CHAPTER I

INTRODUCTION

1.1 Research Background

Vocabulary plays a vital role in learning a language. We need vocabulary for listening, speaking, reading, and writing. If someone does not have enough vocabulary, it causes difficulties in the communication process. According to Thornbury (2002), if one does not have a good knowledge of grammar, one can still convey something, but if one does not have a good understanding of vocabulary, then one has nothing to say. Therefore, vocabulary is essential to be taught in English lessons because someone can't speak in English if they do not have enough vocabulary.

SMP Muhammadiyah 1 Jambi City is the location of this research. Through PLP (Pengenalan Lapangan Persekolahan) activities, researchers found problems students face in learning English, especially Vocabulary. The problem often seen in students learning English is the inability to master vocabulary. The low ability of students to master English vocabulary is a problem that must be considered in teaching. Students think that English is a complex subject because so much vocabulary must be memorized, and students also believe that learning English takes time and a long process. Students' low proficiency is because they are not used to using English daily. In addition, the writing and reading of words in English and Indonesian are different, so students have difficulty mentioning words in English.

In addition, students were not interested in the material explained by the teacher. The teacher still used the lecture method in teaching so that students feel bored in learning and their attention is distracted. They become busy themselves and busy talking to their classmates. The media used by teachers in teaching are only books and blackboards. Sometimes, the teacher uses projector media to play videos, and students are asked to watch the videos played. Using

methods such as watching videos is ineffective because students cannot stay focused for long, and their attention is easily distracted.

Today's learners have very different characteristics compared to past learners. Therefore, in this era, if teachers still use traditional ways of teaching, it won't be easy to arouse students' interest and stimulate their curiosity. In addition, it is not easy to overcome some of the problems faced with outdated teaching and learning activities (Çevikbaş & Argün, 2017). One approach that can solve these problems is the flipped classroom method. The flipped classroom model flips the traditional method of teaching. That means that what students usually do in the classroom is flipped or exchanged with what students typically do outside the classroom (Nouri, 2016). In traditional learning, the teacher is in charge of delivering the material. To improve their understanding of the material, learners did assignments at school and then given homework. But, in a flip classroom, students prepare themselves before attending the lesson by watching videos, understanding PowerPoint, and accessing learning resources provided by the teacher through e-learning or other means. After students have a thorough preparation at home, then in class, students to solve problems (problem-solving), analyze, and provide solutions to the issues that are studied in class.

With technology, teachers can easily apply the flipped classroom strategy to improve students' mastery in vocabulary. To implement the flipped classroom strategy, teachers must have various ideas, such as using objects, practicing often, spelling, drawing, using expressions and gestures, and guessing from context and games or media (Ghofur & Youhanita, 2020). Then, in implementing the flipped classroom strategy, teachers can use interactive media in the teaching and learning process. According to Rahayu (2022), using interactive media in implementing the flipped classroom method is one of the alternatives that can be applied because it can involve student participation and students become active in the classroom. With interactive media, students are interested, making it easier for them to learn vocabulary.

Interactive media that utilizes technology is a challenge for teachers to create quality learning (Ghofur & Youhanita, 2020).

Interactive media makes it easier for students to learn English and helps teachers provide learning materials quickly and understandably for students. With an interactive and fun teaching and learning atmosphere that encourages communication in various ways, such as students with teachers, students with students, or students with computers, interactive media can maximally attract learning interest (Primamukti & Farozin, 2018). Students must be proactive in teaching and learning activities. Students must actively ask questions, interpret meaning, find problem-solving, and understand the material. Therefore, students need media to facilitate and help express students ideas in the learning process, for example, using Edpuzzle.

Edpuzzle is an online learning media that used video clips to support learning. In Edpuzzle, teachers can search and use content on leading educational channels such as YouTube, Khan Academy, TED Talks, National Geographic, and Vimeo. Each video can be customized by cropping, embedding voice recordings, audio comments, multiple choice questions, entries, notes, comments, written messages, and additional references. In addition, teachers can see students' learning activities by listening to and working on videos that have been assigned, knowing the time students spend completing tasks, the percentage of task completion, student grades, and evaluation analysis results all easily.

Based on the explanation above, this research focused on using Edpuzzle in a flipped classroom to improve student vocabulary mastery, where the researcher saw the effect of Edpuzzle in learning English at Muhammadiyah 1 Junior High School in Jambi City.

1.2 Research Question

Based on the background that has been stated, the research problem formulation is how the effect of using Edpuzzle on students' vocabulary mastery in a flipped classroom.

1.3 Purpose of the Research

This study aims to explore the effect of using the Edpuzzle on students' vocabulary mastery with the Flipped classroom.

1.4 Significant of the Research

The results of this study are expected to add to the reference of science, especially in teaching English with the help of technology. With this research, it is hoped that English teachers can implement Edpuzzle to improve students' vocabulary mastery and create a fun and innovative learning process. Then in using Edpuzzle, students are expected to understand learning materials easily.

1.5 Scope and Limit of the Research

This research conducted for English subjects, including a few students in class VIII of SMP Muhammadiyah 1 Jambi City. For this research, the focus is on using EdPuzzle with the flipped classroom method in teaching vocabulary so that students can show progress at the end of the lesson. The method used was experimental, and the population in this study was the nine-grade students of Muhammadiyah 1 Junior High School in Jambi City.

1.6 Research terminology

Several terms used in this study must be explained further to avoid confusion among readers.

According to Thornbury (2002), mastering vocabulary means that students have comprehensive knowledge of the vocabulary, which includes the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words,

the register of the word - spoken and written, the connotation or associations of the word, and word frequency.

According to Alqahtani (2015), vocabulary mastery refers to an ability to understand and use words. The students must know words, which are learning and understanding the meaning first before they can apply the word in one language skill.

According to the definition above, Vocabulary mastery is the ability of someone to know, understand, and master vocabulary. Someone must be many memorize vocabulary, must know how to pronounce, and know about the meaning.

The flipped classroom is a learning activity or the art of teaching, where students learn the teaching material through a video before coming to class. In contrast, in-class activities are used more for working on problems, group discussions and question and answer. In this learning model, teachers can record their videos or share learning videos sourced from the internet using various applications (Zainuddin et al., 2019).

According to the explanation above, the flipped classroom is a model where the teaching and learning process is not like in general. Namely, in the learning process, students study the subject matter at home before class starts and teach learning activities in class by working on assignments and discussing material or problems that students have not understood.

According to Amaliah (2020), Edpuzzle is an application and video-based learning media that all educators can use to make lessons as interesting as possible. Videos can be taken via Youtube, Khan Academy and Crash Course. Then the video is inserted into the Edpuzzle application. Educators can ask questions and track whether their students watch the videos and how much they understand the material provided. In addition, Edpuzzle allows users to import videos from Youtube and add interactive components, such as closed-ended and open-ended questions, to check learners' understanding.

1.7 Hypothesis

The hypothesis of this study can be put forward as follows:

H_0 = There is no significant difference between the student vocabulary mastery of EdPuzzle with flipped classrooms and conventional learning.

H_a = There is a significant difference between the student vocabulary mastery of EdPuzzle with flipped classrooms and conventional learning.