karangmojo"* by Aribowo (2008). This research also take elementary students as the research participants. The result of this research is that by playing games students will not experience pressure in learning English, because the atmosphere is fun and interesting.

The present study is different from the previous studies above. It more focus on investigating how do the EFL students who are gamers can learn new vocabulary from the online game. Meanwhile the previous studies focus more on increasing student's interest to learn English vocabulary by using games. The game in the present study is the online game, while the previous studies use the ordinary game which can play in the classroom. The research participants in the present study is university students, while the research participants in the previous studies is young learners in elementary school.