

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

English is an international, global and universal language that develops rapidly in the world (Sharifian, 2017). It is a language used to communicate between people from different cultures. It is a computer language that allows people all over the world to communicate via the internet and e-mail. English is also used in many other fields, including economics, e-commerce, medicine, aviation, and tourism. It encourages people to learn English. Mastering English is beneficial and involves many advantages. It will be good if English is learned earlier at the young age (Pransiska, 2017). Early exposure to English aids children's language development by increasing their familiarity with it. The more familiar the children are with English, the easier it is for them to communicate with it.

It is essential to introduce English from an early age. It can build motivation to learn and develop facilities for using English from an early age. Based on these facts, the introduction of English from an early age cannot be delayed. Acquiring English from an early age is not only helpful in developing communication development but also for cognitive development (Ratminingsih, 2018). English has been officially taught. English lessons are included in local content subjects at the elementary school level. Meanwhile, teaching English to young learners is very challenging (Copland et al., 2014; Garton, 2014). It is not an easy task to teach English to young learners. Teachers need to use appropriate learning strategies and

methods which make students are involved and motivated in the teaching and learning process with their several characteristics (Wulandari et al., 2020).

The essential fundamental thing that young learners should learn is vocabulary. Vocabulary is the basis of a language for communication activities. As stated by Ratminingsih (2017), language is built by vocabulary. Without vocabulary, the language would not exist. Hence humans cannot express their ideas to others. It is crucial for anyone learning a language to comprehend and enhance their vocabulary (Lelawati et al., 2018). The more words the learners acquire, the better they understand the meaning. By studying vocabulary, one will be able to improve language skills fast. Vocabulary is a crucial tool for improving communication and learning (Alqahtani, 2015). Teaching young learners vocabulary will give them a strong foundation to master English as adults. It makes it easier for them to pass the learning level phase to a more complex level.

Wattendorf et al. (2014) proved that early acquisition of a second language affects the development of language skills and cognitive function. Language experiences have a strong influence on adulthood. In teaching young learners, the teachers need to make the young learners engaged and motivated in the teaching and learning process. The teaching and learning process has to be supported by a strong learning motivation. Motivation in teaching and learning activities is a joint driving force that enhances learning, ensures continuity and directs students to gain the expected goals (Wardani et al., 2020). Santoso et al. (2017) explained that motivation can improve learning outcomes, influence students' cognitive learning results, and determine student performance. As it is stated that motivation is the

driving force within students to achieve their goals and influence the students learning outcomes, thus motivation is critical in enhancing quality learning.

Many factors can cause difficulty in understanding a language. One of them is the lack of vocabulary understanding (Meidianty, 2014). Students' responses or interests are still diverse. Some students stated that they preferred other subjects to English. Another obstacle is the existence of some students who are not fluent in reading or writing Indonesian, thus affecting their English skills (Amalia, 2020). There are strong indications that teachers are not very creative in implementing teaching strategies. It can be seen from the most frequently used strategies. This strategy has not been able to involve children in the learning process. According to Sutarto et al. (2020) teaching strategy is a way to help teachers organize students, materials, methods, media, and equipment to make students learn more effectively. Strategies are also valuable because they can be seen as patterns the teacher has placed to make the learning process more smoothly. Thus, teaching strategy affects student outcomes. Wulandari et al. (2020) in their research found out that the teachers are very monotonous during the teaching and learning process, especially in choosing teaching strategies. Teachers often use the strategy: Listen and Repeat, Listen and Do, and Question and Answer. According to (Ratminingsih, 2016) teachers tended to carry out the learning by reading vocabulary through training and explaining language vocabulary in English via translation to the first language.

Based on observations and results of interviews with English teachers in Cluster IV, Mengwi District, in learning English, the teacher places more emphasis on teacher-oriented learning models, and teachers are less varied in using

interactive and exciting media and strategies in learning when giving the material. In online learning, the teacher only provides links to learning videos and assignments shared through the What Apps group. Teachers rarely explain material through online meeting applications, as in previous offline learning. Teachers rarely use exciting media in the classroom. As a result, learning becomes monotonous, and students are less motivated to learn and do not master the vocabulary being taught.

Interest is significant in learning. The interest in learning leads to enhance motivation and learning outcomes (Sutarto et al., 2020). One interesting and fun way to memorize vocabulary and increase young learners' learning motivation is to use game. Applying games in learning provides exciting and engaging learning for students' experience. Challenges in games encourage them to compete. Therefore, this can make them deeply motivated (Wichadee & Pattanapichet, 2018). Tavit et al. (2009) stated that games can help and encourage many learners to maintain their interests and work. Games also allow teachers to create contexts in which language is valuable and meaningful. Playing can have a positive impact in helping the ability process remember in student learning and can improve the English skills. Using games in the class is a fun and successful way for young learners to know each other better, build fluency, and practice using their target vocabulary in an authentic context (Keegan, 2019). Language games improve the learners' vocabulary of the language (Bakhsh, 2016; Bavi, 2018; Gozcu & Caganaga, 2016; Klimova, 2015). As technology goes on, online-based games are now available that can be used anywhere and anytime.

According to Winatha & Setiawan (2020) there are several benefits of using games in learning, including: (1) motivating and involving all students in learning, (2) training students' abilities such as literacy skills and numeracy skills, (3) as a therapeutic medium to overcome cognitive difficulties, (4) playing a specific role or profession before practicing in real life and (5) empowering students as producers of multimedia or game-based content. Moreover Saputra et al. (2021) also found the advantages of games in learning English such as boosting students' motivation, decreasing study anxiety, increasing learning process and performance, creating a creative environment, and increasing self-confidence, English vocabulary and skills.

The spread of the corona virus in Indonesia has made the government decide to carry out teaching and learning activities at home. It is stated in Circular Letter No. 4 of 2020 concerning the Implementation of Education Policy in Emergency Spread of Corona Virus Disease (Covid-19) under the Minister of Education and Culture of the Republic of Indonesia (Atsani, 2020). Widarini et al. (2021) found two strategies used by English teachers, like only chat and only chat combined with video conference. It was also found four obstacles from the English teacher, such as: lack of tools to support online learning, lack of teacher knowledge of technology knowledge in carrying out learning, inability to manage the time, and lack of student motivation. These obstacles made the online learning did not run well. Cahyaningsih et al. (2021) explained that the English teachers still had difficulty conducting the online learning because they assumed that the use of technology in the online learning is still new for them. They did not know whether their students

understood the material or not. The implementation of a monotone strategy made the online learning ineffective.

The temporary closure of educational institutions to contain the spread of the pandemic Covid-19 had an impact on the students in Indonesia. Learning that was originally face-to-face became online learning. There are positive and negative impacts of the online learning. Nurohmat (2021) in his research found that the achievement of learning English after online learning is higher than the achievement of learning English by students with face-to-face learning. Moreover, this online learning has advantages: practical and flexible, a more appropriate approach, a fun learning experience, more personal, saves time and money, is easy to document, is environmentally friendly, and an alternative during social distancing. Meanwhile, behind the flexibility and positive impact of implementing online learning on students, there are some negative impacts on students. The online learning has negative effects on students' personality and psychology such as: (1) less learning effectiveness, (2) lack of social interaction with the others, (3) developmental lags, (4) high anxiety, and (5) weakened immunity (Yazid & Neviyarni, 2021). In addition, Wahyu & Simanullang (2020) found that the online learning process itself has an impact, namely, the student experience stress. The results showed that students felt pressure as a result of online learning. Arumsari & Octaviani (2021) stated that virtual learning is more towards individual learning where students do not get extra attention from the teacher. It causes students to have difficulty understanding lessons and are embarrassed to express their difficulties. In addition, the implementation of online learning made the students lose

motivation to learn because they are bored, have too many tasks, poor learning methods, inadequate facilities, and lack of interaction between teachers and students. While learning, motivation is one of the crucial things in the learning process. The learning experience will be more meaningful if students' motivation is high.

In January 2022, the learning activity was conducted normally or face to face with tight health protocols. On this occasion, the teacher can apply varieties of strategies in learning which cannot be implemented during the online learning. Suppose previously in online learning it was said that online learning could have a negative effect on students, such as stress in learning, then at face-to-face meetings. In that case, the teacher should be able to reduce the negative impact that they have gone through during online learning. Through face-to-face learning, teachers can take advantage of learning activities in schools to improve student's quality of good learning.

The current generation of young learners is already acquainted with technology and games. Since children generally enjoy playing games, game-based learning can be used in both online and offline learning environments. Game-based learning is a method of learning that employs game applications that are specifically designed to aid in the learning process. In Plass et al. (2015) the game-based learning is assumed to be an effective way to engage the students during the learning activity. It also affects the students' motivation. Where the students interact with the game, it will motivate them and encourage cognitive processing of game content, thereby enhancing learning. In line with Plass et al. (2015), Pho and

Dinscore (2015) in Adipat et al. (2021) stated that game has great potential to enhance the students' motivation and interest in learning. Moreover, game-based learning can also improve students' vocabularies, especially in learning a language. Li (2021) revealed that through game-based learning, the students' vocabularies are improved. Learn English, especially in mastering vocabulary, the students need a suitable method to support them to understand the meaning of the word easily. By implementing game-based learning, the students can learn, play fun and interact with their friends to make them understand.

There are numerous educational games available for smartphone devices, and many of them are web-based applications. Kahoot and Quizizz are games that are popular to use among English teachers. One of the games designed for language and vocabulary learning is Educandy. Educandy is a new interactive game that can bring teachers and students fun when applied in the learning activity. This game can be given to students both during offline and online learning. It is a game that is appropriate to use in teaching a language. Ulya (2021) in her research found out that the level of satisfaction using Educandy is 95%. Educandy has several advantages as an educational game in Indonesia language learning such as: 1) has many types of word games that can be played; 2) make it easier for educators to create varied quizzes; 3) effective for review student understanding; 4) Make practice questions more fun. Moreover, Fitriati et al. (2021) on their research showed that learning using a digital game approach to university students majoring in technology in the pandemic situation by using Educandy as the tool was considered more effective in evaluating and motivating students to acquire



knowledge than using a non-game application approach. Digital language games are considered capable of increasing students' motivation and vocabulary (Ashraf et al., 2014; Utku & Dolgunsöz, 2018). Hence, the use of Educandy can be a solution for increasing the students' learning motivation and vocabulary mastery in the new normal era of educational activities.

According to the empirical review above, the researcher desired to conduct a study using Educandy especially for young learners. In Badung district, schools have implemented AKM (Asessmen Kompetensi Minimum) for 5<sup>th</sup> grade students, which is prepared for 6<sup>th</sup> grade students. It is a system designed to produce accurate information to raise the standard of teaching and learning. The AKM activity requires media such as laptops and the internet so that 5<sup>th</sup> grade students are familiar with media and technology. Cluster IV in Mengwi District is one of schools that already implemented the AKM. Thus, the researcher proposed to test the effect of Educandy on students' learning motivation and vocabulary mastery of 5<sup>th</sup> grade elementary school in Cluster IV, Mengwi District, Badung regency.

## **1.2 Problem Identification**

According to the research background described above. There are several problems identified. They are presented as follows:

- 1) The teaching and learning process during the online learning is not integrated with interesting technological media which make the students are easily bored and unmotivated during learning. As young learners tend to have short attention spans and get bored easily, the teaching process conducted by teachers during online learning does not attract students' attention which made

them unmotivated. During online learning, the teachers just apply monotonous strategies which this causes students to get bored easily and cannot receive their knowledge properly in the learning process.

- 2) The teaching strategy that is used during the online learning by the teacher does not really support students' vocabulary mastery. Young learners are very interested if they are taught with fun media. Media that is used during the online learning was less effective in increasing vocabulary. The method often used by teachers was only the provision of material by the teacher via Whatsapp, such as video links obtained on Youtube without further explanation. After that, the children were invited to take notes and were given assignments.

### **1.3 Limitation of Study**

In this present study, the researcher would like to examine the effectiveness of Educandy on 5<sup>th</sup> grade elementary school students in cluster IV of Mengwi district in academic year 2021/2022. The researcher wants to investigate the effect of the use of Educandy on 5<sup>th</sup> elementary students' vocabulary mastery and their learning motivation. The material subject that would be used is adjusted to the respective class that will be selected.

### **1.4 Research Questions**

According to the research background, thus the researcher formulates the research question as follows:

1. Is there significant effect of Educandy on learning motivation of 5<sup>th</sup> grade elementary school students in cluster IV of Mengwi district in academic year 2021/2022?

2. Is there significant effect of Educandy on vocabulary mastery of 5<sup>th</sup> grade elementary school students in cluster IV of Mengwi district in academic year 2021/2022?
3. Is there simultaneous effect of Educandy on vocabulary mastery and learning motivation of 5<sup>th</sup> grade elementary school students in cluster IV of Mengwi district in academic year 2021/2022?

### **1.5 Purposes of the Study**

Based on the research problems mentioned above, there are four purposes of this study that formulated as follows:

1. To investigate whether there is a significant effect of Educandy on learning motivation of 5<sup>th</sup> grade elementary school students in cluster IV of Mengwi district in academic year 2021/2022.
2. To investigate whether there is a significant effect of Educandy on vocabulary mastery of 5<sup>th</sup> grade elementary school students in cluster IV of Mengwi district in academic year 2021/2022.
3. To investigate whether there is a simultaneous effect of Educandy on vocabulary mastery and learning motivation of 5<sup>th</sup> grade elementary school students in cluster IV of Mengwi district in academic year 2021/2022.

### **1.6 Significances of the Study**

This research is related to the use of digital language games for vocabulary enrichment and learning motivation among 5<sup>th</sup> grade elementary school students in Gugus IV of Mengwi district in academic year 2021/2022. The researcher expects that the result of the present study can provide significance both in theoretical and

practical aspects of teaching learning process. Furthermore, the results of the present study are expected to be useful for both teachers and students.

1. Theoretically, this research is expected to support and strengthen the theories found, especially regarding the benefits of Educandy on vocabulary mastery and students' learning motivation of 5<sup>th</sup> grade elementary school students in Cluster IV of Mengwi district in academic year 2021/2022. Therefore, the findings of this study deserve to be a guideline to expand theory in investigating the benefits of using Educandy in teaching English to young learners, especially on vocabulary mastery and learning motivation.
2. Practically, the findings of this study are useful for both the teachers and the students. The results of this study are expected to provide information to English teachers in elementary school in Cluster IV of Mengwi district in academic year 2021/2022, especially in increasing and enriching young learners' vocabularies in teaching English. It is also expected to increase young learners' learning motivation in learning English.

