CHAPTER I

INTRODUCTION

A. Background of The Study

In industry 4.0 era almost everyone knows about digital games. Not only adults can access digital games, but also now teenager can easily access games. Nowadays teenegers who are still categorized as students prefer to play games rather than learn. They spend more time playing games on their cellphones than reading books. Most of the games used by students are less educating and they only use them for fun. Todays children that Prensky (as cited in Burkhardt, et al 2003) refers to as "digital natives" are growing up with laptops, cell phones, tablets, and video calls and are using this new technology in their daily interactions. However, digital games have also many benefits that can be used for learning or instructional media. According to Clark & Mayer (2011), "games are an online environment that involves competitive activities with challenges to achieve goals, a set of rules and constraints, and certain contexts". Based on word Clack & Mayer explain, if we look at adeucation perfective especially in the proses teaching and learning that digital game can be as alternative strategi to gauge students to a complate the activity or taks which is challenging.

According to Kuzu and Ural (1499) as cited in Donmus (2010) if games and education are combined, it can make a pleasant educational environment. students who learn by using games will get a positive attitude and can be more motivated when learning. Based on the explanation above the use of games in education can lead to positive impacts on students. Shahriar Pour

and Kafi (2014) also state that using digital games makes students active participants of the 21st century technological societ.

Furthermore, digital games can help to develop vocabulary for students by explaining the purpose of the game and providing feedback at the specified time. Students can enjoy the teaching and learning process so that they can understand the material in terms of vocabulary learning. So it is not surprising to see that nowadays, most language teachers in the world use digital games to teach second or foreign languages especially for teenager at junior high school. They will get lot of new vocabullary, so that it can help them learn vocabulary. This can be seen from Aghlara and Tamjid (2011) study that using digital computer games and their role in promoting Iranian children's vocabulary learning investigated. The results showed that the mean scores of children in the experimental group were significantly higher than those in the control group, showing the positive effect of using digital games in teaching English vocabulary to children.

The ultimate goal of teaching English vocabulary methods is to help students learn the meaning of various words, so they can communicate effectively and write in English with confidence and creativity (Baumann, Kame'enui & Ash, 2003). It means that students' limitation in mastering English vocabulary makes them difficult for them to understand texts through reading, listening and speaking in English. Vocabulary does not only translate word for word, but also is drawn into verbs, adjectives, nouns, and verbs. In addition, some researchers like Aghlara and Tamjid (2011), Salavati and Salehi (2016) found that good vocabulary mastery makes students more creative in their complete oral and written than those who have a brief understanding of vocabulary. Therefore

teachers must be able to create fun learning media for teaching vocabulary. Vocabulary has always been one of the most important issues related to foreign language teachers and students in such a way that it is believed that without vocabulary nothing can be conveyed (Uzun, 2009).

Nevertheless, a very few of reserachers explores the students interst whereas Interest in the learning process is an important foundation for students to do well. If students do not have a great interest and attention to the object to be studied, it is difficult for students to survive and get good results. According to Mangal (2007) interest is the main force that drives all learning machine learning process. That is, by having an interest students will be more focused and easy to understand the material provided by teacher. Great interest will affect student activities, because students' interest in doing something that is interesting to them, in this case is interest in learning. Student interest in digital games is very high. In 2010, a survey commissioned by the European gaming industry 4 (Gamevision, 2010) revealed that an average of 25.4% of Europeans registered above sixteen were 'gamers' (ie, playing games in the previous six months). Therefore digital games can be used as learning media and strategy by teachers because games are common for teenagers.

Some studies related to the positive impacts or the effectiveness of digital game for teaching English had been proved. Aghlara and Tamjid (2011) revealed that digital game namely SHAIEX (Sistema Hipermedia Adaptativo para la ensenanza de idiomas en entorno Linex) helps improve the students vocabulary. Besides, Ahmad Bataineh (2014) Web-Site games Some Web-Sites offer maker or an online game like a crossword these ways to teach vocabulary. Free web-based games help the students to develop their critical

thinking. Maryam Salavati, Hadi Salehi (2016) Video Games (IVGs) helps improve the students vocabulary. The last Digital flashcards by Mahboubeh Taghizadeh, Shahin Vaezi, Maria Ravan (2017) helps the student improve vocabulary and helps students learn enjoy.

Concerning to those issues, the researcher is triggered to explore the implementation of digital media in teaching vocabulary, teachers' perspectives towards the implementation and studets' interest, and the challenges which is analyzed qualitatively. conduct research on teaching vocabulary using digital games.

B. Formulation of the Problem

1. How did the teachers implement digital game in teaching vocabulary?
2. What are the teachers' perspectives towards the students' interest in applying digital game in teaching vocabulary?
3. What are the challenges in applying digital game in teaching vocabulary?

C. Objective of the Research

1. To know teachers implement digital game in teaching vocabulary
2. To know teachers' perspectives towards the students' interest in applying digital game in teaching vocabulary
3. To know challenges in applying digital game in teaching vocabulary

D. Significance of the Research

The result of the study is expectd to be useful theorically and practically :

1. Theoretically

Hopefully the results of this study can help teachers to be more creative in making learning media by utilizing technological developments so that students do not get bored easily.

2. Practically

    a. For the English teachers :

        1. The researcher hopes that the use of digital games can help teachers to improve students' vocabulary in new and fun ways

        2. By using digital games the teacher can improve students' vocabulary

    b. For the students :

        1. The researcher hopes the students it will interest in learning vocabulary by using digital game

        2. By using digital game students can learn with fun and no be bored

    c. For the researcher :

    By conducting research, researcher hopes that digital games can become effective vocabulary learning media. Not only in English but also for other lessons.

    d. For the readers :

    The researcher hopes this research is useful and can help further researchers to make new media better

E. Scope and Limitation of the Study

This research focuses on vocabulary teaching conducted by several teachers from different schools who have used digital games as a medium for teaching vocabulary. This research is aimed at teachers of Progressive Wachid Hasyim Middle School and 17 Muhammadiyah Surabaya Middle School.

F. Definition of Key Term

From the research problem above, some of key terms used in this research are need to be defined as follow :

1. Digital media

Digital games are games that are usually used on the internet and the like and always use current technology, such as modems and cable connections. The meaning of digital game in Indonesian is online game. Computer games are defined as games that are played using a computer, especially video games. A game has basic characteristics that differentiate it from toys and puzzles, namely play, objectives, and rules.

2. Vocabulary

Vocabulary is vocabulary. Or, vocabulary is a collection of words that are part of a particular language and are used to compose sentences. This vocabulary comes from a person which can be defined as a set of all the words that can be understood by that person or all the words that person is likely to use to compose a new sentence. The level of wealth of education can be seen from how many vocabulary they master.

3. Student interest

The definition of interest is a condition in which a person has concern for something and is accompanied by a desire to know and study and prove it further. Interest arises because of the deep attention to an object, where the attention raises the desire to know, learn, and prove further. This shows that in interest, besides attention there is also an attempt to get something from the object of interest.