

CHAPTER I

INTRODUCTION

This chapter presents the background of study, problem of the study, objective of the study, scope and limitation, significance of the study, and definition of key terms.

A. Background of The Study

Effective communication is based on having a large vocabulary. Increasing one's vocabulary is one of the most important aspects of language acquisition. Vocabulary is basic component in learning English because when the students learn English, they must know vocabulary first (Zaen et al., 2022). According to Umar et al. (2023), It is the first step that students must do in order to achieve their goal of mastering English aptitude. Without a large enough vocabulary, students will find it difficult to understand what they read, express their views, and participate in conversations. In addition to being able to understand complicated concepts, students who have a large vocabulary can also communicate effectively and creatively.

Achieving fluency in English, encompassing the mastery of speaking, writing, reading, and listening skills, is likely challenging for students. Stated differently, developing productive and responsive talents is not an easy feat. One of the problems is the students' lack of vocabulary (Dwiningrum et al., 2024). According to Maindoka et al., (2022), Vocabulary is one of the essential language components in teaching and learning English, when students are studying a new language, they should have a lot of vocabulary stocks. As a matter of fact, it is asserted that the acquisition of

vocabulary plays a crucial role in facilitating effective communication and comprehension of written texts for students (Agustin & Yanto, 2024). Therefore, having a solid vocabulary is essential for helping pupils acquire language since it acts as a catalyst for improving language ability.

Vocabulary mastery is a key component in learning English at MTsN 1 Kediri, and students are encouraged to increase their vocabulary as they study. However, many students have expressed difficulty in acquiring and utilizing new phrases, which negatively impacts their overall speaking abilities. So they seemed less interested in participating in the learning process, this can be seen from the small number of vocabularies they have and the frequent misspelling of words. Vocabulary learning with a conventional approach often feels monotonous and boring. Traditionally, teachers would assign daily memory exercises to their students and assess their progress with a memorization exam (Paksi et al., 2023). Traditional teaching techniques like rote memorization frequently fall short of student engagement goals and may not promote long-term retention. Teachers have to find another strategy for teaching vocabulary that provides a fun and enjoyable situation for that problem (Jannah & Syafryadin, 2022). In order to solve this, teachers have started using technology media into their teachings to make the classroom more engaging and entertaining.

The rapid growth of educational technology has resulted in a growing need for digital tools that facilitate language learning. By using technology as a learning medium, it can help students in making it easier for them to learn. According to Shabrina and Taufiq (2023), Teaching vocabulary

using technology offers a fun and challenging chance to be used in the classroom while teaching English as a second language. One of these tools is the Wordwall application, an online platform that allows teachers to create interactive games and activities. By considering the importance of a game application used in the learning process, the use of games in education can make it easier for students to master the material and remember it with great enthusiasm (Zahrah & Anwar, 2023).

Wordwall is a web application that can be used to create education that pleases students and can also be used as a medium of learning that can make students active (Vidiasari et al., 2023). According to Umar et al., (2023) Wordwall web application is one strategy to provide learning that will make students happy to learn. Many games are available on Wordwall web application to help students learn a language. According to Khoirunnisa et al., (2023), there are a lot of Wordwall.net features such as Random wheel, Group sort, Find the match, missing word, unjumble, matching pairs, labeled diagram, gameshow quiz, true or false, maze chase, flip tiles, match up, quiz, word search, and open the box. Using Wordwalls as a vocabulary study aid has a lot of potential advantages. By increasing learning's interactivity and engagement, it helps boost students' motivation. Wordwalls also allow students to customize their learning experiences by allowing them to choose the speed and degree of difficulty of their lessons. Additionally, the program may provide instant feedback, enabling students to recognize and correct any misunderstandings or gaps in their vocabulary.

The usefulness of Wordwalls in improving vocabulary learning outcomes in MTsN 1 Kediri has to be investigated in light of their potential benefits. The purpose of this research is to find out whether using Wordwalls, as opposed to more conventional approaches, may considerably increase students' vocabulary mastery through an quasi-experimental study. In addition to offering insightful information for enhancing vocabulary learning in MTsN 1 Kediri, the study's findings can educate educators and policymakers about the possible advantages of using technology into language instruction.

In this instance, relevant research that is pertinent to the study being undertaken must be completed by looking into previous research done by other researchers. Realiated studies for this research are conducted by several researchers. The first research is (Umar et al., 2023) showed that the use of the Wordwall website had a significant effect in improving students' vocabulary mastery. The other research is (Nova et al., 2024) found that Wordwall proved to be an effective teaching method that helped improve students' vocabulary in preparation for future assignments. The last research is conducted by (Arifin & Sulistyaningsih, 2024) revealed that using Wordwall significantly enhanced learners' vocabulary comprehension, especially in identifying word classes and understanding new vocabulary concepts. However, these studies were mostly conducted in general school contexts and did not specifically focus on Islamic-based junior high schools such as MTsN 1 Kediri. In addition, there is still limited research employing quasi-experimental methods to compare the effectiveness of Wordwall with traditional vocabulary teaching strategies. This indicates a research gap in terms of context, methodology, and specific school

environment. Therefore, it is necessary to conduct further research to explore how Wordwall can impact vocabulary learning outcomes in this specific educational setting.

Based on the explanation above, researchers are interested in examining the effectiveness of using wordwalls. So, researchers will conduct research entitled “The Effectiveness Of Using Wordwalls Web Application On Students’ Vocabulary Mastery At Mtsn 1 Kediri.”

B. Research Problems

Based on the research background above, the research problem can be formulated as follows : “Is using Wordwall web application effective than traditional flashcard in students’ vocabulary mastery at MTsN 1 Kediri ?”

C. Objective of The Study

Based on the research problem above, the researcher has the following research objective: “To find out whether Wordwall web application is effective than traditional flashcard in students’ vocabulary mastery at MTsN 1 Kediri.”

D. Hypotheses of Research

A hypothesis is a provisional assumption or assertion that is utilized to address a research issue and whose veracity needs to be empirically verified. According to Creswell and Creswell, (2018), Testing of hypotheses employs statistical procedures in which the investigator draws inferences about the population from a study sample. It provides a starting point for research or experimentation, enabling scientists to examine the correlation between

variables and make inferences. In this study, the researchers used two hypotheses. These are alternative and null hypotheses as follows:

1. **Null Hypotheses (Ho)** : There is no significant difference in students vocabulary mastery between those who use Wordwall web application and those who use traditional flashcards at MTsN 1 Kediri.
2. **Alternative Hypothesis (Ha)** : There is a significant difference in students vocabulary mastery between those who use Wordwall web application and those who use traditional flashcards at MTsN 1 Kediri.

E. Scope and Limitation

The scope of this study is to determine the effectiveness of using the wordwall application on students' mastery of English descriptive text (describing people) vocabulary. This study is limited to grade 7 students of MTsN 1 Kediri.

F. Significance of The Study

1. For Students

By offering a more interesting method of vocabulary learning using Wordwall, this study will benefit students by improving their vocabulary mastery. It also seeks to lessen learning English dullness and boost motivation.

2. For Teachers

The research provides teachers with useful information on how Wordwall might enhance vocabulary teaching. In order to create a more engaging learning environment, it will offer helpful advice on using this technology into courses.

3. For Researcher

This research will add to the body of knowledge and stimulate more research in this field, making it a useful resource for future academics who are interested in digital tools for language acquisition.

G. Definition of Key Terms

The main words are described as follows to prevent misunderstandings regarding some of the terms used by the researcher:

1. Wordwall Application

Wordwall is a web application that may be used to design engaging lessons and to encourage student participation in the learning process (Vidiasari et al., 2023).

2. Vocabulary Learning

The process of acquiring, understanding, and remembering new words.

3. Vocabulary Mastery

Vocabulary mastery is the ability of a language learner to understand, recall, and use words appropriately in various language contexts..

4. Flashcards

Flash cards are an educational game in the form of cards containing pictures and words.