CHAPTER I
INTRODUCTION

This chapter discuss the components underlying the research topic. It covers the background of the research, statement of the research problem, objectives of the research, the formulation of the hypothesis, the significance of the research, the scope and limitations of the research, and the definition of key terms.

A. Background of the Study

One of the most important language skills that should be taught to students when learning English as a foreign language is vocabulary. According to (Susanto 2017), learning vocabulary is an important part of second language learning. In English language learning, vocabulary mastery is essential for students to achieve language proficiency. Vocabulary is the foundation of language, and without adequate vocabulary, students may have difficulty understanding and expressing themselves effectively. Vocabulary development is a skill that students can use to better understand the basic skills of English. Based on Merdeka Curriculum, there are six skills in English Subject that students must master such as listening, reading, viewing, writing, speaking and listening (Kemendikbudristek, 2022). One of the components that support the six language skills of listening, reading, viewing, writing, speaking and listening is vocabulary. It is difficult to master one language without mastering another first (Hampp et al, 2021). Through the development of the four skills of listening, speaking, reading and writing.

However, many students still face challenges in mastering English, especially in terms of vocabulary. According to the EF 2022 survey, the average English proficiency of Indonesians is still in the Low Proficiency category and is ranked 81 out of 111 non-native English speaking countries. This position still needs to catch up with neighboring Malaysia which is ranked 24th and falls into the High Proficiency category (EF, 2022). One of the main problems in English language education is students' limited vocabulary acquisition. (Liando et al. 2021) said that one of the significant problems for English language learners is the lack of vocabulary knowledge. The ability to communicate and convey our needs in the teaching and learning process is built on having a large vocabulary (Lelawati et al., 2018). Most students tend to have only limited vocabulary. Therefore, students cannot communicate in English well.

This can be caused by various factors, including lack of language exposure, limited opportunities to practice, and ineffective teaching methods. As a result, many students have difficulty understanding English texts and engaging in meaningful communication in the language. Addressing these issues is crucial to improving the overall quality of English education in Indonesia. Therefore, it is important to explore effective strategies and tools to improve students' vocabulary acquisition. Effective language learning requires appropriate learning media.

The use of media in the learning process can increase the effectiveness of learning vocabulary. According to The Use of the Media in English Language Teaching Book (Trim et al., 1998), media in the learning process is a communication method that includes visual, auditory, and audio visual components. Learning media can help students understand the material taught in a more interesting and interactive way. Because interesting learning materials can be a learning stimulant for students. The benefits of learning media are expected to motivate students to learn independently, creatively, effectively, and efficiently. The use of interesting learning media can also support the creation of meaningful learning as long as it is used appropriately and in accordance with the topic presented.

Educators must be creative and innovative in using all available learning media so that students are not bored in learning activities. In era of digitalization, there is a lot of technology in the form of websites or software that teachers can use as media to help make learning fun. According to (Ahmadi 2018), the use of technology has developed into an important component in learning both inside and outside the classroom. The use of web-based learning can provide students with a new learning environment where they can receive feedback, discover new scientific concepts, and interact with a large group of other participants (Gan et al., 2015) Teachers can make good use of web-based learning in both online and offline classes. One web application that can be used for interactive learning is Wordwall.net.

Wordwall.net is one of the web that can be used as a tool in designing interactive quiz, a wide variety of templates, fonts, animations, and other types

of animations are available for use so that a combination of imagination and creativity can be used to produce the best. In addition, Wordwall.net can be used to organize learning materials such as assessment, matching, pairing, anagrams, random words, word search, classification, and others. Wordwall.net uses a web base that provides free facilities and also paid facilities. In this application, media that has been designed or created online can be downloaded and even printed in paper form. The app provides 18 templates that can be accessed for free and users can easily move from one activity to another.

SMP Negeri 3 Srengat was chosen as the location for this research because it makes English one of the subjects in its curriculum. Based on initial observations and discussions with several English teachers at the school, it was found that many students still have difficulty understanding and using adequate vocabulary in English subjects. This causes limitations in their ability to construct sentences properly, which has a negative impact on their speaking and writing skills. In addition, traditional learning media that are often used in teaching English tend to be less interactive, so that students feel less motivated and enthusiastic in participating in learning. Therefore, it is important to explore alternative learning media that are more interesting and effective, such as the use of Wordwall.net, to help improve students' vocabulary mastery significantly. Moreover, internet facilities are available in every class, which should be utilized optimally to support more interactive and interesting learning. This research is expected to contribute to improving the quality of English learning at SMPN 3 Srengat.

Several previous studies investigating the use of wordwall.net in learning have been conducted. Some of them are: The first study, "The Influence of Word Wall on Students' Interest and Learning Outcomes" by Alfina Hidayaty, Mahwar Qurbaniah & Anandita Eka Setiadi (2022), investigates the impact of word wall media on students' interest and learning outcomes. Using a quasi-experimental design, the study found that students in the experimental class showed a significant increase in both interest and learning outcomes compared to the control class.

The second study, "Improving Students' Vocabulary on Descriptive Text by Using Word Wall Media on Seventh Grade of Junior High School" by K. Sari Wijayanti, T. Setyowati & Wiyaka (2023), explores how Word Wall media can enhance vocabulary mastery among seventh-grade students. Conducted as Classroom Action Research with two cycles, it was found that Word Wall media significantly improved average student scores

The next research, "The Effect of Teams Games Tournament (TGT) Strategy With The Help of Word Wall Application on The Students' Mastery of Simple Present Tense" by Agustina Panjaitan & Putri Lidiana Permata Sari (2023), examines the impact of combining the Teams Games Tournament (TGT) strategy with the Word Wall application on students' mastery of the simple present tense. The study used a two-class design and found that the experimental class outperformed the control class, showing a significant improvement in post-test scores with a high effect size, indicating that the combined strategy was more effective than conventional methods.

The following study, "The Implementing of Using Wordwall as a Media to Improve The Students' Vocabulary Achievement in New Normal Era" by Riza Datul Amaliyah & Endang Mastuti Rahayu (2023), aimed to enhance vocabulary achievement through the Wordwall web-based application for eleventh-grade students. The Classroom Action Research revealed significant improvements in vocabulary achievement across multiple tests. The majority of students responded positively, finding Wordwall engaging and effective.

The last study, "EFL students' perspectives on the use of Wordwall.net as vocabulary learning media" by Miftahul Jannah & Syafryadin (2022), investigates students' perceptions of Wordwall.net as a vocabulary learning tool. Conducted with eighth-grade students, the survey results showed that most students had positive perceptions of Wordwall.net, appreciating its interactive and motivating features. The study highlighted that Wordwall.net increased student engagement and was considered an exciting tool for vocabulary learning.

Based on several previous studies, it can be concluded that there have been many studies on the effectiveness of Wordwall.net as a learning medium. However, this study focuses on students' vocabulary mastery. The results of observations conducted by researchers before the study showed that traditional learning methods often used in teaching English tend to be less interactive, so that students feel less motivated and enthusiastic in participating in learning. Researchers want to know whether the use of Wordwall.net learning media is effective in improving students' vocabulary mastery. Therefore, researchers are interested in taking the title:

" The Effectiveness of Using Wordwall.net As a Learning Media on Students' Vocabulary Mastery at Seventh Grade of SMPN 3 Srengat ".

B. **Research Question**

Based on the identification above, the research problem is formulated as follows "Is there a significant difference score on students' vocabulary mastery between the group taught with Wordwall.net media and without Wordwall.net media?"

C. **Research Objectives**

The objectives of the research are to find out the significant difference score on students' vocabulary mastery between the group taught with Wordwall.net media and without Wordwall.net media.

D. **Hypothesis**

Hypothesis can be interpreted as a research problem or prediction of the relationship between two or more variables. The researcher proposed two hypotheses, they are Null hypothesis (H_o) and Alternative hypothesis (H_a) as follows:

1. H_o (Null Hypothesis): There is no significant difference score on students' vocabulary mastery between the group taught with Wordwall.net media and without Wordwall.net media.

2. H_a (Alternative Hypothesis): There is a significant difference score on students' vocabulary mastery between the group taught with Wordwall.net media and without Wordwall.net media.

E. Significance of the Research

The results of this study are expected to provide contributions and suggestions in the following categories:

1. Students

    The researcher hopes that this study can help students to find new media in learning English, especially in mastering vocabulary. In addition, the researcher determined that the results of this study can improve students' English language skills through Wordwall as an effective and fun learning media.

2. Teacher

    The researcher expect that this study can give an idea to the teacher to provides an effective alternative learning media to improve students' vocabulary mastery, which can assist teachers in teaching English vocabulary in a more interesting and effective way and encourage teachers to be more innovative and effective in teaching

3. Other Researcher

    It is hoped that this research can provide information regarding the on the use of Wordwall.net as a learning media in improving students' vocabulary mastery, which can help other researchers in developing better learning theories and practices.

F. Scope and Limitation of the Research

To avoid misunderstanding, it is necessary to define the scope and limitations of this study in order to provide a clear focus. This study is to examine the effectiveness of using Wordwall.net as a learning media on

students' vocabulary mastery. Specifically, the vocabulary aspects in this research are limited to synonyms, antonyms, word classes, and word meanings/definitions. This research follows the Merdeka Curriculum guidelines for grade 7 students. This research focuses on the topics of describing hobbies, describing people, and describing daily activities.

G. **Definition of Key Term:**

1. Vocabulary Mastery

   Vocabulary mastery is the ability of students to understand the meaning of words in a language.

2. Wordwall.net

   Wordwall.net is a website platform used as an interactive learning media, which has various features such as games, quizzes, and other learning activities, which aims to create various types of learning activities, and can also be accessed online or downloaded for use in face-to-face learning.

3. Learning Media

   Learning media are all forms of communication tools, both printed and audio-visual, that can be used to convey information, stimulate the thoughts, feelings, and attention of students, and facilitate the learning process with the aim of achieving understanding and mastery of learning materials.

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