

STUDENTS' PERCEIVED IMPACT AND CHALLENGES OF USING PLICKERS TO IMPROVING THEIR ENGLISH VOCABULARY

THESIS

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**Students' Perceived Impact and Challenges of Using Plickers to Improving
Their English Vocabulary**

Adalah benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini yang saya buat dengan sesungguhnya.

Banda Aceh, 31 Mei 2024

Saya yang membuat pernyataan,


Lita Ellijah



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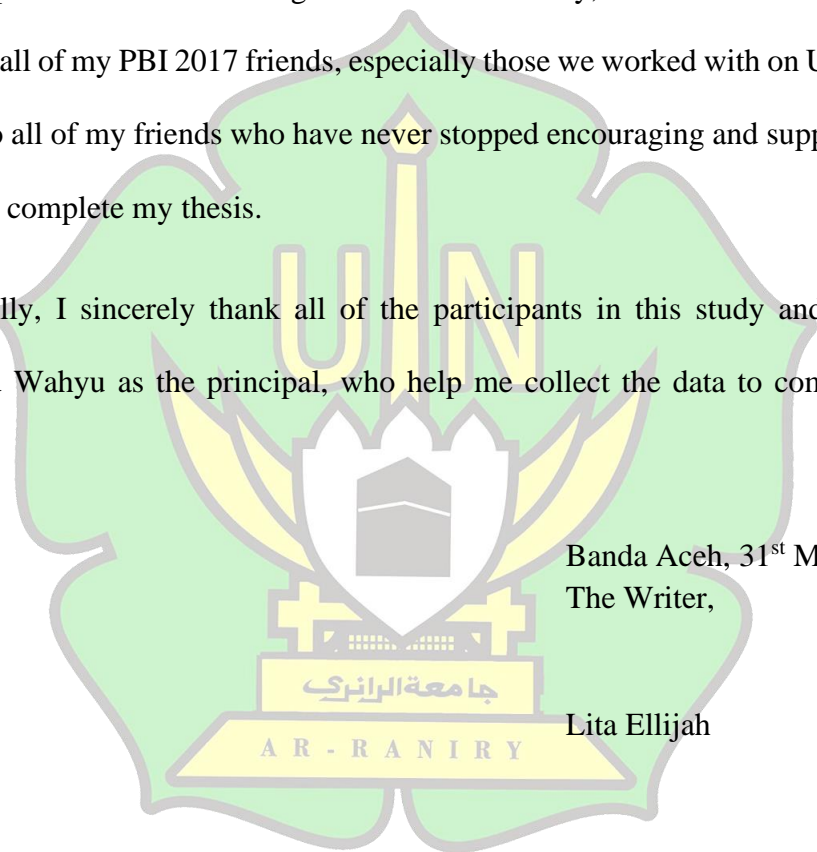
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ABSTRACT

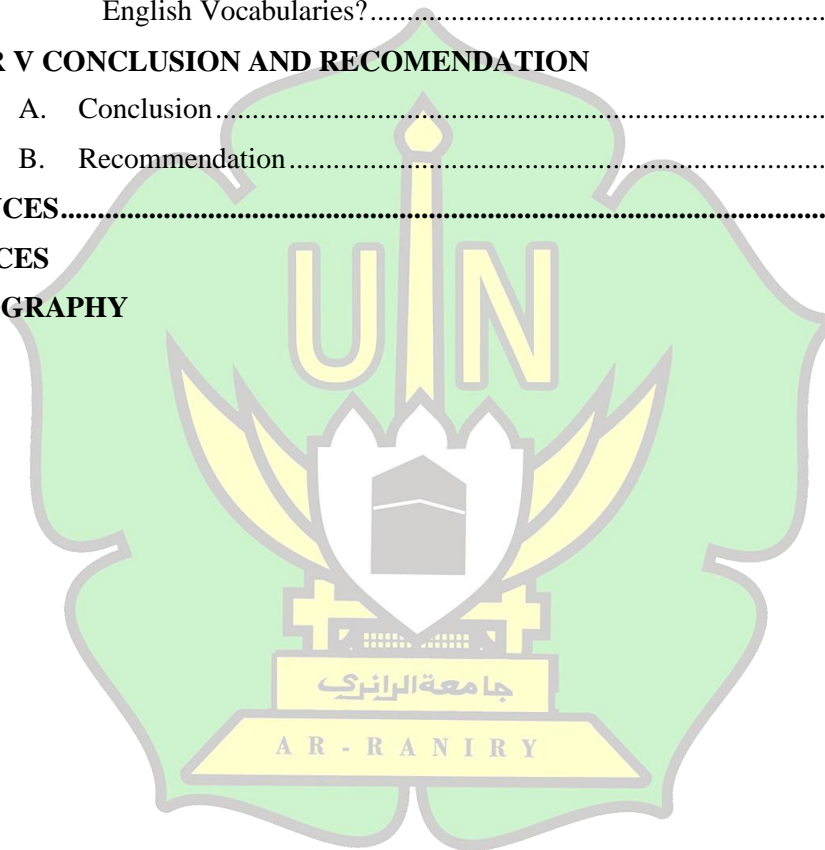
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Vocabulary is one of the most important things in English language learning. Improving vocabulary is quite challenging for many students since English is a foreign language in Indonesia. Improving students' vocabulary needs various strategies, such as using Plickers. Plickers is a web-based formative assessment tool suitable for low-tech classrooms. It requires two devices: a desktop computer and a smartphone to running the Plickers app. The purpose of this study was to determine how students' perceptions of the impact of using Plickers to improve their English vocabulary and the challenges of using them This study was conducted at SMPN 1 Blangpidie, involving six classes of the first year as the population. In selecting the sample, the researcher selected VII B with 30 students as the sample. This research used questionnaires for data collection. The questionnaire is composed of 14 questions: 13 Likert-scale questions and 1 open-ended question. The study shows that the students perceived that Plickers has a significant impact on improving their English vocabulary. Besides, the students felt highly motivated and highly interested in improving their English vocabulary. Nonetheless, students sometimes forgot to recheck their cards and sometimes experienced weak internet connections.

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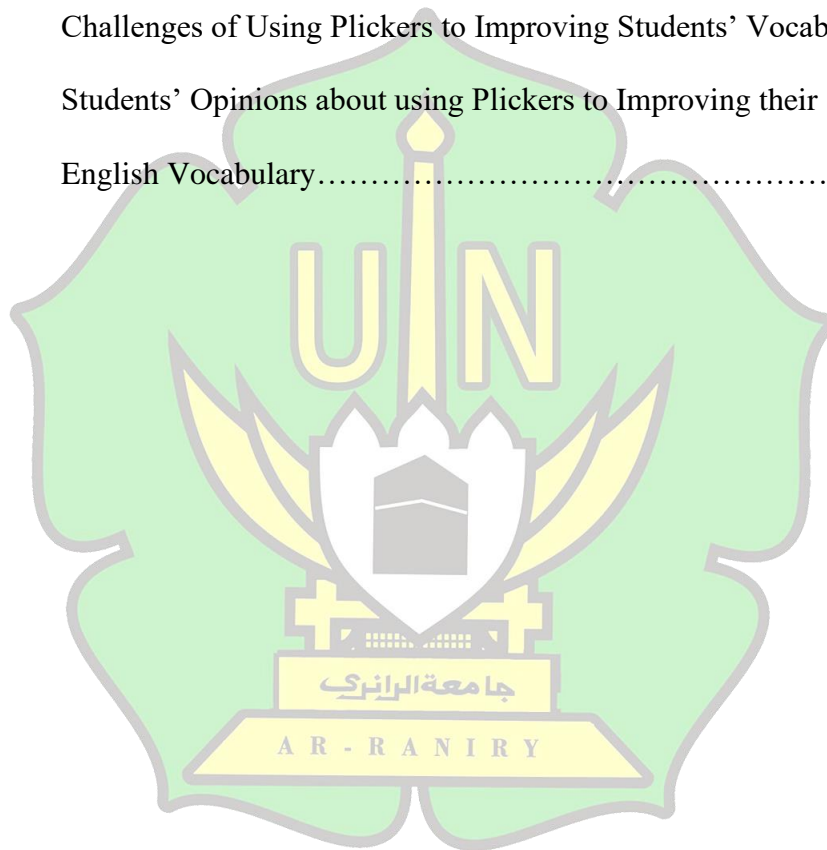
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CHAPTER I

INTRODUCTION

This chapter discusses the background of this study, as indicated in Section A. The following section B is the research problem founded on research questions. After that, the research objectives answered the research questions, which were explained in Section C. Section D explains the study's significance. In the last part, Section E discusses research terminologies to avoid misunderstandings.

A. Background of Study

Vocabulary can be defined as a collection of words or phrases mastered by someone whose meaning and use. Vocabulary includes spoken and written language, both active and passive vocabulary. Active vocabulary is words that are usually used in communication, while passive vocabulary consists of words that are known but rarely used. Vocabulary acquisition is an ongoing process that begins early and is important for effective communication, academic achievement, and career success. Vocabulary learning is one of the most crucial elements that language learners experience when studying a foreign language, both in the second language and foreign language (Ahmadi, Ismail & Abdullah, 2012).

According to Alqahtani (2015) vocabulary learning and learning a foreign language have a close connection. The more students have vocabularies, the more possible they can use in speaking and interacting in English. Thus, they will become

more confident in using the language. A person with a weak vocabulary will undoubtedly find it difficult to use other skills; they will be unable to express themselves in the target language and may even stop speaking altogether. On the other hand, a person with a strong vocabulary will be able to communicate more effectively and accurately, and it is an important tool for both written and spoken communication. Vocabulary is the fundamental building block of language; without it, nothing can be expressed or understood.

Nevertheless, ability to recall vocabulary terms and use them in context offers a particularly challenging problem for students (Donaldson & Nash, 2005). English is the foreign language in Indonesia. Some students are not motivated to learn English vocabularies and think English is difficult to be learned. Vocabulary acquisition is a challenging process since students must be motivated to learn vocabulary, participate in vocabulary education, and comply with vocabulary learning standards. In this case, teachers are required to have many innovations in maintaining students' motivation to learn vocabulary. The use of technology and applications are some of the many innovations that can be used in learning vocabulary in class. Using internet application can support students in learning English vocabularies. Some software can assist teachers in assessing student aptitude, for example Plickers.

Plickers are a type of student response that utilizes internet software, which is considered a low-tech tool (Chng & Gurvitch, 2018). It is a real-time assessment data collection tool that speeds up assessment. The facilitator only needs to log in to the

plickers website, use a smartphone with a camera to access the Plickers application, and print a plickers card for each student. Plickers can help to encourage active learning and also help students pay attention, claims Kent (2019). Additionally, by allowing students to interact in class, it encourages active learning. As a result, it helps to fosters learning rather than impeding it.

The advantages of Plickers is can be used to involve students of all ages in learning, this is because Plickers has a very simple usage procedure and can help check student answers in real-time so that test results and feedback can be immediately given and stored on the web which can be accessed again at any time. Plickers also can help student to focus and confident about their own answer because student can't see clearly their friends' answer.

Recent studies about using of Plickers in English Classroom to improve students' vocabulary investigate The Use of Plickers for Formative Assessment of Vocabulary Mastery (Masita, & Fitri, 2020), in this research, Plickers were used for formative assessment of vocabulary mastery. The results show that Plickers helps teachers prepare, implement, and review formative assessments which can increase student motivation and participation. Another recent studies about Plickers done by Kusumaningrum & Pertiwi (2020) focus on how Plickers becomes a technology that helps improve English vocabulary in Aviation schools by using action research by conducting two cycles through journal logs, observations, questionnaires and interviews. The increase in student mastery is measured by comparing midterm exam

scores, student projects in workshop visits and written tests. The results of this research indicate that there is an increase in students' mastery of vocabulary. Apart from that, Wiyaka (2020) has also conducted research on how Plickers have an impact on the learning progress of secondary students. In this research, Plickers was proven to create an innovative and stimulating English learning environment, which can increase student engagement and motivation. This study also reports students' perceptions of Plickers as an online formative assessment, which enhances their English language learning and is received positively by students. All previous studies listed above are investigated about the improvement of using Plickers to English vocabulary mastery. All of the studies result found that Plickers can help student to improve their English vocabulary and interested to learning English vocabulary using Plickers.

Although some studies touch upon students' perceptions and motivation, there is a gap in the literature regarding a comprehensive exploration of student preferences and engagement levels when using Plickers for vocabulary learning. Further research could delve into the specific aspects of Plickers that contribute to student engagement and motivation in vocabulary acquisition. This study focuses on how the perception of secondary school students in using Plickers to improve English vocabulary. which will be explained in questions that include general information that guide participants to find out in depth about the Plickers application and how effective it is in helping students increase English vocabulary in everyday learning.

B. Research Questions

This study addresses the following research questions:

1. How do students perceive the impact of using Plickers on their English Vocabulary improvement?
2. What are the perceived challenges of using Plickers in learning English Vocabularies?

C. Research Aims

The aims of this study are:

1. To find out students' perceptions about using Plickers in the English vocabulary learning
2. To discover students perceive challenges using Plickers in English vocabulary learning

D. Research Significance

This research is significant because it can provide insight into students' perceptions into the impact and challenges of using the Plickers application on improving their English vocabulary.

E. Terminology

In order to avoid misunderstanding, researcher has defined the following operational definitions of this research as follow:

1. English Vocabulary Learning

Vocabulary is one of the language components that help students learn a language. One of the first areas that applied linguists focused on was vocabulary

because it is one of the most obvious aspects of language. According to Murcia (2001) vocabulary learning is essential to learning a language, whether it is a first, second, or foreign language. People will speak, listen, read, and write more effectively if they have a strong command of vocabulary. In order to help authors and presenters create emotive effects and build a smooth and coherent of the discourse, several techniques are used to modify word.

Vocabulary refers to all of the words that comprise a language. As a first stage, before studying English, someone needs learn about vocabulary. Rumaisyah et al (2023) state vocabulary is a crucial aspect of all language training; students must constantly memorize new vocabulary. Aside from that, the writer discovered that the kids' ability to pronounce words is poor. Because English vocabulary is not the same as Indonesia language vocabulary in pronounce, students must know how to pronounce vocabulary. The students then struggle to use terminology in phrases. It is caused by the various word classes in English vocabulary, such as noun, pronoun, verb 1, verb 2, verb 3, and so on. As a result, teachers should employ a variety of tactics to stimulate their students to learn English. The learners require an entertaining and practical method of teaching in order to finally integrate themselves into English.

2. Plickers

Using "paper-clickers," Plickers is a relatively new ARS tool designed to give students instant questions and response in a classroom (Chng & Gurvitch, 2018; McCargo, 2017). Plickers is an easy-to-use, free tool that can be downloaded from

www.plickers.com. It enables the lecturer to gather formative and summative assessment data in real-time without requiring students to have any hardware (Chng & Gurvitch, 2018).

Plickers encourage active participation even with complicated neuroscience themes, according to Ruisoto and Juanes (2019), while Elmahdi, Abdulghani, and Fawzi (2018) blamed Plickers' introduction in English language instruction for gains in student learning. Additionally, lecturers in higher education had positive opinions about Plickers being used in their classes and expressed willingness to employ this tool for formative evaluation (Wood, Brown, & Grayson, 2017).

