

CHAPTER I

INTRODUCTION

1.1 Research Background

Language learning is currently one of the most important and prioritized achievements for early childhood (Fidiyanti, 2020). Children at an early age provide opportunities for higher vocabulary development interventions as they have a higher rate of absorbing and processing new information (Sahetapy et al., 2023). Vocabulary is a crucial component in foreign language learning and introducing language to children (Loviyani et al., 2022; Yulsardi & Ratmanida, 2021). English lessons are the most important part of the curriculum in various countries where most of the population uses English as a daily language (Wilde De et al., 2020). Therefore, English subjects are introduced to students in kindergarten or elementary school.

Tim ESA (Education Service Agency) (2006, as cited in Sumerjaya, 2022) stated that vocabulary understanding is crucial for comprehension. The correlation between vocabulary and students' academic performance shows a positive increase. Vocabulary serves as a cornerstone in language achievement, helping individuals master the four skills of speaking, writing, reading, and listening. Anggarista & Wahyudin (2022) stated that vocabulary and grammar are important things that students need to learn if they want to have good communication skills. Furthermore, understanding vocabulary is essential to avoid difficulties in conveying ideas through writing or speaking. (Rojabi et al., 2022). Long-term vocabulary teaching can improve students' focus on remembering vocabulary (Endriyatin et al., 2021). Using

explicit strategies such as directly teaching word meanings and repetition exercises, along with implicit strategies such as reading and watching movies with subtitles, can improve students' vocabulary achievement over time (Mutia et al., 2023)

Most elementary school students have not yet mastered basic vocabulary, resulting in many of them facing difficulties at the junior high level (Sumerjaya, 2022). Ryan et al. (2024) stated that students have difficulty translating, understanding, and pronouncing words, as well as spelling and remembering vocabulary from Indonesian to English, which causes a decrease in enthusiasm for learning English. According to the results of the 2021 National Assessment (AN), Indonesia faced a literacy crisis affecting one in two students from elementary through high school. According to the OECD's PISA 2022, Indonesian students' reading literacy score fell to 359 points, down 12 from 371 in 2018. This ranks Indonesia 70th out of 80 countries, placing it among the bottom 10 for literacy, highlighting the need for improvement in students' skills improvement. Ratminingsih et al. (2023) also explained that one of the reasons students have low literacy is the lack of integration of technology in learning which has an impact on reducing students' reading, writing, and vocabulary comprehension aspects. According to Okkan & Aydın (2020), students with limited vocabulary will feel uncomfortable and lack confidence in the learning process. The basis is that some students in Indonesia still need assistance in describing what they have read (Adzani & Salahuddin, 2021).

Brown (2002: 230) stated that the four skills, they are listening, reading, writing, and speaking, are interrelated even though their implementation is separate. This connection occurs when students listen to instructions from the teacher which is a

listening skill. Students begin reading to understand the learning material, record important information obtained, and finally, discuss the results with friends to communicate their findings and prepare to present them in front of the class. Students mastering 4 English skills, from basic literacy, will facilitate vocabulary achievement for students (Minda & Perdana, 2023). Vocabulary achievement is the basis for developing speaking, listening, reading, and writing skills (Rashid et al., 2022). Rahmawati & Harahap (2023) emphasized this by stating that vocabulary achievement in foreign language learning is an essential thing that must be done to be able to communicate.

Teachers are expected to create a creative and interactive classroom atmosphere through the application of interactive learning techniques during the educational process. Along with the times, teachers are expected to develop learning resources by utilizing the surrounding environment as material and can deliver material effectively and efficiently (Dewi et al., 2023) . Communication that teachers apply can also affect learning comprehension (Adnyani et al., 2024). Teachers are also responsible for maintaining and increasing students' responses and contributions to classroom learning activities, creating an active, interactive, and conducive classroom environment. Learning in schools should have two-way communication between teachers and students to develop active collaboration to improve student understanding (Nuraisyah, 2021).

In the 21st century, to keep pace with technological advances and avoid being left behind, schools, teachers, and students must integrate with technology (Nafisah et al., 2022). In this century, the demand for quality human resources is significant, as it is often referred to as a century that requires excellence in all aspects and skills

(Utami et al., 2021). These skills include problem-solving, communication, collaboration, creativity, innovation, technology, and literacy (Padmadewi et al., 2020). Therefore, education must always prepare a generation that can adapt to the times and technology (Devy et al., 2023). Rojabi et al. (2022) mentioned that teachers also need to understand the use of technology and utilize existing technological facilities to improve students' learning experience. In the learning landscape of the 4.0 revolution, utilizing technological media in educational tools is essential for enhancing the student learning process (Taulany et al. as cited in Rahayu et al., 2022). The use of gamification is considered more varied and interactive due to the feedback and various features provided (Purnawan et al., 2022). The increasing development of technology that contributes to the learning process enables students to learn in various ways, providing benefits that enhance interactive and enjoyable learning experiences (Suta et al., 2020).

In addition to technology, the subjects organized in the curriculum have also evolved. In the evolution of educational development, English has occupied a central position as an important thing to master. It is explained in Government Regulation Number 23 of 2013, article 77 paragraph (1) in (Ilwan et al., 2023), regarding local content in the SD / MI curriculum structure that foreign languages are important languages used in global relations. Suyanto (2015: 43, as cited in Sumerjaya, 2022) stated that for a basic understanding of English, three components must be considered: vocabulary, grammar, and pronunciation. Foreign language learning is one of the most complex subjects for most students. Many students continue to express that they find English challenging and hard to understand, that it does not match writing and pronunciation, and that it is boring (Mahrian et al., 2023). It is as

boring as the traditional education system that emphasizes books and blackboards (Suntia, 2021). Therefore, utilizing digital learning media can be another option. Digital media plays a crucial role in the teaching and learning process (Suwandesi et al., 2022). The use of technology and gamification can also increase student engagement and motivation in relation to the boredom that comes with learning (Darmawan et al., 2023). The implementation of games in learning can create an interactive atmosphere where students can experiment, explore, and develop independent thinking skills (Mahadewi et al., 2024). The use of digital media in learning allows students to practice writing, speaking, listening, and reading skills in English online (Rintaningrum, 2023). According to Destiani et al. (2023), Using diverse applications in learning, including images, videos, and audio, boosts student motivation to achieve outcomes.

Flashcards are an effective strategy for improving students' language abilities, particularly in more specific skills, such as speaking (Ramdhani & Ibrahim, 2022). In the past, there were only traditional flashcards, namely paper picture cards, but now there are digital flashcards in the form of applications on mobile phones or accessible from the web. Both flashcards are used in the same way, by demonstrating the material on the card. However, digital flashcards can be used more effectively by involving students in collaborative learning, fostering student motivation and interest in learning (Yulsardi & Ratmanida, 2021). Learning media should include students' native language in the vocabulary acquisition stage to make it easier to understand (Padmadewi et al., 2023). The use of specialized applications or platforms in learning can provide students with immediate feedback after working on activities, thus

helping students correct mistakes and reinforce their memory (Pradana & Santosa, 2020).

Quizlet is a digital media learning platform that offers accessible and effective learning through digital flashcards (Putri & Zuhri, 2023). Quizlet provides freedom to users in learning, such as being accessible through web-based or application downloads, used online/offline, learning while playing, and used independently with flexible access times (Avisteva & Halimi, 2021; T. T. Nguyen et al., 2022; Setiawan & Putro, 2021). The features available on Quizlet also support effective and interactive learning in students (T. L. Nguyen et al., 2023). Quizlet has features such as Flashcard, Learn, Match, Test, and Live (Tanjung & Daulay, 2022). These features can help students increase their learning motivation by combining learning and gaming elements.

Previous studies have used digital flashcards, significantly to improve students' vocabulary. For example, Xodabande et al. (2022) conducted a study with digital flashcards to determine their effectiveness in vocabulary learning and found that it increased students' engagement in learning vocabulary and resulted in very high learning enthusiasm. Yulsardi & Ratmanida (2021) conducted a study with junior high school student subjects and found that vocabulary improvement in students' needs to be repeated with different learning scenarios, such as the first week of digital flashcards with group presentations and the second week of digital flashcards with random presentations. Implementing Quizlet for vocabulary learning in senior high school demonstrated beneficial impacts on students' vocabulary acquisition, pronunciation, and retention over time (Avisteva & Halimi, 2021; Setiawan & Putro, 2021).

Based on this, the researcher intends to conduct a study titled “Implementation of Quizlet in Teaching Vocabulary Achievement for 5th Grade Students of SD Negeri 1 Kerambitan.”. This action is to compare with learning with traditional media, such as books, which are often used by teachers. Although many studies have investigated this topic, there has been no research related to the implementation of Quizlet at SD Negeri 1 Kerambitan on students' vocabulary achievement after the preliminary observation. This presents an opportunity for researchers to pursue this inquiry research. This research will provide new insights and perspectives in using digital flashcards. The use of Quizlet as a learning media is expected to help vocabulary achievement as basic literacy and the utilization of technology in learning.

1.2 Problem Identification

learning in students' vocabulary achievement is the basis for students' academic development in literacy skills in English. As identified through initial observations at SD Negeri 1 Kerambitan, learning technology is available but has not been optimally utilized in the learning process. In English lessons, teachers still use textbooks without the support of interactive media in learning. Grade 5 teachers at SD Negeri 1 Kerambitan still have not mastered well the use of technology to apply digital learning media in the learning process. Mastery of English material on basic vocabulary is low, from initial interviews with class teachers, stating that there are still many 5th grade students who have not mastered basic vocabulary in English well, such as body parts, animals, and objects around. The use of digital-based learning media such as Quizlet has also never been applied before. Therefore, this

study aims to implement Quizlet to teach grade 5 vocabulary achievement of SD Negeri 1 Kerambitan.

1.3 Problem Limitation

Students require assistance to develop their English vocabulary. Therefore, given the limited previous research on the use of Quizlet as digital flashcards in elementary education, this study focuses on utilizing Quizlet in vocabulary achievement among grade 5 students of SD Negeri 1 Kerambitan, using learning materials tailored to the school's lesson plans. External factors such as economic disparity are not included in this study, which only focuses on the two variables.

1.4 Research Question

Based on the problem above, the main research question of this study is:

1. Does implementing Quizlet digital media through Quizlet significantly in students' vocabulary achievement before and after its implementation for 5th grade at SD Negeri 1 Kerambitan?

1.5 Research Objective

Based on the research questions that have been stated above, the research objectives of this study are:

1. To investigate any significant difference in the students' vocabulary achievement before and after the implementation of Quizlet in 5th grade at SD Negeri 1 Kerambitan.

1.6 Research Significance

1.6.1 Theoretical Significance

The results of this study can support previous theories and provide helpful information for further research on using digital flashcards with Quizlet as a learning media to enhance students' vocabulary achievement.

1.6.2 Practical Significance

a. For the teachers

This research is anticipated to serve as a reference source for instruction conducted via digital media, aimed at fostering an engaging and stimulating learning environment. Additionally, this research aims to deliver knowledge, experience, and solutions to relevant challenges and problems.

b. For the students

The results of this study are expected to contribute to students' vocabulary achievement. In addition, it is expected that students can understand the use of digital learning media, especially Quizlet, and initiate further learning activities effectively.

c. For the researcher

The findings of this study are expected to serve as a valuable reference for future researchers examining digital flashcards, especially those utilizing Quizlet. By understanding literacy, researchers can learn how students interact and adapt to digital media when learning English.

1.7 Definition of Key Terms

1. Vocabulary

a. Conceptual Definition

Vocabulary is a set of words used individually or in groups for a particular language (Cesarini et al., 2021). Vocabulary consists of words that express meaning, ideas, and thoughts so that it becomes the essential element of other components (Widiyanti, 2022).

b. Operational Definition

Vocabulary is the dependent variable in this study. Therefore, the researcher intends to conduct a study to measure vocabulary achievement in English language learning.

2. Digital Media

a. Conceptual Definition

Matruty and Que (2021) stated that the term "media" originates from Latin, specifically "medius," meaning intermediary or companion. Digital media as a tool to increase student learning activeness such as videos, digital books, interactive games, and others (Afifah et al., 2021)

b. Operational Definition

Digital media is a learning tool that teachers use to make learning more interactive. Digital media used in learning English in grade 5 SD

Negeri 1 Kerambitan is a learning video such as animated videos or songs.

3. Digital Flashcard

a. Conceptual Definition

Digital flashcards are an update of traditional flashcards that adapt to the times. According to Yowaboot and Sukying (2022), digital flashcards are multimedia-assisted teaching methods and strategies such as LCD designed for vocabulary learning.

4. Quizlet

a. Conceptual Definition

Quizlet is a digital learning platform that helps students learn, including vocabulary (Setiawan & Wiedarti, 2020). Quizlet is an interactive learning media that helps students memorize vocabulary easily because there are pictures and meanings without finding difficult words in books (Kartika et al., 2024).

b. Operational Definition

Quizlet was a game-based learning method used as a media for English vocabulary by grade 5 students at SD Negeri 1 Kerambitan.

b. Operational Definition

This research utilizes digital flashcards provided by the Quizlet platform, featuring images and meanings to support English vocabulary learning.

