

CHAPTER I

INTRODUCTION

A. Research Background

In the digital era, technology has become a major tool in learning media, with access to the internet, educational apps, and online resources, the learning process has become more interactive, flexible, and personalized. Technology allows students to learn new words in a more engaging way through features such as audio pronunciation, word visualization, educational games, and the context of their use in sentences, especially in teaching vocabulary.

Vocabulary is a basic component in learning English (Faliyanti & Tanjung, 2020), because when students start learning English, understanding vocabulary becomes fundamental for knowing the meaning of words and sentences. Vocabulary is a collection of words known to a person. If students can master vocabulary, they can be able to understand reading texts, be able to write, and be able to speak a language (Kusumawati et al., 2018). The students who do not master a sufficient number of vocabularies will fail in using language either in oral or written form.

Mastering vocabulary is key to learning English (Darmawan, 2016), and without it, the learning process can become difficult. This is a serious challenge for students, because to reach a level of fluency, they need to memorize a large amount of vocabulary. Students, who had limited vocabulary, may have difficulty developing comprehensive language skills, including listening, speaking, reading, and writing. They may not be able to communicate their thoughts or feelings effectively, either verbally or in writing. The more words students can remember the higher level of English proficiency they can achieve. With a good understanding of vocabulary, students can more easily apply various words in their daily use.

Understanding vocabulary is important for learners, because without proper grammar and vocabulary, communication is hampered. Therefore, mastery vocabulary is very necessary for students to be able to convey their thoughts clearly. Teaching vocabulary is not an easy task, teachers need to choose effective media for the teaching process.

Students low vocabulary mastery is influenced by two main factors, internal and external. Some internal factors are, first the students lack of motivation, students may not be motivated or do not see the importance of

vocabulary, they make less effort to learn new words. Second is lack of practice, students do not practice enough in using new vocabulary, both orally and in writing in everyday life. Meanwhile external factors is ineffective learning methods, the teaching methods that teachers provide are not interesting or appropriate to the needs of students, that students feel bored and lazy to participate in learning.

Table 1 Data Pra-Survey SMK Muhammadiyah 3 Metro

N0.	Categories	Score	Frequencies	Percentage
1.	Excellent	>90-100	0	0%
2.	Good	>80-90	10	9,6%
3.	Fair	>70-80	25	23,8%
4.	Poor	>60-70	45	42,8%
5.	Failed	<60	25	23,8%
Total			105	100%

Source: Based on the Pra-Survey in SMK Muhammadiyah 3 Metro

From the data above it can be explained that 0% of students are categorized as excellent, 9.6% of students are categorized as good, 23.8% of students are categorized as fair, 42.8% of students are categorized as poor, and 23.8% of students are categorized as failed. From the data above can be concluded that the students' vocabulary shows a percentage ranging from failed to poor.

Based on the pre-survey, the researcher found that students had difficulty in mastering English vocabulary, 1) Many students have limited vocabulary, therefore students have difficulty answering questions, when doing exercises, students seem to have difficulty answering questions given by the teacher, 2) students have difficulty expressing ideas, students could not express their ideas well, both orally and in writing, due to their lack of vocabulary, 3) the teaching media used by the teacher is less interesting, the media used by teachers in teaching is less interesting, students quickly feel bored while learning.

Through the problems above, the researcher is looking for media that are likely to be able to build their motivation to learn and make learning in class more interesting, one of which is using wordwall media. The wordwall media is considered very interesting and not boring for students. This website-based application can be used to create learning media such as quizzes, matchmaking, pairing, anagrams, word randomization, word search, grouping, etc. Word wall website is one strategy to provide learning that will make students happy to

learn. Through the media word wall is not only emphasized on just understanding vocabulary can also be used to train students' understanding in defining a word. By applying the word wall website, students can remember the vocabulary without feeling that they are very serious in studying. Word wall website is very helpful for researchers in enriching vocabulary mastery.

Thus the researcher is interested in conducting a study entitled "The Effectiveness of Wordwall media in Vocabulary Mastery at The Tenth Grade Nursing of SMK Muhammadiyah 3 Metro". The researcher hopes that this study will have a positive impact on students' vocabulary mastery. By using this media, students are expected to gain new experiences and will understand more easily in mastering new vocabulary.

B. Identification of Problem

Based on the background of the problem, it can be identified several problems as follows:

1. Many students have limited vocabulary.
2. Students have difficulty expressing ideas.
3. The teaching media used by the teacher is less interesting.

C. Limitation of Problem

There are much kind of media in teaching English especially in vocabulary, this makes researcher interested in doing this by measuring The Effectiveness of Wordwall media in Vocabulary Mastery at The Tenth Grade Nursing of SMK Muhammadiyah 3 Metro.

D. Research Question

Based on the problems described above the researcher formulate the following research question:

1. Is there the wordwall media effective in students' vocabulary mastery at the tenth grade nursing of SMK Muhammadiyah 3 Metro?
2. Is there any significant difference of students' vocabulary mastery after using wordwall media at the tenth grade nursing of SMK Muhammadiyah 3 Metro?

E. Research Objective

Based on the problems that have been written above, the purposes of the researcher to conduct this study are:

1. To know whether the wordwall media is effective to students' vocabulary mastery at the tenth grade nursing of SMK Muhammadiyah 3 Metro.
2. To find out whether there is significant differences of students' vocabulary mastery after using wordwall media at the tenth grade nursing of SMK Muhammadiyah 3 Metro.

F. Research Scope

The scope of this research is following:

1. The research design in this research is true-experimental design.
2. The subject of the research is the tenth grade Nursing of SMK Muhammadiyah 3 Metro
3. The object of the research is wordwall media.
4. The place of the research is in the SMK Muhammadiyah 3 Metro.
5. The time of the research is conducted in the even semester 2023/2024

G. Research Benefit

1. For Students

The researcher hopes this research can help students to be more interested and actived participating in English learning after they had improved vocabulary so that the quality of learning outcomes can be better.

2. For the Teacher

The researcher hopes this research can help English teacher in teaching English through fun way.English teacher have motivated in applying learning media, especially in improving students' vocabulary so that students are more enjoy in learning.

3. For Future Researchers

As a result of this research shows that learning media based of technology effective in improving students' vocabulary mastery. On the other hand, it can be meaningfull experience for researcher that usefull in the.future. Furthermore, this research can give an information relate using learning media in improving vocabulary to researchers.