CHAPTER I

INTRODUCTION

In this chapter, the topic discussed; are the background of the research, the problem of the research, the objectives of the research, the operational definition of the terms, the significance of the research, and the scope of the research.

1.1 Background of the Research

Vocabulary is one of the foundations for knowing and learning English, especially for EFL. Sometimes, it is difficult for them to understand every sentence or word if they can't understand the meaning due to several things, such as their limited knowledge or English vocabulary. Apart from that, vocabulary is also the basis for mastering the four skills in English. When students gain proficiency in basic language skills (Listening, Speaking, Reading, and Writing), it helps students understand and utilize language for effective communication. Proficiency in these four skills is of equal importance in language acquisition. Therefore, vocabulary mastery can be a crucial factor because it has a significant influence on the development of these skills. Efficient reading, in particular, relies on a solid understanding of the vocabulary used in a text.

Apart from the need to understand vocabulary, efforts to understand the meaning of words in various ways, having a dictionary that students usually use to look for the meaning and purpose of a word can help students in the learning process. But in certain conditions, the dictionary may not be able to be used

because maybe looking at and opening the dictionary does not help them in some situations. For example, in a situation where students in an exam and they are not allowed to use dictionaries during exams. This situation raises the question of what students should refer to when they want to know the definition of a word in the text they are reading.

In Addition, having a lack of vocabulary results in difficulty in processing, expressing opinions, and conveying messages. On the other hand, having a large stock of vocabulary has a positive effect on oral comprehension and production compared to a lower level of vocabulary knowledge which leads to problems in producing oral and written outcomes. "It has been discovered that a larger vocabulary repertoire affects learners' oral and written production successfully." (Atalan & Subaşı, 2023, p.131).

With globalization and the development of technology, including in teaching and learning media activities, Web 2.0 technologies arise, which are one of the tools that provide advantages to learners. While Web 2.0 technologies and tools help the development of four skills in foreign language teaching, they also play a facilitating role in vocabulary teaching. "Therefore, it will be appropriate to increase research studies on the use of educational environments that are enriched with Web 2.0 tools in the vocabulary teaching process." (Atalan & Subaşı, 2023, p.132)

The novelty of this research is from previous research that discussed the use of Quizlet in Teaching Vocabulary to 9th Grade EFL 9th-grade students at a high school in Gaziantep, Turkiye. Based on the Atalan and Subasi (2023) the research uses experimental mixed-methods design. The research results show that

students who work with a Quizlet online digital tool achieve better vocabulary than students who learn only with regular class methods over six weeks.

In response to widespread learning challenges, the application of gamification in vocabulary education has emerged as an important trend. This approach can turn traditional memorization and repetition of vocabulary into a fun and engaging learning experience. Based on Kingsley & Grabner-Hagen (2018), Gamifying vocabulary learning is one method to make students engaged and excited about learning words in a fun environment. However, thorough vocabulary education. The researcher investigates whether the application of Quizlet in students' vocabulary mastery can be applied effectively and can increase students' vocabulary combined with reading learning. Based on the background above, to unravel the problems in students' vocabulary building in reading skills by taking Quizlet as the media with a thesis entitled "**The Effect of Quizlet on Students' Vocabulary Mastery**".

1.2   Problem of the Research

Based on the definition and explanation above, the problem of the research is: "Is there any significant effect of Quizlet on students' vocabulary mastery in SMA Muhammadiyah 3 Jember in 2023/2024 academic year?"

1.3   Objectives of the Research

Based on the problem that is formulated, the purpose of this research is: to find out the effect of Quizlet on students' vocabulary mastery on SMA Muhammadiyah 3 Jember in 2023/2024 academic year.

1.4 Operational Definition of the Terms

In order to clarify the key term used in this study, some definitions of key words are put forward; Quizlet, and Vocabulary Mastery.

1.4.1 Quizlet

Gamify applications or tools that used for learning in a fun way. In this study, Quizlet will used as a media to apply the learning vocabulary by the context.

1.4.2 Vocabulary mastery

Vocabulary mastery in this research is vocabulary mastery which focuses on reading skills in analytical exposition text material achieved by students at SMA Muhammadiyah 3 Jember in the 2023/2024 academic year.

1.5 Significance of the Research

1.5.1 Theoretically

The use of context in vocabulary learning based on the previous research felt able to support students to understand the meaning of a word. Apart from that, it felt that gamification such as Quizlet can increase students' motivation to participate more in learning, which will have an impact on students' scores on a test.

1.5.2 Practically

For English teachers, the result of this study is expected to be a motivation and reference for using AI gamification in the learning process. For the researcher, the result of this study is expected to be a way to gain experience that useful in the future as an English teacher.

1.6   Scope of the Research

This research conducted in the Jember area, more precisely at SMA Muhammadiyah 3 Jember for grade 11 students. The dependent variable used is students' vocabulary mastery in reading skill, and the independent variable used is students' motivation and participation in learning vocabulary.