

CHAPTER I

INTRODUCTION

This chapter discusses the background, questions, research purposes, research significance, theoretical framework, hypothesis, and previous studies.

A. Research Background

Learning English vocabulary through an online tool has rarely been implemented in Indonesian rural schools due to the need for adequate internet access and educators' capacities to provide updated learning media. Turchyn (2020) implies that learning vocabulary using various online tools is highly possible to encourage and involve students in learning. It indicates several opportunities for students to be proficient at using English since they can appropriately acquire English vocabulary. Therefore, this research aims to examine the effectiveness of Quizlet as an online tool to assist students in improving their English vocabulary and describe students' experiences using Quizlet during the learning process.

Due to the importance of vocabulary, non-native students discover some issues with their vocabulary learning process. They may struggle to remember words or phrases, including letters, pronunciations, and many more. Students with such issues can find it highly feasible to confront detention in perceiving and producing English and then be demotivated to learn the language during the learning process. Therefore, effective media learning should be implemented to assist students in appropriately learning vocabulary to enhance their English skills.

There are several online tools for learning vocabulary. Quizlet is one of the tools that should be considered to assist students in improving their vocabulary mastery. Kurtoğlu and Cengizhan (2021) claim that Quizlet is prominent as an effective Web 2.0 flashcard for learning vocabulary throughout history. This website provides game-like features as well. Therefore, this study believes that Quizlet supports students in learning vocabulary appropriately through pleasure.

Based on the preliminary research undertaken through a limited interview with some students at SMPN 46 Bandung, they have encountered similar obstacles in

learning English vocabulary. Students mentioned the ineffective media learning use and the absence of English teachers in the classroom as some confirmed issues. To improve vocabulary, they usually translate provided English manuscripts from books or, as such, to Indonesian. They list the new vocabulary in their book, including words, phrases, and sentences.

Furthermore, because media learning does not motivate students to learn English, they do not participate in the learning process. Students have low scores and do not show interest in English. As a result, their English ability is prevented from developing. Meanwhile, students' academic achievements will be easier to achieve if they are impulsive learners (Usher & Kober, 2013). Teachers are genuinely required to adopt effective learning media. According to Sinha (2022), the internet can potentially encourage students to be more motivated and enthusiastic about learning.

Moreover, Sanosi (2018) declares that acquiring vocabulary is the primary objective of learning a foreign language. In another study, Setiawan and Putro (2021) also state that vocabulary is one of the language features that makes producing and receiving English easier. Both researchers examined Quizlet as an assistance for some university and senior high school participants in improving their vocabulary. Significant developments were made in the participants' vocabulary. Both studies recommend Quizlet as an online tool for learning English vocabulary.

Unlike two previous studies conducted using quantitative methods, this study employs a mixed-methods research design that combines the student's experiences using Quizlet as qualitative data and quantitative data from the pre-test and post-test of vocabulary scores. Moreover, this research also focuses on using Quizlet to improve the English vocabulary of junior high school students.

B. Research Questions

This study investigates the effectiveness of Quizlet in Learning English on students' vocabulary mastery and describes students' experiences during the learning process. Therefore, there are four formulated questions in this research, as follows:

1. What is the student's vocabulary mastery before and after using Quizlet?
2. How significant is the improvement in the student's vocabulary mastery before and after using Quizlet?
3. What are students' experiences in using Quizlet?

The first and second questions are quantitative methodology in nature. To respond to the first question, this research uses scores from a pre-test before implementing treatments and a post-test after providing treatments. Both final scores are examined using the Wilcoxon signed rank test with an N-gain formula in the SPSS version 27.0 to answer the second question. Eventually, the last question will collect data from the questionnaires. According to Oakley and Robertson (1990), questionnaires are more effective at encouraging participants to express unvoiced opinions than interviews.

C. Research Purposes

This study has three specific objectives, considering the research background. The first one is to identify the student's vocabulary mastery before and after using Quizlet. This study investigates to what degree Quizlet accords a significant improvement in student vocabulary mastery. Eventually, this study describes students' experiences during the implementation of Quizlet in vocabulary learning. In short, this research examines whether there is significant progress before and after using Quizlet in learning English on students' vocabulary mastery and describes students' experiences in using the learning media.

D. Research Significances

This research attempts to provide two substantial indications, theoretical and practical. Theoretically, this mixed-methods study is expected to be one of the resources for teaching and learning English to improve students' vocabulary mastery. In addition, this research is suggested to provide a profound understanding of Quizlet as an online tool for learning English to improve students' vocabulary mastery and to promote students' interest in learning English for vocabulary improvement.

As demonstrated, this research suggests to English teachers that Quizlet effectively improves students' vocabulary mastery and boosts their enthusiasm for learning English, specifically vocabulary mastery development. Therefore, as to its practical significance, teachers can use Quizlet to improve students' vocabulary mastery in their teaching and learning process. In addition, the result of this study is suggested to provide further information for other researchers who intend to conduct similar research.

E. Theoretical Framework

This mixed-methods study attempts to investigate and depict the impact of using Quizlet in learning English vocabulary on junior high school students. There are several paramount theories included to support this research, such as CALL (Computer Assisted Language Learning), including its elements based on Gündüz (2005), vocabulary learning aspects of Nation and Nation (2001), and blended learning. After all, a significant improvement in the use of CALL in vocabulary learning is expected as the outcome of this research. The theoretical framework is illustrated to this extent:

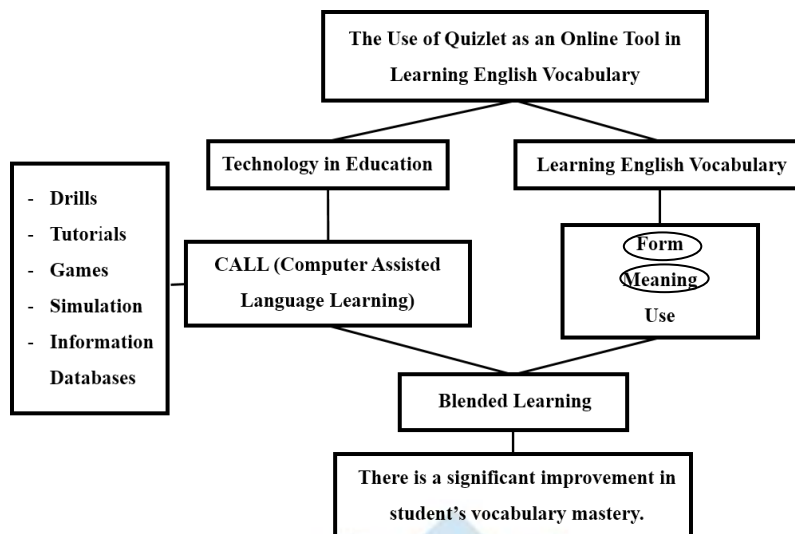


Figure 1. 1 Theoretical Framework

The English vocabulary of students becomes the primary focus of this research. Sa'ad and Rajabi (2018) believe that vocabulary is vital before learning a new language. This means every student is hugely recommended to master English vocabulary to be proficient in English. Nation and Nation (2001) argue that three essential aspects of vocabulary should be well acquired, including form, meaning, and use. As stated by Dewi (2017), it is possible for a man to achieve their full potential when he has an interest in performing an endeavor. This means teachers are required to promote students' engagement in the learning process in order to assist students in learning the three aspects of English vocabulary appropriately. To turn the assistance into a reality, teachers can facilitate students using a learning media that has the potential to support students in immersing themselves in the English learning vocabulary.

Learning English vocabulary can be adequately conducted by exploiting a learning media that teachers in school provide. CALL (computer-assisted language learning) is promoted as a media that assists students in learning English vocabulary. Gündüz (2005) mentions that CALL (Computer Assisted Language Learning) consists of tutorials, drills, simulations, games, and information databases. The element of CALL can potentially support students in learning English vocabulary. Teachers should utilize this chance to make English vocabulary

materials more appealing to students. Therefore, students are interested in improving their vocabulary mastery.

To receive English vocabulary materials, students frequently experience several methods, approaches, or techniques teachers use. Every teacher has a unique style of transferring information to students. Blended learning is one of the learning methods that teachers can employ to assist students in acquiring English vocabulary. By implementing blended learning, teachers can combine learning activities in a classroom with online practices using the internet or as such. Cleveland-Innes and Wilton (2018) argue that blended learning can improve the learning process by involving students and supporting them in reaching higher levels of learning.

Quizlet has chosen as an online learning tool to support traditional learning to deal with blended learning. Quizlet is a web-based learning media that specifically acquires vocabulary by offering ready-to-use digital flashcards for particular languages (Sippel, 2022). It is available in two versions: the mobile version and the website version. The latter version is emphasized for discussion in this present study. It is in line with Kurtoğlu and Cengizhan (2021) that the online or website version is more recommended since all the features are accessible without any omissions, as in the mobile version, where users cannot use particular features, such as *live mode*.

Quizlet serves diverse modes of use, including flashcards, learn, test, match, evaluation, and classic live. Students can employ all of the modes to learn English vocabulary. Quizlet also provides a hint for each card to be utilized if students encounter difficulties learning a word in Quizlet. It encourages students to be involved in the English vocabulary learning process.

In a nutshell, the theoretical framework provides a firm infrastructure to build responses to research questions. The implementation of Quizlet among junior high school students in SMPN 46 Bandung is guided by this framework. It establishes the guarantee for conducting this study using appropriate principles and methods. In addition, this research attempts to contribute significant improvements to existing theories.

F. Previous Studies

This passage provides a review of several previous studies that relate to the present study. By gathering these previous studies, the researcher is emboldened to investigate more about using Quizlet in learning English vocabulary. Several previous studies were conducted to investigate the effectiveness of Quizlet usage in learning vocabulary.

The current research refers to four previous studies. One of the previous studies is from Rahma (2022), in which the research aimed to determine if Quizlet significantly affects students' vocabulary mastery. Quizlet is considered as an effective media to use for learning vocabulary. The research participants were eleventh-grade students at SMA Negeri 2 Trenggalek. This study correlates with previous research examining Quizlet as a learning media to improve students' vocabulary mastery. However, the previous study did not provide any information about students' experiences using Quizlet during the learning activity, and the participants were senior high school students. As a result, this present study contributes data about students' experiences with Quizlet's use in improving their English vocabulary and selects different students' academic levels, which is junior high school.

Khuong and Ngoc (2021) are comparable to the previously mentioned study. Its purpose was to investigate whether using Quizlet outside the classroom improves the capacity of English vocabulary learning for 11th-grade students at the senior high school level. At Hoang Hoa Tham Upper Secondary School, 81 students participated in the research. The study indicated that Quizlet helps to improve vocabulary memorization.

In addition, this present study is similar to the previous study, in which all intend to analyze Quizlet as an online tool for developing students' English vocabulary abilities. However, the differences are portrayed in the provided data, chosen participants, methodology, and research location. This current research also intends to describe students' experiences using Quizlet to learn English vocabulary. Junior high school students in Indonesia participate in this research, which utilizes explanatory mixed methods as the methodology.

According to Avisteva and Halimi's (2021) study, Quizlet is believed to have effectively increased students' receptive vocabulary more than the productive one. It aimed to investigate Quizlet as a medium for improving students' vocabulary. There were 30 students; 20 were female, and eight were male. This present study is linked to previous research, in which both discussed using Quizlet to improve students' English vocabulary.

Additionally, previous research was conducted at Senior High School X in Bengkulu. Meanwhile, this study is being conducted at SMPN 46 Cileunyi. This previous study also has the same issue as several previous studies, namely that the research needs to analyze students' experiences using Quizlet. Thus, this present study describes students' exposure to Quizlet; the participants in this research are from junior high school, with Bandung as the research location.

This present study is also related to a research project by Ho and Kawaguchi (2021), which examined using Quizlet and traditional paper flashcards to improve students' receptive vocabulary mastery. The previous study was conducted in tenth grade at a Vietnamese senior high school using a quantitative methodology with a quasi-experimental design. Finally, it was stated that Quizlet is more recommended for the implementation of learning vocabulary than traditional paper flashcards. This current study and previous research are similar to the Quizlet investigation into students' learning English vocabulary. However, there are several distinctions between both studies, including the focus of this present study on Quizlet use in improving both receptive and productive English vocabularies; junior high school students become the participants, and a mixed-methods approach with a pre-experimental design for quantitative methodology is opted for in this current study.

To conclude, this study is similar to the four previous research studies on learning English. However, this study is slightly distinct from the previous ones, where the focus of this present study is to investigate the use of Quizlet and describe students' experiences with using Quizlet during the learning process to improve their English vocabulary. It employs explanatory mixed methods to undertake the study. The location also differs from previous studies, in which this study was conducted at a junior high school in Bandung, Indonesia.



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