

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, statements of the problem, objectives of the research, significance of the research, and operational definition.

1.1 Background of The Research

In everyday life, language is a tool for communication. We can convey our emotions, feelings, and ideas through language. It can be Indonesian, Javanese, English, or another language. English is one of Indonesia's foreign languages.

English is the most widely used foreign language on the internet, in the professional area, and in technological developments (Kurniati & Romadlon, 2021). In today's globalized world, the importance of English cannot be refuted or neglected because English is the most popular universal language (Nishanthi, 2018). Therefore, to prepare young learners to have good English skills, it is necessary to allow them to learn English at a young age.

Moreover, Indonesian students' English proficiency is very low compared to other countries. Based on the English First Proficiency Index (EF EPI) 2022, Indonesia is in 81st position out of 111 countries, with the Netherlands as the first rank, Singapore as the runner-up, and followed by Austria the third rank (ef.co.id, 2022).

Vocabulary is one of the essential parts of language that cannot be separated from learning English. Syarifuddin (2017) argue that early attention should be given to vocabulary development when learning a foreign language because it is crucial to language use. This aligns with Workie (2022), who stated that vocabulary plays a vital role in any attempt to learn a new language. Furthermore, Scott Thornbury (2002) noted that vocabulary is one of the most crucial components in learning English; nothing can be conveyed without vocabulary. Based on these statements, the writer concludes that vocabulary is not only important but also something that

must be learned. It is challenging to master the four language skills without mastering a vocabulary because it is essential in language learning.

Teaching vocabulary can be started in elementary school when students are still developing optimally. In Indonesia, English is a subject taught from elementary school to university. Teaching vocabulary has not been carried out optimally in Indonesia. It can be seen that the average student has difficulty in speaking. This is because their vocabulary is still limited. Students with limited vocabulary will face several problems, such as speaking, listening, reading, writing, etc. Students who don't know how to expand their vocabulary will gradually lose interest in learning. This is happened to students in SD 1 Ternadi. They think that English is difficult to learn. Other factors are that they have difficulty memorizing vocabulary and pronouncing words.

According to Pertiwi et al. (2020), some general challenges that English teachers face are students lacking English language abilities, children who differ in personalities, do not pay attention to the teacher and have lost interest in the subject and boring learning employing the same method. The other difficulty is that pupils become bored while learning English since they assume it is difficult. It can also be challenging to motivate learners, and lack of necessary facilities. English lessons may only be done briefly for 1-2 hours twice a week, which can also be challenging for English teachers.

Teachers must have creative ways to get students' attention. In teaching vocabulary to young learners, the teacher must motivate students and make the learning atmosphere more enjoyable and relaxing (Nurlaili et al., 2015). Teachers can use various teaching media to help young learners enjoy learning English. Pictures, songs, games, and cartoons can be used to teach vocabulary to young learners.

Nowadays, young learners are mostly digital native children. They tend to use all kinds of technology in their daily lives, which provide various applications that they can use for typing, browsing, playing movies, videos and music, and games. Games are an effective method for motivating students to be more active in teaching and learning. Moreover, Allen (1983, as cited in Septida, 2020) said that

games are helpful because they make students feel that certain words are important and necessary. In addition, Septida stated that games can make students more creative and interested in learning English.

Teachers need to combine current teaching methods with the students' interests to assist learners in memorizing many vocabularies. A concept related to teaching techniques that combines vocabulary mastery and online games is included in web-based learning. Web-based learning is a teaching-learning process that uses the web as the main instrument (McKimm et al., 2003, p. 870). There are numerous web-based media for learning English, such as Quizlet, Padlet, Kahoot, and others, but Games to Learn English is a specific web that presents several games. Games to Learn English offers various games to be played interactively to train vocabulary.

Furthermore, Games to Learn English website include various activities, such as picture matching, arranging sentences, guessing games, spelling games, word searches, and many other exciting games. The games target a relatively low level of English, with practically all content ranging from elementary to high school. Although it is categorized as a web-based online game since we have to open the website www.gamestolearnenglish.com to access it, the site's appearance is relatively straightforward to grasp because each game contains a brief explanation of the game's regulations. Furthermore, it may be more engaging for learners because a score will be published at the game's finish. Scores from all participants are displayed in the section leaderboard, and this will motivate learners to strive to be a winner by correctly answering many more questions.

Based on previous research done by Figna et al. (2020), they stated that web-based learning media is a valid medium that can be used as a learning medium. The usage of web-based learning media has an impact on the learning process by engaging passive students become more engaged. Using web-based learning media to transfer material from teachers to students is faster because it can make abstract material more natural and provide assignments that help students better understand what they are learning in and out of the classroom. Learning media is interactive, and it can assist in enhancing pupil participation.

According to the researcher's experience observing students at SD 1 Ternadi while doing the Kampus Mengajar Program, the students were so excited when learning English using a game. They are always asked to play web games while they study. Some of them memorized the word in the game. When researchers ask questions about several pictures, some students who memorize the words can answer questions faster than others.

Based on the explanation above, the researcher aims to investigate the impact of using Games to Learn English as a web-based media on students' vocabulary mastery. This research differs from previous studies because it has different web-based learning sites. The researcher would like to experiment to see if there is an influence between using Games to Learn English and pupils' vocabulary proficiency at SD 1 Ternadi.

1.2 Statements of The Problem

Based on the background of the research above, the problem statement can be formulated as follows: "Is there any effect on vocabulary mastery of the sixth-grade students in SD 1 Ternadi after using Web-based English Learning Media?"

1.3 Objectives of The Research

The objective of this study is to find out if there is any effect on the vocabulary mastery of sixth-grade students in SD 1 Ternadi after using web-based English learning media.

1.4 Significance of The Research

The researcher hopes that this research will be beneficial theoretically and practically by conducting this research.

1. Theoretical

This research will give information on how to improve English vocabulary mastery by using web-based learning media and provide helpful information about the effectiveness of web-based learning media on young learners' vocabulary mastery.

2. Practical

a. For the students

The result of this research may be helpful in making students interested in learning English by using web-based learning media to improve their vocabulary mastery.

b. For the teacher

The result of this research can encourage the teacher to improve students' vocabulary mastery by implementing web-based learning media in class.

1.5 Scope of The Research

The scope of the research focuses on young learners' vocabulary mastery of students of SD 1 Ternadi in the academic year 2023/2024. The participants of the study are sixth graders of SD 1 Ternadi.

1.6 Operational Definition

Based on the title of the research, some terms can be defined in the operational definition as follows:

1. Web-based learning media is a design of online learning media or websites with educational aims.
2. Games to Learn English is a web-based English learning media that provides games as a resource for students to practice English in an engaging and fun way.
3. The young learner is a student who acquires English as a foreign language or second language for the first six or seven years of the formal education system, which is often at the elementary school level.
4. Vocabulary mastery is comprehensive knowledge to recognize, understand, and produce the stock of words and their meaning.