

CHAPTER I INTRODUCTION

1.1 Research Background

Vocabulary is crucial for young learners when it comes to foreign language learning. Through various activities and experiences, the skeleton of language aims to strengthen young learners' four English abilities, including listening, speaking, reading, and writing (Syakur, 2020). Children require additional vocabulary and grammatical education (Hadryanti & Narius, 2016). Language education for children can be a difficult task. Students from non-native countries must practice more than their indigenous counterparts (Bustari et al., 2017). Additionally, the instructor must stimulate the learners' interest and motivate them to perform at their best (Bayeck, 2020). Further, it was asserted that these critical components benefit children in ordinary speech.

According to Parmawati and Inayah (2019) proficiency in English communication is crucial. Because vocabulary is the first step toward learning a language, it is a critical component of language acquisition (Lelawati et al., 2018). Students' ability to communicate with others improves as they acquire new words. Communication necessitates linguistic features and phrases (Seraj & Habil, 2019). Educating youngsters about language can be a difficult task. (Astuti & Wijaya, 2014) created an algorithm for calculating the probability of an event occurring (Tokdemir, 2015). Students from non-native nations must practice more than their indigenous counterparts (Bustari et al., 2017). Additionally, the instructor must stimulate the learners' interest and motivate them to perform at their best (Astuti & Wijaya, 2014). Further, it was asserted that these key components benefit children in their regular conversation. The acquisition of a new language

strengthens students' ability to communicate with others (Wattanakornpisarn et al., 2020). Communication necessitates linguistic components and phrases (Nufus, 2019). Each English student requires vocabulary to communicate with others, so language is critical (Zahara & Fatimah, 2018). During the investigation, it was observed that students enrolled in English language courses struggled with a lack of vocabulary and disregarded the teacher's explanation.

Other researchers Sharon & Julie (2010) indicated that when teachers identify an issue, they should employ the vocabulary teaching technique to remedy it. Teachers can include gaming components into the classroom and encourage students to connect with the curriculum in a fun and engaging manner by implementing a gamification technique (Pho & Dinscore, 2015). Additionally, Ghazal & Singh (2016) assert that it is not always in the form of a game but instead in the design of a learning activity capable of communicating concepts and ensuring that students grasp the material's purpose to use it in their daily lives. When students adopt gamification strategies, they can learn via play without fear of receiving a low grade (Wattanakornpisarn et al., 2020). As a result, gamification is occasionally referred to as 'gamification' or 'game mechanics' (Tanago, 2017). When the game is played with gamification, students will have the opportunity to interact flexibly (Bayeck, 2020). The tournament's objective is to pit participants against their friends and themselves through the use of points, levels, and time limits (Kurniawan et al., 2018). What distinguishes a game is an experience gained by each participant due to their actions or choices. Students are required to develop the bravery to take risks and learn from their failures (Ghazal

& Singh, 2016). As a result of gamification, high order thinking skills (HOTS) are fostered to overcome the task (Ding et al., 2017).

There are numerous methods for teaching vocabulary. The Tic Tac Toe game is one of these tactics. Multiple assignments allow students to demonstrate their knowledge in this manner, referred to as differentiation (Zulfaidah, 2020). The board, which resembles the board from Tic Tac Toe, has nine squares, and youngsters may be asked to finish "three in a row." (Honarmand et al., 2015). Because students have various learning styles, interests, and abilities, the activities are given in a variety of scenarios. Students with more remarkable knowledge used it to supplement exercises and as a review and practice session. The tic-tac-toe game can be modified by using open-ended questions, clues, figures, or other features that match the Bloom Taxonomy level (Zainuddin, 2013).

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Other researchers have conducted comparative studies on the tic-tac-toe game. Amelia (2017) conducted studies on pupils' grammatical mastery using Tic Tac

Toe. Nursalim et al., (2018) surveyed pupils' grammar mastery and investigated this medium's effect on children's grammatical knowledge using quasi-experimental approaches. Additionally, (Diyaningrum, 2018) did a study on the game of Tic Tac Toe to enhance students' oral communication abilities. Kurniawan et al., (2018) states that the Tic Tac Toe game gauge pupils' motivation. Tic Tac Toe may help children become more motivated by utilizing two cycles of Classroom Action Research (CAR). It increased by 4% when comparing the first and second cycles. Additionally, during his research, (Muntasiroh, 2017) examined the Tic Tac Toe game and cooperative learning in tandem. The program's objective is to improve students' verbal communication skills. This study is a success because the data indicate an increase in student achievement from 13.64 per cent to 86.36 per cent after three cycles of Classroom Action Research. Another study was conducted in 2020 by Zulfaidah. This study will examine the influence of Tic Tac Toe on the verbal ability of seventh-grade pupils at Mount Al Taisiya (Zulfaidah, 2020).

On 14 April 2021 a preliminary observation was conducted at Dana Punia Elementary School. Dana Punia Elementary School was recognized as one of the first schools in Singaraja in 2017. Since then, they've had five classrooms, ranging from first to fifth grades. Young learners become dissatisfied with conventional techniques since they are only exposed to them through the teacher's explanation and a book. They are becoming more illiterate due to time restrictions and a lack of opportunities to enhance their English. It indicated that the main difficulty they faced was boredom and communication issues due to their limited vocabulary. Because the more terminologies we know, the more clearly and quickly we

communicate in society, this study is expected to address the challenges. According to the study, a tic-tac-toe game for young learners in fifth-grade elementary school would be used to overcome these obstacles. When played with a pencil, it is also known as "think-tac-toe."

As a result of the preceding, the researcher desires to conduct a study entitled "Implementing Tic-Tac-Toe Game in Teaching English Vocabulary for Fifth -grade Students of SD Dana Punia Singaraja". Tic Tac Toe was chosen as a learning medium for various reasons. Due to its widespread popularity in Indonesia and the fact that no primary school teacher in Bali has yet to offer this game to their students, the tic-tac-toe is a suitable medium for young learners. Their emotions would be affected, and they would have the opportunity to communicate with their peers due to their use of this game. Additionally, as of this writing, Tic Tac Toe has not been placed yet at Dana Punia Elementary School. As a result, a Tic Tac Toe game would be used to teach English to young learners.

1.2 Problem Identification

SD Dana Punia is a school in Singaraja that began operations in 2017. They have five classes from first to fifth grade until today. In SD Dana Punia Singaraja, the English teacher taught the students solely through a teacher-centered technique. The teacher delivered the knowledge to the students, and the students were requested to respond to the teacher's questions. Additionally, the teacher occasionally required students to memorize dialogue and execute it in front of the class. The students' previous scores reflected their level of interest in the teaching and learning process and the medium utilized to teach English

vocabulary. Additionally, the students were sluggish in practicing their English vocabulary and encountered numerous challenges, most notably an inability to comprehend the teacher's material.

Although the teacher typically creates PowerPoint and explains it to the pupils, this method is rather boring for younger kids who cannot communicate with their peers. As a result, they also struggle to improve their English due to the lack of contact in the classroom. It's worsening, as kids rarely memorize new terms due to time constraints and a lack of opportunities to practice their English. As a result, pupils become less engaging, and their motivation to learn drops. As a result, Tic Tac Toe has not yet been established at SD Dana Punia Singaraja.

1.3. Limitation of the Study

The researcher limits the study in implementing the tic-tac-toe game in teaching English vocabulary for young learners at SD Dana Punia Singaraja. It is focused on students' vocabulary mastery that restricts the comprehension of vocabulary.

1.4 Research problem

1. Is there any effect on students' vocabulary mastery after implementing an Tic Tac Toe game for 5th grade students in Dana Punia Elementary School?
2. What are the 5th grade students' of Dana Punia Elementarsy school opinions towards the implementation of the Tic Tac Toe game?

1.5 The objective of the Study

1. To determine the effect of Tic Tac Toe game on students' vocabulary mastery.

2. To distinguish the students' opinion in vocabulary mastery while using Tic Tac Toe as a game-based language learning.

1.6 Significance of the Study

1. The theoretical significance of the present research is expected to support the theories related to the vocabulary learning using gamification and provide scientific knowledge.
2. Practical significance for 1) Young learners know how to overcome their difficulties when they learn by using Tic Tac Toe as gamification, 2) The teacher would be able to use Tic Tac Toe in teaching young learners, 3) Future researcher would be able to make use as a reference to do the teaching and learning activity using Tic Tac Toe.
3. The present research findings are not generalizable or applicable across different populations and settings.

1.7 Definition of Key Terms

1. Tic Tac Toe

a) Conceptual Definition

Tic Tac Toe is also known as Tick Tack Toe, noughts and crosses, and Xs and Os (Nursalim et al., 2018). This game uses pencil and paper and has two players. Then, the player will get their turns in a 3x3 grid (Nursalim et al., 2018). Each box will contain different words, categories, or Figures (Kurniawan et al., 2018). To decide the winner, the player needs to place three in a row in any position, including vertical, horizontal, or diagonal (Diyaningrum, 2018). Both students and teachers had roles in the Tic Tac Toe game (Agustia & Amri,

2013). The students act as the player who guesses the answer in a limited time. Wela and Zul stated that the students would work in a group to answer the clue. Moreover, the role is also available for the teacher (Agustia & Amri, 2013).

b) Operational Definition

The Tic Tac Toe game was game-based language learning used by the teacher to teach English vocabulary for young learners at SD Dana Punia Singaraja and it was the independent variable of the research. The topics taught to the fifth-grade students were parts, namely, symptoms, body parts, and showing empathy.

2. Gamification

a) Conceptual Definition

Gamification is a game design concept. Majuri et al. (2018) define gamification as a design technique that leverages game-like experiences to stimulate various activities and behaviors. According to Surendeleq et al. (2014), gamification is the sequential technology of games and game-based approaches. Similarly, Vesa & Harviainen (2019) define educational gamification as influencing students' behavior through game-like rules, player experiences, and cultural roles. Gamification is an important tool for both teachers and students. Gamification can increase student participation in the classroom (Faiella & Ricciardi, 2015). Experience points, levels, leaderboards, challenges, and badges are the most generally acknowledged gamification components.

b) Operational Definition

The teaching method of gamification was based on the idea that pupils learn best while having fun. Students in the fifth-grade at SD Dana Punia Singaraja in Indonesia were taught English vocabulary using game features to improve their vocabulary knowledge, motivation, collaboration, engagement, and achievement in English teaching and learning activities.

3. Young Learners

a) Conceptual Definition

Children are represented as knowledge integrators. *Cognitive growth* is how people gain structured information about the environment (Al-Azawi et al., 2016). Learning and problem-solving skills are two more dimensions of cognitive development. Kids, on the other hand, are eager to learn. To understand what adults say and ask children to do, for example. They cannot understand anything outside their warped perspective. As a result, teachers must evaluate classroom events through the eyes of a child to determine student comprehension.

According to Bransford & Brown (1999) children learn a foreign language uniquely. Cameron, (2003) makes the following distinctions: Kids are often more lively and eager to learn. They care more about pleasing the teacher than their peers (Parmawati & Inayah, 2019). They will do something even if they do not understand why or how. They lose interest faster and lack the

desire for challenging activities (Zahara & Fatimah, 2018). They also lack access to metalanguage, which teachers can use to explain grammar and dialogue. With their lack of inhibition, children seem to develop a more native-like accent than adults.

b) Operational Definition

This investigation involved young learners who accepted the therapy of the Tic Tac Toe game. The research focuses on the experience of using Tic Tac Toe as a game-based language learning tool.

4. Vocabulary

a). Conceptual Definition

Vocabulary is an essential element to learn a language referred to all languages (Tokdemir, 2015). Without this, a human cannot communicate with others in society. As a part of words, others need it to be understood and communicate effectively (Wattanakornpisarn et al., 2020). This knowledge comes in two ways, receptive and productive (Cece, 2017). The vocabulary is the number of words that a speaker or writer needs. From the explanation above, vocabulary is the number of words used to communicate in society.

b). Operational Definition

Vocabulary is the dependent variable of the research. As the variable, the vocabulary will be focus of the treatment using Tic Tac Toe game. The experience of using the Tic Tac Toe game as a game-based language learning tool was the subject of the research.