CHAPTER 1
INTRODUCTION

This chapter presents the background of the study, scope and limitation of the study, research question, objective of the study, significances of the study, and definition of the key terms.

A. Background of the Study

Language is the main thing for communicate with other people. English is an example of the importance of language because most people from various countries use English as an international language to communicate with other people (Susanthi, 2020). English is also learning taught in schools, which is important role for students in continue their education to a higher level. This cannot be separated from the performance of a teachers, students are very dependent on the skills of teachers in teaching to stimulate students to improve their English skills.

Learning vocabulary is important for learners, According to (Merlin D & Larekeng, 2018) the main component of language is vocabulary. Vocabulary is the base component that students need to master in order to be able to in those language skills. Based on this statement shows that vocabulary should be learned first than other aspects of languages such as, grammar, speaking, reading, and writing (Amalia, 2018). Vocabulary is the main capital for learning a language, the more vocabulary a student has, the more skilled he will be in the language (Hidayat, 2017). Vocabulary can help students to develop their thinking, the more vocabulary students are good, the more they will understand such as speaking, reading, listening and writing (Kahar et al., 2021). In speaking and writing skills it makes it easier for students to develop ideas that will be written and expressed, in reading skills vocabulary makes it easier for students to understand texts, in listening, vocabulary makes it easier for students to understand what other people are talking (Sipayung, 2018). The aim of teaching vocabulary for senior high schools is that students are expected to be able to understand and communicate with other in English.

In fact, most students in Indonesia have many difficulties learning English especially vocabulary (Arafah et al., 2020). Some problems in learning vocabulary, like that students interest in vocabulary learning is very low because they think is very difficult to memorize, low motivation, always depend on the teacher, not comfortable with the learning so they feel boring and lazy. In this case a strategy is really needed in teaching vocabulary (Aziz & Gantara, 2021).

Strategy is one of the important things to create learning that makes students more interested because the right learning strategy will affect learning outcomes, in the process involving understanding, memory, and use (Latifah & Saputri, 2020). In teaching vocabulary, the teacher needs effective media in teaching, because the media is a tool to convey information to support teaching and learning activities (Sipayung, 2018). And the need for practical learning media. Practical learning is a task in which students observe and do things by themselves based on understanding and tasks, this helps students understand the relationship between theory and practice (Hidi, 2001). To help the learning mastering lot of vocabularies, teachers should combine their teaching strategies and online games are included in web-based learning.

There are many media, one of which is wordwall. Wordwall is an educational game-based media application, that can be accessed via any device that can support the web, such as laptops, handphones, computers, and iPads (Santillan & Daenos, 2020). This media is very interesting because it has various designs, templates, and animations. Wordwall can also be played in groups or individually, can switch activities to another activities just a few minute, and is easy for new users to use (Zakiyah, 2022).

Wordwall is different from other vocabulary learning media, which are only done manually by sticking to the blackboard and displayed in capital letters making it boring (Silvia & Wirabrata, 2021). Wordwall is also believed to be able help students in the classroom to learning vocabulary, because wordwall is a media that can make it easier to understand, memorize, add new vocabulary and interact in the classroom because there is collaboration between students and teachers, so learning is not monotonous. With fun media,

it will make it fun to follow learning and can increase students interest in learning vocabulary (Altayani & Faculty, 2021).

Wordwall can make it easier for students to understand vocabulary learning material because it can help students to remember vocabulary with definition will make it easier in the learning process. The above statement is supported by the results of previous research conducted by (Zhyhadlo, 2022) the results showed that many students fun because it is very easy to use. In another study, conducted by (Rahmawati & Wijayanti, 2022) the results showed that brings out a positive impact to students and improve excellent grades in learning. This study aims to provide a knowledge in regards students' perceptions of Wordwall as a simple learning strategy in teaching vocabulary.

B.   Scope and Limitation
This research focuses on learning strategy for teaching vocabulary using Wordwall. The limitation of this study is focusing on exploring students' perceptions of the Wordwall media in teaching vocabulary in the 10th grade of SMA Al-Islam Krian.

C. Research Question
Based on the background of the study, the research question can be seen by the follow: What are the students' perceptions of Wordwall as a simple learning strategy in teaching vocabulary?

D. Purpose of the Study
Based on the research question that is written above, the purpose of the study is: To explore the students' perceptions of the wordwall in teaching vocabulary.

E. Significant of the Study
1. For Students, it is expected that can increase vocabulary knowledge and remember many words through Wordwall without having to always look at a dictionary, learn motivation, and be able to spell correctly so that students can achieve learning goals easily.

2. For Teachers, it is expected to provide information for teachers to understand the various strategies for teaching students vocabulary through Wordwall.
3. For Researchers, it is expected that can be a reference to make it easier for them to complete the research that will be studied.

F. Definition of Key Terms

The definitions of key terms that have been developed in this study serve as a guide for readers in understanding some of the definitions of key terms in this research. The key terms are:

1. Media: A tool that can help the teaching and learning process and serves as the meaning of information conveyed so that it can achieve learning objectives properly (Aminingsih, 2013);
2. Wordwall: This is a game-based web application in which there are many various options such as quizzes, random words, guessing pictures, and so on (Triariani, 2020);
3. Strategy: The word "strategy" has the meaning of planning and direction, strategy is needed by students in achieving learning goals (Astuti, 2022);
4. Vocabulary: This is a collection of words to obtain a sentence that is used in everyday life (Latifah & Saputri, 2020); and
5. Learning: It is a process of interaction between teachers and students with learning resources that are carried out in a learning environment (Li, 2021);
6. Practical: Achieved through doing things based on practic to understanding theory and tasks and easily to learning (Swanson & Fouad, n.d.);