

CHAPTER I

INTRODUCTION

A. The Background of Study

English has become the important foreign language in the world. In Indonesia, every level of education provides English as a subject. One of the important components of languages to learn English has been vocabulary. Ideally, 9 years of learning English is sufficient for vocabulary mastery involves understanding the depth and effective use of a wide range of words in a variety of contexts, both in spoken and written form. Students with a good vocabulary are able to choose the right words to express ideas clearly and precisely, and understand the meaning of synonyms and antonyms.

Richard and Renandya have stated that vocabulary is the central component of language which support learners' skill in listening, speaking reading and writing.¹ Vocabulary has been the basic component in learning English because when the students have learned English, they must have known vocabulary first. Vocabulary is the collection of words that an individual has known. If learners have mastered vocabulary, they will have understood the reading text, they

¹ Rohmatillah. (2015). A Study on Students' Difficulties in Learning Vocabulary. *Institut Agama Islam Negeri (IAIN) Raden Intan Lampung*, 69–86.

can write, and they can speak a language. However, in real life, many students struggle to master vocabulary perfectly, especially in the school I researched. Factors such as a less supportive learning environment, media limitations, and lack of exposure to language used in everyday contexts often become obstacles. As a result, while one may understand the basic meaning of many words, they may struggle in their proper usage or in recognizing variations in the meaning of those words in different contexts. Alpiana cites from Thorburry's book "without grammar very little can be communicated, nothing can be transmitted without vocabulary".²

According to Schmit N & Schmit D, student learning activities are an indicator of success as seen from students' vocabulary understanding.³ But not a few students who have not been able to master the vocabulary. Communication can run well, it takes an interlocutor who is able to understand the vocabulary conveyed. It can be understood that in daily activities vocabulary is needed to convey a message to be conveyed. Therefore, a student who learns a foreign language is expected to understand and understand the vocabulary

² Alpiana, D., & Wennyta, W. (2020). The Effect of Using Flashcard on Students' Vocabulary at Ninth Grade of SMP Negeri 6 Kota Jambi in academic 2018/2019. *Journal of English Language Teaching*, 4(1). Retrieved from <http://jelt.unbari.ac.id/index.php/jelt/article/view/55>

³ Schmitt, N., & Schmitt, D. (2014). A Reassessment of Frequency and Vocabulary Size in L2 Vocabulary Teaching. *Language Teaching*, 47(4). pp. 484-503. ISSN 1475-3049

system. A teacher, in this case, acts as a facilitator and motivates students, and helps them in their efforts to enrich and increase their vocabulary. The use of tools/media in an effort to increase students' vocabulary is highly recommended.

According to the terminological framework that Rieder proposes, incidental vocabulary acquisition can be characterized by a lack of explicit learning intention and it is composed of (1) implicit learning processes, characterized by a complete lack of the learner's awareness, and/or (2) explicit learning processes, characterized by the presence of the learner's awareness, and yet, by an absence of learning intention.⁴ Incidental learning does not involve explicit learning intentions but allows peripheral attention to be directed to form whereas intentional learning requires the learner to devote his or her attention intentionally to forming or forming meaning relationships rather than trying to understand a second language text, Ellis.⁵

According to Grabe & Stoller vocabulary helps students to better understand the meaning of reading, so that students' reading development can be improved.⁶ They also emphasized that vocabulary

⁴ Rachael, C. H. (2018). *Incidental Learning of New Meanings for Familiar Words*. London: University College London. Research Gate, pp 46.

⁵ Ellis, R. (1999). *Learning a Second Language Through Interaction*. Amsterdam, Philadelphia: John Benjamins Publishing Company, 151-169

⁶ Grabe, W., & Stoller, F. L. (2018). *Teaching Vocabulary for Reading Success*. The TESOL Encyclopedia of English Language Teaching, 1-7.

plays an important role in their reading success. Vocabulary is also referred to as part of sentence processing for everyone. Monsrud et al. have stated that most students who have used their mother tongue at home tended to use a little vocabulary in the foreign language they are learning.⁷ This also applied to communication using English. So, that learning in the school environment has had be explained by the teacher using two languages to make it easier for them. By applying this way of learning vocabulary, it will certainly have had a slow effect on students' vocabulary mastery. OECD has also explained that inadequate vocabulary learning will have a less than the optimal impact on students.⁸

The difficulties in learning English have included the aspect of the vocabulary. The students have had difficulty remembering the words, spelling, and understanding the meaning of the words they have learned. Therefore, the students must have been aware of the vocabularies. The students have also had a lack of interest in learning English and they have needed media to improve their interest. In learning English vocabulary, media have been helpful for the students

⁷ Monsrud, M.-B., Rydland, V., Geva, E., Thurmann-Moe, A.-C., And, & Lyster, S. H. (2019). The Advantages of Jointly Considering First and Second Language. *International Journal of Bilingual Education and Bilingualism* 1–17. Doi: <https://doi.org/10.1080/13670050.2019.1624685>

⁸ OECD. (2019). PISA 2018 Results (Volume II): *Where All Students Can Succeed*. In OECD Publishing, p 159

because through the media, students have been able to understand more of what the teacher has taught. The researcher chose to use wordwall.net media because this media is easy to use and there are many templates that can be used by researchers. According to Çil, teachers not only can create their own games by following the templates, they can also use the other teacher's games.⁹ At the same time, Mihaylova has cited from Levine's journal and has claimed that the computer-networked environment has been particularly effective when it has combined the security and support of the language learning classroom and exposure to authentic reading material.¹⁰ The computerized environment enabled teachers to provide assistance only when appropriate and necessary, without interfering with the students' choice of materials and pace of work.

There are several web tools media for learning English, such as Quizlet, Kahoot, Padlet and other, but there is a specific web tools that presents some games in it while learning, Wordwall.net as a part of education games, Worldwall.net serves many kinds of game played interactively for practicing vocabulary.

⁹ Çil, E. (2021). The Effect of Using Wordwall.net in Increasing Vocabulary Knowledge of 5th Grade EFL Students. *Language Education & Technology (LET Journal)*, 1(1), 21–28.

¹⁰ Mihaylova, M., Gorin, S., Reber, T. P., & Rothen, N. (2022). A Meta-Analysis on Mobile Assisted Language Learning Applications: Benefits and Risks. *Psychologica Belgica*, 62(1), pp. 252–271. DOI: <https://doi.org/10.5334/pb.1146>

Therefore, the researcher wants to use wordwall.net as a teaching medium to help students' master vocabulary. Relating to this study, the researcher has provided passages dealing with multimedia, to provide knowledge of an unfamiliar language by using several templates. Word wall has been effective media application for students, because the working principle of word wall media is stuck the vocabulary on the wall with a large size that allowed students to see it from a distance. Zaen cited from Villaume and Brabham's book has stated that word wall is a collection of high-frequency sight words that are appropriate for particular age, classified into group or categories and located on wall of a classroom for children to easily see and learn.¹¹

B. The Identification of the Problem

Vocabulary is the basic material for mastering English, but there are still many students who have difficulties. The factors can be from the way the teacher teaches, the level of student understanding, and the lack of teaching media. Therefore, now teachers are starting to use many ways to convey knowledge. Many students feel bored with

¹¹Zaen, F. N., Miftakh, F., & Purnamasari, I. (2022). The Use of Wordwall Media to Enrich Students Vocabulary Size in EFL Class. *Jurnal Ilmiah Wahana Pendidikan*, 8(19), 127-136. Doi <https://doi.org/10.5281/zenodo.7165499>

teaching techniques that are too ordinary, especially in this era, smartphones are a major necessity.

C. The limitation of the Problem

As explained earlier, Vocabulary is the basic material for mastering English. Therefore, many researchers use very good media to be used in teaching students. In this study, the researcher limited her study in teaching how to use Wordwall.net media and focused on vocabulary mastery content at one private vocational school at Cilegon. The researcher chose this approach because according to her this technique would affect students' success in mastering vocabulary.

D. The Formulation of the Study

1. Is there an effect of using Wordwall.net on students' vocabulary mastery?

E. The Objectives of Study

1. To investigate the effect of using Wordwall.net on students' vocabulary mastery.

F. Significant of the Study

It is hoped that the result of this thesis will be beneficial to:

1. English teachers and other researchers can use this method as an alternative approach in teaching how to master vocabulary easily.

In addition, English teachers can arrange this technique so that

students understand, have fun, and are active in the learning process.

G. The Organization of Writing

This paper is arranged into five chapters, every chapter has some points to explain the chapter:

Chapter I Introduction, it contains the background of study the identification of the problem, the limitation of the problem, the formulation of the study, the objectives of study, the significant of the study and the organization of writing.

Chapter II Theoretical Foundation, this chapter consists of the theories from some experts who conducted the research related to this research, previous studies and framework thinking.

Chapter III Research Methodology, it contains method of the research, the site and time of study, the population and sample, the technique of data collecting, the technique of data analysis and hypothesis.

Chapter IV Finding and Discussion

Chapter V Conclusion and Suggestion