

CHAPTER 1

INTRODUCTION

A. Research Background

English lessons such as foreign language lessons in Indonesia are generally directed at mastering 4 language skills, namely listening skills, speaking skills, reading skills, and writing skills. To master a foreign language such as English, it is necessary to master vocabulary in order to master the 4 language skills.

Learning English in schools is also designed to master 4 language skills, namely listening skills, speaking skills, reading skills, and writing skills. Usually, school English learning begins with vocabulary learning. Vocabulary is taught early because mastery of vocabulary is the basis of mastery of language skills.

Al-Ankabut verse 43

وَتِلْكَ الْأَمْثَلُ نَضْرِبُهَا لِلنَّاسِ ۖ وَمَا يَعْقِلُهَا إِلَّا الْعَالِمُونَ

In the verse above, Allah SWT said that Allah has created parables that only those who have knowledge can know. This is closely related to my research related to vocabulary in language and innovations in how to learn vocabulary.

Baqarah verse 31

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

صَادِقِينَ

The verse elucidates that Allah imparted to Adam the knowledge of the names of all things in the celestial realm and on the earthly plane.

This underscores the notion that every entity in this world possesses a distinct appellation. Consequently, the acquisition of vocabulary assumes paramount importance in the realm of language learning.

A deficiency in vocabulary proficiency can pose significant impediments to effective communication. It not only constrains one's ability to articulate emotions, thoughts, and ideas comprehensively but also hampers the development of the four essential language skills: listening, speaking, reading, and writing.

Therefore, the cultivation of an extensive lexicon is indispensable, particularly in the context of English language acquisition. A robust vocabulary not only enhances one's ability to express oneself eloquently but also facilitates comprehension, thereby fostering effective communication and language proficiency. Thus, educators and learners alike must recognize the pivotal role of vocabulary instruction in language pedagogy and prioritize its integration into language curricula.

On average, students who have English subjects in their schools consider English lessons a difficult subject. Madrasah Tsanawiyah Sabilal Muhtadin is one of the schools that have English subjects. Madrasah Tsanawiyah Sabilal Muhtadin's students said that English is a difficult subject, because there are many vocabularies that must be memorized, while the vocabulary learning process carried out by the teacher looks monotonous and boring. Monotonous and boring lessons create a lack of student motivation so that student learning outcomes

become unsatisfactory in learning vocabulary which is the basis for mastering 4 language skills.

Based on the results of initial observations, teachers in the vocabulary learning process at MTS Sabial Muhtadin, Kotawaringin Timur Regency, Kalimantan Tengah usually only write down the vocabulary then read it and are followed by the students without any description of the vocabulary mentioned. Teachers should use media that can attract students' attention so as to improve student learning outcomes which become a reference in students' understanding of vocabulary.

Student learning motivation in English vocabulary lessons need to be improved, because from the learning outcomes it can be seen how far students understand in understanding vocabulary. There are various ways to increase learning motivation, one of which is through games. The game is a new strategy that is applied in the process of learning English, and the results of the application have a very positive impact on the mastery of language skills, because basically in the process of learning a foreign language a pleasant situation is needed. The game cannot be seen only from the bad side, if used properly the game can help the teaching and learning process. The use of games in the teaching and learning process has various reasons, namely:

Firstly, the game can focus students' attention on one aspect of language, sentence patterns, or certain word groups. And then the game can function as reinforcement, review, and consolidation. The games according to the equal participation of all students. Then the game can be adapted to the individual

conditions of students. The game also contributes to the creation of a healthy competitive climate and opens up opportunities for the natural use of the target language in a relaxed situation. The games can be used in various learning situations and in various language skills. The game provides feedback as soon as possible to the teacher. And then the games can increase student participation to the maximum. Following the development of today's era, games or currently often called games, can be used as an application that can be played on cellular phones. Games as applications that are designed as interactive applications can be used as direct learning media with a learning by doing pattern. This application-based game is designed with the hope of helping the process of adding students' vocabulary which will affect the mastery of 4 language skills.

Based on the above background, a research was conducted to design an educational game application that will help students memorize English vocabulary with the title: **“DESIGNING ENGLISH VOCABULARY EDUCATIONAL GAMES TO INCREASE STUDENT’S LEARNING MOTIVATION”**.

B. Definition of Key Terms

In order to avoid mistakes in understanding the variables involved in the research, it is necessary to explain the operational definitions of the variables as follows:

1. Designing Educational Games

Heskett (2005) mentioned that Design, in its purest form, embodies the human ability to craft and transform our environments in ways that are unparalleled in nature, serving our needs and imbuing our lives with

profound meaning. Therefore, in the activities of designing instructional media, factors related to learning become very important, especially the purpose of teaching materials presented in a subject/lesson, where in designing this learning media involving various science and skills, or can said to require a variety of disciplinary experts and not just handled by experts in the field of fine arts only.

2. Learning Motivation

Learning Motivation is the phrase used to describe students' desire to learn (Saputri, 2019). Modern theories of motivation have undergone a substantial transition from the conventional viewpoint that predominated at the start of the 20th century. Veithzal & Sylviana (2010), motivation theory has undergone significant changes over time. It was originally based on scientific management theory, which stressed money as the main source of motivation for people in society. Social cognitive theorists, who place an emphasis on traits like self-efficacy, optimism for achievement, and confidence in intelligence, have largely formed motivation theory in the modern era.

C. Research Questions

Based on the background of the problem that has been described, the researchers took the formulation of the problem in this study as follows:

1. How is the process of designing an educational game application for learning English vocabulary with Unity software?

2. How is the students view of the application of educational games for learning English vocabulary on student learning motivation at MTS Sabilal Muhtadin Kotawaringin Timur.

D. Research Objectives

Based on the research questions, the objectives of this study are as follows:

1. Knowing the process of designing educational game applications for learning English vocabulary.
2. Knowing the students view of the application of educational games based on learning English vocabulary on students learning motivation at MTS Sabilal Muhtadin Kotawaringin Timur.

E. Research Significance

The results of the implementation of this research are expected to contribute to various parties, including:

1. Theoretical benefits:

The results of this study are expected to be one of the studies that can be used as a reference for developing educational games as a medium for learning English vocabulary to make it easier for students to remember vocabulary.

2. Practical benefits:

- a) For researchers, as a reference and can further develop learning games.

- b) For parents, with this research, it is hoped that parents will be able to take advantage of educational games as one of the medias used by children to support their learning.
- c) For educators, to attract attention and increase students' enthusiasm in learning English vocabulary and help students remember vocabulary.
- d) For children, children can learn by using learning media in the form of educational games as one of the supporting medias in learning and to help remember English vocabulary.
- e) For other game developer reference to develop educational games.