

CHAPTER I

INTRODUCTION

This chapter provides the scene for this study on Teachers' and Students' Perceptions of Learning Word Class Using the Scattergories Game. It introduces the research background, the research question, the research hypothesis, the research aim, research benefits and operational definition.

A. Research Background

In English, there are 2 skills that need to be mastered, namely macro skills and micro skills. Macro skills consist of listening, speaking, reading, and writing. Micro skills consist of grammar, vocabulary, pronunciation, and spelling (Fitria, 2022d). Of the various components of language, grammar occupies a very important position in language learning. Widodo (2006) states that grammar is the basis of a series of language skills, playing an important role in understanding and expressing spoken language. It is one of the knowledge that students must master in order to organise language so that it is easier to understand and express. Therefore, people call grammar the "rules" of language. According to Subasini and Kokilavani (2013), grammar is the system of sounds, structure, and meaning of language. Despite its importance, grammar is a difficult component to learn and explain. The difficulty of learning grammar is not only experienced by students, even experienced English teachers have difficulty explaining grammar to students (Kumayas and Lengkoan, 2023).

One of the properties of grammar is word categories or word classes. Word is classified into several parts of speech such as nouns, verbs, adjectives, adverbs, etc (Martin, 2001). These word classes are one of the basic of grammar that students need to understand because these will help them to compose well-structured sentences.

Consequently, creativity is essential for educators to provide students with opportunities to achieve a certain level of Word Class mastery. This can be achieved through the use of materials, methods, approaches, techniques

and activities that encourage and support students to improve their mastery of Word Class.

One method that can be employed is GBL (Game Based Learning), which is a learning method that utilises games as a material delivery tool. The combination of games with learning, commonly referred to as GBL, is designed to enhance student engagement, facilitating the retention of the material presented. This approach aligns with the findings of Saputra et al. (2021), which indicate that the use of games in learning can create an engaging and motivating atmosphere. Games can be an effective tool for teachers in the classroom, offering an engaging and motivating alternative to traditional learning methods.

The acquisition of a foreign English language, which is not the mother tongue is undoubtedly a challenging and difficult, particularly with regard to the learning of grammatical material in English. The lack of student interest in learning English has become a pervasive issue in English teaching and learning activities (Maharantau, 2015). Consequently, Anik Sugiani (2023) posits that the utilisation of the Game-based Learning model is said to enhance student engagement in the classroom. The incorporation of games into the learning environment provides a conducive platform for language acquisition, as it is accompanied by various ideas and objects that are inherently appealing to students (Goodman and Goodman, 2014). Accordingly, Sopian (2016) argues that the role of the teacher is of significant influence on students in the context of teaching with the right method used. In learning the word class which belongs to the domain of grammar, Game-based Learning is also deemed to be a highly suitable approach, as asserted by Adeng & Shah (2012) that "games are the most suitable way to learn second or foreign language grammar".

As outlined by Lai, et al. (2012), the following characteristics are associated with learning through games:

- The use of games to prompt students to reconsider the knowledge they have previously acquired.

- The provision of immediate feedback, enabling educators to gain a real-time understanding of students' learning progress and to offer timely guidance.
- The capacity of games to facilitate students' collaborative exchange of knowledge. Furthermore, the incorporation of games into the learning environment can facilitate a relaxed and enjoyable approach to learning, reducing the likelihood of boredom.
- Additionally, games are often employed in conjunction with discussion and socialisation activities.

As evidenced by one of the private high schools in Cilacap, it shows that using Game-based Learning in teaching English word classes can improve students' understanding and ability to construct sentences. One of the games that can be employed to facilitate the learning of English word classes is the Scattergories game, which may also be referred to as a category game. The game is a matching game in which players have to match words with the right category. This research will investigate the perceptions of teachers and students regarding the learning of English word classes through the Scattergories Game. The research will be conducted on English teachers and students in private schools in Cilacap. The rationale for this study is to ascertain the perception of teachers and students of English language learning, particularly with regard to the acquisition of English word classes through the Scattergories game.

B. Research Question

Based on the research background, the research question is briefly stated as follows "What are the perceptions of the teacher and the students towards the learning of English Word Classes through the Scattergories Game in the private high school in Cilacap?"

C. Research Aim

This research would be aimed at finding out the objective of this study is to know the perceptions of teacher and students towards learning English Word Classes through Scattergories Game in private high schools in Cilacap.

D. Research Benefits

The objective of this research is to provide teachers and students with a comprehensive understanding of the actual conditions in the field. This will enable teachers to recognise the significance of creativity in teaching and to develop and maintain creativity in English language learning, as exemplified by the study of English word classes.

For the researcher, the researcher hopes to provide new information and ideas for other researchers who want to conduct further research in the same field.

For readers, the researcher hopes that the result of this study can provide some useful information related to research.

E. Operational Definition

The following are operations that are relevant to the subject matter of this research:

1. Perception is the experience of objects, events, or relationships obtained by inferring information and interpreting messages (Jalaludin Rakhmat, 2007).
2. Learning is the interaction between teachers and students as teachers teach students to design behavioural pathways from what students can already do and reinforce students at each step until reaching the target (Stanton Wortham, 2003).
3. The term "word class" is used to describe a category of words within a language, which can be further divided into ten distinct classes. These include verbs, nouns, adverbs, adjectives, prepositions, numerals, articles, pronouns, conjunctions, and interjections (Rijkhoff, 2007).
4. Videnovik, et al (2023) Game-Based Learning (GBL) is a pedagogical approach that employs games as a tool or strategy to facilitate learning and engagement. In Game-Based Learning, educational content is designed and incorporated within a game format. Players actively participate and interact with the game mechanics to acquire knowledge or develop skills.
5. The Scattergories game is a category game that categorises words.