

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents a brief description of the whole process of the research that will be covered in some headings; background of the research, research question, purposes, significances, rationale, and previous studies.

#### **A. Background**

The pandemic is affecting teaching and learning activities especially in TESOL, and assessment is an important part of learning. According to Godwin-Jones (2011), general assessment in learning English using technology is a challenge for the language teacher. A teacher assesses students' vocabulary in general using traditional learning where students look for the definition of words in sentences and also write sentences. Learning and assessment using that method can make students frustrate, because they have to memorize and arrange words them in sentences (palmer et al (2014). The teacher also sometimes asks students to memorize the vocabulary given by the teacher, after which students will be given a grade or score by the teacher based on the number of words they have memorized (Kiliçkaya & Krajka, 2010). To improve student scores on vocabulary test is to apply instruction using technology (Yip & Kwan, 2006). Game test application is one of the technologies used as a vocabulary test.

Game-based assessments are hiring process evaluations as games to test the abilities of students in a simple and entertaining manner (Safriyani, 2019). In game-based assessment, it is divided into three, namely game scoring, in which the game focuses on obstacles to be overcome while playing the game or targets to be achieved (Chung & Baker, 2003). According to (Reese, D. D., & Tabachnick, 2010), in this game, the time it takes to complete in this game is another indicator in the game's assessment. The second is external. This assessment is not part of a game-based environment. Schrader & McCreery stated, this assessment is carried out through a knowledge map, a short interview, a causal diagram, and based on multiple-choice based questions or essays (Ge & Ifenthaler, 2018). The third is an embedded assessment. This assessment is part of the gameplay but does not interfere with the game. Event

markers are stored in the trail of any information at certain intervals during the period-specific time. Game-Test Application is a game-based application made by teachers at one of Bandung's elementary schools. This game is a game scoring type where the game-test application focuses on the object in the image and finds out what the object's name is by being limited by time and having a target achieved from the game. Besides that, the game-test application is made to improve students' scores on the vocabulary test.

The use of game-based tests in the assessment process provides experience for teachers to give new types of tests outside of the types of tests that are often used and provide experience for students in carrying out tests. Therefore, teachers' and students' perceptions of game-based tests are important to be studied to determine the feasibility of game-based tests as a means of assessment. Perception is a series of cognitive processes internal to the brain in layers of cognitive functions that can detect, interpret, and search for information in our minds and brains (Wang, 2007). Students' and teachers' perception is essential because, it becomes a means of evaluating learning and assessing the subject. Chen & Hoshower (2003) stated that in evaluating effectiveness in teaching, students' perceptions is very important. Teachers or lecturers can change what students do not like and improve what students prefer after knowing students' perceptions, be it from conveying material, and how to teach and assess students. According to Petegem et al., (2007) to measure student learning outcomes, students' perceptions are relevant material for consideration. Freiberg and Stein argued that student experience is the application of the elements and metrics to clarify the classroom circumstances (Petegem et al., 2007).

Teachers' perception is a thought or mental image that the teacher has towards students or the environment. The perception is formed by the background of their knowledge and life experiences. According to Boore (2002), getting an event can be called a stimulus from the world. Everyone will give meaning to the event by interpreting and acting on it. Referring to the game-based test used for assessment on the English vocabulary test, the

teachers' perceptions play an important role in measuring the efficiency of implementing or using the game-based vocabulary test in English language assessment.

Therefore, this study investigates teachers' and students' perceptions of using game-based tests for vocabulary assessment in English lessons. There are several of the research relevant to the current study. The first research is research by Pratolo (2020) examines the interactive game "Kahoot!" as the media of students' vocabulary assessment. Second, Chou's (2014) study discusses games, songs, and stories to assess English vocabulary and enhance young English as Foreign Language Learners' motivation. The third, Safriyani (2019). The research explains how to design a Computer Based Test Version of a Vocabulary Test. Moreover, this research is different from previous research. The current research focuses on teachers 'and students' perceptions of using game-based tests for vocabulary assessment in English lessons.

### **B. Research Question**

Based on the background, which must be discussed from this research:

1. How does the teacher use the game-based vocabulary test?
2. What are the teacher's and student's perception of using game-based vocabulary test?

### **C. Research Purposes**

Regarding the research problem above, this study aims to:

1. To analyze how the teacher using the game-based vocabulary test.
2. To analyze the teachers' and students' perception of using game-based vocabulary test.

### **D. Research Significances**

Practically, this research provides essential things for:

1. Students can learn and understand vocabulary learning better, which increases students' motivation and interest in learning vocabulary.
2. Teachers get information about the game-test application as learning English to improve students' understanding of English vocabulary and

provide new methods or strategies for teachers in the teaching and learning process.

Theoretically, this research encourages game-based learning in vocabulary learning for elementary school children. It can be used as reference material for developing new methods of using games methods in vocabulary understanding or mastery.

### **E. Rationale**

*Random House Webster's Unabridged Dictionary* (2001) stated that a vocabulary is a collection of words that are known and used by specific individuals or groups of people. However, vocabulary knowledge cannot be assumed as a prerequisite for language skill performance. Vocabulary in the academic environment is a word that appears in written or spoken texts, but in written and spoken language it is rarely the same as that used in informal speech (Nation, 1990). Schonell, F.J., I.G. Meddleton and B.A. Shaw stated

Vocabulary is assessed in language knowledge for several reasons (Spiri, 2008). First, the vocabulary backwash test, which for teachers of this vocabulary test is an excellent input to check students' vocabulary knowledge, and can detect if there are problems in mastering the vocabulary. Second, a useful instrument for measuring vocabulary development is a vocabulary test, where the level of vocabulary reflects the development of students in the language (Cameron, 2002a). Third, like any test, a vocabulary test can serve many different purposes. The vocabulary test can be used to find out whether students have acquired or understood the words they learned previously (achievement tests). This test can place students at the level in the language class that matches their abilities (placement test). It can help students detect gaps in vocabulary knowledge (diagnostic test). The vocabulary test can also be part of a proficiency test in which the student skills to perform in the target language (proficiency test)

In teaching English to young learners, the learners are active learners, where they tend to learn new patterns or languages when having fun and play with movements (Ratminingsih et al., 2018). Sanjaya explained that the most

important thing to influence students' success in students is the media (Asnadi et al., 2018). Atake (2003) stated that games could maintain students' attention. According to Gürsoy (2011), young learners tend to engage with things such as games while studying. In the junior high school level in Indonesia, the use of the game method is one of the contemporary trends in learning English (Ramadhaniarti, 2016). She also said that games should not only be considered as activities that can fill when there is no better activity to do but should be at the core of foreign language learning, provided they are carefully chosen.

Game-based assessments are hiring process evaluations as games to test the abilities of students in a simple and entertaining manner (Safriyani, 2019). Chung & Baker (2003) stated that game-based assessment, it is divided into three, namely game scoring, in which the game focuses on obstacles to be overcome while playing the game or targets to be achieved. According to Reese, D. D., & Tabachnick (2010), in this game, the time it takes to complete in this game is another indicator in the game's assessment. The second is external. This assessment is not part of a game-based environment. This assessment is carried out through a knowledge map, a short interview, a causal diagram, and based on multiple-choice based questions or essays (Schrader & McCreery, 2008). The third is an embedded assessment. This assessment is part of the gameplay but does not interfere with the game. Event markers are stored in the trail of any information at certain intervals during the period-specific time.

Wang (2007) stated that perception is a series of cognitive processes internal to the brain in layers of cognitive functions that can detect, interpret, interpret, and search for information in our minds and brains.

The perception, in effect, affects each person's actions and the decisions made by each human being in life. Perception is divided into two types in identifying a student's perception, namely positive and negative (Catherine E. Burns & Margaret, 2009).

1. Positive perception is a precious blessing that strengthens self-confidence and strength to keep up with the world, to survive challenges,

and to reflect beyond. It improves the friendship building and donation to others.

2. The negative perception can rely on their interests, seek and achieve, and justify their self-esteem.

Student's perception is a corner of the student's field of everything that happens in the education process in the classroom. It generates these views with suggestions or arguments for the teacher or classmates to enhance their language process Sidhu (2003). Students are allowed to share opinions freely, both for themselves, also for their teachers. Bulut & Durak stated, when students can express themselves, it will encourage students to know why they are involved in such activities, whether it can help them learn English, and what use it is for academic and outside-class purposes (Alhebshi, 2020) .

Students' and teachers' perception are essential because, for the teacher, it becomes a means of evaluating learning after knowing the results of the students' perceptions. Chen & Hoshower (2003) stated that in evaluating effectiveness in teaching students' perceptions is very important. Teachers or lecturers can change what students do not like and improve what students prefer after knowing students' perceptions, be it from conveying material, and how to teach students. Therefore students' perception is essential. According to Petegem et al (2007) to measure student learning outcomes, students' perceptions are relevant material for consideration. Freiberg and Stein argued that student experience is the application of the elements and metrics to clarify the classroom circumstances (Petegem et al., 2007). Student perception is therefore essential not just for evaluation, but also for education development.

#### **F. Previous Research**

There are several previous research related to the topic of this research that is related to this study. First, Pratolo (2020) examines the interactive game "Kahoot!" as the media of students' vocabulary assessment. This study investigates how to "Kahoot!" becomes an interactive game as the media of students' vocabulary assessment. A qualitative method in the research to collect data. As a result, the use of "Kahoot!" the students' positive attitude towards the

vocabulary test resulted in a positive attitude, and the students also agreed that “Kahoot!”. It significantly affects their vocabulary and makes them more focused and interested in the vocabulary test.

Second, Chou (2014) discusses games, songs, and stories to assess English vocabulary and enhance young English as Foreign Language Learners' motivation. This study aims to offer a solution to enhance students' motivation to learn English for young English learners as a foreign language use of games, songs, and stories to assess their English vocabulary. This research applied a mix-method. The data collection was quantitatively obtained from student questionnaires and pre-test, post-test scores, and qualitative data by observation and semi-structured interviews. The research showed that using learner-centered games as a learning approach can strengthen and develop motivation and positive attitudes in students to learn English.

The third is research by Safriyani (2019). The research explains how to design a Computer Based Test Version of a Vocabulary Test. They employed 50 students as the test taker and a quantitative and qualitative method to analyze data for this research. In this study, the academic vocabulary test was implemented on a computer basis by testing the product and processing it. Participants in this study are English and non-English majors. The results have mapped that the average level of academic vocabulary mastery of English language education students and non-English language students is low. 95.5% of students show a positive response to this computer-based vocabulary test. It is more efficient, practical, and has less plagiarism.