

CHAPTER I

INTRODUCTION

The learning of English is a crucial aspect of education, especially in today's globalized world. In middle school they are at a critical stage in their language development, and it's essential to provide them with effective and engaging learning experiences. In mastering vocabulary, this is a major component in mastering a language because it is consistently used in daily activities. However, students often experience difficulties in acquiring vocabulary, facing challenges in remembering new English words. In overcoming this problem, in mastering vocabulary, the use of the word wall quiz method is directed as a media tool to help students improve their vocabulary skills. This study was conducted on eighth grade students at SMP Negeri 2 Singaraja, which was intended to determine the relevant impact of the Word Wall Quiz on students' vocabulary mastery. In the process of learning English, vocabulary plays a crucial role, enabling students to communicate fluently.

1.1 Research Background

Learning vocabulary is an essential skill for mastering a foreign language. It is essential for effective speaking and is the foundation of language proficiency. Without a rich vocabulary, individuals may struggle to comprehend others or convey their thoughts effectively. Thus, emphasizing vocabulary acquisition is integral to language learning and development. In language acquisition, the significance of vocabulary cannot be overstated. It serves as a major factor in helping Foreign Language as a Foreign Language (EFL) learners comprehending

the language. This aligns with the perspectives of experts in the field. As stated by Settiawan (2017), vocabulary forms the contextual foundation for the functional aspects of language, integrating into understanding, speaking, and subsequently, reading and writing. If language structure represents the framework, then vocabulary functions as the essential organs and flesh. Agazzi (2022) emphasizes the substantial role of vocabulary as a knowledge domain within language learning, asserting its pivotal role for learners in acquiring a language. Al-Qahtani (2015) further underscores the importance by stating that, while little can be conveyed without grammar, without vocabulary, effective communication is rendered impossible.

The poor level of English proficiency might stem from various factors, including a deficiency in vocabulary understanding. Nguyen (2023) highlighted the low English proficiency in Indonesia as being attributed to a limited vocabulary. Lutfiyah et al., (2022) went further to assert that vocabulary represents the primary challenge in English learning. Consequently, she proposed that educators concentrate on enhancing students' vocabulary comprehension to enhance their English proficiency, assuming that boosting vocabulary would lead to proficiency improvement (Kaphle, 2024). The significance of effective vocabulary acquisition in language learning has long been acknowledged. As students' progress through their education, particularly during the crucial stages of middle school, mastering vocabulary becomes pivotal for seamless communication in English. Despite its importance, learners often encounter difficulties in retaining and recalling new words. This research delves into addressing this challenge by exploring the impact

of a word wall-based quiz as a learning medium to enhance students' vocabulary (Liu & Zhang, 2018).

Researchers in Indonesia have expressed concern about the vocabulary proficiency of Indonesian students. Studies indicate that these students lack both breadth and depth in their vocabulary knowledge. This deficiency in vocabulary reflects their English proficiency, as vocabulary is a reliable indicator of language skills (Agazzi, 2022). The greater the number of words students know, the more effectively they can use the language. Limited vocabulary can hinder effective communication, while ample vocabulary facilitates easy expression of thoughts during communication. One of Siddiqua et al., (2010) which his research findings revealed that Indonesian students encounter a significant challenge with their English language proficiency due to insufficient vocabulary. Consequently, they may struggle in effective communication. Thus, English educators should prioritize enhancing students' vocabulary through tailored instruction and introducing effective self-learning strategies for unfamiliar words outside the classroom.

In the realm of language acquisition, employing effective learning techniques for mastering vocabulary is paramount. Language learning strategies encompass activities learners utilize to facilitate their learning process, rendering it more efficient and adaptable to various contexts. These strategies serve as tools for students to autonomously acquire and internalize vocabulary, fostering accountability for their own learning journey (Ellizza, 2018). Equipped with vocabulary learning strategies, learners can absorb new words independently, without the constant presence of a teacher, thus enabling them to learn at their own pace and convenience. It's imperative for students to be instructed on how to

effectively employ these strategies to maximize their learning potential. According to research by Alfadyah et al., n.d., (2020) it is important for secondary school teachers in Indonesia to employ effective methods for teaching vocabulary. Various studies have highlighted the advantages of integrating technology, like role-playing games and domestically developed Automatic Speech Recognition (ASR) websites, to enhance vocabulary development among Indonesian secondary school students. Offering interactive and pertinent materials is crucial for fostering a more holistic learning atmosphere. The recent study underscores how technology, such as games or interactive websites, can stimulate student engagement in learning.

Digital game-based learning, as noted by Hafizi et al., (2019), has been present for over three decades, with advancements in information technology and the internet driving its increased utilization and popularity. This approach to learning has the potential to elevate educational practices and aid educators in constructing 21st-century classrooms. The main objective of this literature review is to find out existing literature and this research seeks to find out the value and influence of the digital game-based learning process on student learning across kindergarten to 12th grade. The findings of this review can assist educators in making informed decisions about integrating digital game-based learning into their classrooms and understanding its potential effects on their students' learning outcomes. Educators can rely on the insights gained from this literature review to justify their adoption of game-based learning approaches (Hamidah et al., 2024).

Today's young generation is coming of age in an era where today's technology systems can be easily accessed. Expanding landscape of media social platforms and internet web captivates the attention of children. Moreover,

smartphones, laptops, ipads, internet, game systems, and other online games are immensely popular in contemporary groups. Students developing in the technological era is a dominant trend (Nia, 2024). According to (Balqis & Andriani, 2024), "Day by day, many students use their time to play and master viral technologies such as MySpace, Facebook, SimCity or Warcraft." (p. 1). At the moment educational settings, applied science is assuming a more striking role in the learning process. Given the constantly evolving nature of applied science, educators are diligently integrating it into their daily instruction to bridge students' interests with learning objectives (Dwiningrum et al., 2024).

Media word wall is an online gamification platform that offers a range of game and quiz functions for educators to incorporate into their material assessments (Purba et al., 2024). According to Arti et al., (2024), word wall serves as an effective educational resource, a medium for learning, and an enjoyable assessment tool for students. It can be accessed on both laptops and smartphones, featuring images, audio, animations, and interactive games to engage students. Additionally, Di et al., (2025) suggests that Word Wall serves as an interactive resource for students and others, offering a range of words to enhance students' vocabulary. The researcher finds word walls to be a particularly engaging tool for students (Hanif et al., 2024).

Several previous studies explained student assessment of Word Wall as Media for Learning English Grammar researched by Wahyuni Divine. The conclusion in research is that the use of the Quiz Word Wall can raise enthusiasm for student involvement in class both online and offline. Previous research also shows that there are still students who are lacking in Learning English Grammar because of the lack of appropriate media. Final results of observation also to clarify

that Word Wall Quiz made students more competitive in learning in class. Several previous studies also explained by LeDale Southerland, the findings of this observation are when applying Word Wall in process learning provides interesting and effective results because there are still students who experience disabilities in English process. In using Word Wall Quiz in the learning process, middle school students are now considered capable of being interactive, especially in learning vocabulary.

While there is limited research in applying based-quiz Word Wall Quiz in English language proficiency learning for middle school children, some studies have shown promising results. For example, research results show that Word Wall Quiz on language learning can improve students' vocabulary retention and motivation. Another research finds that there is use in technology games in language learning that can promote autonomous learning and students' improve language cleverness. Results of research conducted by az Zahrah (2023) It was concluded that using word walls was successful in English vocabulary. Plus, a word wall application can improve Vocabulary mastery because of simple steps. Thus, it can increase enthusiasm for learning English vocabulary. Besides that, the findings from Miftahul Jannah's (2022) study on the Word Wall Quiz for vocabulary acquisition indicated a favorable impact on students' vocabulary learning experiences. They perceive the Word Wall Quiz as an engaging, stimulating, and enjoyable online tool for vocabulary acquisition, enhancing students' interaction with both online tools and classroom activities. This suggests increased attentiveness during the learning process. Researchers strongly advocate for

educators to integrate the Word Wall Quiz into vocabulary learning based on these results.

Although previous studies have investigated the effect of Word Wall Quiz, only few studies highlighted its impact on junior high school in the EFL context. Research on vocabulary, especially for the eighth grade of junior high school, has not been carried out much by researchers, so this researcher aims to investigate vocabulary learning strategies for students at the secondary level, especially eighth graders. By using the Word Wall Quiz to help them master vocabulary, this digital game-based language learning is also expected to increase motivation and allow eighth grade students to immerse themselves in vocabulary learning.

1.2 Problem Identification

Several previous studies explained student assessment of Word Wall as material for Learning English Grammar researched by Laily Wahyuni Divine. The conclusion of this observation is the use of Quiz Word Wall can produce enthusiasm for student involvement in class both online and offline. Previous research also shows that there are still students who are lacking in Learning English Grammar due to a lack of appropriate media. The final results of the observation also show usage Word Wall Quiz made students more competitive in learning in class.

Several previous studies also explained Exploring Interactive Learning, A Comparative Study of Quiz-Baser Word Wall vs. Traditional Vocabulary Instruction in Middle School English Classes researched by LeDale Southerland. The conclusion of this observation is that the operation of Word Wall in the process of learning provides interesting and effective results because there are still students who experience disabilities in teaching English. When applying Word Wall Quiz in

the learning process, middle school students are now considered capable of being interactive, especially in learning vocabulary.

Considering the challenge of the lack of English learning hours in junior high schools, it is advisable for educators to modernize their teaching methods. This approach aims to facilitate students' understanding to instill enthusiasm in the English learning process through quizzes. So every student is required to make a conclusion and must be taught through interactive games. One problem identified centers on evaluating superiority of using Word Wall-based quizzes as a learning media for student vocabulary development. There are not many studies that focus on advantages in using Word Wall Quiz for the eighth grade of middle school. Many studies only focus on seventh grade, therefore this researcher tries to highlight the influence of Word Wall Quiz to increase vocabulary in eighth grade junior high school students. The challenge in seeing the advantages in using these methods on students' ability to acquire and retain vocabulary. Key questions include assessing overall effectiveness, identifying potential limitations or weaknesses associated with Word Wall-based quizzes, and understanding their impact on student learning outcomes. A thorough evaluation of these aspects is very important in obtaining efficacy of the chosen learning media.

1.3 Scope of the Study

Word Wall, an online platform in the digital age, offers a diverse array of vocabulary-related activities. According to Daud et al. (2015), leveraging mobile devices for learning, as exemplified by platforms like Word Wall, enhances language learning experiences. Additionally, Wan Azli et al. (2018) suggest that integrating online games into classrooms greatly benefits students. The prominence

of (ICT) Information and Communication Technology in education, as highlighted by Cahyono & Mutiaraningrum (2015), underscores its impact on student learning, interactions, and overall life management. Çil (2021) characterizes Word Wall as an educational entertainment website featuring interactive games like information matching, quizzes, and puzzles designed for vocabulary enhancement.

The quality of learning is because of the not feasible strategies and media used, inadequate assessment instruments, and the material provided does not match the students' level of thinking. The use of appropriate learning media will influence the smoothness of learning and increase student learning achievement. The use of instructive diversion as a learning instrument or medium has been proven to increase students' cognitive, motivational, enthusiastic and social progress (Papastergiou, 2009). It is agreed that if students learn in a fun and enjoyable atmosphere, it will be easier to acquire and assimilate the material, especially for junior high school students. Sari et al. (2018) said that English language learners strive to coordinate media innovation in ELT learning to broaden students' inspiration, coordinate dialect skills, and create an autonomous learning environment for students. This is related to Ahmad (2012), who stated that EFL students' reactions to media innovations can develop the accentual design of English words. Based on this clarification, English teachers should consider supporting tools or stages.

The scope of the study encompasses a thorough investigation into the impact of utilizing Word Wall-based quizzes as a learning media for improving vocabulary in eighth grade in elementary school. This includes an examination activity Word Wall-based quizzes in enhancing vocabulary ability, an exploration of potential

limitations or drawbacks associated with this learning approach, and an assessment of the overall influence on students' learning outcomes. The results of this research observation have the aim of providing extensive knowledge regarding Word Wall-based quizzes that contribute to students' vocabulary acquisition and retention, offering valuable insights for educators and researchers in the aspect of language learning.

1.4 Research Question

Based on the proposal title and scope, some possible research questions that the proposal may address are:

1. Does the integration of Word Wall-based quizzes impact students' vocabulary mastery?

1.5 Purpose of the Study

1. The purpose of the study is to find out and evaluate the impact on the way of working Word Wall-based quizzes as a learning tool for enhancing students' vocabulary. The study aims to assess how this specific learning media influences vocabulary acquisition among students. Through systematic research and analysis, the goal is to provide knowledge about Word Wall-based quizzes and contribute valuable information out of the room of education, particularly in the context of vocabulary learning strategies.
2. Additionally, the study seeks to identify any significant improvements in students' retention, engagement, and overall comprehension of vocabulary when exposed to WordWall-based quizzes. Through careful analysis, the research aims to provide insights that can contribute to the ongoing discourse

on innovative and effective teaching strategies, particularly in the realm of language education. Furthermore, the investigation aims to assess students' perceptions and attitudes towards the WordWall-based quiz approach, shedding light on the potential motivational factors that may influence learning outcomes. This research has practical impact for educators, curriculum developers, and educational leaders, presenting good instructions for optimizing vocabulary instruction through interactive and technology-enhanced methods.

1.6 Significances of the Study

The significance of this research extends both theoretically and practically. In theoretical terms, it is expected to enhance existing theories, especially those pertaining to the instruction of vocabulary to students. On a practical level, educators and learners should be mindful of key factors and strategies in teaching and learning English, particularly focusing on vocabulary acquisition. Moreover, significant research extends to potential to fill gaps in current scientific work from offering empirical evidence regarding effectiveness of WordWall-based quizzes on vocabulary instruction. These findings may include participation from scholarly discourse on pedagogy, providing researchers and educators with a nuanced understanding of how technology-integrated methods can impact language learning outcomes.

Practically, the research could empower educators to make informed decisions about the integration of WordWall-based quizzes into their teaching practices, promoting a dynamic and interactive approach to vocabulary development. This

paper can be a guideline for future reference endeavors, encouraging a continual exploration of innovative instructional strategies in language education.

The study's outcomes were foreseen to be beneficial for:

1. 1. Teachers: This research could greatly inspire educators to diversify their teaching approaches, assisting students in overcoming learning barriers through both traditional and non-traditional methods.
2. 2. Future Researchers: Those delving into subjects related to this study may find it a valuable reference, aiding in the development of more refined research.
3. Students: For students seeking to enhance their proficiency in English as a second language, this study could become widely recognized and beneficial.

