

# CHAPTER I

## INTRODUCTION

Chapter one provides background of the research, research questions, research aims, scope of the research, significance of the research, and clarification of terms.

### 1.1. Background of Research

English is considered as international language that people can communicate with each other around the world. Vocabulary is one of the elements in English that needed in the communication. Campillo (2007) points out that vocabulary is obviously a very important element within a language as the overwhelming majority of meaning is carried lexically. Then, it can be said that vocabulary has been an important part in supporting people life, especially in daily communication. Vocabulary also has been stressed for teachers to engage the students' vocabulary mastery, especially for EFL students.

Mastering vocabulary is quite difficult, especially for EFL students. EFL students often give up trying to understand the meaning of the text or skip reading if sentences or entire paragraph contain a small number of unknown vocabulary. (Noor & Amir, 2006). In Indonesia, EFL students often skip the entire paragraph when they find some unknown vocabulary and give up trying to find the meaning and understand it. Banfield (2014) suggests that classroom must become student-centric to reach Intrinsically Motivated goals and gamification of learning objectives can be used to reach that target.

In this era, the use of game can be used in teaching activity. According to Gee (2005), games are understood as conceptual models working across formal and

informal learning contexts. One of kind of games that can be implemented in the classroom is gamification. Gamification is the application of game mechanics into non-game activities and processes. Gamification itself is one of the tools that used to engage students' motivation in the classroom. The implementation of gamification in the classroom helps students gain motivation towards studying, and students get pushed forwards and become more interested and stimulated to learn the material because of the positive feedback. (Mutean, 2011).

Several studies have shown the research and observation about the use of gamification improve students' vocabulary mastery. Sze Lui (2015) observed 31 students in Macau towards responds to the implementation of gamification in the classroom in learning vocabulary. The research concluded that gamification makes education more interesting and engaging in learning vocabulary. It helps students become more motivated towards learning. Flores (2015) extends that gamification empowers and engages the learner with motivational skills towards a learning approach especially in vocabulary and sustaining a relaxed atmosphere.

Related to several studies that have shown in Macau (2015) and United States (2015), the use of gamification can be implemented smoothly because their vocabulary mastery is good enough for the teacher to implement gamification in teaching activity such as teaching vocabulary. In contrast, while in Indonesia, the use of gamification is quite hard to find because the limitation of information that the teacher can get regarding gamification.

Nonetheless, the research about the use of Gamification in teaching vocabulary for junior high school students, particularly in Indonesia is still rare based on the observation about the topic on repository UPI. Therefore, further investigation and research are needed to discover the use of gamification in the classroom. This research was focused on investigating the effect of the use of gamification in improving students' vocabulary mastery. This research also aims to discover the students' responses toward the use of Gamification in vocabulary learning in junior high school.

## **1.2. Research Questions**

This research is expected to answer the following questions:

1. How does the use of Gamification improve students' vocabulary mastery?
2. What are students' responses toward the use of gamification on vocabulary learning in the classroom?

## **1.3. Research Aims**

The purposes of this research are expected to answer based on the research questions above, stated as follow:

1. To analyse the use of gamification improve students' vocabulary mastery.
2. To find out students' responses to the use of Gamification in learning vocabulary.

## **1.4. Scope of Research**

The research only focuses on analyze the use of gamification in students' vocabulary mastery, which is taken from a class observation about three weeks. Moreover, this research also concerns on finding out students' responses toward the use of gamification in learning vocabulary, which is taken from questionnaire. Therefore, the limitations are made such as; the participants are 33 EFL students in the second-grade of junior high school and most appropriate technique which is gamification to acquire English vocabulary meaningfully.

## **1.5. Significance of Research**

1. Theoretical aspect

This research theoretically can be used as the enrichment towards the future research about gamification affect students' occasion for mastering vocabulary in a classroom, especially for junior high school students.

## 2. Practical aspect

This research practically will contribute to the implementation of the techniques provided in a classroom. The use of gamification will be useful for those who are interested in developing teaching and learning with an engaging atmosphere to improve students' vocabulary mastery.

## 3. Professional aspect

The research findings professionally can be used as good references for other researchers who are interested in continuing the research on teaching vocabularies through gamification technique.

### 1.6. Clarification of Terms

There are several terms in this research that need to be clarified. The definitions of the terms are explained below:

#### a. Gamification

Gamification is the application of game elements in non-gaming situations, that is, to convert useful activities into games. (Deterding et al, 2011). In the research, gamification is the implementation of game elements in teaching-learning activity.

#### b. Vocabulary

Vocabulary is the set of words within a language which are familiar to that person. This research conveys the nouns, verbs, antonym-synonym and prepositions as the materials used to conduct the research. (Tahir, 2013)

#### c. Mastery

Mastery means the comprehensive knowledge to recognize, understand and produce something and its meaning (Swannel, 1994). Meanwhile Porter (2001) states that mastery is learning or understanding something completely and having difficulty in using it. Mastery refers to the competency to understand and apply something learnt. (Setiawan, 2009)

## **1.7. Organization of Paper**

This research will be presented in five chapters, as follow:

### **Chapter I: Introduction**

This chapter elaborates research background, research questions, purposes of the research, the scope of the research, the significance of research, clarification of related terms, and organization of the paper.

### **Chapter II: Theoretical Background**

This chapter discusses some theory of gamification, the vocabulary mastery and other theories which are relevant to the research.

### **Chapter III: Research Methodology**

This chapter provides the methodology of the research in conducting the research and description of research procedures used in order to answer the research questions provided in Chapter 1. This chapter consists of research questions, aims of the research, research design, the data collection, and the data analysis.

### **Chapter IV: Findings and Discussion**

This chapter provides the result of the research. The discussion of the findings is also presented in this chapter.

### **Chapter V: Conclusion**

This chapter presents the conclusion of the research.