# CHAPTER 2
# LITERATURE REVIEW

In this section, the researcher provides theories related to the research problem. This section is divided into two parts, which are the theoretical framework and the study of the relevant research. The first part talks about theories that relate to this study, while in the second part, the researcher provides some studies that are done in previous research on the same topic.

## 2.1. Theoretical Framework

In this particular section, the researcher focuses on the elaboration of literature related to the topic. It covers class activity in vocabulary mastery: Self-motivation overview, vocabulary overview, and web-based Wordwall.

### 2.1.1. Vocabulary Overview

Many people realize that one of the most important things in learning a language is vocabulary. Vocabulary is a fundamental part of language proficiency and is essential for language competent (Firda et al., 2021), and it is necessary for communication and comprehension; having a strong vocabulary related to self-motivation can help us better understand and cultivate motivation within ourselves (Schmitt & Zimmerman, 2002). In low-grade levels, vocabulary learning is crucial because it is a foundational skill that supports the development of critical reading skills. Therefore, it is essential to teach vocabulary explicitly to support students' verbal and written communication and facilitate their comprehension of increasingly complex texts (Garden, 2022). When we have a wider range of words to describe our feelings and experiences related to motivation, we can better articulate and identify what motivates us, what obstacles we may face, and what strategies we can use to stay motivated (Dakhi & Fitria, 2019). In short, vocabulary related to self-motivation can help communicate

effectively with others.

Vocabulary is crucial to be mastered by the learner to understand the language for successful communication and comprehension (Schmitt & McCarthy, 2011). To communicate our ideas and comprehend what other people are saying, we need to have a strong command of our vocabulary. Since students can only understand others or convey their thoughts with a sufficient vocabulary, vocabulary development is a key component of English language learning (Leeming et al., 2018).

Learning new words may be difficult, especially for non-native English speakers (Afzal, 2019), who have to deal with issues like spelling, pronunciation, proper use, deducing meaning from context, and other issues. However, as one of the core elements of language learning, vocabulary comprehension presents various obstacles (Zhi-liang, 2010). Students tend to be passive during English classes because they lack vocabulary, which affects their behaviour in English learning. Hence, learners need Vocabulary Learning Strategies (VLS) to help them develop their knowledge of vocabulary. VLS are methods of assisting learners in improving their knowledge of target language vocabularies (Ghazal, 2007). It is important for junior high school students because it helps them to understand new words, increases their wealth of vocabulary, and encourages them to become independent learners (Bakti, 2018).

Utilizing technology tools is part of VLS that can assist during learning because technology is a crucial element in facilitating learning (Webb & Doman, 2020). It can provoke students into asking questions and provide up-to-date information, engaging students in the learning environment. Therefore, comprehension of the meaning of words can help students understand the materials and the reading texts. In vocabulary learning strategies, all learners equally tend to favour simple repetition strategies, also known as cognitive

strategies, more than complex elaboration strategies, although the latter generate higher memory. Therefore, the researchers concluded that there is a need to present strategies more directly using online tools, namely Wordwall, during language teaching because students are not aware of the advantages of this procedure.

### 2.1.2. Self-Motivation Overview

Self-motivation is a way of creating a high level of enthusiasm to reach organizational goals, and this situation is accommodated by satisfying some individual needs. Self-motivation is the process of attaining corporate objectives by meeting the requirements or wants of certain employees (Mohammad et al., 2014). Motivation can be defined as the driving force that inspires individuals to take action toward achieving their goals. It is a sophisticated idea that has been well-researched in organizational behaviour and psychology.

Learning motivation is a crucial factor in determining the success of any educational program or intervention. Motivation can be defined as the driving force that leads individuals to engage in a particular activity, such as learning. It can be influenced by various internal and external factors, including personal beliefs, goals, values, and environmental factors (Rheinberg et al., 2000). Students who were highly motivated to learn were more likely to engage in self-regulated learning behaviours, such as setting goals, monitoring progress, and seeking help when needed. These behaviours, in turn, were associated with better academic performance. The theory highlights the modification of behaviour through the stimulus and response principle behaviourism (Delprato & Midgley, 1992) as cited in (Skinner, 1974). Motivation was a better predictor of reading comprehension than reading ability (Ahmadi, 2017). It considers motivation and response as observable, and learning is perceived as an outcome of the interaction between an individual and the

environment

Therefore, learning motivation is a critical factor in determining the success of any educational program or intervention. Providing students with autonomy, setting clear and challenging goals, providing feedback and recognition, creating a positive and supportive learning environment, and using technology and multimedia resources were effective strategies for increasing student motivation in online learning environments (Hassan, 2018). Motivated learners tend to perform better academically and are more likely to persist in their studies.

1) Dornyei's Theory of Motivation

L2 motivation is an eclectic, multifaceted construct. In order to integrate the various components, it appears necessary to introduce different levels of motivation. The most general level of the construct is the *Language Level*, where the focus is on orientations and motives related to various aspects of the L2, such as the culture it conveys the community in which it is spoken, and the potential usefulness of proficiency in it. The second level of the L2 motivation construct is the *Learner Level*, involving a complex of effects and cognitions that form fairly stable personality traits. The third level of L2 motivation is the *Learning Situation Level*, made up of intrinsic and extrinsic motives and motivational conditions. Course-specific motivational components are related to the syllabus, the teaching materials, the teaching method, and the learning tasks.

Components of Foreign Language Learning Motivation stated by Dornyei (1994):

a) Language level

(1) The integrative psychological feature scheme is related to a positive disposition toward the L2 cluster and, therefore,

the need to move with and even become almost like valued members of that community.

(2) An instrumental psychological feature scheme (instrumentality) is expounded on the potential pragmatic gains of L2 proficiency, like obtaining a stronger job or better salary.

b) Learner level

(1) The need for achievement involves the tendency to approach achievement as well as interest in excellence.

(2) Self-confidence is the belief that one has the flexibility to provide results, accomplish goals, or perform tasks aptly.

c) Learning situation level

(1) Course-specific psychological features parts concern the info, the teaching materials, the pedagogy, and the learning tasks.

(2) Teacher-specific psychological features concern the teacher's temperament, teaching style, feedback, and relationship with the learners.

(3) Group-specific psychological feature parts concern the dynamics of the educational cluster.

Thus, Dornyei's theory (1994) of motivation highlights the importance of creating a positive and supportive learning environment that encourages learners to engage with the language and the learning process. Teachers should focus on building learners' confidence and self-efficacy, providing engaging and relevant learning activities, and fostering a sense of community and belonging within the classroom. By doing so, teachers can help learners develop the motivation they need to achieve success in their language-learning endeavours.

2) Deci & Ryan's Self-Determination Theory

Self-Determination Theory (SDT), a well-known theory of motivation, contends that humans have three fundamental psychological needs: autonomy, competence, and relatedness. When these needs are met, people are more likely to be driven. (Deci & Ryan, 2000). Intrinsic motivation is more likely to result in sustained and meaningful engagement in activities, while extrinsic motivation may result in compliance but not necessarily engagement.

Traditional theories of motivation have focused on the energization and direction of conduct. Theories of behaviour control, as opposed to theories of motivation, have only ever focused on the direction of conduct (Deci, 1992). When students are motivated, they have characteristics to recognize. Motivated learners exhibit these traits:

a. Goal-oriented: Motivated learners set learning goals. They have a feeling of purpose and direction and are focused on reaching their intended objectives.

b. Active engagement: Motivated students actively learn. Curiosity, feedback, and conversation drive them.

c. Persistence: Motivated learners keep learning. They persist despite problems and disappointments and are prepared to put in the time and effort necessary to attain their objectives.

d. Self-regulate: They track their progress, change techniques, and find learning materials

e. Intrinsic motivation: Motivated learners are intrinsically motivated to learn. They enjoy learning, not just the results.

Moreover, SDT asserts that promoting intrinsic motivation depends on meeting the three fundamental psychological demands of autonomy, competence, and

relatedness. The terms autonomy and competence describe the need to be in control of one's actions and decisions, respectively, while relatedness describes the want to be linked and respected by others.

3) Locke of Goal Setting Theory

Goal Setting Theory suggests that setting specific and challenging goals can lead to higher levels of motivation, effort, and persistence, ultimately resulting in improved performance (Locke et al., 1981). According to the theory, the process of setting and achieving goals can be broken down into several stages, such as goal setting, planning, action, feedback, and evaluation.

This approach encourages individuals to take ownership of their goals and plans, leading to increased commitment and effort. Feedback and evaluation are also crucial components of the theory, as they provide individuals with information about their progress and allow for adjustments to be made if necessary. By combining these elements, organizations can effectively apply Locke's goal-setting theory to enhance performance and achieve success in achieving the goal.

### 2.1.3. Web-Based Wordwall

Web-based learning, also referred to as online learning or e-learning, is a type of Instruction that makes use of the Internet to disseminate educational resources and streamline student-teacher interaction (Ally, 2004). Wordwall gained popularity as modern education theories and practices evolved. It started being used to describe the practice of displaying selected words on classroom walls to support literacy and language development. With the advent of technology, Wordwall started to transition to digital platforms. Online tools allowed educators to create and modify virtual word walls easily, expanding their reach beyond the physical classroom.

In web-based learning, students use a web-based platform to access educational resources, take part in online activities, and complete assessments. There may be a variety of media on this platform, including text, photographs, music, and video, as well as interactive components like simulations, games, and social learning tools.

Web-based Wordwall has adopted many various forms. Teachers use it as an interactive way to build fun learning in the classroom activity. Thus, educators and instructional designers can use a variety of theoretical frameworks and models to create and deliver successful online learning experiences (Mayer, 2002). The utilization of multimedia, interaction, student engagement, evaluation, and feedback are a few of the crucial factors to take into account while designing a web-based learning environment.

Wordwall delivers game templates that support vocabulary learning. It also has a similar concept to the Wordwall media strategy in conventional teaching-learning processes. Wordwall refers to a compilation of words that are prominently showcased within the classroom, with the purpose of being relevant and meaningful in terms of vocabulary for the students (Sipayung, 2018). In conventional learning, the teacher makes some papers, and each paper writes a word. Those papers are stuck in front of the classroom, on the whiteboard, or classroom walls. The word depends on the objective of the research. Researchers will do treatments every day by mentioning the characteristics, and then learners will guess the right word on the wall. From this strategy, many researchers were successful in improving learners' vocabulary mastery.

## 2.2. Study of the Relevant Research

There are several previous studies related to investigating students' motivation in learning English. Fachraini (2017) researched at UIN Ar-Raniry Banda Aceh. This study tried to investigate students' motivation in learning English and whether they had intrinsic or extrinsic

motivation. The sample of this study was 142 English students from the first, third, fifth, and seventh semesters. This study used a survey method, and the sampling technique used in this study was random sampling.

Moreover, this study uses questionnaires to collect the data. The result of this study shows that the total mean score of intrinsic motivation is higher than the total mean score of extrinsic motivation. The result means that English students at UIN Ar-Raniry had higher intrinsic motivation than extrinsic motivation in learning English. In other words, the motivation to learn English that comes from inside students was bigger than the motivation that comes from outside students.

In addition, Anindyajati & Choiri (2017) scrutinized the effectiveness of using Wordwall media to increase the science-based vocabulary of students with hearing impairment in the third grade. This research used a pre-experimental method with one group pretest-posttest design by using a sample of 8 students from the third elementary school. Data was collected by using multiple-choice objective tests. The result of this research is that Wordwall Media effectively increased the science-based vocabulary of students with hearing impairment in the third-grade elementary school.

Furthermore, Çil (2021) has investigated the effect of using Wordwall in Increasing the vocabulary knowledge of 5th-grade EFL students. The researcher used experimental research and divided students in 5th grade in a state school in Turkey into experimental and control groups. Comparisons between the groups' test results revealed significant differences between each group.

In Addition, Syamsidar et al. (2023), have researched the effectiveness of Wordwalls on vocabulary mastery in learning English. The research method used is quantitative with a one-shot case study, namely grade 8 junior high school. Data was collected through a questionnaire with a Likert Scale. Data analysis techniques use

techniques to determine effectiveness and percentages. This research consists of 10 students, and on the indicator of meaning, 8 students stated that they strongly agreed, and 2 students stated that they did not agree.

Meanwhile, Latifah & Saputri (2020), has identified that Wordwall can be an effective medium to improve English vocabulary. The method of this research was a systematic review. In this research, the sources were from 10 sources, which consist of 6 theses and 4 journals. Data collection techniques in this study are documented through a Google Scholar search. The results of this research are that Wordwall media can be an effective medium to increase vocabulary mastery from the sources obtained.

Moreover, Elaish et.al (2019), have explored the development of a mobile game application to boost students' motivation in learning English vocabulary. Sixty-four students are participating. This quantitative research used an experimental research design. Their findings showed that mobile game applications are helpful for students who had poor performance initially while studying English and improve their confidence. A mobile application game was successfully developed to motivate Arab native students to learn English as a secondary language. Thus, there are some differences in the number of relevant research. It starts with the research methodology, data collection, and data analysis. Additionally, less researched web-based learning on students' motivation for learning vocabulary by using Wordwall at a junior high school in Indonesia using a qualitative approach, a semi-structured interview as the data collection method, and (Miles et al., 2014) theory as the data analysis method.