CHAPTER 1

INTRODUCTION

In this chapter the researcher presents the beginning part of this thesis. It is concerned with background of study, problem of study, objective of study, assumption, hypothesis, significance of study, scope and limitation of study, and definition of key terms.

A. Background of Study

Vocabulary mastery is an individual's great skill in using words of language, which is acquired based on their own interests' needs and motivation. Vocabulary is important for every skill in a language. Vocabulary helps people to express their idea. Vocabulary helps people read and listen with more understanding. Vocabulary helps people to convey meaning (Wulandari, 2021). According Madsen (1993) acquiring vocabulary is a crucial component of learning English for all individuals. In practice, many people, including students, find it challenging to excel in the four primary skills of English because of insufficient vocabulary. This challenge is certainly influenced by several factors that hinder individuals or students from enhancing their vocabulary proficiency (Safura & Helmanda, 2022). However, it cannot be denied that some of them are fail or get difficulty in learning it. The teachers should be aware that language learning is hard work. That is why they need to find the way to create enjoyable learning but can achieve satisfying result. As the using of game in teaching learning process. According Hafizhah and Pratolo (2022, p3) Games present a different approach for educators to assist

students in acquiring vocabulary. This can enhance the overall experience of learning.

Teaching vocabulary is an essential component of language acquisition since languages fundamentally revolve around words. Instruction in vocabulary ranks among the most frequently debated elements of teaching English as a second language. When the educational process unfolds, various challenges may arise for instructors. They often encounter difficulties in effectively teaching students to achieve desirable outcomes. (Susanto, 2017). According by Akramovna (2022), the significance of instructing vocabulary. Fresh terms must be presented in a manner that engages the learners and helps embed these words into their minds. It is essential for students to understand strategies for retaining extensive sets of new vocabulary to advance their language acquisition. Learning vocabulary can frequently be perceived as a tedious task involving the rote memorization of random words. Nevertheless, there exist numerous more effective and engaging methods to teach and learn vocabulary in the ESL classroom. One kind of them is game.

Talking about game, there are many games made for English teaching learning process. Games represent a strategy that can help mitigate monotony within the classroom environment. As noted by Flores in 2015, gamification can be understood as the inclusion of game elements and design concepts within contexts that are not related to gaming. This approach is particularly beneficial for younger students as it plays a crucial role in their educational experience, according to Khoirunnisa and colleagues in 2023. There are various implementations of gamification in educational settings, such as Quiz,

Kahoot, Tic Tac Toe, Word Wall, and Educandy. In the upcoming research, the investigator plans to utilize the Educandy game within the classroom. This tool is designed to assist both educators and learners in reaching their educational objectives. The application includes engaging features that enhance the learning of English vocabulary for younger audiences. Consequently, the investigator has decided to incorporate the Educandy game into the instructional process.

Educandy is emerging as one of the learning applications that offers an innovative approach to improving the learning process, especially in the context of language learning. According to Ulya (2021), Educandy is a web application that generates quizzes. This application is crafted to infuse excitement and interactivity into the learning experience, presenting Educandy concepts through diverse creative features. Educandy incorporates interactive elements and games strategically aimed at boosting student engagement (Islamiyah et al,. 2024). The bright design of the games and the variety of operating modes make the Educandy resource stand out among others. To use the resource, no lengthy preparation is required. It is possible to work with the material via the link; student registration is not required. Educandy supports interactive learning through language games that enhance student engagement. The platform offers a range of vocabulary-focused games designed to strengthen memory retention in a fun, engaging way (Makukhina, 2024).

From those explanations above, the researcher intends to conduct the research entitled "The Effectiveness of Educandy Game to Improve the Students' Vocabulary Mastery at the Seventh Grade of MTsN 9 Kediri" in

order to know whether students taught vocabulary by using that game have higher vocabulary mastery than those who do not use it.

B. Research Question

Does Educandy effectively improve vocabulary mastery among seventh-grade students at MTsN 9 Kediri?

C. Objective of Study

A research objective is a statement of intent used in quantitative research that specifies goals that the investigator plans to achieve in a study. Objectives of study are stated as the goal or the aim of research that going to be achieved by the researcher. The objective of this study is "To measure the students' vocabulary mastery taught by using Educandy Game at the seventh-grade of MTsN 9 Kediri"

D. Hypothesis

Hypothesis is the researcher's prediction. There are two kinds of hypothesis; Null hypothesis and Alternative hypothesis. Hypothesis is the researcher's prediction. There are two kinds of hypothesis; Null hypothesis and Alternative hypothesis.

1. Null hypothesis (H0) is the student's taught vocabulary by using Educandy Game is not higher than that of students taught using other games

2. Alternative hypothesis (Ha) is the student's taught vocabulary by using Educandy Game is higher than that of students taught using other games.

In this research, the researcher uses an Alternative hypothesis. The alternative hypothesis (Ha) of this research is the student's taught vocabulary

by using Educandy Game have higher vocabulary mastery than those taught not using it.

E. Significance of Study

In this research, the researcher has two significances of study such as theoretically and practically.

1. Theoretically

    In theoretically, this study can be useful for supporting knowledge information about effective learning way by using Educandy game. It is expected to contribute to the field of education, particularly in developing innovative teaching methods to enhance vocabulary mastery. By documenting and analysing the results of using Educandy game, this study can expand the literature on game-based teaching strategies and provide new insights into how technology can be utilized to increase student engagement and motivation in language learning.

2. Practically

    This research is expected to provide benefits for students in vocabulary mastery through the use of the Educandy game. With an interactive and enjoyable approach, students will be more engaged in the learning process, which can enhance their motivation and interest in learning English. Educandy is designed to strengthen the retention and understanding of new vocabulary, making it easier for students to remember and use it in everyday contexts. Additionally, this game offers opportunities for collaboration in groups, enhancing social skills and teamwork among students. With a supportive and flexible learning environment, students are

expected to develop effective learning techniques and achieve success in mastering the English language.

F. Scope and Limitation of Study

This study focuses on improving seventh-grade students' vocabulary at MTsN 9 Kediri, especially vocabulary used in professions, by using the Educandy game. The scope of this study includes students' ability to understand, remember, and use words that often appear in professions, like action words (verbs), words for steps, and specific words related to instructions.

The limitations of this study include a small group of participants, only covering seventh-grade students from one school, MTsN 9 Kediri. Also, this study only focuses on vocabulary related to professions, and does not cover other language skills like grammar, speaking fluency, or understanding other types of texts outside of professions. Another limitation is the time and number of Educandy game sessions, which might not show long-term memory or the effect on vocabulary beyond the study period. The results might also be affected by different levels of student interest in learning with games, which can vary from student to student.

G. Definition of Key Terms

1. **Effectiveness** refers to the degree to which a method, program, or tool achieves its intended outcomes. In the context of this research, it measures how well the use of the Educandy game improves students' vocabulary mastery than the traditional methods of vocabulary instruction.

2. **Teaching vocabulary** involves the strategies and methods employed to help students learn and use new words in a language. This process includes introducing new words, providing context for their use, employing various teaching techniques such as games and encouraging students to apply their vocabulary knowledge in both spoken and written forms. Effective vocabulary teaching aims to enhance students' understanding and retention of words, thereby improving their overall language skills.

3. **Students' vocabulary mastery** is the students' great skill in using words of language and this skill is got because of their own interests' needs and motivation.

4. **Educandy** is a digital educational game that enables teachers to create interactive learning activities. With Educandy, teachers can provide various types such as quizzes, word matching, phrase, and multiple-choice exercises.