

CHAPTER 1

INTRODUCTION

1.1. Background of the Research

Vocabulary learning is an essential component of language acquisition and can greatly impact a learner's motivation to continue learning a language (Webb & Nation, 2017). Experts in language acquisition recognize the importance of vocabulary in language learning, as it provides the building blocks for communication and enables learners to express themselves accurately and precisely. At lower grade levels, learning words is important. It helps build the base for reading and understanding material (Garden, 2022). Learners will feel confident in their ability to communicate effectively in the classroom when they have succeeded in mastering vocabulary.

The students are faced with challenges in mastering vocabulary learning. The influences of parents, teachers, and students' views about English are only a few of the many variables that appear to affect motivation (Rahman et al., 2017) when learning a second language, which can lead to a variety of issues like lack of attention and concentration (Mauliya et al., 2020). As a result, the teachers need to consider an effective classroom atmosphere to maintain students' focus while learning vocabulary.

The use of technology has become a significant driving force behind education reforms, as it has emerged as a tool to spread shared knowledge (Haleem et al., 2022). Technology has an advanced role in increasing motivation during vocabulary learning. As a result, technology offers scaffolding for students with particular needs and interests as well as helps the acquisition of factual knowledge, computer applications appear to be the most effective way to support student-centred learning (Ghanizadeh et al., 2015). It consists of online course content as the core of web-based learning.

Researcher witnessed by pre-observing that the use of Wordwall in the classroom was positive for increasing motivation in teaching vocabulary related to remembering, finding meaning, and spelling the word. The site included definitions, synonyms, and graphic representations of the terms. Wordwall might help students recall and comprehend the words by grouping them by subject. They collaborated with classmates on the web-based Wordwall app. They received comments and improved their vocabulary by sharing the Wordwall board with classmates. Their instructor created an interactive quiz on Wordwall to make test prep more entertaining. Wordwall helped their confidence in learning new vocabulary terms and topics. The web-based Wordwall tool helped them grasp and enjoy learning.

To help language learners master a large vocabulary, teachers should combine their teaching strategies up to date with the student's interests. Latifah & Saputri, (2020), has investigated the effectiveness of Wordwall as media increase vocabulary using a systematic review method and documentation for data collection on the research. In Addition, Fachraini, (2017), has examined student motivation in learning English using survey methods and questionnaires for collecting the data for college students. Çil, (2021) has researched the effect of Wordwall to increase students' motivation, this research using experimental research in fifth grade in elementary school. Results of the comparisons between the groups' test results revealed significant differences between each group's test results, yet insignificant differences between groups' post-test results. Therefore, it could be suggested that using Wordwall was effective on its own in enhancing the students' vocabulary knowledge.

However, no one has researched to examine students' motivation for learning vocabulary by using Wordwall at a junior high school in Indonesia, using a qualitative approach and semi-structured interviews to collect the data. Therefore, with this research, the researcher hopes to find

out the aspect that can affect student motivation after utilizing web-based Wordwall in learning vocabulary using a semi-structured interview with the students to get detailed and in-depth information entitled, "Web-Based Wordwall to Promote Students' Self-Motivation in Vocabulary Learning: A Case Study of Junior High School in Tasikmalaya".

1.2. Formulation of the Problems

This study will focus on answering the question, "What makes the students feel motivated to learn English vocabulary using Wordwall?"

1.3. Operational Definitions

To avoid misunderstanding the terms used in this research, the researcher presents some definitions related to this research, as follows:

1.3.1. Vocabulary Learning

Teaching vocabulary for junior high school students is associated with general things, such as learning about time (day and month), learning about cardinal and ordinal numbers, and learning about objects around. Implementing vocabulary learning is not the same as teaching adults because they have different characteristics and motivations.

1.3.2. Self-Motivation

Self-motivation in junior high school is the ability to find inspiration, drive, and enthusiasm from within yourself to pursue your goals and excel academically, socially, and personally. It involves cultivating a positive mindset and developing habits that keep you focused, determined, and proactive in your pursuits.

1.3.3. Web-Based Wordwall

Web-based Wordwall is an online tool that allows educators to create and customize interactive activities and games for junior high school students to help them learn and practice new vocabulary words. The platform offers a variety of templates and game formats that can be customized with your content. Teachers can create activities that are tailored to their student's needs, including activities that target specific vocabulary words.

1.4. Aim of the Research

The expected purpose of this study is to investigate students' motivation in English vocabulary learning by utilizing Wordwall.

1.5. Significance of the Research

The study aims to investigate whether learning media Wordwall can be suitable for students' motivation in vocabulary learning:

1.5.1 Theoretical Uses : This study contributed theoretically to expanding the research on motivation for mastering vocabulary

1.5.2 Practical Uses : This study can be used as a reference for the teacher or researcher to understand how they treat the students for their motivation indirectly because of their vocabulary mastery.

1.5.3 Empirical Uses : This study provided information and existing investigation about the aspect of success in mastering vocabulary.