

CHAPTER I

INTRODUCTION

A. Background of the Research

Vocabulary is words that are understood both in meaning and in use, a person must have sufficient vocabulary to be able to understand what is read and heard and can speak and write with the right words so that others can understand them. According to Sholikhah and Sari (2022), they stated that "Vocabulary was the basic element of language which someone needed in learning a language. In addition, based on the Regulation of the Minister of National Education, number 47 of 2010 vocabulary was included in the scope of survival English which was the standard competency of student graduates in senior high school level. Students needed to have various vocabularies to help them in all language skills. They were speaking, reading, listening, and writing", such as Revola (2019) that Vocabulary was one of the language components that should have been mastered by English learners. Vocabulary had a role, which was parallel with phonology and grammar to help the learner master four language skills.

Vocabulary mastery was crucial for foreign language learners to facilitate proficiency in the four language skills: speaking, listening, writing, and reading. According to Rasuan (2017), while grammar facilitated basic communication,

vocabulary was indispensable; without it, communication was impossible. This underscored the utmost importance of vocabulary, as effective communication relied on its presence. Therefore, students had to focus on language learning, particularly emphasizing vocabulary acquisition. In light of this, educators should have employed engaging and enjoyable technological tools to enhance students' vocabulary.

In the contemporary millennial era, many educators still adhered to conventional teaching approaches, employing tools like whiteboards and markers, and relying solely on Student Worksheets (LKS) as supplementary materials. The predominant method was the lecturing and grammar translation method (GTM), with minimal exploration of alternative teaching methods. This observation was proven for 2 months from 10 August to 10 October 2023 on the Implementation of School Field Introduction (PLP) conducted by the researcher, where the teacher consistently employed traditional instructional techniques (lecturing method and GTM). While conventional methods were deemed practical for instructors, facilitating easy material delivery, they often led to student disinterest and boredom. Despite its practicality, the conventional method for vocabulary learning involved teachers listing numerous words for students to transcribe into their books, followed by memorization. However, this monotony contributed to students finding vocabulary lessons tedious.

The repercussions of this teaching approach manifested in students' limited comprehension of vocabulary, as evidenced by their mistakes and low scores on exams. The persistence of conventional methods, coupled with students' lack of engagement during vocabulary explanations, exacerbated the challenge. The researchers noted this trend during Field Experience Practices in a Bengkulu school, where students demonstrated poor English proficiency, as reflected in their exam responses.

The monotonous nature of conventional methods, such as grammar translation methods and reliance on blackboards and books, contributed to students viewing English learning as both boring and challenging. To address this issue, there was a pressing need to introduce innovative teaching approaches, particularly through the incorporation of electronic media, to enhance students' understanding and interest in vocabulary learning.

When conducting the Implementation of School Field Introduction (PLP) at SMKN 2 Bengkulu, the researcher initially adopted the conventional teaching methods commonly employed by the teachers. Initially, students seemed to enjoy the teaching and learning activities. However, as subsequent meetings took place, the students became disinterested and lost focus, prompting the researcher to reconsider the teaching approach. Recognizing the need for change, the researcher decided to introduce a new method, incorporating smartphones as the primary tool.

Therefore, teachers as facilitators needed to find good solutions and strategies so that students were interested and enjoyed learning vocabulary by offering various learning techniques, such as the problems found at SMKN 2 Bengkulu. To enhance the teaching of vocabulary, teachers should adopt effective methods and utilize appropriate media to ensure students develop a strong understanding of new words. In today's educational landscape, where technology plays a crucial role, integrating tools like e-learning based on computer and network-based concepts can prove beneficial for teachers and students alike.

One noteworthy platform within the realm of e-learning-based evaluation is Quizizz. This interactive and user-friendly tool has gained popularity among educators for its ability to transcend geographical limitations. With Quizizz, educators can conduct evaluations seamlessly, regardless of physical location. This feature is particularly advantageous in a world where traditional classroom settings are evolving, and distance learning is becoming more prevalent.

Moreover, Quizizz provides educators with the flexibility to set time constraints for assessments. This feature serves as a valuable tool for guiding the concentration of students during evaluations. Time settings encourage students to manage their time effectively, fostering a sense of discipline and focus in the learning environment.

In conclusion, as navigated the complexities of the fourth industrial revolution, e-learning stood out as a transformative force in education. Android, with its widespread use, further amplified the reach of e-learning tools. Quizizz, as an example of such a tool, contributed to the educational landscape by offering a dynamic and flexible platform for evaluations. Its ability to transcend physical boundaries, coupled with visually appealing displays and time settings, made it a valuable asset for educators seeking to enhance the learning experience for their students.

Several research studies have focused on improving vocabulary, with many researchers investigating the effectiveness of various literary works on vocabulary development. For instance, Tanjung (2020) attempted to enhance students' vocabulary using the Quizlet application as a learning tool. However, their study found no significant difference between the control group and the experimental group. The null hypothesis (H_0) was accepted, while the alternative hypothesis (H_a) was rejected. This led to the conclusion that the Quizlet application had no impact on students' vocabulary mastery.

Another study by Pavita and Nirmala (2021) explored the use of Quizizz as a means to enhance students' vocabulary. Quizizz was found to be an enjoyable learning tool for students, particularly for vocabulary acquisition, as it facilitated memorization and exposure to new vocabulary. However, in this era of technology, teachers must carefully select appropriate media to ensure

effectiveness in improving students' skills, especially in vocabulary mastery, as desired by the researchers for tenth-grade students at SMKN 2 Bengkulu.

In response to the aforementioned issues, this research aims to investigate the impact of technological advancements, particularly the use of the game-based Quizizz application, on vocabulary mastery among tenth-grade students at SMKN 2 Bengkulu. The Quizizz application, being game-based, offers flexibility for students to engage with it at any time and place. Teachers can customize quizzes to suit students' needs, thereby enhancing motivation and facilitating vocabulary acquisition. Therefore, the researcher was prompted by curiosity to conduct an investigation titled, **“The Effect of Using Game-Based Quizizz Application on Students’ Vocational Vocabulary Mastery”**.

B. Identification of the Research

Based on the background, there are many problems in learning as follows:

1. Students have learned vocabulary, but they still get low scores in answering.
2. Students have studied vocabulary, but they still get low scores in answering learning about vocabulary mastery.
3. Teachers have used media in teaching, but students are still confused about vocabulary mastery.

C. Limitation of the Problem

Based on the identification of the problem above, the researcher limits the problem limitations in this research:

1. They are media applications in vocational vocabulary mastery teaching and the students towards mastery of the vocabulary.
2. Media here is focused on the Game-Based Learning application of Quizizz.

D. Research question

Based on the explanation of the background, the researcher formulates problems as follows: Is there any significant effect of game-based Quizizz application on students' vocational vocabulary mastery?

E. Research objective

Based on the description above, the purpose of the study was: To find out the significant effect of game-based Quizizz application on students' vocational vocabulary mastery.

F. Significant of the Research

The researcher hoped this research could contribute to English teaching and learning. The main meaning of this research is theoretical and practical significance:

1) Theoretical Significance

- a. The research gave new findings of study about vocabulary and

gave solutions to find out the effective method of teaching vocabulary.

- b. This research is a reference for those who want to conduct research to increase vocabulary knowledge

2) Practical Significance

a. The results of this study are useful for teachers as follows:

1. The teacher can motivate and increase student enthusiasm in the process of learning English through games.
2. The teacher can enrich students' vocabulary knowledge to be applied and developed in the classroom.

b. The results of this study be useful for students as follows:

1. Students can improve vocabulary knowledge by using the game-based Quizizz application.
2. Students have insight into technology and realize that learning while playing through the game-based Quizizz is interesting.

G. Definition of the Key Tern

1. Quizizz Application

Quizizz is an educational game application that is narrative and flexible, used as a means of delivering material, Quizizz can also be used, as an interesting and fun learning evaluation medium.

2. Students' Vocabulary Mastery

Vocabulary mastery is a deeper mastery of vocabulary to be able to learn other English language skills.