CHAPTER I

INTRODUCTION

This chapter presented the background of the study, statements of the problem, objective of the study, significance of the study, scope and limitation of the study, and operational definition.

A. Background of the Study

The emphasis on the importance of learning English cannot be ignored for individuals of all ages. According to Rao (2019), English was used in various everyday activities such as communication, interaction and friendship with other people from different countries. This statement is in line with Fahriany (2018), who stated that although English is an influential second language, it also influences many aspects of people's lives. Vocabulary is one of the main subjects of the language. Vocabulary is important in mastering English. Therefore, students should be familiar with the words so that they can convey their ideas more easily.

Teachers need to be creative to make teaching more effective and encourage students to remember and use words in everyday conversations (Shafa, 2022). EFL teachers need to create effective ways to teach English vocabulary. One method is to use learning activities. The biggest challenge in teaching English is finding the right methods and materials that are exciting, motivating, and innovative while helping students learn. Some platforms to learn and teach English vocabulary through games, they help teachers teach English in the classroom.

One of the alternatives in using vocabulary learning media is by utilizing games. According to Chang and Hwang (2019), games can improve students' learning ability. It captures attention and encourages excitement and engagement in learning. Game can have a positive influence when students can use technology to understand all the variations of game applications that can help in understanding foreign language vocabulary (Wahyudi & Sabat, 2023). Therefore, game can create an engaging learning environment and improve knowledge retention. In other words, gamification is better than traditional textbooks, it's simple. Gamification has many educational applications for students, including Quizzes, Educandy, Tic-Tac-Toe, Wordwall, and Kahoot (Purnawan, Padmadewi, & Budiarta, 2022). Several studies on the use of gamification to help students learn English in the classroom have been conducted by some researchers, such as Purnawan et al. (2022), Setiawan and Wiedarti (2020), Syahputri and Solo (2022). However, unlike previous studies that used games to teach vocabulary, the researchers used educational apps to improve students' vocabulary achievement.

Learning vocabulary through games is very important. Donmus (2010) believed that the significance of educational games in language education rises as language learning becomes enjoyable. In addition, these activities can foster an environment conducive to language learning by motivating students and creating positive relationships between teachers and students. Therefore, it is crucial for educators to carefully select appropriate game-based media for vocabulary instruction, ensuring alignment with

learning objectives and student engagement. The right choice of educational games can significantly enhance the effectiveness of vocabulary learning and contribute to a more dynamic and interactive classroom environment.

According to Ulya (2021), Educandy is a web application that create a quiz. Anyone can create and play this quiz, make learning more fun with interface is designed with delicious colors and happy atmosphere. This application is able to create game-based quizzes. Using this tool to create quizzes is one way to make assessments and tests fun and retain knowledge. The main game of Educandy has three elements namely: words, matching and quizzes. However, to create other types of games, you can use three elements such as: word search, executioner, anagram, crossword, correspondence, memory and multiple choice (Ulya, 2021). In addition, Fitriati et al. (2021), Saputri et al. (2023) and Ulya (2021), this app allows teachers to design and create question banks related to educational resources, improving students' interest and enthusiasm for problem solving, increasing students' motivation to learn, and more.

According to Alamsyah et al. (2019), educational media is considered an English language teaching tool to support student learning. Teachers use learning platforms in the curriculum to assist with English language teaching. In addition, to achieve teaching and learning goals, teachers must choose the type of platform, method and technology that suits students' needs. The importance of using educational media so that learning activities become more fun and effective and can attract students' attention. Related to Sudjana

and Arsyad (2007) quoted in Utami (2019), there are many benefits to be gained from teaching platforms: (1) students are more interested in learning; (2) learning platforms can make learning material clearer and easier to understand. (3) by using an educational platform, the learning process will be more varied so that students do not get bored so that teacher energy is more efficient (4) student learning activities will be more active such as observation, performance, presentations, etc. In addition, Sari (2023) conducted a study found that there are three methods used by teachers to use media to teach English, such as the teacher shows the students the learning topic, the teacher uses the learning topic to explain the topic, and the teacher practices using the learning topic. Previous research has not fully explored the extent to which EduCandy can improve English vocabulary comprehension in English conversation clubs at universities. Therefore, teachers need literature and references related to the decision and use of teaching media to teach English effectively.

Language communities play a very important role in the process of learning vocabulary, grammar and pronunciation in a language. One of the growing forms of language communities is language clubs in university settings. Language clubs, such as the English Club, provide a platform for students to hone their English skills through various activities, such as discussions, language games, and presentations. The English conversation club offers students a safe space to practice spoken English confidently, free from the fear of errors, making it an ideal environment for enhancing

students' English proficiency (Maming, Hasman, Sasmita, Sianna, & Cabuso, 2024). Although language clubs such as English Clubs at universities have become an important part of facilitating English learning, previous research has not fully explored the extent to which learning technologies such as EduCandy can improve English vocabulary comprehension in English club at universities. EduCandy, as a form of educational game, offers the potential to increase student engagement and deepen their vocabulary comprehension through an interactive and fun approach. Therefore, further research is needed to evaluate the impact of using EduCandy in enhancing vocabulary learning in language clubs such as English Clubs in university settings.

Based on the above definitions, this study aimed to describe the implementations of Educandy in teaching vocabulary and describing the response in learning vocabulary by using Educandy game for members of English Club in the private university. An English club, especially in a university, has turned into a community for students to hone their English skills, covering lessons on vocabulary, speaking, and grammar. Therefore, the title of this study is "Teaching English Vocabulary by Using Educandy Game in English Club of Private University".

B. Statements of the Problem

Based on the background above, the researcher identifies the problem as follows:

1. How is the implementation of Educandy in teaching vocabulary to English Club members at private university?

2. What is the members response in learning vocabulary by using an Educandy game in English Club at private university?

C. Objectives of the Study

1. To describe the implementation of Educandy in teaching vocabulary to English Club members at private university.

2. To find out the members response to learning vocabulary by using Educandy game in English Club at private university.

D. Significances of the Study

The researcher hoped that the results of this study will be useful for English students and teachers. This study has two advantages:

1. Theoretically

It is hoped that this study will contribute to the theory of English vocabulary knowledge and can be a reference for those who want to learn how to teach and improve English vocabulary through Educandy games.

2. Practically

a. For Teachers

It is hoped that this study will contribute to the improvement of the quality of vocabulary learning by teachers through a new method called Educandy application.

b. For Students

This study is expected to help reduce students' difficulties in learning new vocabulary using Educandy.

c. For Other Researchers

It is hoped that this study will provide other researchers with insights into English education and vocabulary development through the application of Educandy. In addition, researchers can use this information for English language teaching in the future.

E. Scope and Limitation

Based on the problems that the researcher has explained, this research focused on describing the implementations of Educandy in teaching vocabulary and describing the response in learning vocabulary by using Educandy game for English Club members at University of PGRI Delta Sidoarjo. The name of the English club at University of PGRI Delta Sidoarjo is English Conversation Club (ECC) which is under the English Education Student Association at University of PGRI Delta Sidoarjo. The researcher chose this community because it provides an opportunity for students to share knowledge and learn together in various aspects of English conversation, including vocabulary, grammar, and pronunciation, thus considered necessary to have learning techniques that can improve members' vocabulary mastery through Educandy.

F. Operational Definition

In order to avoid errors in interpreting the terms used in this research, researchers will explain operational definitions, namely:

1. English vocabulary

   Vocabulary is considered one of the main component of language. A strong vocabulary is essential for English language proficiency. Vocabulary knowledge is essential in language learning because it helps to understand and produce language and is a good indicator of acquiring language skills (Viera, 2017).

2. Educandy game

   Educandy is a web application that creates a quiz. Anyone can create and play this quiz, make learning more fun. Educandy screen is designed with delicious colors and happy atmosphere. This application is able to create game-based quizzes. Using this tool to create quizzes is one way to make assessments and tests fun and retain knowledge (Ulya, 2021).

3. Teaching techniques

   Teaching the media in teaching English is very important. Based on a study by Nastiti (2018), when choosing a learning environment, teachers should consider the choice of media based on the curriculum and subject. According to Alamsyah (2019), media teaching has been considered as a means of teaching English to support student learning. Teachers use learning tools in teaching to help convey English material.