

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English serves as an international language, widely spoken by people worldwide, making it a mandatory subject for all students in schools. Proficiency in a language necessitates mastering four fundamental language skills: speaking, reading, writing, and listening. To bolster these skills, four supporting aspects come into play: vocabulary, spelling, pronunciation, and grammar.

Emphasizes the significance of vocabulary in language competence, as it significantly impacts language learners' ability to speak, listen, read, and write effectively [1]. Vocabulary forms the bedrock of language understanding, encompassing a person's knowledge of words, their meanings, and communication abilities.

Vocabulary is the content and function of language which, when thoroughly learned, can be used in the performance of any communicative act [2]. Vocabulary is an important aspect of learning English, so vocabulary is the most important asset for learning sentence structure and other language skills.

The process of teaching and learning English vocabulary does not always experience smoothness, there are always obstacles from both educators and students. In English lessons, the obstacles that are often encountered at school are students feeling difficult and bored. This is also inseparable from the important role of a teacher, Ahamadi and Supriyono (2004) list the following traits of a teacher as those that may make it harder for students to learn: 1) Teachers who are less adept at selecting instructional strategies and subjects to teach; 2) Teachers who have undesirable patterns of interaction with students. Teachers who impose and demand high standards are typically irate, authoritarian, haughty, bad at explaining subjects tingy with grading, and have other undesirable attitudes; and 3) Teachers who set and demand too

high a standard of student learning success above the ability of students in general. Such teacher characteristics can also make students feel bored and not enthusiastic when learning takes place.

In the process of teaching English, especially vocabulary, the teacher cannot be separated in applying media. In the process of teaching, media is crucial. Media helps students study since it can increase their skills [3]. There are two different types of media: traditional media and digital media. Traditional media is a type of teaching media that excludes the use of technological or digital equipment. Teachers continue to frequently use this media. The use of cardboard or manila paper as visual aids in the classroom serves as one illustration. Speaking, acting, or role-playing are more examples. The fact that this teaching method uses relatively inexpensive materials like paper and other stationery and allows for one-on-one interaction between teachers and students is an advantage. The drawbacks of this media include the time and effort required to create visual aids from paper, secondly a lot of paper is used continuously, thirdly it is not ecologically friendly, and lastly traditional sometimes media cannot be reused because the per is easily lost or ripped. Unlike traditional media, digital media like computers, LCD, devices, and others, media is paperless so it does not cause waste, saves a lot of time, and does not require much effort to create because there are already many applications and websites that aim to educate. The disadvantage of digital media is that it is expensive, but many schools have facilitated students' digital needs such as computer labs, LCDs, projectors, and others so that students do not need to provide them personally.

One example of digital learning media is the digital spelling bee. One example of a digital spelling bee is Powtoon. A web-based application called Powtoon includes many features like cartoons, graphics, animation, and photographs [4]. The learning process can be made more engaging for the students by using it as an animated presentation. The teacher can alter the content, theme, and length of the media. Since Powtoon develops its content using slides, it is a web-based program comparable to Prezi and Impress. Since the development of the content uses slides. The font and movement of

Powtoon can also draw students' attention [5]. The video results from Powtoon can be shared directly either through youtube, or other video applications so that students can easily access them at home. It is clear from the explanation above that Powtoon may assist teachers in producing entertaining learning materials.

After observing during field teaching practice for 2 months conducted at SMPN 2 Kemlagi. Researcher can conclude that students find it difficult to learn English due to limited vocabulary mastery, students feel uninterested and seem bored because they do not know what they are learning in English lessons. There were no vocabulary reinforcement activities in class, students were only allowed to flow following the material without seeing students' understanding. The teacher is still not playing a role, and not assisting carefully. Teaching media is also still conventional with the lecture method, there is no development of the latest English teaching media.

The author of this study uses Powtoon as a digital spelling bee for the following reason because Powtoon is an application that is easily accessible to everyone. "One of the audio-visual media that can be used in the teaching process is Powtoon". It is known that Powtoon media is one type of audio-visual type media that can be seen and heard [6]. So the author is interested in knowing the results of significant differences in teaching vocabulary using Powtoon media and conventional media. This is the rationale for the author's decision to use the term "The Effectiveness of Using Powtoon Media on Students Vocabulary Mastery (A Quasy Experimental Study at Second Grade Students of SMPN 2 Kemlagi)".

1.2 Formulation of the Problems

1. Is Powtoon media as a digital spelling bee effective on students' vocabulary mastery?

1.3 The Purpose of the Study

Based on the research question above the main purpose of this study is to know whether the Powtoon media is effective on students' vocabulary mastery.

1.4 Significance of the Study

1. Theoretical

This research is expected to support Powtoon video on teaching vocabulary to enhance students' vocabulary mastery

2. Practical

The selection of vocabulary material using Powtoon video can be used as a reference English teachers to teach vocabulary in the classroom. Students can learn vocabulary with easy access to their vocabulary mastery.

1.5 Limitations of the Study

This study's scope has been limited by the researcher to maintain focus: The eighth-grade students in two classes are the focus of this research (SMPN 2 Kemlagi). The objective of this research is vocabulary mastery with a focus on verb 1 in vocabulary learning.