

Chapter One

Introduction

Several of the topics covered in this chapter are addressed by the researcher. The research background first provided the general information about the topic of this study, the research setting, any site-specific issues, reviews of previous studies, any gaps in that research, the significance of the research, and its objectives. The challenges faced in research site are highlighted in the identification of the problem. The scope and focus of this research are then presented in the research's delimitation. The next section presents the research questions that serve as the analysis's compass. The research objectives, which define the study's precise goals or objectives, are then presented. The significance of the research will then be highlighted for a variety of parties. Lastly, chapter organization describes a brief description of each chapter presented.

Background of the Research

Vocabulary has been an important part in learning a language. Vocabulary is essential in teaching and learning a language because without a large vocabulary, students struggle to communicate their thoughts and understand others (Fauziah, 2019). If students struggle in learning vocabulary, it may be hard for them to study other language skills, such as grammar, writing, and speaking. As stated by Wilkins, (1972), very little can be communicated without grammar, and nothing at all without vocabulary. According to the description given above, vocabulary development is a crucial component of language learning and is

essential for acquiring second and foreign languages. Students will be unable to communicate their ideas if they lack extensive vocabulary.

However, learning English vocabulary for EFL learners has many challenges. Based on the researcher's teaching experience, the students can easily get distracted by things around them. Since the teacher rely on textbooks given by the government, most of the learning activity in the classroom mainly focused on the answering questions in the textbook. Other activity makes students memorized a bunch of words to gain vocabulary knowledge. This method can be considered as outdated. Students feel easily bored and distracted in the classroom.

Furthermore, the ministry of education implemented Merdeka Curriculum as a way for teachers to be creative with the class they teach. This is the teacher task to make learning in the classroom fun and enjoyable. Therefore, a tool is needed to learn English vocabulary in a fun way.

One of the tools that can be utilized is board games. In many years, games have been a hot topic among people in Indonesia. Games has been a way to entertain people from their busy activities. However, games have developed into something more. People earn money by playing games, and some even corporate it in their work, such as teaching. a medium to entertain ourselves, especially for kids. However, games can be a medium in teaching and learning. The use of games is a powerful strategy for improving students' motivation and engagement while also affecting positive change in their behavior and attitude toward learning (Kiryakova et al., 2014). Therefore, teachers as well as academic institutions needs to consider on using games as an alternative method for learning.

Board games are one of the most popular game forms and can also be a medium for teaching. According to El-Shamy (2001), playing board games is a great way for participants to practice and improve their understanding of ideas and concepts. A board game can be characterized as an instructional strategy that draws students into the teaching and learning process since it allows them to concentrate more on their studies without feeling pressured to do so (Saputra, 2020). This shows that board games are one of the tools to teach and learn vocabulary. In addition to learning specific contents, the ability to encourage in-person interaction between players is one of the main advantages that board games can provide (Po Ling & Tedd, 2022)

Numerous research on board games have been conducted in schools. The first study conducted by Habibah (2021) focused on the use of board games in vocabulary mastery for eighth grade students. Using the quasi-experimental research, three different techniques were employed to gather the data: testing, documentation, and observation. The study found out that there was an improvement between the pre-test and the post-test score by eight points. Based on the mean score of the pre-test and post-test, the use of board game as a tool to teach vocabulary has an impact for the eighth-grade students. The second study conducted by Ketmuni and Naenon (2021). The goal of this research was to develop English vocabulary of ornamental and flowering plants sold in the community by using board games, to study the learning retention after using board games, and to study the students' satisfaction toward learning by using board games. Ten students from the 5th grade of Nikornradburana School,

Pathum Thani, Thailand were the participants. Ten lesson plans, a pretest, a posttest, learning retention assessments, and a satisfaction questionnaire served as the research tools. The Wilcoxon signed rank test, mean, standard deviation, and frequency were used to evaluate the data. The research results showed that the posttest achievement scores were higher than the pretest achievement scores. In short, the study findings demonstrated that board games might support students' learning in terms of their progress toward learning, their retention of the information they have learned, and their level of enjoyment.

The use of board games as a tool to learn vocabulary was researched by some researchers. The third study on board games was conducted by Rahmawati et al. (2023) focused on gamification method using the snake and ladder board games will make a difference between the learning outcomes of English vocabulary improvement for students in junior high school. The researcher found that the mean score of the post-test is higher than the mean score of the pre-test. This means that there is an increase in learning outcomes of English vocabulary following the application of the gamification method namely board games.

There are several reasons why this study is being conducted. First, the researcher wanted to see if board games could be an alternative way to teach vocabulary for young learners and learning can be fun. Board games can be a fun media to learn especially for young learners. As stated by Gerovasiliou and Zafiri (2017) because of the age and the characteristics of young learners, it is believed that games are a useful tool to motivate them to actively participate in the learning

process. In addition, young learners are into learning that encourage physical activities.

Dewey (1990) stated that since children learn best while playing and participating in practical activities that enable them to express and communicate their ideas, it is believed that children's education depends on action. Through this study, the researcher expects to know the student's perspective regarding board games in learning vocabulary. Dewey (1990) believed that children's education depends on action, therefore they learn better while they are playing and being engaged in practical activities which give them the chance to demonstrate and articulate their thoughts.

Second, vocabulary is an important material in learning English. Vocabulary learning will help people in learning speaking. It is the basic skill before entering other scope of communication such as writing, and speaking. As mentioned by (Viera, 2017), the ability to interpret spoken and written materials is aided by having a strong vocabulary, which is seen as a necessary tool for mastering any language abilities. Through this study, the researcher expects to know the use of board games in teaching and learning vocabularies for young learners. This will give insights for teachers who wants to teach vocabulary using board games in the future. These are several reasons why this study is being conducted. In short, the reasons why the researcher conducted the research were to see if board games could be an alternative way to teach vocabulary for young learners to make learning fun, and to find out if board games is an effective tool increase students' vocabulary knowledge

Identification of the Problem

The process of learning new words or vocabulary has always been students memorizing a list of words from their textbook. Based on the researcher's observation in the research setting, the teacher taught some words in the classroom. After that, teacher recalled their memory by asking them to mention the word in English. This is a very outdated way of vocabulary learning. Since there is no guarantee if students remembered all of the words they have just learned. In fact, students tend to forget what they have learn because there is a slim chance that they will do some exercise after school. Based on the researcher interview on the school principal, the school lack of English teachers. There are only few English teachers. Some classes are taught with substitute teacher or university students who have internships in the school. As a result, students do not have a proper English learning experience. Since the English teachers change from time to time. They will ultimately be learning through English books that the school provide for them.

Many teachers still thinks that they know the best learning method for students. Most of the time, the method is familiar to every level of education. Including to young learners. The teacher will explain, and students will listen or repeat what the teacher has said. Based on the researcher interview on the teacher in the research setting, students will do things that have nothing to do with the subject in the classroom, such as running around, talking with their friends, sleeping, and so on. Their actions in the classroom can be indicated as signs of boredom. Therefore, the researcher wants to see if using another method of

learning, namely board games can increase their vocabulary knowledge in a fun way without making them feel bored. In short, these problems need to be highlighted since vocabulary is the basic of learning English.

Delimitation of the Research

The current research is delimited to see if the use of board games increases students' vocabulary knowledge of a private elementary school in Yogyakarta. Participants in this study were the III A grade students who had learned vocabulary until now. The findings of this study presented the result of the effect on board games of III A students vocabulary knowledge at a private elementary school in Yogyakarta and not students from other schools.

Research Questions

Based on the background above, the researcher formulated three research questions:

1. How is students' English vocabulary knowledge before being taught using board games in the pre-test?
2. How is students' English vocabulary knowledge after being taught using board games in the post-test?
3. Is there a significant difference between the vocabulary knowledge in the pre-test and post-test?

Objectives of the Research

Based on the research questions, the research has two objectives:

1. To find out students' English vocabulary knowledge before being taught using board games in the pre-test.

2. To find out students' English vocabulary knowledge after being taught using board games in the post-test
3. To investigate the significant difference between pre-test and post-test result

Significance of the Research

The research carried out is expected to provide more benefits and knowledge for students, teachers, and future researchers.

Students. This research found out if board games can increase their vocabulary knowledge in a fun way. Students can apply this method to study vocabulary at home, or learn together with their friends.

Teachers. Many teachers have their own ways of teaching. This research can be a reference for teachers who want to try board games in their teaching practices. Teachers can use board games as another way of teaching vocabulary.

Future researchers. The results of this study can be used as a guide for future researchers who want to do research in the same field. The results of this study can also be used as a reference for future researchers in writing their research.

Organization of the Research

This research has five chapters in total. The first chapter described the research background, research identification, problems of the research topic, research questions, research objectives, and research benefits.

Chapter two is a literature review. This chapter explained the definition of board games, and the benefits of using board games in the teaching and learning

process. This chapter described the theory related to the general overview of board games for teaching and learning practices.

Chapter three is the methodology. This chapter described how the research will be carried out by the researcher. This chapter discusses methods, instruments, participants, settings, and data collection techniques. The researcher also explained how to analyze the data collected from the research.

Chapter four contained findings and discussion. This chapter presented the results of the data analysis.

Chapter five contained conclusions and recommendations. This chapter provided general answers to research questions and recommendations from researchers. Recommendations are given to teachers, students, and other researchers.