

CHAPTER I

INTRODUCTION

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

A. Background of the Study

The key element in mastering English is vocabulary. This statement was strengthened by Jamalipour and Farahani (2012) that vocabulary is acknowledged as a fundamental tool for communication. Vocabulary plays an essential role in enabling students to develop their language skills. Having a wide vocabulary is a crucial skill for communicating in English. Richards and Renandya (2002) stated that vocabulary is an essential part of language skills and helps learners speak, listen, read, and write well. This means that vocabulary is the fundamental component of developing all English skills.

Besides, learners who lack vocabulary will struggle to interact and communicate with others. It is supported by Gultom et al., (2022) that learning vocabulary is important because people are unable to convey something in communication if they lack vocabulary. In addition, learners are unable to express their ideas in both spoken and written language without mastering vocabulary.

A lot of Indonesian learners struggle to understand English vocabulary. According to Putri et al., (2024), the difficulties faced by learners are (1) most students are struggling with vocabulary, (2) learners also feel difficulty in spelling

words, (3) various grammatical forms of words are one of the reasons why learners' difficulties in learning vocabulary, (4) learners are difficult to understand and distinguish between words with similar or different meanings. Moreover, Susanto (2021) stated that learners struggle to utilize the word affirmed in context and struggle when they find idiomatic expressions. Thus, using an engaging strategy in teaching and learning is essential to help students easily obtain the word and retain it in their long-term memory.

Teachers play a crucial role in supporting students to increase their vocabulary. Teachers need to understand how to increase students' interest and motivation during the learning process. In addition, educators need to have a variety of teaching techniques in order to facilitate the process of student engagement and delivery of knowledge to them (Matondang & Ismahani, 2024). This is supported by Setiawan and Wiedarti (2020) who stated that teachers need to provide media to encourage and motivate students in learning English vocabulary. Teachers have a crucial role in expanding students' vocabulary through various methods and media that are engaging, motivating, and enable efficient knowledge transfer during learning.

An effective strategy for learning vocabulary is to integrate technological devices as a supporting tool for learning in the classroom. Conventional approaches have been replaced by the application of advanced technology in the language learning process. Media can support students in the process of receiving vocabulary material (Setiawan & Putro, 2018). Learning media will be a more efficient and effective tool to achieve educational goals. In addition, learning media will improve students' motivation to learn. Engaging learning media can influence active

learners' participation which is an important component of improving understanding. Technology integration, such as educational applications and online platforms, offers individual learning, allowing students to progress at their own pace, which is essential for their academic development.

Several technology-based tools have been employed to assist vocabulary learning in recent years, including Quizizz and Quizlet. Educators and students frequently use both applications due to their interactive features. Quizizz allows educators to conduct assessments easily, making this feature useful where traditional classroom environments are evolving and distance learning is common (Hidayah et al., 2024). Quizizz is a user-friendly, gamified online tool that assists student learning through multiple-choice questions, fill-in-the-blank, match, homework assignments, and randomized quizzes. It also offers other features such as instant feedback, review sections, test repetition, and new quiz attempts, allowing students to engage in self-assessment (Rahayu & Purnawarman, 2018). In contrast, Quizlet provides independent vocabulary learning. It enables learners to create or access a variety of study sets. It has some features that help students study vocabulary more easily, such as Flashcards, Learn, Match, Test, Blocks, and Blast (Prayogi & Wulandari, 2021). Therefore, Quizlet offers more comprehensive and individualized learning experience, particularly for vocabulary development.

Quizlet is recommended to be a convenient and enjoyable learning vocabulary method (Davie & Hilber, 2015). This application enables learners to practice vocabulary through a variety of engaging games and activities, including flashcards, tests, matching, blocks, and blast (Sanosi, 2018). Flashcard helps

students study terms and their definitions by clicking on a digital flashcard. Learn helps students study vocabulary through multiple-choice questions. Students need to pair terms with their definitions in the match feature. Test helps students evaluate students' vocabulary understanding by answering true or false and multiple-choice (Prayogi & Wulandari, 2021). In addition, block is a game mode by helping students build blocks for each correct answer. On blast features, students are required to compete in real-time. Quizlet encourages interaction and collaboration while assisting learners in creating a supportive learning environment to master new vocabulary.

A variety of previous studies have examined the effectiveness of Quizlet and its role in vocabulary learning. Setiawan and Wiedarti (2020) examined the effectiveness of Quizlet in increasing students' motivation to learn vocabulary. The findings showed that the use of Quizlet had a positive effect in increasing students' enthusiasm for vocabulary learning. The experimental group in this study utilized Quizlet to learn vocabulary, while the control group learned vocabulary using paper-based materials. Another study was conducted by Endriyatin et al., (2021). This study analyzed the impact of using Quizlet on students' vocabulary achievement. The research showed that the experimental group was better than the control group, and students had a positive view of using Quizlet in learning vocabulary. The researcher applied Quizlet to the experimental class, while conventional methods were used in the control class. A further study was conducted on the impact of Quizlet on students' vocabulary acquisition by Rahma and Dewi (2022). The study indicated that Quizlet is an effective learning tool for students'

vocabulary acquisition. The researchers applied Quizlet to learn vocabulary in the experimental group, while the researchers applied the traditional method in the control group.

To fill the gap, previous studies compared the effectiveness of Quizlet with paper-based methods or conventional methods in the control class. The studies did not use any technology media, despite the studies showed that Quizlet improved vocabulary mastery. As a result, there is limited research that the performance of Quizlet when both experimental and control groups are employed to digital learning tools.

Quizlet is selected as a tool for vocabulary learning. This study aims to examine the effectiveness of Quizlet in enhancing students' vocabulary mastery in grade eight. This study aims to determine the effectiveness of Quizlet on vocabulary mastery among eighth-grade students at MTsN 8 Kediri. The researcher selected this school because the teacher does not utilize media when teaching vocabulary. The method applied by the teacher in teaching vocabulary still relies on the module book. The students also have low motivation to learn English. As a result, many students show a lack of vocabulary and low motivation.

B. Research Problem

Based on the problem above, the problem can be formulated as follows “Is there any significant difference between students who are taught by using Quizlet and those who are taught by using Quizizz on eighth-grade students' vocabulary mastery?”

C. Objective of the Study

Based on the research problem above, the objective of the study is “to investigate whether there is a significant difference between students who are taught by using Quizlet and those who are taught by using Quizizz on eighth-grade students’ vocabulary mastery.”

D. Hypothesis

A hypothesis is a statement predicting how one variable will relate to another one. In this research, the researcher employs two hypotheses: the alternative hypothesis and the null hypothesis, which are stated as follows:

1. Alternative Hypothesis (H_a): there is a significant difference between students who are taught by using Quizlet and those who are taught by using Quizizz in learning vocabulary.
2. Null Hypothesis (H_o): there is no significant difference between students who are taught by using Quizlet and those who are taught by using Quizizz in learning vocabulary.

E. The Significance of the Study

The result of the study is expected to be beneficial for students, English teachers, and further researcher.

1. The Students

The result of the study is expected to help students improve their vocabulary mastery. Students can understand the significance of having a strong vocabulary knowledge and handle their lack of it. They can get new

experience in learning English, especially in improving their vocabulary using Quizlet.

2. English Teachers

The result of the study can give teachers more information about a new type of classroom application for improving students' vocabulary. Teaching vocabulary by using Quizlet can be an interesting and innovative strategy in the learning process.

3. The further research

The result of the study is expected to provide additional information as a reference for the next researcher who wants to conduct further research in vocabulary mastery. It enhances the researcher's knowledge of effective teaching vocabulary and benefits those interested in improving English education in Junior High School.

F. Scope and Limitation

This research focuses on investigating the effectiveness of the Quizlet Application on eighth-grade students' vocabulary mastery at MTsN 8 Kediri. The researcher focuses on the features of the application such as flashcards, learn, test, and match. The study will be limited to the simple past vocabulary in recount text.

G. Definition of The Key Terms

1. Vocabulary

Vocabulary refers to the group of words that a person has mastered in a language. Vocabulary can be divided into several categories, such as passive

vocabulary (words that are recognized but rarely used) and active vocabulary (words that are often used in daily communication).

2. Quizlet

The Quizlet is a digital tool that can be accessed through computers and smartphones to help students remember new vocabulary and understand various learning materials. Quizlet acts as a learning tool that has various features, such as flashcards, learning activities, evaluation, and matching, all of which are aimed at increasing students' enthusiasm for learning vocabulary.

3. Quizizz

Quizizz refers to a digital game platform for creating interactive learning quiz games. Quizizz is a vocabulary learning application that allows users to create questions that make learning more enjoyable.