

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents several things related to this research, namely background of the research, the research problem, the research objectives, the hypothesis, the significance of the research, the limitations of the research, as well as the definitions of key terms.

A. Background of the Research

One of the most important components of language in studying English is vocabulary. Vocabulary can be described as a collection of words known by an individual or other entity, or the understanding of words and their meanings.¹ Vocabulary teaching should incorporate the four skills of listening, speaking, reading and writing.² Mastering vocabulary is essential in learning a foreign language and plays a key role in language proficiency. It enhances students' ability to understand and use English in speaking, listening, reading, and writing.

However, many English learners face challenges in increasing their vocabulary due to limited experience and practice. This is because they have limited opportunities to practice using new words in daily life.

Without regular practice, it becomes harder for them to remember and use

¹ Laura L. Meyer and Norbert Schmitt, "Vocabulary in Language Teaching," *TESOL Quarterly* 36, no. 2 (2002): 235, <https://doi.org/10.2307/3588334>.

² Ahmed Mohamed and Lamiaa Anis Adam Elgamel, "The Effect of Educational Games as a Learning Means on Understanding Vocabularies and Structures for Primary Stage Pupils," *International Journal of Education and Learning Research* 6, no. 2 (2023):2.

new vocabulary effectively. Therefore, finding effective methods to enhance vocabulary mastery is essential for supporting students' language development.

There are various teaching methods that teachers can use to make the teaching and learning process better. One of these methods is using technology-based learning media. Teachers can use laptops or smartphones to help present materials in a more flexible and accessible way. Currently, mobile phones are available with a variety of games. Games can make learning more enjoyable and engaging because they are able to attract students' attention and encourage active participation in the classroom. Using game applications to enhance vocabulary and English learning skills produces excellent outcomes.³

Educandy is one of the examples of an educational applications game tool, which helps teachers create simple quizzes, games, and activities. By using Educandy, teachers can make learning more fun while still achieving their teaching goals. "Making learning sweeter" is the slogan. The educandy display is made with sweet colors so that it looks cheerful. Educandy has 3 core game features, namely words, matching pairs, and quiz questions. However, these 3 features can be created into several more

³ Monther M. Elaish et al., "Development of a Mobile Game Application to Boost Students' Motivation in Learning English Vocabulary," *IEEE Access* 7 (2019): 13326–37, <https://doi.org/10.1109/ACCESS.2019.2891504>.

types of games, such as word search, hangman, anagrams, noughts & crosses, crossword, match-ups, memory, and multiple.⁴

The use of technology in learning vocabulary is becoming increasingly important in today's digital era. Educandy is a useful tool that makes learning vocabulary more fun by combining games with educational activities. This application helps students stay interested and enjoy learning while improving their vocabulary skills. Teachers can use Educandy to create an engaging and exciting classroom, making it easier for students to understand and remember new words. Digital tools and games can increase student motivation and enhance learning outcomes by creating a more interactive environment.⁵ The games in Educandy, like word search and crossword puzzles, also suit different ways students learn. This supports the goals of the Merdeka Curriculum, which encourages active learning and independence. Using Educandy can make vocabulary learning more effective and enjoyable for students.

There are several studies related to the implementation of the Educandy application in teaching English. One study found that this media was highly effective in improving students' learning outcomes during the

⁴ Maziyatul Ulya, "Penggunaan Educandy Dalam Evaluasi Pembelajaran Bahasa Indonesia," *Lingua Rima: Jurnal Pendidikan Bahasa Dan Sastra Indonesia* 10 (March 1, 2021): 56, <https://doi.org/10.31000/lgrm.v10i1.4089>.

⁵ Marc Prensky, "The Motivation of Gameplay," *On the Horizon* 10, no. 1 (2002): 2, <https://doi.org/10.1108/10748120210431349>.

Covid-19 pandemic.⁶ Another study showed that Educandy could enhance vocabulary mastery among seventh-grade students.⁷ The effectiveness of the Educandy application was also demonstrated at the fifth-grade level in terms of vocabulary achievement.⁸ Moreover, other studies showed that Educandy is considered more enjoyable and engaging, helping increase students' motivation to learn.⁹

Although several studies have been conducted on the implementation of Educandy in teaching vocabulary mastery, most of them have focused on the elementary, junior high, or vocational school levels. Research specifically focusing on senior high school students is still limited. This study fills that gap by investigating the implementation of Educandy at the senior high school level, which may involve different cognitive abilities and learning behaviors. The researcher found only one study conducted at senior high school level, and it employed a descriptive qualitative method. In contrast, the present study adopts a quantitative approach with a quasi-experimental design, offering a more structured and measurable evaluation

⁶ Anggita Dwi Saputri et al., "The Use of Educandy Media on Learning English in the Covid 19 Pandemic Era," *Candradimuka: Journal of Education* 1, no. 1 (2023): 37–49, <https://doi.org/10.60012/cje.v1i1.27>.

⁷ Khoirunnisa Khoirunnisa, Olyvia Revalita Candraloka, and Muh Shofiyuddin, "Effectiveness of Using Educandy in ELT to Improve Students' Vocabulary Mastery," *Darussalam English Journal (DEJ)* 3, no. 1 (2023): 67–92, <https://doi.org/10.30739/dej.v3i1.2304>.

⁸ Rika Harnita Harahap, *The Effectiveness Of Educandy Application On Students' Vocabulary Achievement (A Quasi- Experimental Study At The Fifth Grade Students Of Madrasah Ibtidaiyah Pembangunan Jakarta, 2023*, <https://repository.uinjkt.ac.id/dspace/handle/123456789/74547>.

⁹ Vera Cholidatul Islamiah, Henri Faturohman, and Muhlisin Rasuki, "The Use of Educandy Application in Increasing Students' Vocabulary Mastery," *International Social Sciences and Humanities UMJember Proceeding Series* 3, no. 2 (2024): 381–89, <http://proceeding.unmuhjember.ac.id/index.php/issn>.

of the effectiveness of Educandy in enhancing vocabulary mastery among senior high school students.

Based on this information, this research aims to explore whether the use of the Educandy application can improve students' vocabulary mastery scores at senior high school. Therefore, this study is titled "The Effectiveness of Using the Educandy Application on Students' Vocabulary Mastery of the Eleventh Grade at SMA Negeri 1 Kalidawir Tulungagung."

B. Formulation of Research Problem

Based on the current challenges and realities in English language learning, particularly in vocabulary mastery, the researcher formulates the following question:

1. Is there a significant difference in the vocabulary mastery scores of students who were taught with and without the Educandy application at SMAN 1 Kalidawir?

C. Research Objective

The objectives of this research, formulated based on the research problem, are as follows:

1. To determine the significant difference in vocabulary mastery scores of eleventh graders who were taught using the Educandy application compared to those who were not, at SMAN 1 Kalidawir.

D. Hypothesis

The statistical hypotheses of this research are as follows:

1. Null Hypothesis (Ho): There is no significant difference in vocabulary mastery with and without using the Educandy application in the eleventh-grade students at SMAN 1 Kalidawir.
2. Alternative Hypothesis (Ha): There is a significant difference in vocabulary mastery with and without using the Educandy application in the eleventh-grade students at SMAN 1 Kalidawir.

E. Scope and Limitation of the Research

The scope of the research is focused on the Educandy application media used in teaching vocabulary mastery. The researcher limits the research on the effectiveness of using the Educandy application on students' vocabulary mastery. It was conducted in the eleventh grade of SMA Negeri 1 Kalidawir during the 2024/2025 academic year, especially in teaching Procedure text.

F. Significance of the Research

The researchers hope that the results of this study will be helpful for both students and English teachers. There are three main benefits of this research:

1. For the Teacher

The research is expected to contribute to teachers in enhancing the quality of vocabulary instruction by introducing a new technique,

namely the use of the Educandy application. Through this study, teachers may discover innovative ways to engage students more effectively in learning vocabulary. It is hoped that this approach will not only make the learning process more enjoyable but also improve students' overall mastery of English vocabulary.

2. For the Students

This research is expected to make it easier for students to learn new vocabulary by using the Educandy application. By incorporating this tool into their studies, students may find the learning process more engaging and enjoyable, which can help them remember new words better. Ultimately, the goal is to reduce the challenges students face when expanding their vocabulary, leading to greater confidence and proficiency in their English language skills.

3. For Others Researchers

This research is anticipated to offer insights for other researchers interested in teaching English and enhancing vocabulary through the use of the Educandy application. Furthermore, educators can utilize the findings from this study as a resource for improving their English teaching methods in the future.

G. Definition of Key Terms

The definitions of key terms related to the title are as follows:

1. Effectiveness: In the Cambridge dictionary, effectiveness refers to the ability to succeed and produce expected results. The meaning of

effectiveness in this research is that there is a difference in the vocabulary mastery scores of students taught using the Educandy application and those taught without the Educandy application.

2. Educandy: is an interactive online platform that allows teachers and students to create, share, and engage with educational games and activities. It provides tools for developing quizzes, flashcards, and various learning activities that help reinforce knowledge and skills in a fun and engaging way.
3. Vocabulary mastery: The ability to understand and use words well in a specific language includes knowing their meanings, how they are formed, and how to pronounce them. It also involves being able to use these words correctly in different situations.