

CHAPTER I INTRODUCTION

A. Background of The Study

The vocabulary is the basic knowledge to acquire other competencies such as listening, speaking, reading and writing. Vocabulary plays an important role in the language learning process because vocabulary is one of the most important language components in English. When reading some textbooks, students did not know the content of the text even did not answer the reading comprehension, because they did not know the meaning of the text written in English. The same conditions in their writing ability when the teacher asks them to make a paragraph. The student depends on the dictionary to write it in English words and the last, their listening and speaking ability. When the teacher asks them some questions in English, some of the students understood the meaning of what the teacher said but they did not answer it by used English. According to Wright, T. S., & Peltier, M. R. (2016, hal. 527-549) students' difficulty in acquiring academic vocabulary was an issue across the country and in every subject taught in schools.

Vocabulary knowledge enables learners to interpret the input and let them turn these to output through an interpreting process. Mehta (2009) stated that it was clear that vocabulary played an important role in the language learning process and that was why teachers tried to teach vocabulary through some techniques and methods through definitions, self-defining context, antonyms, synonyms, and some other techniques. Vocabulary, the smallest part of language learning also holds an important part in the success of learning a language. Therefore, it requires a serious way of handling the process of teaching vocabulary. That was why the investigation of teaching technique which provides good results in teaching vocabulary was important. As we know that teaching vocabulary was not easy and simple, not just about words, but it involves knowledge of English vocabulary and how to go about learning and teaching it.

However, this century offers us some other choices besides the current techniques and methods. Thanks to the technological developments seen in the last decades. Technologies have resulted in important changes in the process of teaching and learning (Pavlik, 2015). To solve the problems above, the students need some application technologies to help them to understand the new words easily. The technique was a tool to achieve a goal. The technique that

was needed to improve their vocabulary skills was a technique that was made the students easy to express their ideas. The technique that was made students find it easy to reach higher scores on satisfaction was with this application technology. This application was using online Quizizz to improve their vocabulary skills. Quizizz was a game-based educational app, which brings multiplayer activities to classrooms and makes in-class exercises interactive and fun. Using Quizizz, students did in-class exercises on their electronic devices. Unlike other educational apps, Quizizz has game characteristics like avatars, themes, memes, and music, which are entertaining in the learning process. Quizizz also allows students to compete with each other and motivates them to study. Students take the quiz at the same time in class and see their live ranking on the leaderboard. Instructors can monitor the process and download the report when the quiz is finished to evaluate students' performance. Used this app in the language class helps stimulate students' interest and improve students' engagement.

As mentioned before, there were many studies on the technology used in education Alemi, M., & Lari, Z. (2012, hal. 99-109). Although there are a few studies that were made years ago, learning and teaching through mobile apps have started to become more popular and usable in classrooms in recent years. Regarding those studies and research, it can be

seen that they generally have created significant differences but some studies cannot find significant differences. According to Suo, and Zalika (2018) applied Quizizz in the Arabic classroom and found that it was effective to enhance students' learning as a game-based learning tool.

There were several previous studies written by the International Journal of Language Academy. One of them was entitled "using Quizizz.com to enhance pre-intermediate students' vocabulary knowledge" written by (BAL, 2018). He used the Quizizz application to teach vocabulary at a university in Turkey. He observed the Quizizz in teaching vocabulary. He wanted to investigate the relationship between MALL and vocabulary learning. He gave some treatments to students during the teaching-learning process. The results from this observation and the test showed that the experiment group slightly outscored the control group. However, no significant difference was observed between the scores of these two groups. Based on the problems above, the researcher needs to conduct a study. In this study, the writer focuses on the influence of using online application Quizizz on Junior High School students' vocabulary achievement at the seventh grade of UPT SMP Negeri 8 Gresik.

B. Limitation of The Study

There were a lot of factors related to students' vocabulary achievement. This study attempted to describe the students' vocabulary achievement, where the scope and limitation of the study were limited to "the influence of using Quizizz application on the students' vocabulary achievement at the 7th grade of UPT SMP Negeri 8 Gresik"

1. Scope

The scope of this research also focused on the use of Quizizz application as media in teaching vocabulary.

2. Limitation

This research limitation focused on teaching vocabulary about the things in the classroom.

C. Statements of The Problem

Based on the problems experienced when the teacher asked them some questions in English, some of the students understood the meaning of what the teacher said but they did not answer it by using English. Therefore, the researcher proved the influence of using online application Quizizz on the students' vocabulary achievement at the 7th grade of UPT SMP Negeri 8 Gresik.

Based on the problem stated previously, the researcher formulated the problem as follows : "Is there any influence of using Quizizz application on the students' vocabulary achievement at the 7th grade of UPT SMP Negeri 8 Gresik?"

D. Purpose of The Study

Following the problems above, the purpose of the research was used online application Quizizz technique to improve the students' vocabulary skills in the English teaching-learning process. The result of this study : "To prove whether or not there is a significant influence of using Quizizz application on the students' vocabulary achievement at the 7th grade of UPT SMP Negeri 8 Gresik."

E. Significance of The Study

From this study that has been conducted by the researchers was seen that some benefits were taken by the reader, especially for the teachers, students, and other researchers. The researcher expects that the results of this study were significant too:

1. For the students, the result of this study was expected to the student more frequently reports not only higher scores on the satisfaction with this app, but also higher scores on the teaching evaluation for the instructor. Using Quizizz application can be more influential and efficient in learning vocabulary.
2. For the teachers, the result of this study was expected to the teacher should continue using Quizizz application, because that will not make the students bored and will get the best result. Using Quizizz application, teachers will not only study vocabulary but can also use it to learn grammar, tenses, pronunciation, etc. This application can also be used to study other subjects such as mathematics, biology, and others. Therefore, this application is not only for English teachers, but other teachers can also use Quizizz application for media in the learning process.
3. For the other researcher, this study is expected to give insights for other researchers to use Quizizz application with different aspects of the four skills of English to find out whether or not there is a significant influence on the students' achievement in teaching-learning.