CHAPTER I
INTRODUCTION

1.1 Background of the Research

Learning English as an international language may have generated an issue with vocabulary problems, recognizing aspects of the learning process that cannot be overstated. The factor may cause issues internal and external, which include internal factors like attitude, self-esteem, self-confidence, and motivation, as demonstrated by how students who lack inspiration for studying English and have high self-confidence present themselves; social and cultural factors external to the classroom, such as teaching tools and society; as well as the teacher's failure to introduce creative methods to teaching and learning vocabulary.

Rosyidi et al., (2022, p. 3) state that the teaching of any foreign language can greatly benefit from the use of games. Games in the classroom would be helpful for both students and teachers. Additionally, games make the students have fun because when studying are not bored.

The main problem in teaching and learning vocabulary at MTs Nurul Hasan Bondowoso is that students in the VIIA grade have difficulty learning vocabulary. Teachers only use the educational materials offered by the school, such as the VII grade textbook, and the teacher uses the drilling method, but it is still quite uncommon because the teacher did mention how to increase vocabulary mastery.

Gamification in Educational Strategies to Increase Benefits This technique's broad objective is to conduct a study on how gamification components

affect students' involvement, learning, and other outcomes. According to Krisbiantoro, (2020, p. 75), a new form of interactive learning called "gamification" allows teachers to help students learn in a more pleasurable and engaging way so that they can benefit from gamification by learning new things and having interesting experiences. In teaching languages, a variety of methods is important. Guessing, matching, role-playing, and simulation are some of the methods developed (Yuliani, 2017, p. 125). So, the researchers use of gamification, especially guessing games, to change the atmosphere of the classroom aside from the learning goals will be a challenge.

There is some previous research from Anggraini, (2021) titled "Teaching English Vocabulary for Young Learners using Electronic Word Guessing Games" conducted at the English Easy Course is relevant to this study. The result of this study is that it is effective in teaching vocabulary to young students acquiring vocabulary via electronic guessing games because one of the learning processes becomes enjoyable, and it also revealed that students' vocabulary knowledge improved after using electronic guessing games.

Electronic guessing games for vocabulary require critical thinking and analysis. When students try to guess, they must consider the meaning of the word to solve the puzzle. This forces the brain to work harder, helps strengthen the brain, and improves critical thinking skills. They are constantly exposed to new words. Electronic guessing games can be an entertaining way to learn new vocabulary. Anggraini, (2021, p. 208) states that using technology to motivate students and develop positive attitudes toward learning assists teachers in creating meaningful contexts for communicative activities. This allows students to learn

without feeling like they are learning. Thus, this helps increase memory and the ability to remember important information in the long run.

According to the background described above, the researchers make an effort to conduct class action research (CAR). This research approach is selected to apply teaching strategies in the chosen class, identify solutions to vocabulary issues that arise in the classroom, and improve understanding of how to teach and learn English vocabulary. According to Indra, (2019, p. 13) states that the goal of CAR is to improve the conditions under which learning is conducted from the creation of a plan to the evaluation of actual actions in the classroom, in the form of teaching and learning activities. Therefore, a creative teaching method was required to encourage students to participate more actively in their English Language. The use of electronic guessing games in collaboration with the Classroom Action Research method will be both extremely helpful and interesting because it gives students more opportunities to interpret and produce the English language.

1.2 Problem of the Research

Based on the explanation above, the writer formulated research questions as follows:

How can electronic guessing games increase vocabulary mastery?

1.3 Purpose of the Research

Finding how can vocabulary mastery using electronic guessing games to increase students' vocabulary mastery and make it easier with new words to perform this task will improve students' English language skills.

1.4 Operational Definitions

The researcher needs to interpret and describe the meaning of a few important terms related to this research to make clear some of the main terms in it:

1.4.1 Vocabulary

One of the keys to learning English as a second language is developing a vocabulary. For the objective of this study, vocabulary that includes words, verbs, adjectives, and adverbs was taught in English textbooks.

1.4.2 Gamification of Electronic Guessing Games

Gamification are guessing games that use electronic devices to support the guessing games, the researcher uses the platform Quizizz to answer and PowerPoint to show the picture and the clues of the picture.

1.5 Significance of the Research

1.5.1 Theoretical Significance

The results of this study can contribute to English learning for vocabulary mastery using Electronic Guessing Game.

1.5.2 Practical Significance

The results of this study can be used as a reference in developing studies used by Gamification, especially electronic guessing games.

1.6 The Scope of the Research

The scope of this research is to apply electronic guessing games at MTs Nurul Hasan Bondowoso in the 2022/2023 academic years and focus on increasing students' English language, especially vocabulary mastery using Classroom Action Research methods.