

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is a crucial component in the operation of society (Yan, 2009). Kirschenmann (1970) states that language plays an important role in the exchange of ideas between people through human communication. Individuals who were born in the same geographical area will find it quite effortless to engage in communication and exchange information. On the other hand, the dissemination of knowledge among individuals hailing from diverse geographical regions may provide challenges. Also, a difference in the number of languages spoken can be attributed to the unequal landmass distribution. A diplomatic accord was formulated to establish a linguistic medium that might function as a means of communication between individuals from diverse cultural contexts. This action was undertaken to facilitate intercultural communication or international language to unite.

The term international language (IE) is open to many meanings and constructions, with no clear basis in usage or discourse (Peters, 2008). Selihey (2021) listed the following characteristics of a worldwide language: sociolinguistic weight, social prestige, impact, communicative value, prevalence across many continents, and official standing in international organizations. International

Languages are evaluated based on their effect, communicative significance, status in society, and sociolinguistic volume, with English supremacy likely temporary and other major languages developing in the twenty-first century (Selihey, 2021). English, which is widely acknowledged as an international language, is crucial for both professional development and international communication. Mastering the four fundamental abilities of speaking, listening, reading, and writing is necessary to become proficient in English. However, reaching this level of proficiency is still difficult in Indonesia. According to Renandya (2018), Indonesians have relatively poor English proficiency, which is corroborated by the country's 81st-place ranking out of 111 on the 2022 English Proficiency Index by English First (EPI). The prevalence of regional languages, the limited usage of English in everyday contacts, and the difficulties in teaching proficient English in the classroom are all contributing reasons. These obstacles make it more difficult for Indonesians to take advantage of the better possibilities and standard of living that come with being able to communicate in English and to fully engage in the global economy.

Teaching English presents different difficulties for elementary school teachers than for those at higher educational levels. Teachers tend to emphasize English instruction on grammatical structures, while authentic language use which is more essential in everyday social contexts receives less attention (Padmadewi et al., 2018). Falah (2023) cites external barriers including time restraints, a lack of resources, inadequate professional development, and internal ones like instructor qualifications, low motivation, and a restricted vocabulary among students. Therefore, it is necessary to meet the demands of developing innovative

educational media (Nitiasih & Budiarta, 2021). Furthermore, integrating new technology and improving situational assessment abilities are frequent challenges for primary teachers (Huang, 2023). An attempt to integrate 21st-century skills into English lessons is made by integrating technology into the design and execution of assessments (Padmadewi et al., 2022). These concerns cover a wide range of educational topics, such as curriculum, students, learning environments, and teaching strategies. To encourage the development of advanced English skills and successful student communication, a methodical approach to English is necessary, starting with core knowledge.

Effective communication requires a solid command of the language, and a large vocabulary is a sign of intellectual maturity. Vocabulary-limited students struggle to express themselves adequately and might not fully utilize their educational resources. The basis of literacy is vocabulary (Ratminingsih et al., 2023). According to Ulya (2016), one of the main objectives of good English instruction should be to motivate students to increase their language skills. Gaining vocabulary improves students' ability to communicate both orally and in writing, which is a requirement that Paivio (1986) emphasized as being essential for success in foreign languages. Richards (2008) emphasizes the significance of learning new words for communication, whereas Sagarra & Alba (2006) propose that effective vocabulary learning procedures help retention and language acquisition. According to Strickland (2004), learning vocabulary is a complicated process that calls for effective strategies in order for pupils to become fluent. As Hummel (2010) highlights out, conventional methods might not be sufficient,

necessitating the development of novel strategies that aid in vocabulary retention and efficient language use.

According to Yuniar et al. (2022), three essential 21st-century skills, critical thinking, communication, and teamworking, communication, and teamwork, are intended to be fostered in pupils by the authors' inquiry-based LKPD. It places a strong emphasis on students actively participating through questioning, problem-solving, and observation.. By using constructivist methodologies, questioning strategies, modeling techniques, collaborative learning, reflective practices, and genuine assessment methods, LKPD, which is based on contextual teaching principles, enhances comprehension, claims Fauziah (2019). By giving pupils a well-organized framework, LKPD helps them understand difficult ideas and promotes learning ownership. In contrast to traditional embedded training that might not provide dynamic engagement, Indriyani (2021) highlights how the efficacy of explicit teaching approaches coupled with media improves EFL argumentation writing. Thus, Budasi (2020) Media integration technology in the classroom is highly encouraged because the current educational system continues to advance and many different types of technologies are being used in today's global society. In the end, combining LKPD with explicit teaching techniques results in an enhanced learning environment where students are given the freedom to investigate and successfully express their ideas, developing the communication and critical thinking abilities necessary for achieving academic and professional success in the future.

According to Rhosyida (2021), Liveworksheets is a flexible technical tool for creating interactive worksheets that are dynamic, effective, and adaptable for

assessment purposes. Liveworksheets, which are frequently utilized in integrated elementary classrooms, provide children with interesting educational opportunities and real-world evaluation chances. With the help of this platform, educators can create their own interactive worksheets or use ones that already exist, enabling a customized teaching strategy. Riastini et al (2023), Effective learning can also be attained through the utilisation of information and communication technology (ICT). Teachers The teachers concurred that using ICT to teach EFL English is a very helpful tool (Ratminingsih & Budasi, 2020). All phases of instruction benefit from the use of student worksheets and entertaining teaching techniques, such as singing and mentoring exercises (Aunurrahman, 2023). Depending on the exercises created by teachers in their facilitation responsibilities, they are useful tools and learning platforms. The teacher uses a range of media or instructional techniques, such as role-playing, games, reading aloud, and so forth (Utami & Mahardika, 2023). By encouraging self-directed learning, active participation, and autonomy in listening exercises, Liveworksheets can help students improve their vocabulary by providing opportunities for them to expand it. Students stated that completing questions on the live worksheet assisted them in acquiring new terminology, hence improving their comprehension and learning. Students were able to search for and understand new terms in the text they had been studying by immediately interacting with the audio and text on the liveworksheet (Yusuf, 2022).

Based on the the background, the learning media used in this study to examine its effect on vocabulary mastering among students at SD Negeri 1 Astina is Liveworksheets. There is a dearth of previous research in this field, which

emphasizes the necessity of this study, according to interviews with English teachers at this institution. Furthermore, this school has mostly depended on conventional teaching techniques, indicating a lack of integration of interesting and interactive learning materials. In contrast to traditional approaches, the research uses Liveworksheets to investigate if this digital platform can result in a statistically meaningful difference in students' vocabulary knowledge. Creating interactive, multimedia-rich worksheets is made easier with Liveworksheets, giving students the opportunity to interact with language in relevant circumstances. This research seeks to analyze whether the use of digital media in the form of live worksheets have an effect on the grade 5 students' vocabulary mastery skills at SD Negeri 1 Astina.

1.2 Problem Identification

Based on SD Negeri 1 Astina students' current English scores, many fourth-graders struggle with vocabulary. Their performance shows a poor grasp and usage of fundamental English vocabulary, which supports other language skills. The classroom still uses mostly printed worksheets and teacher-centered methods, with little usage of interactive or digital learning tools. Thus, it is crucial to determine whether Liveworksheets can have a significant effect on students' vocabulary knowledge and offer a better alternative to traditional teaching approaches. The purpose of this project is to investigate how Liveworksheets can help to close this gap in their vocabulary knowledge in marginalized communities.

1.3 Limitation of Study

This study has several limitations that should be considered when interpreting the results. The research was conducted at a single school, SD Negeri 1 Astina, focusing only on fourth-grade students, which limits the generalizability of the findings to a broader population. The sample consisted of only two classes with 27 students each, making it difficult to draw conclusions applicable to other settings or grade levels. The study was also limited to English language lessons in the first semester, specifically targeting vocabulary mastery, and the setting within Buleleng Regency, Bali, may further restrict the applicability of the findings. In addition, the school did not allow the use of Chromebooks or personal mobile devices during the study, resulting in students sharing only three laptops within groups, which may have limited students' interaction with the Liveworksheets and affected the learning experience. Furthermore, the short treatment period and practical constraints may have influenced the extent to which the true effect of Liveworksheets on students' vocabulary mastery could be observed.

1.4 Research Question

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

1. Is there any significant difference between the fourth-grade students' vocabulary mastery taught using Liveworksheets as a digital learning media and those who are not taught using Liveworksheets?

1.5 Objective of the Study

To address the issue of the research, the research objectives:

1. To analyze whether there is a significant difference in the vocabulary mastery of fourth-grade students at SD Negeri 1 Astina who are taught using Liveworksheets as a digital learning media compared to those who are not taught using Liveworksheets.

1.6 Research Significance

The study's findings are inclined to be useful and beneficial for both theoretically and practically.

1. Theoretical Significance

The problem is limited to ensure that the discussion of the problem does not extend beyond the limits of the study topic and to achieve the best possible results. This is done to ensure that the problem is limited. This study centers around using digital media, specifically Liveworksheet, as a tool for enhancing vocabulary mastery skills in 4th-grade elementary schools. The aim is to enhance language abilities, in vocabulary mastery which the basic four skills in English through the use of Liveworksheet.

2. Practical Significance

This research aims to guide how to use digital learning resources, such as electronic student worksheets with media called Liveworksheet, to help teachers and students develop their vocabulary mastery. Educational institutions also offer new learning resources that can affect students' vocabulary mastery. These contributions advance the teaching and learning process:

a. For Teacher

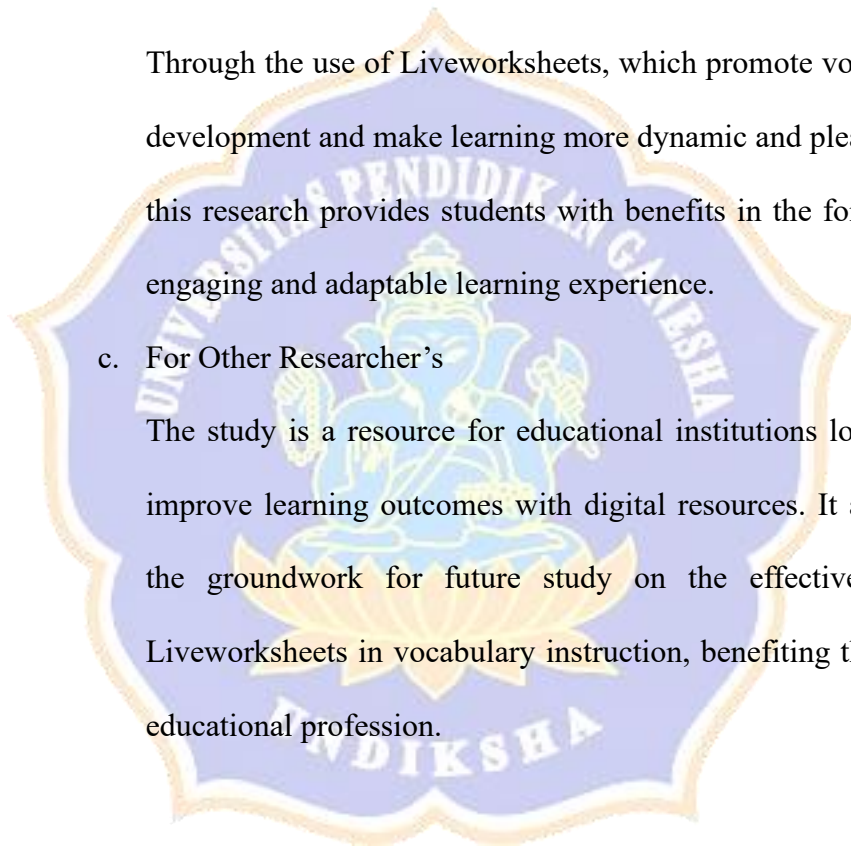
This research provides useful advice on how to improve vocabulary instruction in the classroom by utilising digital resources such as Liveworksheets. It offers information about using different teaching strategies and incorporating technology into lessons.

b. For Students

Through the use of Liveworksheets, which promote vocabulary development and make learning more dynamic and pleasurable, this research provides students with benefits in the form of an engaging and adaptable learning experience.

c. For Other Researcher's

The study is a resource for educational institutions looking to improve learning outcomes with digital resources. It also lays the groundwork for future study on the effectiveness of Liveworksheets in vocabulary instruction, benefiting the larger educational profession.



1.7 Definition of Key Terms

1. Vocabulary Mastery

a. Conceptual Defintition

Vocabulary mastery is the capacity to use words in speech while also understanding their meaning in English (Zebua, 2023).

Vocabulary mastery substantially impacts language abilities like

reading comprehension, writing fluency, and overall communication efficiency. Those who acquire language mastery may express themselves more eloquently and grasp difficult materials better than those with little vocabulary expertise (Andriana, 2019). The variety process of ways to tell someone vocabulary mastery, for example using vocabulary test.

b. Operational Definition

In this research, vocabulary mastery serves as the dependent variable. This pertains to the students' capacity to comprehend, identify, and effectively apply English vocabulary within various contexts. The assessment of vocabulary mastery is conducted through a post-test given following the treatment phase. The evaluation examines various components of vocabulary comprehension, such as understanding word meanings, spelling accuracy, usage in context, and the skill to associate words with relevant images or definitions. This study involves fourth-grade students at SD Negeri 1 Astina, with their scores on the vocabulary post-test as the main data for assessing their vocabulary mastery level.

2. Learning Media

a. Conceptual Definition

Learning media encompasses a variety of tools and resources intended to assist learning and improve the educational experience. Kozma (1991) defined learning media as a complementary process

in which processes and representations are created and procedures carried out, sometimes by the medium and other times by the learner, depending on their respective technologies, symbol systems, and comprehension capacities.

b. Operational Definition

In this study, digital learning media is the independent variable. It refers specifically to the use of Liveworksheets, an interactive online platform that transforms traditional worksheets into digital exercises, incorporating multimedia elements such as audio, video, drag-and-drop activities, and automatic feedback. Operationally, the learning media is implemented as the main instructional tool in the experimental group's vocabulary learning process.

3. Liveworksheet

a. Conceptual Definition

Liveworksheets are technologies that enable teachers to create interactive tasks for their students, making learning more engaging and pleasurable (Ratnawati, 2023). Liveworksheet is an engaging online platform that allows users to create and use digital worksheets for learning purposes. Educators may use this application to create compelling instructional resources that students can readily access and use. The platform supports a variety of material kinds, including text, graphics, and interactive components, making it an adaptable instrument for improving the learning experience.

b. Operational Definition

Liveworksheets are a digital learning tool used in this study to help students memorise English vocabulary. For the experimental group, liveworksheets acted as a learning medium that enables students to participate in vocabulary exercises in a methodical manner. A standardised vocabulary test is used to evaluate pupils' vocabulary competence after several sessions. To assess this strategy's efficacy, the outcomes categorised as post-test data that compared between the experimental group, which the outcomes categorised as post-test data that compared between the experimental group, which used Liveworksheets, and the control group, which depended on conventional techniques.

