

**THE USE OF DIGITAL TECHNOLOGY IN SUPPORTING
VOCABULARY TEACHING AT THE JUNIOR HIGH
SCHOOL LEVEL**

(a Descriptive Study at SMP Negeri 01 Lebong)

THESIS

This Thesis is submitted to fulfill the requirement for “Sarjana” degree in
English Tadrīs Study Program



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Assalamualaikum Warahmatullahi Wabarakatuh

Semoga bapak selalu dalam kesehatan dan lindungan dari Allah SWT. dalam setiap urusannya.

Setelah mengadakan pemeriksaan dan juga perbaikan yang penting, maka kami berpendapat bahwa skripsi atas nama **Septiana Marsella (20551065)** sebagai Mahasiswa dari Program Studi Tadris Bahasa Inggris, dengan judul **“The Use Of Technology In Supporting Vocabulary Teaching At The Junior High School Level”** sudah dapat diajukan dalam Sidang Munaqasah di Institut Agama Islam Negeri (IAIN) Curup.

Demikian Permohonan ini kami ajukan, besar harapan kami agar bapak dapat menyetujui hal ini. Terima kasih.

Wassalamualaikum Warahmatullahi Wabarakatuh


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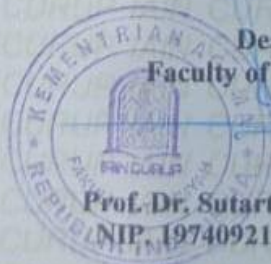
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DEDICATION

Allah is the only reason I was able to complete this thesis. With a heart full of gratitude, I bow to You, Allah, for Your endless mercy, love, and permission that have guided me through every step of this journey. You made the impossible feel possible, the heavy feel lighter, and the uncertain become clear. There is no strength, no ease, and no miracle except from You. In the name of Allah and His Messenger, Prophet Muhammad *Shalallahu Alaihi Wassallam*, with the deepest humility, I dedicate this humble work to:

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PREFACE-

All praise and gratitude are due to Allah SWT for His grace and blessings, which have enabled the writer to complete this undergraduate thesis. May peace and blessings be upon Prophet Muhammad SAW, his family, companions, and followers until the end of time.

This thesis is submitted as a partial fulfillment of the requirements for obtaining a Bachelor's degree (S1) at the State Institute for Islamic Studies (IAIN) Curup. This study focuses on vocabulary learning in English, particularly the use of digital technology in supporting vocabulary instruction at the junior high school level.

Vocabulary learning plays a crucial role in mastering English, as vocabulary forms the foundation of the four language skills: listening, speaking, reading, and writing. Therefore, the integration of digital technology in vocabulary learning is expected to enhance students' vocabulary mastery, understanding, and learning motivation.

The writer realizes that this thesis still has limitations and is far from perfect. Hence, constructive suggestions and criticisms are highly appreciated for future improvement. It is hoped that this thesis will contribute to the development of knowledge, especially in the field of English language education, and provide benefits for related parties.

Curup, February 2026

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In order to be flawless in the future, the author still requires constructive feedback. The findings of this study hopefully be able to positively impact how other schools build their educational programs. May Allah bestow onto those who are not mentioned and for the acknowledgment above the greatest recompense.

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Curup, February 2026

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MOTTO

**“No process is ever wasted in the journey toward
success.”**

—Septiana M.

ABSTRACT

Septiana Marsella : The Use of Digital Technology in Supporting Vocabulary Teaching at The Junior High School Level

Advisor : Jumatul Hidayah, M.Pd

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This study investigates the use of digital technology in supporting vocabulary teaching at the junior high school level. The research aims to explore the types of technology digital used in vocabulary teaching, the roles of technology in supporting teaching practices, and the challenges faced by teachers in implementing technology-based vocabulary learning. This study employed a case study design conducted at a junior high school in Lebong. The data were collected through interviews, classroom observations, and documentation, and were analyzed using qualitative descriptive techniques.

The findings reveal that teachers utilized various forms of used in digital technology, including visual media, flashcards, animated videos, digital platforms, vocabulary learning applications, and online dictionaries. These technologies were used to introduce new vocabulary, enhance students' engagement, and support vocabulary retention through repeated exposure. The study also found that technology played a significant role in improving students' vocabulary mastery. In addition, digital technology assisted teachers in monitoring students' learning progress more effectively.

However, several challenges were identified in the implementation of technology for vocabulary teaching. These challenges included students' limited vocabulary knowledge, the influence of their mother tongue, unequal access to technological devices, and technical issues related to internet connectivity. Despite these challenges, the integration of digital technology was considered effective when supported by appropriate teaching strategies, adequate infrastructure, and continuous teacher training.

Overall, this study concludes that digital technology has strong potential to enhance vocabulary teaching and learning when implemented thoughtfully and equitably.

Keywords: Digital Technology, Vocabulary Teaching, Junior High School, Qualitative Study

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CHAPTER I

INTRODUCTION

A. Background of the Research

The application of modern technology in teaching English encompasses innovative methods, tools, materials, devices, systems, and strategies that are specifically relevant to English language instruction, leading to the achievement of desired educational outcomes. Technology is widely recognized as an essential educational and supportive tool across various teaching and learning contexts. This recognition is especially pertinent in English language teaching, as technology offers numerous opportunities to enhance both the content and delivery of traditional pedagogical methods. Primarily, technology allows students and teachers to repeatedly engage with challenging content until it is thoroughly understood and assimilated.

With the rapid advancement of science and technology, the emergence of multimedia technology and its application to teaching, displaying audio, visual, and animation effects adds color to English instruction and provides a solid foundation for the reform and exploration of English instruction models in the new era. It is proven that multimedia technology positively promotes student activities and initiatives in learning English in class¹.

¹ Szymkowiak, A., Melović, B., Dabić, M., Jeganathan, K., & Kundi, G. S. (2021). Information technology and Gen Z: The role of teachers, the internet, and technology in the education of young people. *Technology in Society*, 65, 101565

The use of modern technology in English language teaching has therefore become indispensable, especially in the wake of unprecedented developments across numerous fields and disciplines. Larsen Freeman underlined that there has been a substantial increase in the amount of literature concerning the use of technology in English instruction. Most scientific research published in Journals unequivocally accepts technology as the most critical part of teaching². It means that it is essential that the education sector keep pace of the global technological revolution by adopting modern technological means such as computerization, multimedia devices, mobile phones, audio/visual effects applications, and social media, to optimize English language instruction and equip teachers to connect with classroom language learners in a systematic and advanced way.

Teaching vocabulary in the modern educational landscape involves a blend of traditional and contemporary methods, leveraging the benefits of technological advancements. One prevalent approach is the use of digital tools and platforms, which provide interactive and engaging ways for students to learn new words. For instance, vocabulary learning apps, online games, and multimedia resources enable students to encounter and practice new vocabulary in diverse contexts, thereby enhancing retention and understanding.

² Zhang, W. (2022). The Role of Technology-Based Education and Teacher Professional Development in English as a Foreign Language Classes. *Frontiers in Psychology*, 13

Mastering vocabulary is crucial for learning English, as proficiency in the language cannot be achieved without a solid grasp of vocabulary first. A rich vocabulary is vital because it enhances students' communication skills³. Furthermore, an extensive vocabulary enables students to express a broader range of ideas and opinions. It improves their ability to communicate effectively by helping them learn and understand both the meanings of words and the concepts behind their usage. Though mastering the vocabulary is definitely important, the way to learn and use it in sentences remains challenging for the learners. Based on the experience and discussions with other English teachers, when asking students' difficulties when learning vocabulary, most of them find that memorizing vocabulary is difficult and boring. Rarely do they practice their vocabulary too. Besides that, they also don't find the best media to help them enjoy learning English vocabulary. For these reasons, the teachers need a new medium to help the students improve their vocabulary easily and in a fun way. That is why many school in junior high level integration ICT in teaching vocabulary to support students in learning.

Although the widespread presence of ICTs in all aspects of 21st-century life is widely recognized and accepted, the successful integration of technology into literacy instruction, particularly vocabulary instruction, remains less clear. Enhancing students' vocabulary is a critical need for developing the advanced literacy skills necessary for success in school and

³ Rozakis, Laurie E. 2003. *Vocabulary for Dummies*. Canada: Wiley Publishing

beyond⁴. Moreover, teachers are seeking guidance on effective instructional approaches, strategies, and materials for vocabulary teaching. We posit that most schools already have access to digital tools and media that teachers can utilize to improve vocabulary learning. These tools capture students' interest and provide scaffolding and contexts that facilitate more effective learning and understanding of words⁵.

Using technology to support vocabulary instruction offers several significant benefits. Digital tools such as interactive apps, multimedia resources, and online games provide engaging and dynamic ways for students to encounter and practice new words⁶. These technologies can offer immediate feedback and adapt to individual learning needs, making vocabulary practice more personalized and effective. Additionally, technology enables students to access a wide range of authentic language contexts through videos, articles, and other digital content, which helps them understand and use vocabulary in various real-world situations. This interactive and varied approach to vocabulary learning can enhance retention, comprehension, and overall language proficiency.

Teaching vocabulary to junior high school students in Indonesia involves using a mix of engaging and relevant methods. Contextual learning is key, as it helps students understand new words by relating them to their

⁴ C. Biancarosa, and C. E. Snow, *A Vision for Action and Research in Middle and High School Literacy: A Report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education., 2006

⁵ Zoltan, Dornyei. *The psychology of the language learner: Individual differences in second language acquisition*. (London: Lawrence Erlbaums, 2005), P. 65

⁶ Samsiah, B., & Azidah, A. Z. (2013). Adoption and application of mobile learning in the education industry. *Procedia-Social and Behavioral Sciences*, 90, 720-729

everyday experiences. Interactive activities like games, group work, and multimedia resources make vocabulary practice enjoyable and effective⁷. Technology, such as vocabulary apps and online quizzes, offers dynamic ways to learn and review words. Regular practice through techniques like spaced repetition ensures better retention. Additionally, incorporating vocabulary related to Indonesian culture and interests makes learning more meaningful. Collaborative learning, where students work together, also supports their understanding and use of new vocabulary.

SMP Negeri 1 Lebong is one of the preferred schools in Lebong Regency, often chosen by parents for their children's education. The school has achieved significant success in the field of education and is strategically located in the city center, making it a key reference school within the regency. Preliminary observations by the researcher reveal that the school is equipped with a sufficient internet network and a well-facilitated language lab. Additionally, the researcher found that teachers at SMP Negeri 1 Lebong are already making extensive use of technology to enhance English language teaching, particularly in vocabulary instruction, which serves as the foundation for mastering the four language skills. In an interview, one English teacher explained, *“Technology really helps students to learn vocabulary more effectively. They enjoy using online quizzes, watching short videos from YouTube channels, and participating in interactive games like Wordwall. These tools not only make learning more*

⁷ Aebersold, J. A., & Field, M. L. (2019). Vocabulary issues in teaching Vocabulary. From Reading to Reading Teacher

*interesting but also help students remember new words better*⁸.” The teacher further noted that digital pictures and other visual media are frequently used to contextualize vocabulary, making it easier for students to understand and apply. The integration of these technological tools has positively impacted student learning outcomes, as evidenced by vocabulary test results showing that 84% of students successfully passed the learning material and grading assessment that required in the learning process at SMP Negeri 1 Lebong is therefore considered a model school for technology integration at its level because of its reliable internet access and strong digital infrastructure, which enable teachers to maximize the use of ICT in the classroom. In contrast, many other schools in the same region have yet to fully integrate technology into their teaching practices due to limited internet connectivity and underutilization of digital tools by teachers. This highlights the importance of adequate technological resources and teacher readiness in successfully incorporating technology to improve vocabulary learning.

Based on the background above, the researcher is interested in investigating **“THE USE OF DIGITAL TECHNOLOGY IN SUPPORTING VOCABULARY TEACHING AT THE JUNIOR HIGH SCHOOL LEVEL”**.

⁸ Interview with English teacher at SMP Negeri 1 Lebong, June 10, 2025.

B. Research Question

Based on the background, the problems of this research are formulated as follows:

1. What is kind of digital technology used by the teacher in supporting teaching vocabulary at Smp Negeri 01 Lebong?
2. What is the role of digital technology in supporting the teachers in their vocabulary teaching practice at Smp Negeri 01 Lebong?
3. What challenges do the teachers face when using digital technology for teaching vocabulary at Smp Negeri 01 Lebong?

C. Objective of the Research

Based on the problem formulation described above, the research objectives formulated in this study are:

1. To investigate kind of technology used by the teacher in supporting teaching vocabulary at Smp Negeri 01 Lebong.
2. To investigate the role of technology in supporting the teachers in their vocabulary teaching practice at Smp Negeri 01 Lebong
3. What challenges the teachers face when using technology for teaching vocabulary at Smp Negeri 01 Lebong

D. Limitation of the Research

This study is subject to several limitations. In terms of theoretical limitation, the research is restricted to selected theories related to digital technology and vocabulary learning, without incorporating other broader or unrelated theoretical perspectives. Regarding the research limitation, the study is confined to a specific context, namely SMP Negeri 1 Lebong, involving English teacher who teaches seventh-grade students, and focuses solely on the use of digital technology in supporting vocabulary during the teaching process. In addition, the instrument limitation lies in the use of particular data collection methods, primarily interviews and observations, meaning that the findings depend on the data obtained through these instruments and do not include other methods such as tests or questionnaires

E. Significance of the Research

1. Theoretically: The study is to optimize for teachers and learners to be aware of using learning media in teaching English as tools to motivate students in learning English anxiety and how deal with that.
2. For students
The students will learn how to effectively utilize various Technology for acquiring English vocabulary.
3. For Teachers
The teachers need to understand and effectively utilize technology for teaching vocabulary at junior high school level.

4. For schools

It empowers teachers, encourages a culture of innovation, prepares students for future success, and involves the school community in enhancing the effectiveness of technology-supported vocabulary teaching at the junior high school level.

F. Definition of Key Terms

The researcher provides some definition of key terms to avoid misunderstanding in this research. the following section offers a brief explanation of key terms and definitions used in the research.

1. Digital

Digital refers to anything related to the use of technology to process, store, and transmit information. More broadly, it describes systems or technologies that convert data into numerical form so that it can be processed by computers and electronic devices such as smartphones, laptops, and the internet⁹. in the education field, digital technologies involve the use of applications, multimedia, and online learning platforms to support teaching and learning processes. As a result, these technologies not only enhance interaction but also facilitate the management and delivery of information in a more effective and efficient way¹⁰.

⁹ Arina Haque, "Teaching Vocabulary in a Digital Era : A Study on Tools and Techniques for Engaging English Learners," 2024.

¹⁰ Adi Bonicrono and Wimrafik Banu, "The Role of Peer Interaction in Enhancing Vocabulary and Reading Skills Through Digital Collaborative Platforms" 2, no. 1 (2025): 1–8.

2. Technology

According to McGarr and Ó Gallchóir, Technology can be understood as a comprehensive system that includes infrastructure and components such as hardware, software, and user practices, all of which work together to collect, transmit, process, interpret, store, and utilize data in a meaningful and effective way¹¹. It is not only limited to physical devices or technical systems, but also involves the skills and knowledge required to manage and apply computer-based information. Furthermore, information technology is considered a dynamic field that continues to develop rapidly in line with advancements in digital innovation and communication systems. This rapid growth has significantly influenced various aspects of human life, including education, where technology plays an important role in enhancing teaching and learning processes. A similar perspective is also expressed by Lantip and Rianto, who emphasize that information technology involves the use of computer-based systems and tools to manage information efficiently and support human activities in different contexts¹².

3. Vocabulary

Hornby states that vocabulary is the total number of words that used to make up a language; a range of words that the person used or

¹¹ McGarr, O., & Ó Gallchóir, C. (2020). Exploring pre-service teachers' justifications for oneto-one technology use in schools: implications for initial teacher education. *Technology, Pedagogy and Education*, 29(4), 477-490.

¹² Handayati, A. (2022). The Role of Cyber Law in The Use of Technology in Mass Media. *LEGAL BRIEF*, 11(5), 3221-3228

known to. It means that the language arranged by many vocabularies. There is no language without vocabulary because vocabulary is the fundamental of language¹³.

4. Teaching Vocabulary

The definition of teaching vocabulary is the process of instructing students in the understanding, usage, and retention of words and their meanings, thereby enhancing their language skills and comprehension. This involves various techniques and strategies to help learners acquire and effectively use a wide range of vocabulary in both spoken and written contexts¹⁴.

5. Digital technology

Digital technology refers to the integration of hardware, software, and network-based systems used to collect, process, store, transmit, and utilize information in meaningful ways to support human activities, including education¹⁵. In the context of language learning, digital technology encompasses a wide range of tools such as multimedia presentations, language learning applications, e-learning platforms, digital flashcards, online dictionaries, mobile applications, and emerging technologies like augmented and virtual reality. These technologies enable the presentation of information through multiple modes visual, auditory, and interactive thereby supporting more

¹³ H, Douglas. Brown. Principles of language learning and teaching (4th ed). (Addison Wesley Longman, Inc, 2007), P. 7

¹⁴ Graves, M. F. (2006). *The Vocabulary Book: Learning and Instruction*. New York: Teachers College Press.

¹⁵ Ben Williamson, "Digital Education Governance : An Introduction," 2016, <https://doi.org/10.1177/1474904115616630>.

effective learning processes. In English language teaching, particularly vocabulary instruction, digital technology facilitates exposure to new words, repeated practice, contextualized learning, and learner autonomy. By offering interactive, flexible, and personalized learning experiences, digital technology not only enhances students' vocabulary acquisition and retention but also increases motivation, engagement, and access to learning beyond the traditional classroom environment¹⁶.

¹⁶ Mayer, R. E. (2001). *Multimedia learning*. Cambridge University Press.
– This is the foundational book where Mayer introduces the Cognitive Theory of Multimedia Learning and key principles such as dual channels, limited capacity, and active processing

CHAPTER II

LITERATURE REVIEW

A. Review of Related Theories

1. Vocabulary

a. Definition of Vocabulary

According to Simpson, vocabulary comprises a collection of words that are typically alphabetically arranged and defined¹⁷. It represents the total stock of words in a language used by a group or individual. Vocabulary includes all the information about the meanings and usage of words in a language, as possessed by a speaker, writer, or listener. Teaching vocabulary involves guiding students to understand the meanings of words and to arrange them correctly within the language.

Vocabulary knowledge is crucial for learning, as it is fundamentally and profoundly dependent on understanding words. Learners need access to the meanings of words used by teachers or other sources, such as books and films, to explore familiar concepts in new ways and thus acquire new knowledge. Vocabulary is essential in various aspects of life, as people use specific sets of words depending on their field, social class, or profession. For example, different groups, such as beggars or students, use distinct sets of vocabulary according to their needs. The writer believes that vocabulary is a vital aspect of language learning because it carries meaning and facilitates effective communication¹⁸.

¹⁷ Simpson, J. (Ed) the routledge hand book of applied linguist, (Abingdon: Routledge. 2011

¹⁸ Brown, H. Douglas. (2007). Principles of language learning and teaching (4rd ed). USA: Longman

b. The Importance of Vocabulary

Lee C. Deighton states that vocabulary is a crucial component of language proficiency. According to Deighton, students with a rich vocabulary are likely to excel in both expressive skills, such as speaking and writing, and receptive skills, including listening and reading. Conversely, students with limited vocabulary may struggle with these language skills. Deighton explained that when learning English as a foreign language, vocabulary plays a critical role in mastering the four language skills. Additionally, David L. Shepard emphasizes that vocabulary is fundamental for communication, asserting that effective communication is not possible without a sufficient knowledge of words. This underscores the importance of vocabulary in enabling meaningful interactions in any language.

Ultimately, while other language components are also important, vocabulary is a crucial factor in teaching and learning English as a foreign language, and in language education more broadly. Therefore, teachers are expected to employ effective strategies to engage students in learning English vocabulary, ensuring that teaching and learning objectives are achieved successfully.

From the statements above, it can be concluded that learning vocabulary offers numerous benefits for students. Researchers consistently advocate for a broad vocabulary range in English language learning. Vocabulary plays a crucial role in helping students comprehend their studies, as insufficient vocabulary knowledge can lead

to difficulties in understanding meanings and may result in incorrect interpretations. Mehrpour further explained that there is often a correlation between one's vocabulary knowledge and proficiency in English. Students with a strong vocabulary are generally more successful in their language studies. Therefore, vocabulary acquisition is essential, particularly for students learning English as a foreign language (EFL)¹⁹.

c. Kind of Vocabulary

Vocabulary refers to the study of words. The English language contains an extensive and virtually unlimited number of words. Some words are used frequently, while others are seldom encountered. Additionally, there are words that are rarely found in either written or spoken English. According to De Gregory, as cited in Nur Hidayatul, vocabulary can be divided into two main categories: function words and content words. Function words are essential for constructing sentences and include elements such as noun determiners, auxiliaries, qualifiers, prepositions, conjunctions, interrogatives, and sentence linkers²⁰. On the other hand, content words, or lexical words, have meanings that are typically found in dictionaries and are often explained through definitions, synonyms, antonyms, and context. These include nouns, verbs, adjectives, and adverbs.

¹⁹ E. Ely, P. C. Pullen, M. J. Kennedy, S. E. Hirsch, and M. C. Williams, "Use of instructional technology to improve teacher candidate knowledge of vocabulary instruction," *Computers & Education*, vol. 75, pp. 44–52, 2014

²⁰ Nur Hidayatul. *The Analysis of vocabulary Teaching Trough Puzzles*. (Thesis Surabaya, UNESA, 2002) p. 20

Vocabularies in English are distinguished in four kinds. Those are:

1) High-Frequency Word (HFW)

High-frequency words are vocabulary items that appear most frequently in texts, constituting about 80% to 90% of the overall content. Examples include words such as "do," "make," "say," and "live," which are commonly found in both written and spoken English. Mastery of high-frequency words enables learners to understand texts more easily, as these words are prevalent in everyday language. In summary, high-frequency words are integral to both written and spoken English, and familiarity with them significantly aids in comprehension.

2) Academic Word (AW)

Academic words are vocabulary items commonly found in scientific or academic texts. According to Nation (2001), texts from academic sources often include words such as "policy," "phase," "adjusted," and "sustained," which are prevalent across various academic contexts. This category includes words like "perceive," "role," and "available." Academic vocabulary makes up approximately 8% to 10% of the words in academic texts²¹. Mastery of academic vocabulary is crucial for learners who aspire to engage in academic fields, such as higher education or research, as it aids in understanding and interpreting scientific texts. Consequently, these

²¹ Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press

words are essential for anyone using English for academic purposes.

3) Low-frequency Word (LFW)

Low-frequency words are vocabulary items that are rarely used in English. According to Nation (2001), low-frequency words are those that are neither high-frequency words, academic words, nor technical terms specific to a particular subject. Examples include words such as "jettison," "zoned," "pioneering," "aired," "pastoral," and "flabbergasted²²." This category is estimated to comprise around 126,000 words, but these words account for only about 5% of the overall vocabulary in texts. In other words, low-frequency words are encountered infrequently in everyday language use and are not part of the high-frequency, academic, or technical vocabulary sets.

d. Vocabulary Item for Junior High School level

For junior high school students, important vocabulary includes words from everyday activities, such as routine and hobby, and school-related terms like assignment and homework. Health and safety vocabulary, such as nutrition and emergency, is also key. Additionally, students learn words related to the environment, like ecosystem and pollution, as well as cultural terms such as tradition and community. Technology-related words like internet and device are also included. This vocabulary helps students communicate effectively and understand various subjects in their daily lives and academic work²³.

²² Ibid. P.14

²³ Vocabulary Item for Junior High School level

For junior high school students, vocabulary instruction includes words that are relevant to their everyday experiences and academic needs. For daily activities, terms like routine and hobby help students describe their lives; for example, “My daily routine includes going to school and doing my homework,” or “My favorite hobby is painting.” In school life, vocabulary such as assignment and exam is essential; students might say, “I have a science assignment due next week,” or “I need to study for my math exam.” Health and safety vocabulary like nutrition and emergency is important for discussing well-being, with sentences like, “Eating fruits and vegetables is good for your nutrition,” and “Call 911 if there’s an emergency.” For environment and nature, words such as ecosystem and pollution help students understand environmental issues; for example, “The rainforest is an important ecosystem,” or “Pollution harms animals and plants.” Cultural and societal terms like tradition and community enhance discussions about social practices; for instance, “Our family tradition is to celebrate New Year’s with a big dinner,” or “The community gathered for the local festival.” Lastly, technology and media vocabulary such as internet and device is crucial for navigating modern tech, with examples like, “I found information for my project on the internet,” or “I use my tablet as a device for reading books and doing research.” These vocabulary items help students communicate effectively and engage with various aspects of their academic and personal lives.

e. Teaching Vocabulary

According to Nunan, vocabulary instruction should be integrated into the broader context of a language course²⁴. To ensure a well-rounded approach, a language course can be structured around four key components. These include: learning from meaning-focused input, which involves acquiring language through listening and reading; deliberate language-focused learning, where students are explicitly taught sounds, vocabulary, grammar, and discourse; learning from meaning-focused output, which emphasizes language production through speaking and writing; and developing fluency, which involves becoming proficient and confident in listening, speaking, reading, and writing. This framework ensures that vocabulary teaching is comprehensive and aligned with overall language development goals.

According to Nunan, several principles are essential for effective vocabulary teaching²⁵. First, focusing on the most useful vocabulary ensures that learners gain the maximum benefit from their efforts. Second, vocabulary instruction should be tailored not only to selecting the most relevant words but also to employing effective teaching methods. Key strategies include analyzing word parts, inferring meanings from context, using word cards, and consulting dictionaries. Third, high-frequency words should be integrated across all aspects of the course, receiving deliberate attention through teaching and practice

²⁴ Nunan, D. (2003) Nunan, David 2003. Practical English Language Teaching. New York : Mc Graw Hill. Fulcher. P.135-140

²⁵ Ibid. P.17

to ensure they are accessible for both receptive and productive use in listening, speaking, reading, and writing. Lastly, learners should be encouraged to take responsibility for their own vocabulary learning. This involves understanding what to learn, selecting appropriate learning strategies, and actively monitoring and evaluating their progress.

2. Technology

a. Definition of Technology

The progress of human civilization has been closely linked with the development of Information Technology (IT), which refers to methods of communicating and managing information²⁶. In prehistoric times, early humans utilized information technology by documenting their knowledge and experiences, such as hunting techniques and animal descriptions, on cave walls. As civilization advanced, information technology evolved significantly, with its forms and distribution becoming increasingly modern and sophisticated.

According to Noordin, information technology is the infrastructure and systems (hardware, software, and use ware) for obtaining, sending, processing, interpreting, storing, and utilizing data in a meaningful manner²⁷. Information technology is described as expertise in the realm of computer-based information, and its

²⁶ Bonicrono and Banu, "The Role of Peer Interaction in Enhancing Vocabulary and Reading Skills Through Digital Collaborative Platforms."

²⁷ Nordin, N., Embi, M. A., & Yunus, M.M. (2010). Mobile Learning Framework for lifelong learning. *Procedia-Social and Behavioral Science*, 7, 130-138.

development is quite quick. information technology processes data. Processing involves processing, acquiring, combining, storing, and altering data in a variety of ways to provide quality information, namely information that is relevant, accurate, and timely²⁸. According to McKeown, information technology encompasses all technologies used to create, store, modify, and utilize information in various forms. Similarly, Williams, also referenced in Suyanto, defines information technology as a broad category that includes any technology aiding in the generation, alteration, storage, communication, and transmission of information. Additionally, Behan and Holme, as noted by UNESCO, describe information and communication technology as encompassing all tools and systems that facilitate the recording, storage, processing, retrieval, transmission, and reception of information. Information technology is a hardware, software, and useware technology that is used to gather, transmit, process, interpret, store, organize, and utilize data in a meaningful way to obtain high-quality information, according to the perspectives of the aforementioned experts²⁹.

b. The Use of Technology in Teaching English

In an era where the internet dominates, the significance of technology in English instruction is undeniable. Various media and

²⁸ M.L. Kamil & E.H. Hiebert (2005). The teaching and learning of vocabulary: Perspectives and persistent issues. In E.H. Hiebert & M. Kamil (Eds.), *The teaching and learning of vocabulary* (pp.123). Mahwah, NJ: Lawrence Erlbaum

²⁹ Nur, N. A., Aminah, A., Amir, R., & Ardin, H. (2022). Barriers And Prospects Of Lms Application In Islamic Higher Education. *Lentera Pendidikan: Jurnal Ilmu Tarbiyah dan Keguruan*, 25(2), 218-235

technological tools, such as videos, podcasts, workbooks, e-learning platforms, applications, and websites, are highly beneficial. Teaching English as a foreign language is a challenging task that requires teachers to invest considerable time and effort in identifying the most effective, appropriate, and engaging teaching methods. New technologies not only transform everyday life but also play a crucial role in language skill development³⁰. With the growing number of English learners, an increasing array of modern tools and technological devices is being integrated into the educational process. Teachers now use resources like movies, podcasts, workbooks, e-learning programs, and websites accessible via desktop computers and mobile phones. These tools enrich and diversify classroom environments and learning activities, enhancing the overall instructional process

c. Integrating Technology in Teaching Vocabulary

Integrating technology into vocabulary teaching can significantly enhance the learning experience, making it more engaging and effective. Utilizing digital tools such as multimedia presentations, language learning apps, and online games provides diverse and interactive methods for vocabulary acquisition. According to Nation 2001, the incorporation of technology supports various aspects of vocabulary learning, including exposure to new words, repeated practice, and contextual understanding. For instance, multimedia

³⁰ Intania, E. V., & Sutama, S. (2020). The role of character education in learning during the COVID-19 pandemic. *Jurnal Penelitian Ilmu Pendidikan*, 13(2), 129-136

presentations that combine text, images, and sound can cater to different learning styles and help students retain new vocabulary more effectively³¹. Language learning apps, like Duolingo and Quizlet, offer personalized and gamified experiences that motivate students to practice regularly, thereby reinforcing their vocabulary knowledge.

Moreover, online tools provide immediate feedback, which is crucial for language learning. As Mayer 2009 points out, the use of multimedia and interactive elements in learning fosters a deeper understanding and retention of new information³². Teachers can leverage digital flashcards, interactive quizzes, and vocabulary games to make learning more dynamic and enjoyable. These tools also allow for spaced repetition, a technique proven to enhance long-term memory retention

Addressing the urgent need to enhance students' vocabulary is crucial for achieving the advanced literacy levels necessary for academic and future success³³. Teachers are actively seeking guidance on instructional approaches, strategies, and materials for vocabulary instruction³⁴. We contend that digital tools and media, which are already accessible in most schools, can be effectively utilized to enhance vocabulary learning. These tools capture students' interest and

³¹ Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.

³² Mayer, R. E. (2009). *Multimedia Learning*. Cambridge: Cambridge University Press.

³³ M. F. Graves and S. Watts-Taffe, "For the love of words: Fostering word consciousness in young readers," *The Reading Teacher*, vol. 62, no. 3, pp. 185-193, 2008.

³⁴ J. I. Berne, and C. Blachowicz, "What reading teachers say about vocabulary instruction: Voices from classroom," *The Reading Teacher*, vol. 62, no. 4, pp. 314-323, 2008

provide the necessary scaffolding and contexts for more effective word learning.

Direct vocabulary instruction is crucial; however, research suggests that students with a well-developed vocabulary acquire more words indirectly through reading than through direct instruction³⁵. Two effective strategies to encourage extensive and deep reading among children are providing a diverse array of reading materials that align with their interests and allocating time for reading both during school hours and at home³⁶. Additionally, engaging in conversations about their reading with adults and peers further enhances students' vocabulary acquisition³⁷. Whether through direct vocabulary teaching and word learning strategies or by increasing the volume of student reading, a key research-based principle is to foster a genuine interest in words. This can be achieved through student expression, participation in a learning community that enjoys wordplay, and activities that build on individual interests and curriculum needs, thereby emphasizing self-efficacy in word learning.

In conclusion, integrating technology into vocabulary teaching offers numerous advantages, from engaging and interactive learning experiences to personalized instruction and access to authentic materials. By incorporating digital tools and resources, teachers can

³⁵ A. E. Cunningham, and K. E. Stanovich, "What reading does for the mind," *American Educator*, vol. 22, no. 1, pp. 8-15, 1998

³⁶ B. Dalton, and D. L. Grisham, "eVoc Strategies: 10 ways to use technology to build vocabulary," *The Reading Teacher*, vol. 64, pp. 306-317, 2011

³⁷ A. Biemiller, and C. Boote, "An effective method for building meaning vocabulary in primary grades," *Journal of Educational Psychology*, vol. 98, no. 1, pp. 44-62, 2006

enhance vocabulary acquisition, making the learning process more effective and enjoyable for students.

d. Kind of Technology in Teaching Vocabulary

Integrating technology into vocabulary instruction involves various types of digital tools and resources that can significantly enhance the learning experience. Here are some key types of technology used in teaching vocabulary³⁸, along with examples:

1) Multimedia Presentations

PowerPoint or Prezi: Teachers can create interactive presentations that combine text, images, audio, and video to introduce and explain new vocabulary. These presentations can cater to different learning styles and make the material more engaging

2) Language Learning Apps

Duolingo: This app offers gamified language learning experiences with vocabulary practice through exercises and quizzes. Quizlet: Provides digital flashcards and interactive games to help students memorize and practice vocabulary.

3) Online Games and Quizzes

Kahoot! An online quiz platform that allows teachers to create fun and interactive vocabulary quizzes that students can participate in real-time.

³⁸ Lin, C. C., & Yu, W. (2017). Effects of Presentation Modes on Mobile-Assisted Vocabulary Learning and Cognitive Load. *Interactive Learning Environments*, 25(4), 528-542

4) E-Learning Platforms

Google Classroom: Teachers can assign vocabulary exercises, share resources, and provide feedback through this online learning management system. Moodle: An open-source learning platform that supports vocabulary lessons through various interactive modules.

5) Digital Flashcards

Anki: A flashcard app that uses spaced repetition to help students retain vocabulary over time. Cram: Another flashcard tool that allows students to create, share, and study vocabulary sets.

6) Videos and Podcasts

YouTube: Teachers can use educational videos that focus on vocabulary learning, pronunciation, and usage in different contexts. Podcasts: English language learning podcasts provide listening practice and introduce new vocabulary in context

7) Online Dictionaries and Thesauruses

Oxford Learner's Dictionaries: Specifically designed for English language learners with easy-to-understand definitions and examples.

8) Mobile Apps

Memrise: Uses spaced repetition and mnemonic techniques to help students learn and remember new words. Babbel: Focuses on vocabulary and grammar through interactive lessons and real-life dialogues

9) Social Media and Online Communities

Facebook, Instagram, WhatsApp's, Groups and Language Learning Forums: Platforms where students can join communities to practice vocabulary through discussions and interactions with peers.

By incorporating these various types of technology, teachers can create a dynamic and interactive learning environment that supports effective vocabulary acquisition and retention.

e. **The Role of Digital Technology in Teaching Vocabulary**

In recent years, digital technology has revolutionized language education, particularly in the teaching of vocabulary. With the growing availability of digital tools such as mobile apps, interactive websites, and multimedia resources, language learners now have access to rich, engaging, and personalized learning experiences. One theoretical framework that strongly supports the integration of these technologies in vocabulary instruction is Mayer's Cognitive Theory of Multimedia Learning (2001). This theory explains how learners process information through multiple channels and how combining words with visuals enhances comprehension and retention. The following points illustrate how digital technology can effectively support vocabulary learning based on Mayer's principles:

1. Dual Channel Processing

Mayer's theory suggests that learners use two channels for

processing information: a visual/pictorial channel and an auditory/verbal channel. Digital tools like videos, animated flashcards, and audio-enhanced applications make use of both channels, helping learners absorb and retain vocabulary more effectively.

2. Limited Capacity of Working Memory

Each channel has a limited capacity for processing information at one time. Digital platforms often present vocabulary in small, focused segments (e.g., one word at a time), which aligns with this principle by preventing cognitive overload.

3. Active Processing for Meaningful Learning

For meaningful learning to occur, students must actively select, organize, and integrate information. Interactive digital tools engage learners through tasks like matching, speaking practice, and multiple-choice quizzes, promoting deeper cognitive processing.

4. Multimedia Principle

Learners understand better when they receive information through both words and images rather than just words. Multimedia vocabulary tools that combine textual definitions, pictures, and example sentences provide a richer context for learning and remembering new words.

5. Temporal and Spatial Contiguity Principles

Mayer also emphasizes that learning is improved when related words and visuals appear at the same time and close together. Well-

designed vocabulary apps follow this principle by presenting the word, its image, pronunciation, and example use simultaneously and on a single screen³⁹.

a. The Analysis How Technology Support Teaching Vocabulary

Technology has become an integral part of education, providing innovative ways to enhance the teaching and learning experience. When it comes to teaching vocabulary, technology offers a range of tools and resources that can significantly improve student engagement and learning outcomes. Here are several ways technology can support vocabulary instruction:

1) Interactive Learning Tools

Interactive learning tools serve as one of the most effective technological supports for vocabulary acquisition. Digital flashcards, such as those available on Quizlet, and language learning applications like Duolingo provide engaging and repetitive practice that strengthens vocabulary mastery. Through gamification, quizzes, and spaced repetition, these tools transform vocabulary learning into an enjoyable and efficient process, helping students retain new words more effectively.

Example: Digital flashcards (like Quizlet) and language learning apps (like Duolingo) offer interactive vocabulary practice.

How: These tools use gamification, quizzes, and repetition to

³⁹ Mayer, R. E. (2001). *Multimedia learning*. Cambridge University Press.

– This is the foundational book where Mayer introduces the Cognitive Theory of Multimedia Learning and key principles such as dual channels, limited capacity, and active processing

reinforce vocabulary learning, making it more engaging and effective⁴⁰.

2) Multimedia Resources

Multimedia resources also play a significant role in enhancing vocabulary comprehension. Videos, audio recordings, and animations from platforms such as YouTube and educational websites provide contextualized exposure to new vocabulary. By presenting words in authentic scenarios, these materials help students better understand meaning, pronunciation, and usage, ultimately supporting deeper retention.

Example: Videos, audio recordings, and animations on platforms like YouTube or educational websites.

How: These resources provide context and examples of word usage in different scenarios, helping students understand and remember new words better⁴¹.

3) Personalized Learning

Personalized learning becomes highly achievable through adaptive digital platforms like Khan Academy. These systems adjust the difficulty level of vocabulary exercises based on each student's performance. As a result, learners receive tasks tailored to their individual pace and proficiency, ensuring that they experience an

⁴⁰ Smith, J. (2020). The role of digital flashcards in vocabulary acquisition. *Journal of Educational Technology*, 15(2), 45-58.]

⁴¹ Johnson, A. (2018). Enhancing vocabulary learning through multimedia resources. *Educational Media International*, 55(3), 215-229

appropriate level of challenge that supports steady, meaningful progress.

Example: Adaptive learning platforms (like Khan Academy) adjust the difficulty of vocabulary exercises based on student performance.

How: Personalized learning ensures that students receive the right level of challenge, catering to their individual learning pace and needs⁴².

4) Immediate Feedback

Digital tools also offer the advantage of immediate feedback, which is essential for reinforcing accurate vocabulary use. Online quizzes and assessments on platforms such as Google Forms or Kahoot provide students with instant responses, enabling them to identify mistakes and correct them immediately. This rapid feedback loop accelerates learning and strengthens word understanding.

Example: Online quizzes and assessments with instant feedback (like those on Google Forms or Kahoot).

How: Immediate feedback helps students understand their mistakes and correct them on the spot, reinforcing correct word usage and meaning⁴³.

5) Collaboration and Communication Tools

⁴² Brown, L. (2019). The impact of adaptive learning technologies on vocabulary acquisition. *Journal of Personalized Learning*, 8(1), 12-25.

⁴³ Davis, M. (2017). The effectiveness of immediate feedback in online vocabulary assessments. *Journal of Interactive Learning Research*, 28(4), 335-349

Collaboration and communication tools further enrich vocabulary learning by encouraging students to engage with language in meaningful ways. Platforms like Google Classroom and Microsoft Teams allow learners to participate in discussions, chat groups, and collaborative projects. These interactions give students opportunities to apply new vocabulary in context while learning from peers' insights and contributions. Example: Discussion boards, chat groups, and collaborative projects on platforms like Google Classroom or Microsoft Teams.

How: These tools enable students to engage in discussions about vocabulary, use new words in context, and learn from each other's insights⁴⁴.

6) Access to Digital Dictionaries and Thesauruses

Digital dictionaries and thesauruses, including resources like Merriam-Webster and Thesaurus.com, support independent exploration of vocabulary. These platforms offer definitions, synonyms, antonyms, and example sentences that enhance students' understanding of word relationships and usage. Easy access to such resources empowers learners to expand their vocabulary knowledge beyond classroom instruction.

Example: Online dictionaries (like Merriam-Webster) and thesauruses (like Thesaurus.com).

⁴⁴ Haque, "Teaching Vocabulary in a Digital Era : A Study on Tools and Techniques for Engaging English Learners."

How: These resources provide easy access to word definitions, synonyms, antonyms, and example sentences, enhancing students' vocabulary knowledge⁴⁵.

7) Engaging Games and Gamified Learning

Educational games and gamified learning platforms provide an enjoyable and competitive environment for vocabulary practice. Activities on platforms like Kahoot, or games such as Scrabble and Words with Friends, motivate students to engage more frequently with vocabulary tasks. The enjoyable nature of these tools increases student motivation and supports consistent vocabulary exposure.

Example: Educational games (like Scrabble or Words with Friends) and gamified learning platforms (like Kahoot).

How: Games and gamification make learning vocabulary fun and competitive, motivating students to practice more frequently⁴⁶.

8) Mobile Learning

Mobile learning, supported through vocabulary applications on smartphones and tablets, offers flexibility and accessibility. Students can practice vocabulary anytime and anywhere, enabling continuous learning beyond the traditional classroom setting. This convenience encourages regular, self-paced vocabulary development.

Example: Vocabulary apps on smartphones and tablets.

⁴⁵ Harris, P. (2021). Collaborative learning and vocabulary development in online environments. *Journal of Online Learning and Teaching*, 17(1), 50-64

⁴⁶ Evans, S. (2016). The use of online dictionaries in vocabulary instruction. *Language Learning & Technology*, 20(2), 54-68

How: Mobile learning allows students to practice vocabulary anytime and anywhere, making learning more flexible and accessible⁴⁷.

9) Content Creation and Sharing Platforms

Finally, content creation and sharing platforms like Quizlet and Anki promote active involvement in vocabulary learning. When students create their own flashcards, quizzes, or vocabulary lists, they take ownership of the learning process. This active engagement deepens understanding and strengthens retention, as learners interact directly with new vocabulary in meaningful ways. Example: Creating and sharing vocabulary lists, flashcards, and quizzes on platforms like Quizlet or Anki.

How: Content creation allows students to take an active role in their learning, reinforcing their understanding and retention of new vocabulary⁴⁸.

b. Challenging in Using Technology in Teaching Vocabulary

The development and diversity of Technology-Based Learning (TBL) are fundamentally influenced by key considerations regarding the effectiveness of learning, the delivery of learning opportunities, and access to these opportunities. This section explores the significant strengths and limitations of TBL as it has evolved in the 21st century.

⁴⁷ Parker, R. (2019). The effectiveness of mobile apps in vocabulary acquisition. *Mobile Learning Journal*, 11(1), 33-47

⁴⁸ Taylor, J. (2017). Student-generated content in vocabulary learning. *Educational Technology Research and Development*, 65(4), 865-878

The discussions focus on several factors, including TBL's inherent ability to monitor student engagement, adapt learning to meet individual needs, foster interpersonal interaction, promote cost savings, and enhance access and readiness for learning. Using technology to support teaching vocabulary at the junior high school level presents several challenges⁴⁹:

- 1) Student Engagement: Keeping students actively engaged in technology-based vocabulary learning can be difficult. Distractions from other online content can reduce their focus. A student might be more interested in playing online games or browsing social media than focusing on a vocabulary app
- 2) Access to Technology: Not all students have equal access to the necessary devices and internet connections, which can create disparities in learning opportunities. Some students might not have personal laptops or tablets and might rely on shared family devices or public resources like libraries
- 3) Teacher Training: Teachers need adequate training to effectively use technology in their instruction. Without proper training, they may struggle to integrate digital tools into their teaching methods. A teacher may be unfamiliar with using a vocabulary learning platform like Quizlet and might struggle to incorporate it effectively into their lessons.
- 4) Monitoring Progress: It can be challenging for teachers to monitor

⁴⁹ Rockvile and Alexandria, Technology-Based Learning, 10

students' progress and ensure they are actually learning and not just completing tasks without understanding. In an online vocabulary exercise, a student could complete all tasks quickly by guessing answers without understanding the words.

- 5) **Cheating:** The potential for students to cheat by looking up answers online or using unauthorized resources can undermine the learning process. A student might use a search engine to look up answers during an online vocabulary quiz.
- 6) **Technical Issues:** Glitches, software problems, and other technical issues can disrupt the learning process and frustrate both students and teachers. A vocabulary learning app might crash or have connectivity issues, interrupting the learning session
- 7) **Balancing Screen Time:** Ensuring students do not spend excessive time on screens is important for their overall well-being and maintaining a balanced educational experience. A student might spend several hours on vocabulary apps in addition to other online activities, leading to excessive screen time.

B. Review of Related Studies

Several studies have explored the use of technology to support vocabulary teaching at the junior high school level in Indonesia, yielding positive results. One study by Rahmat and Firdaus (2019) investigated the effectiveness of Quizlet for vocabulary learning among 60 junior high school students in Jakarta. Over a semester, students using Quizlet showed a significant improvement in their vocabulary test scores, with the experimental

group's average score increasing by 20% compared to a 5% increase in the control group. The interactive and gamified nature of Quizlet engaged students more effectively than traditional methods, reinforcing learning through repetitive and varied practice⁵⁰.

Similarly, Sari and Putri (2020) examined the impact of multimedia resources such as videos, animations, and audio recordings on vocabulary learning among 45 students in Surabaya. The experimental group using multimedia resources demonstrated a 25% increase in vocabulary retention and usage, while the control group showed only a 10% increase. Multimedia resources provided context and visual cues that helped students understand and remember new words better, and their engaging nature kept students interested and motivated⁵¹.

Widodo (2018) studied the use of mobile learning applications for vocabulary enhancement in Yogyakarta's junior high schools, involving 80 students. Over three months, students using the mobile learning app showed a 30% improvement in vocabulary test scores, along with increased motivation and positive attitudes toward vocabulary learning. The app's flexibility and convenience allowed students to practice vocabulary anytime and anywhere, while its interactive elements and instant feedback further enhanced learning and retention⁵².

⁵⁰ Rahmat, A., & Firdaus, F. (2019). The Effectiveness of Using Quizlet for Vocabulary Learning in Junior High School Students. *Journal of Educational Technology*, 15(2), 45-58

⁵¹ Sari, R., & Putri, M. (2020). The Role of Multimedia Resources in Enhancing Vocabulary Mastery of Junior High School Students in Surabaya. *Educational Media International*, 55(3), 215-229

⁵² Widodo, H. (2018). Mobile Learning Applications for Vocabulary Enhancement in Indonesian Junior High Schools. *Mobile Learning Journal*, 11(1), 33-47

Another study by Hidayat and Fitria (2021) explored the impact of digital storytelling on vocabulary acquisition among 50 junior high school students in Bandung. Students participating in digital storytelling activities showed a 28% increase in vocabulary acquisition and usage, compared to a 12% increase in the control group. Digital storytelling encouraged creativity and active use of new vocabulary in meaningful contexts, with multimedia integration making the learning process more engaging and memorable⁵³.

Finally, Susanti and Wulandari (2019) investigated the effectiveness of online collaborative tools in teaching vocabulary to 70 junior high school students in Semarang. Using tools like Google Docs and discussion forums, the experimental group showed a 22% improvement in vocabulary test scores and significant increases in student participation and engagement compared to the control group. Online collaborative tools facilitated peer learning and active participation, allowing students to practice and discuss new vocabulary in real-time, promoting deeper understanding and retention. This study confirms the several technologies used by the teacher into research. The researchers investigate the role of technology used by the teacher in supporting teaching vocabulary at junior high level⁵⁴.

⁵³ Hidayat, R., & Fitria, L. (2021). The Impact of Digital Storytelling on Vocabulary Acquisition among Junior High School Students. *Journal of Interactive Learning Research*, 28(4), 335-349

⁵⁴ Susanti, A., & Wulandari, E. (2019). Effectiveness of Online Collaborative Tools in Teaching Vocabulary to Junior High School Students in Semarang. *Journal of Online Learning and Teaching*, 17(1), 50-64

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher opted for a qualitative method, recognizing the two fundamental types of research as qualitative and quantitative. Qualitative research focuses on exploring complex phenomena through the detailed understanding of participants' experiences and perspectives. It is characterized by its flexibility, allowing researchers to adapt their methods as new insights emerge. According to Denzin, qualitative research aims to understand the meanings individuals or groups ascribe to social or human problems⁵⁵.

Moreover, Creswell states that the qualitative method is characterized by its application within a natural setting, the researcher serving as the primary instrument, and a focus on participant meaning⁵⁶. Conducting research in a natural setting implies that qualitative researchers gather data in the field where events naturally occur, without interference or manipulation by the researcher. The notion of the researcher as the primary instrument means that data collection is performed directly by the researcher, who engages in activities such as document analysis, behavior

⁵⁵ Denzin, N. K., & Lincoln, Y. S. (2018). *The SAGE Handbook of Qualitative Research* (5th ed.). SAGE

⁵⁶ Creswell, J. W. (2013). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. SAGE. P.67

observation, and participant interviews. The researchers themselves are directly involved in the collection of information.

This research uses a descriptive qualitative approach. Unlike quantitative research that focuses on numerical data, the descriptive qualitative approach emphasizes exploring and describing a phenomenon in depth through non-numerical data. It seeks to understand and interpret the meaning of human experiences, behaviors, and social contexts as they naturally occur, without manipulation or control of variables. According to Merriam & Tisdell, descriptive qualitative research aims to provide a rich, detailed account of the subject under study, capturing the “what” of a phenomenon rather than explaining “why” it happens⁵⁷.

In this study, the researcher aims to describe how technology supports the teaching of vocabulary at SMP Negeri 01 Lebong To achieve this, the researcher collects data through observations, interviews with teachers, and documentation related to the teaching process. The focus is on capturing the real-life practices, strategies, and challenges faced by teachers and students when integrating technology into vocabulary learning.

The researcher acts as a key instrument, meaning they directly engage in gathering and interpreting the data. Data analysis is conducted inductively by categorizing and thematically organizing the findings to present a clear picture of the current situation. Through this approach, the study provides a detailed, contextualized description of how technology is

⁵⁷ Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative Research: A Guide to Design and Implementation* (4th ed.). Jossey-Bass.

utilized, the perceived benefits, and the potential areas for improvement. This descriptive qualitative design does not seek to test hypotheses or establish causal relationships but instead offers a comprehensive and nuanced understanding of the phenomenon, which can serve as a valuable foundation for further research or for informing school practices and decision-making.

B. Subject of the Research

The subject of the research refers to the specific phenomenon, group, or topic being studied, which is central to the investigation and from which data is collected, as defined by Creswell⁵⁸.

To identify the participants for this study, the researcher employed purposive sampling to gain a deeper understanding of the phenomenon under investigation. According to Creswell, purposive sampling involves intentionally selecting individuals and sites to provide insights into the central phenomenon being studied⁵⁹. The criteria for purposive sampling in this study were determined based on the participant's relevance to the phenomenon being investigated, namely the use of digital technology in teaching English vocabulary. The participant was intentionally selected because she is an English teacher at SMP Negeri 1 Lebong, a civil servant (PNS), and is considered a senior teacher. In addition, she teaches seventh-grade students (classes VII-4 and VII-5) and actively integrates technology into the teaching process through the use of digital media such as online

⁵⁸ Creswell, J. W. (2013). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. SAGE. P.25

⁵⁹ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Fourth Edition, (Boston: Pearson Education, Inc.,2012), p.206

quizzes, instructional videos, and interactive platforms. She also teaches vocabulary integrated within reading activities, making her capable of providing in-depth information related to the focus of the study. Therefore, the selection of the participant was based on her experience, competence, and direct involvement in technology-based teaching practices that align with the objectives of the research.

SMP Negeri 1 Lebong was chosen as the research site because it provides a relevant and supportive context for investigating the use of digital technology in vocabulary teaching at the junior high school level. As vocabulary instruction plays a fundamental role in developing students' English proficiency, junior high school is considered an appropriate level for this study, since students are still in the process of building basic vocabulary knowledge.

Furthermore, Preliminary observations revealed that English teachers at this school actively utilize digital media such as online quizzes, instructional videos, and interactive platforms to support vocabulary learning. Therefore, SMP Negeri 1 Lebong was selected because it offers suitable facilities and instructional practices that align with the objectives of this study.

C. Technique Collecting Data

Data collection techniques in this research involve various methods for gathering detailed and nuanced information from participants. These techniques typically include interviews, observations. Interviews allow

researchers to explore participants' perspectives and experiences through direct questioning, while observations provide insights into behaviors and interactions in their natural context. these methods are integral to qualitative research as they enable the collection of rich, contextual data that is essential for understanding complex phenomena.

a. Observation

Observation is a qualitative data collection technique that involves systematically observing and recording behaviors, events, or interactions in their natural setting. In this study, the researcher employed non-participant observation, in which the researcher did not take part in the activities but only observed the process to obtain more objective data. The observation was conducted on October 22–23 at SMP Negeri 1 Lebong, focusing on an English teacher as the subject of the study. The purpose of this observation was to identify the types of technology used by the teacher in supporting vocabulary teaching. To assist in data collection, an observation checklist was used, containing specific indicators of various types of learning media, allowing the researcher to systematically record the presence or absence of each medium during the teaching and learning process. As noted by Denzin and Lincoln, observation is particularly valuable for understanding the context and uncovering patterns that emerge in real-time, thus offering a comprehensive view of the subject matter⁶⁰.

⁶⁰ Denzin, N. K., & Lincoln, Y. S. (2018). *The SAGE Handbook of Qualitative Research* (5th ed.). SAGE. P.78

b. Interview

An interview is a qualitative research method in which the researcher asks participants a series of questions to gain in-depth insights into their experiences, opinions, and feelings. In this study, the researcher employed semi-structured interviews, allowing for flexibility in asking questions and exploring participants' responses in greater detail. The interviews were conducted on October 22–23 at SMP Negeri 1 Lebong and involved English teachers as the participants. The purpose of these interviews was to obtain comprehensive data regarding the role of technology in supporting vocabulary teaching as well as the challenges faced by teachers in its implementation. During the process, the researcher asked predetermined questions while also following up on relevant points that emerged, and all responses were recorded and transcribed to ensure accuracy and reliability of the data.⁶¹ By engaging directly with participants, interviews enable researchers to delve deeply into their subject matter, providing a comprehensive understanding of the research topic⁶².

D. Instrument

In qualitative research, the research instrument is essential for effective data collection. To streamline this process, researchers utilize specific guidelines, including a structured observation sheet and an interview guide. These tools offer a systematic framework for collecting and

⁶¹ Patton, M. Q. (2015). *Qualitative Research and Evaluation Methods* (4th ed.). SAGE

⁶² DiCicco-Bloom, B., & Crabtree, B. F. (2006). *The qualitative research interview*. *Medical Education*, 40(4), 314-321

organizing data, ensuring that the research is conducted in a coherent and comprehensive manner. The following sections will outline these tools in detail:

1. Observation Checklist

The observation checklist was developed to facilitate the collection of data on the types of learning media employed by teachers to motivate first-grade students in learning English at SMP Negeri 01 Lebong. This checklist is designed to systematically monitor teachers' behaviors during the teaching and learning process. It contains specific indicators for various types of learning media as outlined by Lin, C. C., & Yu, W. (refer to Chapter 2 p.22).

The observation checklist allows the researcher to mark the presence or absence of each type of learning media used in the classroom, ensuring consistency and clarity in data collection. The detailed blueprint of the observation checklist is presented in the table below:

Table 3.1

Kinds of Technology Used by Teachers in Supporting Teaching Vocabulary

No	Kinds of Digital Technology	Tools (tick if used)	Yes	No	Notes
1	Multimedia Presentations	1. PowerPoint / Keynote	<input type="checkbox"/>	<input type="checkbox"/>	
		2. Prezi / Canva	<input type="checkbox"/>	<input type="checkbox"/>	
		3. Interactive Whiteboard	<input type="checkbox"/>	<input type="checkbox"/>	
		4. Others (specify)	<input type="checkbox"/>	<input type="checkbox"/>	
2	Language Learning Apps	1. Duolingo	<input type="checkbox"/>	<input type="checkbox"/>	
		2. Memrise	<input type="checkbox"/>	<input type="checkbox"/>	
		3. Others (specify)	<input type="checkbox"/>	<input type="checkbox"/>	
3	Online Games & Quizzes	1. Kahoot!	<input type="checkbox"/>	<input type="checkbox"/>	
		2. Quizizz	<input type="checkbox"/>	<input type="checkbox"/>	

		3. Wordwall	<input type="checkbox"/>	<input type="checkbox"/>	
		4. Others (specify)	<input type="checkbox"/>	<input type="checkbox"/>	
4	E-Learning Platforms	1. Google Classroom	<input type="checkbox"/>	<input type="checkbox"/>	
		2. Edmodo	<input type="checkbox"/>	<input type="checkbox"/>	
		3. Moodle	<input type="checkbox"/>	<input type="checkbox"/>	
		4. Others (specify)	<input type="checkbox"/>	<input type="checkbox"/>	
5	Digital Flashcards	1. Quizlet	<input type="checkbox"/>	<input type="checkbox"/>	
		2. Anki	<input type="checkbox"/>	<input type="checkbox"/>	
		3. Others (specify)	<input type="checkbox"/>	<input type="checkbox"/>	
6	Videos & Podcasts	1. YouTube	<input type="checkbox"/>	<input type="checkbox"/>	
		2. Spotify / Podcasts	<input type="checkbox"/>	<input type="checkbox"/>	
		3. Others (specify)	<input type="checkbox"/>	<input type="checkbox"/>	
7	Online Dictionaries & Thesauruses	1. Cambridge Online	<input type="checkbox"/>	<input type="checkbox"/>	
		2. Oxford Online	<input type="checkbox"/>	<input type="checkbox"/>	
		3. Others (specify)	<input type="checkbox"/>	<input type="checkbox"/>	
8	Mobile Apps	1. WhatsApp	<input type="checkbox"/>	<input type="checkbox"/>	
		2. Telegram	<input type="checkbox"/>	<input type="checkbox"/>	
		3. Others (specify)	<input type="checkbox"/>	<input type="checkbox"/>	
9	Social Media & Online Communities	1. Facebook Groups	<input type="checkbox"/>	<input type="checkbox"/>	
		2. Instagram	<input type="checkbox"/>	<input type="checkbox"/>	
		3. Others (specify)	<input type="checkbox"/>	<input type="checkbox"/>	

2. Interview Guidance

The researcher employed interviews to gain a deeper, more valid, and truthful understanding of the data. Two sets of interviews were conducted: the first with students to explore their perspectives on the use of technology in learning vocabulary, and the second with teachers to answer the third research question concerning the challenges they faced in using technology to teach vocabulary at SMP Negeri 1 Lebong. All interview responses were recorded and subsequently transcribed by the researcher to ensure accuracy. The interview process with students was designed based on the approaches outlined by Lin, C. C., & Yu, W., ensuring a structured and comprehensive exploration of their

experiences. Meanwhile, the teacher interviews followed Taylor's theory, providing a systematic framework to deeply investigate the challenges encountered in technology integration.

Table 3.2
The Blueprint of Interview Guidance

No	Kind of Digital Technology	Questions
A	The role of technology in supporting the teachers in their vocabulary teaching practice (Lin, C. C., & Yu, W.)	
1	Multimedia Presentations	<ol style="list-style-type: none"> 1. How do you use multimedia presentations, like videos or slideshows, to teach new vocabulary to your students, and what impact have you observed on their understanding and retention? 2. What types of multimedia resources do you find most effective for vocabulary instruction, and how do they compare to traditional teaching methods in terms of student engagement and learning outcomes?
2	Language Learning Apps	<ol style="list-style-type: none"> 1. How do you incorporate language learning apps into your vocabulary lessons, and what impact have you seen on students' vocabulary acquisition? 2. Which language learning apps do you find most effective for teaching vocabulary, and why do you think they work well with your students?
3	Online Games and Quizzes	<ol style="list-style-type: none"> 1. How do you use online games and quizzes to teach vocabulary, and what effect have they had on student engagement and vocabulary retention? 2. Which specific online games or quiz platforms do you find most beneficial for vocabulary instruction, and what features make them effective for your students?
4	E-Learning Platforms	<ol style="list-style-type: none"> 1. How do you integrate e-learning platforms into your vocabulary instruction, and what benefits have you observed in terms of student

		<p>learning and engagement?</p> <p>2. Which e-learning platforms do you find most effective for teaching vocabulary, and what features or tools on these platforms contribute to their success in your classroom?</p>
5	Digital Flashcards	<p>1. How do you use digital flashcards to support vocabulary instruction, and what impact have they had on students' ability to remember and use new words?</p> <p>2. Which digital flashcard tools do you find most effective for teaching vocabulary, and what specific features of these tools help enhance student learning?</p>
6	Videos and Podcasts	<p>1. How do you incorporate videos and podcasts into your vocabulary lessons, and what impact have they had on students' understanding and retention of new words?</p> <p>2. Which types of videos or podcasts do you find most effective for teaching vocabulary, and what aspects of these resources make them particularly useful for your students?</p>
7	Online Dictionaries and Thesauruses	<p>1. How do you use online dictionaries and thesauruses to enhance vocabulary instruction, and what benefits have you observed in students' ability to understand and use new words?</p> <p>2. Which online dictionaries or thesauruses do you find most useful for your students, and what features of these tools contribute to their effectiveness in vocabulary learning?</p>
8	Mobile Apps	<p>1. How do you incorporate mobile apps into your vocabulary teaching, and what improvements have you noticed in students' vocabulary acquisition and retention?</p> <p>2. Which mobile apps do you find most effective for teaching vocabulary, and what specific features make them beneficial for your students?</p>

9	Social Media and Online Communities	<ol style="list-style-type: none"> 1. How do you use social media and online communities to support vocabulary learning, and what effects have you observed on student engagement and vocabulary development? 2. Which social media platforms or online communities do you find most effective for vocabulary instruction, and what features of these platforms enhance their usefulness for your students?
B	Challenges the teachers face when using technology for teaching vocabulary (Taylor, J.)	
10	Student Engagement	<ol style="list-style-type: none"> 1. How do you ensure that students remain engaged with vocabulary learning when using technology? 2. What challenges have you encountered in maintaining student interest during technology-based vocabulary lessons?
11	Access to Technology	<ol style="list-style-type: none"> 1. How do you address issues related to unequal access to technology among your students? 2. What difficulties have you faced with technology access that impact your ability to teach vocabulary effectively?
12	Teacher Training	<ol style="list-style-type: none"> 1. What types of training or professional development have you received for using technology in vocabulary instruction? 2. What challenges have you faced in applying technology to vocabulary teaching due to insufficient training?
13	Monitoring Progress	<ol style="list-style-type: none"> 1. How do you use technology to monitor and assess students' progress in vocabulary learning? 2. What challenges have you encountered in tracking student progress using technological tools?
14	Cheating	<ol style="list-style-type: none"> 1. What measures do you take to prevent or address cheating when using technology for vocabulary instruction? 2. What challenges have you faced in managing or detecting academic dishonesty related to technology use in your vocabulary lessons?

15	Technical Issues	<ol style="list-style-type: none"> 1. What types of technical issues have you experienced when using technology for teaching vocabulary? 2. How have technical problems affected your ability to deliver effective vocabulary instruction?
16	Balancing Screen Time	<ol style="list-style-type: none"> 1. How do you balance screen time with other types of learning activities when using technology for vocabulary instruction? 2. What challenges do you face in managing screen time to ensure it does not negatively impact students' overall learning experience?

E. Data Analysis Technique

In this research, researcher used Miles and Huberman's data analysis procedures, which are divided into the steps⁶³:

a) Data Collection

In the data collection process, the researcher begins from the preparation stage to the execution of observation and interviews. Initially, during the preparation stage, the researcher gathers information

b) Data Condensation

In data condensation, the process involves selecting, focusing, simplifying, abstracting, and transforming the data. The researcher must act selectively, determining which dimensions are more important, which relationships might be more meaningful, and consequently, what information can be collected and analyzed.

⁶³ Miles, M.B, Huberman, A.M, & Saldana, J. (2014). *Qualitative Data Analysis, A Methods Sourcebook*, Edition 3. USA: Sage Publications.

c) Data Display

Data presentation is carried out to facilitate the researcher's understanding of the problem and to enable progression to the next stage. Data presentation involves organizing and compiling condensed information in a manner that allows for drawing conclusions.

d) Data verification/Conclusion

Drawing conclusion and verification data is the last phase in the research data analysis process. The preliminary findings researched are just temporary, and they will be revised if substantial evidence is not found to support the next step of data collecting. When the researcher returns to the field to synthesize the data, the findings researched in the early phases are backed by reliable consistent evidence, and the conclusion reached are innovative.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. FINDING

This chapter presents the findings of the study derived from interviews, classroom observations, and documentation. The findings are organized based on the research questions and focus on three main aspects: (a) the types of technology used in vocabulary teaching, (b) the roles of technology in supporting vocabulary teaching practices, and (c) the challenges faced by teachers in using technology for teaching vocabulary.

This study employed qualitative data collection methods in the form of interviews and classroom observations, which were conducted over two days, from October 22 to October 23, 2025. The interviews were carried out with the English teacher to obtain in-depth information regarding the use of digital technology in vocabulary teaching, including the types of technology applied, their roles in the learning process, and the challenges encountered during implementation. In addition, classroom observations were conducted to examine how digital technology was integrated into vocabulary instruction and to identify students' responses and engagement during the learning activities. The combination of interviews and observations enabled the researcher to gain comprehensive and contextual insights, as well as to triangulate the data in order to enhance the credibility of the research findings.

a. Types of Technology Used in Vocabulary Teaching

The findings show that teachers used various types of technology to support vocabulary teaching. Visual media were commonly applied to help students understand new vocabulary and reduce boredom during the learning process.

Table 4.1 Types of Technology

No	Kinds of Digital Technology	Tools (tick if used)
1	Multimedia Presentations	1. PowerPoint / Keynote
2	Language Learning Apps	1. Duolingo
3	Online Games & Quizzes	1. Wordwall
4	E-Learning Platforms	1. Google Classroom
5	Digital Flashcards	1. Anki
6	Videos & Podcasts	1. Youtube
7	Online Dictionaries & Thesauruses	1. Kamusku
8	Mobile Apps	1. Whatsapp
9	Social Media & Online Communities	1. Whatsapp Group

Table 4.1 illustrates the range of digital technology media used in vocabulary teaching during the learning process

The findings indicate that the teacher employed a range of digital technologies to support vocabulary instruction in a structured and engaging manner. Multimedia presentations, particularly PowerPoint, were used to introduce and explain new vocabulary, with slides functioning as digital flashcards that displayed target words accompanied by visual support. During lessons, the teacher explained and pronounced each vocabulary item while students observed the projected slides,

enabling clear presentation and facilitating students' understanding and participation. To reinforce practice and increase engagement, language learning applications and online games such as Duolingo, Wordwall, Kahoot, and Quizizz were utilized. Google Classroom served as the main e-learning platform for distributing materials and managing learning activities, supported by additional resources including Anki digital flashcards, YouTube videos, and online dictionaries such as Kamusku to strengthen vocabulary comprehension. Furthermore, mobile applications and social media, particularly WhatsApp and WhatsApp groups, were used in a limited capacity to support communication and learning beyond the classroom. One teacher stated,

*“To teach English, I choose learning methods using visual media to facilitate students in understanding the material and to avoid boredom during the teaching and learning process. For example, I have used pop-up picture media as an alternative learning medium. Pop-up pictures are folded paper in the form of images.”*⁶⁴

In addition, flashcards were used as visual learning tools because they were considered clear, relevant, and able to attract students' attention. The teacher explained,

*“For vocabulary teaching, the most effective media must be clear, relevant, and attention-grabbing. One example is flashcards, which are picture cards proven to improve students' vocabulary.”*⁶⁵

Audiovisual media such as animated videos were also utilized to introduce vocabulary in a more engaging way. The teacher mentioned,

“I have also used audiovisual media, such as animated videos, which are very effective for introducing language to children.” Digital platforms and applications were another type of technology frequently used. The teacher stated, *“I usually choose appropriate platforms and tools, such as the*

⁶⁴ Interview with English teacher at SMP Negeri 1 Lebong, 22 oct 2025

⁶⁵ Interview with English teacher at SMP Negeri 1 Lebong, 22 oct 2025

Wordwall application, which provides various interactive vocabulary games like word search, matching words, and crossword puzzles.”

Furthermore, vocabulary learning applications such as Anki and Memorize were used to support vocabulary retention. Digital flashcards displayed on computers and mobile phones were also applied to combine words and images. Online dictionaries were used when students encountered unfamiliar words, as explained by the teacher:

“When students find unfamiliar words, they can quickly search for them in online dictionaries, which provide definitions, example sentences, and help them understand word usage.”⁶⁶

b. The Roles of Technology in Vocabulary Teaching

The classroom observations indicate that technology functioned as a supporting tool in vocabulary instruction at SMP Negeri 1 Lebong. Digital media were used to assist teachers in presenting vocabulary materials and facilitating student practice. The use of multimedia presentations, online quizzes, and visual media helped deliver vocabulary content in a clearer and more structured manner. Technology also supported classroom activities by enabling teachers to provide explanations, examples, and practice exercises related to vocabulary learning. Overall, technology served as an instructional aid that supported the teaching and learning process. The table below summarizes the roles on each kinds of digital technology used in school based on previous studies explained at chapter II.

Table 4.2 Roles of Each Kinds of Technology

No	Kind of Digital Technology	Roles of Digital Technology
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⁶⁶ Interview with English teacher at SMP Negeri 1 Lebong, 22 oct 2025

1	Multimedia Presentations	<p>a. Assisting teachers in presenting vocabulary materials in a clear and structured manner.</p> <p>b. Supporting explanations and examples of new vocabulary through visual media.</p> <p>c. Increasing students' understanding of vocabulary through visual support.</p>
2	Language Learning Apps	<p>a. Supporting vocabulary retention through repeated exposure and spaced repetition.</p> <p>b. Assisting students in memorizing new vocabulary items.</p> <p>c. Supporting independent practice of vocabulary learning.</p>
3	Online Games and Quizzes	<p>a. Facilitating vocabulary practice through interactive activities.</p> <p>b. Increasing student engagement by incorporating visual and audio elements in quizzes.</p> <p>c. Supporting students' motivation and interest in vocabulary learning.</p>
4	E-Learning Platforms	<p>a. Supporting the organization and distribution of vocabulary learning materials.</p> <p>b. Assisting teachers in managing learning activities.</p> <p>c. Supporting the teaching and learning process as an instructional aid.</p>
5	Digital Flashcards	<p>a. Supporting vocabulary memorization through repeated exposure to words.</p> <p>b. Assisting students in retaining new vocabulary items.</p> <p>c. Facilitating structured vocabulary practice.</p>
6	Videos and Podcasts	<p>a. Supporting students' listening skills in vocabulary learning.</p> <p>b. Assisting pronunciation practice through audio and spoken models.</p> <p>c. Increasing student engagement through audio-visual input.</p>
7	Online Dictionaries and Thesauruses	<p>a. Assisting students in understanding the meanings of vocabulary items.</p> <p>b. Supporting students in finding examples related to vocabulary usage.</p> <p>c. Facilitating independent vocabulary learning.</p>
8	Mobile Apps	<p>a. Supporting speaking practice through repetition activities such as <i>repeat-after-me</i>.</p> <p>b. Facilitating flexible vocabulary practice during learning activities.</p> <p>c. Supporting student engagement in vocabulary learning.</p>

9	Social Media and Online Communities	<ul style="list-style-type: none"> a. Supporting communication related to learning activities. b. Facilitating interaction and cooperation among students. c. Extending vocabulary learning beyond classroom activities.
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Table 4.2 shows that technology media played a significant role in supporting vocabulary teaching and learning. Digital tools such as multimedia presentations, digital flashcards, videos and podcasts, and online games and quizzes were used to help teachers present vocabulary materials clearly and effectively. These media supported students' understanding of word meanings, improved vocabulary retention through repeated exposure, and increased student engagement and motivation during learning activities.

Furthermore, technology media supported independent learning and extended vocabulary practice beyond the classroom. Language learning apps, mobile apps, online dictionaries and thesauruses, as well as e-learning platforms provided students with flexible opportunities to practice vocabulary independently. In addition, e-learning platforms and social media or online communities facilitated communication and interaction among students, allowing vocabulary learning to continue outside formal classroom settings.

The findings indicate that technology played an important role in supporting vocabulary teaching practices. Teachers reported positive impacts on students' vocabulary development through the use of visual and digital media. One teacher stated,

*“I feel that there is a positive impact from using visual media, as it is proven that students’ English vocabulary has increased.”*⁶⁷

Technology was also used to support vocabulary retention through repeated exposure. The teacher explained,

“I usually use spaced repetition methods to improve students’ memory of new vocabulary.”

In addition, technology supported students’ pronunciation and listening skills through speaking practice. The teacher mentioned,

“I also conduct speaking exercises to train students to listen to and pronounce vocabulary correctly, usually using the repeat-after-me method.”

The use of audio elements, such as MP3 files in quizzes, helped increase student engagement. The teacher stated,

“By adding visual and audio elements to quizzes, such as listening to songs through MP3 files, student engagement can be improved.”

Teachers also observed increased motivation, interest, interaction, and cooperation among students. Moreover, technology assisted teachers in monitoring students’ learning progress. As stated by the teacher,

“Technology makes it easier to monitor students’ progress. With software, teachers can track students’ understanding of materials, test results, and classroom engagement.”

C. Challenges in using technology for vocabulary teaching

Although technology was integrated into vocabulary instruction, several limitations were observed. Not all available technological tools were used consistently, and some platforms were only partially utilized. The use of more advanced technologies, such as virtual reality, was not observed during the teaching process. These conditions suggest that the integration of technology may be influenced by factors such as classroom needs, teacher readiness, and available

⁶⁷ Interview with English teacher at SMP Negeri 1 Lebong, 23 Oct 2025

resources. Therefore, while technology was present in the learning process, its implementation still faced practical limitations.

Table 4.3 Challenges faced by teachers

No	Teachers Challenges	Explanations
1	Student Engagement	The findings demonstrate that levels of student engagement differed across technology-based learning activities, as some students responded positively to digital media while others struggled to sustain attention and active involvement.
2	Access to Technology	The findings highlight disparities in access to technological devices and internet connectivity, which constrained students' participation and reduced the overall effectiveness of digital learning implementation.
3	Teacher Training	The findings indicate that insufficient professional training limited teachers' capacity to fully exploit digital tools, leading to the underutilization of several available technologies.
4	Monitoring Progress	The findings reveal that, despite the availability of digital tracking features, teachers encountered difficulties in consistently monitoring and evaluating students' vocabulary development.
5	Cheating	The findings point to an increased risk of academic dishonesty associated with the use of online quizzes and digital assessments during the learning process.
6	Technical Issues	The findings show that recurring technical constraints, including unstable internet connections and device-related problems, interfered with the smooth delivery of technology-supported instruction.
7	Balancing Screen Time	The findings suggest that regulating students' screen time became a notable challenge, as prolonged exposure to digital devices tended to affect students'

		concentration during learning activities.
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Based on the findings presented in Table 4.3, several challenges were identified in the implementation of technology for vocabulary teaching. Student engagement emerged as a key concern, as learners demonstrated varying levels of motivation and focus when participating in technology-based activities. In addition, disparities in access to technological devices and internet connectivity limited some students' participation, thereby reducing the overall effectiveness of digital learning. The findings also indicate that limited professional training constrained teachers' ability to fully utilize available digital tools, resulting in the partial implementation of certain technologies in classroom practice.

Furthermore, the findings reveal that monitoring students' vocabulary development through digital platforms remained challenging, despite the presence of tracking features. The use of online quizzes and digital assessments was also associated with an increased risk of academic dishonesty, which posed additional concerns for teachers. Technical issues, such as unstable internet connections and device limitations, further disrupted the learning process. Lastly, balancing students' screen time emerged as an important challenge, as excessive exposure to digital devices was found to affect students' concentration during learning activities.

From interview, teachers reported that many students still experienced difficulties in understanding English texts due to limited vocabulary knowledge and the influence of their mother tongue. One teacher stated,

“Many students still have difficulty understanding English texts because of their lack of vocabulary and the influence of their mother tongue.”

Another challenge identified was unequal access to technology among students. The teacher explained,

“To overcome inequality in access to technology among students, it is necessary to improve facilities such as free internet access and to distribute affordable devices through cooperation between the government and private sectors.”

B. Discussions

This chapter discusses the findings of the study by relating them to the theories and previous studies presented in Chapter II. The discussion is organized according to the research questions, focusing on (a) the types of technology used in vocabulary teaching, (b) the roles of technology in supporting vocabulary teaching practices, and (c) the challenges faced in using technology for vocabulary instruction at the junior high school level.

a. Observation Results

Classroom observation revealed that the teacher used digital flashcards through PowerPoint, combining visual representations with verbal explanations. This practice reflects multimedia learning theory, which emphasizes that visual and verbal input supports students' comprehension⁶⁸ and helps them build clearer associations between word form and meaning.

In addition, the systematic presentation of vocabulary, supported by clear pronunciation and repetition, corresponds with vocabulary

⁶⁸ Sari, R., & Putri, M. (2020). The Role of Multimedia Resources in Enhancing Vocabulary Mastery

teaching theories that stress structured instruction. The use of interactive technologies such as Kahoot, Quizizz, Wordwall, YouTube, online dictionaries, Google Classroom, and WhatsApp encouraged active participation, autonomous learning, and continued practice beyond the classroom

b. Types of Technology Used in Vocabulary Teaching

The findings reveal that various types of digital technology were used by the teacher to support vocabulary teaching, including visual media, flashcards, animated videos, digital platforms, vocabulary learning applications, and online dictionaries. This result aligns with the theoretical framework presented in Chapter II, which emphasizes that technology provides diverse tools to enhance vocabulary learning through multimedia and interactive resources⁶⁹.

Visual media such as pop-up pictures and flashcards were frequently used to introduce new vocabulary and to reduce students' boredom during the learning process. This finding supports Mayer's Cognitive Theory of Multimedia Learning, which states that learners understand information better when words are combined with visual representations⁷⁰. By presenting vocabulary through images, students were able to associate words with concrete visual forms, making vocabulary learning more meaningful and memorable.

⁶⁹ Intania, E. V., & Sutama, S. (2020). The role of character education in learning during the COVID-19 pandemic. *Jurnal Penelitian Ilmu Pendidikan*, 13(2), 129-136

⁷⁰ Mayer, R. E. (2009). *Multimedia Learning*. Cambridge: Cambridge University Press.

The use of audiovisual media, such as animated videos, also reflects the dual-channel processing principle proposed by Mayer, where learners process information through both visual and auditory channels. This approach helped students not only recognize vocabulary visually but also understand pronunciation and usage through sound. These findings are consistent with theories stating that multimedia resources enhance vocabulary comprehension by providing contextualized and authentic exposure to language.

Furthermore, the use of digital platforms such as Wordwall and vocabulary applications like Anki and Memorize is in line with Nation's theory on vocabulary learning, which highlights the importance of repeated exposure and spaced repetition. Digital flashcards and interactive games allowed students to practice vocabulary regularly, reinforcing retention over time. The use of online dictionaries also supports independent vocabulary learning, as suggested by Nunan, who emphasizes learner autonomy in vocabulary acquisition.

c. The Roles of Technology in Vocabulary Teaching

The findings indicate that technology played a significant role in supporting vocabulary teaching practices by improving students' vocabulary mastery, retention, motivation, pronunciation, and

classroom engagement, which emphasize the importance of vocabulary and the role of technology in language learning⁷¹.

Teachers observed a positive impact on students' vocabulary development through the use of visual and digital media and technology also supported pronunciation and listening skills through speaking activities and audio-based exercises. This finding reflects Mayer's framework, which integrates vocabulary learning with listening and speaking activities as part of meaning-focused input and output. The use of audio elements, such as MP3 files in quizzes, increased student engagement and allowed students to practice correct pronunciation in an interactive way.

In addition, technology increased students' motivation, interest, interaction, and cooperation during vocabulary learning which emphasize that digital tools and gamified platforms enhance student engagement and participation⁷². The findings also confirm Mayer's active processing principle, as students were actively involved in selecting, organizing, and applying vocabulary through interactive tasks.

Moreover, technology assisted teachers in monitoring students' learning progress. This aligns with the role of digital technology described in Chapter II, where learning management systems and

⁷¹ Intania, E. V., & Utama, S. (2020). The role of character education in learning during the COVID-19 pandemic. *Jurnal Penelitian Ilmu Pendidikan*, 13(2), 129-136

⁷² Parker, R. (2019). The effectiveness of mobile apps in vocabulary acquisition. *Mobile Learning Journal*, 11(1), 33-47

educational software enable teachers to track students' understanding, test results, and classroom engagement more efficiently.

d. Challenges in using technology for vocabulary teaching

Despite the benefits, the findings also reveal several challenges in using technology for vocabulary teaching. One major challenge was students' limited vocabulary knowledge and the influence of their mother tongue, which made it difficult for them to understand English texts. This finding revealed that without sufficient vocabulary, students struggle to interpret meaning accurately, even when technological tools are available⁷³.

Another significant challenge was unequal access to technology among students. This finding supports the challenges discussed in Chapter II regarding access to devices and internet connectivity. Although technology offers many advantages, its effectiveness depends on equal access to technological resources. The teacher's suggestion to improve facilities through free internet access and affordable devices reflects broader educational concerns about digital inequality.

These challenges are also consistent with previous studies that highlight issues such as limited access, technical problems, and the need for adequate infrastructure in technology-based learning environments. Therefore, while technology has the potential to

⁷³ E. Ely, P. C. Pullen, M. J. Kennedy, S. E. Hirsch, and M. C. Williams, "Use of instructional technology to improve teacher candidate knowledge of vocabulary instruction," *Computers & Education*, vol. 75, pp. 44–52, 2014

enhance vocabulary teaching, these obstacles must be addressed to ensure effective and equitable implementation.

Overall, the findings of this study are consistent. Technology-supported vocabulary teaching aligns with established theories of vocabulary learning and multimedia learning, particularly in terms of enhancing comprehension, retention, motivation, and engagement⁷⁴. However, challenges related to vocabulary limitations and unequal access to technology remain significant and require further attention.

The integration of digital technology in vocabulary teaching at the junior high school level can be considered effective when supported by appropriate teaching strategies, adequate facilities, and continuous teacher training. Addressing these challenges will help maximize the benefits of technology and ensure that vocabulary learning objectives are achieved successfully.

e. Relevance with related studies

The findings of this study are generally consistent with the previous studies presented in the related studies section. Similar to the studies conducted by Rahmat and Firdaus⁷⁵ , Sari and Putri⁷⁶ ,

⁷⁴ Sari, R., & Putri, M. (2020). The Role of Multimedia Resources in Enhancing Vocabulary Mastery of Junior High School Students in Surabaya. *Educational Media International*, 55(3), 215-229

⁷⁵ Rahmat, A., & Firdaus, F. (2019). The Effectiveness of Using Quizlet for Vocabulary Learning in Junior High School Students. *Journal of Educational Technology*, 15(2), 45-58

⁷⁶ Sari, R., & Putri, M. (2020). The Role of Multimedia Resources in Enhancing Vocabulary Mastery of Junior High School Students in Surabaya. *Educational Media International*, 55(3), 215-229

Widodo⁷⁷ , Hidayat and Fitria⁷⁸ , and Susanti and Wulandari⁷⁹ , the present study found that the use of digital technology in vocabulary teaching can significantly improve students' vocabulary mastery, motivation, and engagement in the learning process. Previous studies emphasized the effectiveness of specific technological tools such as Quizlet, multimedia resources, mobile learning applications, digital storytelling, and online collaborative platforms in enhancing vocabulary learning outcomes. In line with these findings, the current study also revealed that the use of various technologies, including digital flashcards, animated videos, online games, vocabulary applications, and digital communication platforms, supported students' understanding, retention, and participation during vocabulary learning activities.

However, while most previous studies mainly focused on measuring the effectiveness of particular technological tools on students' vocabulary achievement, this study provides a broader perspective by examining not only the types of technology used but also their roles in teaching practices and the challenges encountered during implementation. The present study highlights issues such as students' limited vocabulary knowledge and unequal access to

⁷⁷ Widodo, H. (2018). Mobile Learning Applications for Vocabulary Enhancement in Indonesian Junior High Schools. *Mobile Learning Journal*, 11(1), 33-47

⁷⁸ Hidayat, R., & Fitria, L. (2021). The Impact of Digital Storytelling on Vocabulary Acquisition among Junior High School Students. *Journal of Interactive Learning Research*, 28(4), 335-349

⁷⁹ Susanti, A., & Wulandari, E. (2019). Effectiveness of Online Collaborative Tools in Teaching Vocabulary to Junior High School Students in Semarang. *Journal of Online Learning and Teaching*, 17(1), 50-64

technological resources, which were not always emphasized in earlier research.

BAB V

CONCLUSIONS

A. Conclusion

In conclusion, the findings of this study indicate that the thoughtful integration of multimedia tools, mobile applications, and interactive digital platforms can substantially enhance students' vocabulary acquisition and overall engagement. These technologies offer diverse pathways for students to interact with new vocabulary, making the learning process more enjoyable, flexible, and accessible. Through the use of animated videos, digital flashcards, online games, and mobile learning apps, teachers successfully created dynamic learning environments that promoted active participation and strengthened vocabulary retention. The incorporation of online resources not only supported independent, self-paced learning but also extended vocabulary practice beyond the physical classroom, allowing students continuous opportunities to reinforce their understanding.

At the same time, the study underscores that the integration of technology brings significant potential for improving learning outcomes and monitoring student progress. Digital tools provide teachers with valuable real-time insights into students' performance and engagement, enabling timely instructional adjustments. However, several challenges remain evident, particularly those related to unequal access to devices, insufficient teacher training, and recurring technical issues. These barriers highlight the need for improved technological infrastructure, greater institutional support, and

ongoing professional development to ensure that teachers are fully equipped to implement digital tools effectively.

Moreover, while technology clearly enhances student motivation, participation, and creativity, it also requires careful management especially in relation to students' screen time. Teachers must maintain a balanced approach to ensure that the use of digital tools does not overwhelm students or negatively impact their well-being. Addressing these concerns is essential for cultivating a sustainable and equitable integration of technology in vocabulary instruction.

Overall, the findings emphasize the transformative potential of digital technology in language education. When supported by adequate infrastructure, continuous professional development, and equitable access to technological resources, digital tools can significantly enrich vocabulary learning. Nonetheless, maximizing this potential requires ongoing efforts to address existing barriers and ensure that all students can benefit from technology-enhanced instruction in meaningful and sustainable ways.

B. Suggestion

Based on the conclusions above, several suggestions are proposed for different stakeholders.

1. Suggestions for Schools

Schools are encouraged to improve technological infrastructure by providing stable internet access and adequate digital devices to support technology-based learning. Collaboration between schools, government, and

private sectors is recommended to reduce inequality in access to technology among students. Schools should also support continuous professional development programs to help teachers enhance their competence in integrating technology into vocabulary instruction.

2. Suggestions for Teachers

Teachers are advised to continue utilizing a variety of digital tools to support vocabulary teaching while adjusting their use to students' needs and learning levels. Teachers should combine technology-based instruction with appropriate teaching strategies to address students' limited vocabulary and mother tongue interference. In addition, teachers are encouraged to balance the use of technology with traditional learning activities to avoid excessive screen time and ensure meaningful learning experiences.

3. Suggestions for Future Researchers

Future researchers are encouraged to conduct similar studies involving a larger number of participants or different school contexts to gain broader insights into the use of technology in vocabulary teaching. Further research may also explore the effectiveness of specific digital tools or applications in improving particular aspects of vocabulary learning, such as pronunciation, retention, or reading comprehension. Additionally, quantitative or mixed-method approaches could be used to strengthen the findings and provide more comprehensive evidence.

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SK PEMBIMBING



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH**

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
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Nomor : 545 Tahun 2025

- Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP
- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Permohonan Saudara Septian Marsella tanggal 29 Juli 2025 dan kelengkapan persyaratan pengajuan SK Pembimbing Skripsi
2. Berita Acara Seminar Proposal Pada Hari Jumat, 10 Juli 2025

M E M U T U S K A N :

- Menetapkan**
- Pertama** : 1. **Jumatul Hidayah, M.Pd** **19780224 200212 2 002**
2. **Sarwo Edy, M.Pd** **19810607 202321 1 011**
- Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :
- N A M A : **Septiana Marsella**
N I M : **20551065**
JUDUL SKRIPSI : **The use of Techninology in Supporting Vocabulary Teaching at the Junior High School Level**
- Kedua** : Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berla ku ;

Ditetapkan di Curup,
Pada tanggal 30 Juli 2025
Dekan,


Sutarto

- Tembusan :
1. Rektor
 2. Bendahara IAIN Curup;
 3. Kabag Akademik kemahasiswaan dan kerja sama;
 4. Mahasiswa yang bersangkutan;



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FAKULTAS	: Tarbiyah
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PEMBIMBING II	: Sarwo Edy, Mpd
JUDUL SKRIPSI	: The use of technology in supporting vocabulary teaching at the junior high school level.
MULAI BIMBINGAN	: 29 - Juli - 2025
AKHIR BIMBINGAN	: 11 - Februari - 2026

NO	TANGGAL	MATERI BIMBINGAN	PARAF	
			PEMBIMBING II	
1.	29/7/25	Perbaiki Bab 1 - 3.		
2.	20/9/25	Perbaiki bab 3		
3.	26/9/25	Perbaiki bab 3		
4.	8/10/2025	Perbaiki bab 3		
5.	10/10/2025	Perbaiki bab 3 dan buat sk penelitian.		
6.	22/10/25	Penelitian		
7.	23/10/25	Penelitian		
8.	8/12/25	Perbaiki Bab 1-4		
9.	26/1/26	Perbaiki bab 4 - 5		
10.	2/2/26	Perbaiki bab 4 dan pembahasan		
11.	9/2/26	Perbaiki bab 4 dan pembahasan		
12.	11/2/2026	ACC Skripsi		

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CURUP, 11 Februari'.....2026

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PROGRAM STUDI	: Tadris Bahasa Inggris
FAKULTAS	: Tarbiyah
DOSEN PEMBIMBING I	: Jumatul Hidayah, m. Pd
DOSEN PEMBIMBING II	: Sarwo Eddy, M. Pd
JUDUL SKRIPSI	: the use of tecnodogy In Supporting vocabularry teaching at th gumor high School level
MULAI BIMBINGAN	: 29 - Juli - 2025
AKHIR BIMBINGAN	: 21 - Februari - 2026

NO	TANGGAL	MATERI BIMBINGAN	PARAF
			PEMBIMBING I
1.	29/07/2025	Perbaiki Bab 1 - Bab 3	k
2.	26/09/2025	Perbaiki Bab 3	k
3.	26/09/2025	Perbaiki bab 2	k
4.	8/10/2025	Perbaiki bab 3	k
5.	10/10/25	Perbaiki bab 3 dan buat sk penelitian	f
6.	22/10/25	Penelitian	k
7.	23/10/25	Penelitian	f
8.	8/12/25	Perbaiki bab 1-4	k
9.	26/1/26	perbaiki bab 4-5	k
10.	2/2/26	Perbaiki bab 4	k
11.	9/2/26	Perbaikan bab 4.	k
12.	11/2/2026	Acc skripsi	f

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH
DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP,

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NIP. 197802212002122002

CURUP, 11 Februari2026
PEMBIMBING II,

Sarwo Eddy, Mpd
NIP. 198106092023211011

- Lembar Depan Kartu Bimbingan Pembimbing I
- Lembar Belakang Kartu Bimbingan Pembimbing II
- Kartu ini harap dibawa pada setiap konsultasi dengan Pembimbing I dan Pembimbing II

BERKAS PENELITIAN



PEMERINTAH KABUPATEN LEBONG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jln. Raya Curup – Muara Aman 39164

REKOMENDASI

Nomor : 070/48/DPMTSP-04/2025

TENTANG PENELITIAN

- Dasar : 1. Peraturan Bupati Lebong Nomor 60 Tahun 2017 tentang Pendelegasian Wewenang Penadatangan Perizinan Dan Non Perizinan Pemerintah Kabupaten Lebong Kepada Kepala Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu Kabupaten Lebong.
2. Surat Dekan Fakultas Tadris Bahasa Inggris Nomor : 1861/IN.34/FT/PP.00.9/09/2025 Tanggal 29 September 2025 Perihal : Izin Penelitian. Permohonan diterima di Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Lebong Tanggal 1 Oktober 2025.

Nama Peneliti /NIM : Septiana Marsella / 20551065
Maksud : Melakukan Penelitian
Judul Penelitian : *The Use of Technology In Supporting Vocabulary Teaching at the Junior High School Level*
Tempat Penelitian : SMP N 1 Lebong
Waktu Penelitian/Kegiatan : 29 September s/d 29 Desember 2025
Penanggung Jawab : Dekan Fakultas Tadris Bahasa Inggris IAIN Curup

Dengan ini merekomendasikan Penelitian yang akan diadakan dengan ketentuan :

- Sebelum melakukan penelitian harus melapor kepada Dinas terkait.
- Harus menaati semua ketentuan Perundang-undangan yang berlaku.
- Selesai melakukan Penelitian agar melaporkan/menyampaikan hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Lebong.
- Apabila masa berlaku Rekomendasi ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai, perpanjangan Rekomendasi penelitian harus diajukan kembali kepada instansi pemohon.
- Rekomendasi ini akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang surat rekomendasi ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut diatas.

Demikian rekomendasi ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Lebong, 1 Oktober 2025


AN. KEPALA
SEKRETARIS
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
SAPURTA, SH
NIP. 19680710 200502 1 001

Tembusan disampaikan kepada Yth:

- Kepala Kantor Kesatuan Bangsa dan Politik Kabupaten Lebong
- Dekan Fakultas Tadris Bahasa Inggris IAIN Curup
- Kepala Sekolah SMP N 1 Lebong
- Yang Bersangkutan



PEMERINTAH KABUPATEN LEBONG
DINAS PENDIDIKAN DAN KEBUDAYAAN

SMP NEGERI 01 LEBONG
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NPSN : 10701991

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SURAT IZIN PENELITIAN

Nomor : 4429/1.22.16.04/SMP N 01/KS/2025

Dasar : Surat izin penelitian dari Fakultas Tadris Bahasa Inggris IAIN Curup, Nomor : 1861/IN.34/FT/PP.00.9/09/2025, Tanggal 1 Oktober 2025, Perihal : Permohonan Izin Penelitian.

Yang bertandatangan dibawah ini :

Nama : **RIZON TOMI, S.Pd**
NIP : 198105112011011005
Pangkat/Golongan : Penata muda Tk 1 /III.d
Jabatan : Kepala Sekolah

Memberi izin Penelitian kepada saudara :

Nama : **SEPTIANA MARSELLA**
NPM : **20551065**
Program Studi : Tadris Bahasa Inggris
Fakultas/Jurusan : Tarbiyah/Tadris Bahasa Inggris

Untuk mengadakan observasi/penelitian yang dimulai pada tanggal 29 September s.d 29 Desember 2025 dalam rangka memperdalam hal-hal yang berkenaan dengan tugas akhir/skripsi dengan judul "The Use of Technology In Supporting Vocabulary Teaching at the Junior High School Level di SMP Negeri 01 Lebong".

Demikian surat keterangan ini dibuat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.

Muara Aman, 27 Oktober 2025

Kepala Sekolah



RIZON TOMI, S.Pd
NIP.19810511 201101 1 005

SURAT KETERANGAN WAWANCARA

Narasumber:

Nama : Nova Linda Agusta M,Pd.
Jabatan / Sekolah : Guru & Staff SMP N 01 Lebong

Menerangkan bahwa saya telah melakukan wawancara sebagai partisipan penelitian dari:

Nama : Septiana Marsella
NIM : 20551065
Jurusan : Tadris Bahasa Inggris / Institut Agama Islam Negeri (IAIN) Curup

Pada tanggal 22 oktober 2025 guna data penelitian skripsi yang berjudul **“THE USE OF TECHNOLOGY IN SUPPORTING VOCABULARY TEACHING AT THE JUNIOR HIGH SCHOOL LEVEL”**

Demikian surat pernyataan wawancara ini dibuat untuk digunakan sebagaimana mestinya.

Narasumber



(Nova Linda Agusta M.Pd.)

Nip. 198208132009032016

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini :

Nama : Meli Kusmaningrum, M.Pd
Instansi : IAIN Curup
Jabatan : Dosen

Telah membaca instrumen penelitian berupa lembar observasi yang akan digunakan dalam penelitian skripsi dengan judul **“The Use of Technology in Supporting Vocabulary Teaching at The Junior High School Level”** oleh peneliti:

Nama : Septiana Marsella
NIM : 20551065
Program Studi : Tadris Bahasa Inggris

Setelah memperhatikan instrumen yang telah dibuat, maka masukan untuk instrumen tersebut adalah:

“Overall, your research instrument provides a strong foundation for the study's instruments. The instruments are relevant to the research topic of technology use in vocabulary teaching and aligned with the underlying theoretical framework. You need only minor revisions related to writing format.”

Demikian surat keterangan ini dibuat agar dapat digunakan dalam pengumpulan data di lapangan.

Curup, 8 Oktober 2025

Validator



Meli Kusmaningrum, M.Pd

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini, selaku validator instrumen lembar observasi menerangkan bahwa:

Nama : Septiana Marsella
NIM : 20551065
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : **The Use of Technology in Supporting Vocabulary Teaching at The Junior High School Level.**

Setelah memeriksa dan mencermati instrumen penelitian, maka instrumen lembar observasi tersebut dinyatakan telah memenuhi validitas isi dan layak digunakan untuk penelitian.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Curup, 8 Oktober 2025

Validator



Meli Kusmaningrum, M.Pd

BIODATA VALIDATOR

1. Informasi Pribadi

Nama Lengkap : Melli Kusmaningrum M,Pd
Tempat/Tanggal Lahir : Air Duku,24 Mei 1991
Jenis Kelamin : Perempuan
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2. Daftar Riwayat Pendidikan

Pendidikan : Magister
Asal Universitas : UNIVERSITAS SRIWIJAYA
Tahun Lulus : 2015
Jurusan : Pendidikan Bahasa Inggris

RESEARCH INSTRUMENT

A. Instrument

In qualitative research, the research instrument is essential for effective data collection. To streamline this process, researchers utilize specific guidelines, including a structured observation sheet and an interview guide. These tools offer a systematic framework for collecting and organizing data, ensuring that the research is conducted in a coherent and comprehensive manner. The following sections will outline these tools in detail:

1. Observation Checklist

The observation checklist was developed to facilitate the collection of data on the types of learning media employed by teachers to motivate second-grade students in learning English at SMP Negeri 01 Lebong. This checklist is designed to systematically monitor teachers' behaviors during the teaching and learning process. It contains specific indicators for various types of learning media as outlined by Lin, C. C., & Yu, W. (refer to Chapter 2).

The observation checklist allows the researcher to mark the presence or absence of each type of learning media used in the classroom, ensuring consistency and clarity in data collection. The detailed blueprint of the observation checklist is presented in the table below:

Table 3.1
Kind of Technology Used by Teachers in Supporting Teaching Vocabulary

No	Kind of Technology Media	Tools (tick if used)	Yes	No	Notes
1	Multimedia Presentations	1. PowerPoint / . Keynote	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
		2. Prezi / Canva	<input type="checkbox"/>	<input type="checkbox"/>	
		3. Interactive Whiteboard	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

		4. Others (specify)	<input type="checkbox"/>	<input type="checkbox"/>	
2	Language Learning Apps	1. Duolingo	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
		2. Memrise	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
		3. Others (specify)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3	Online Games & Quizzes	1. Kahoot!	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
		2. Quizizz	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
		3. Wordwall	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
		4. Others (specify)	<input type="checkbox"/>	<input type="checkbox"/>	
4	E-Learning Platforms	1. Google Classroom	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
		2. Edmodo	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
		3. Moodle	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
		4. Others (specify)	<input type="checkbox"/>	<input type="checkbox"/>	
5	Digital Flashcards	1. Quizlet	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
		2. Anki	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
		3. Others (specify)	<input type="checkbox"/>	<input type="checkbox"/>	
6	Videos & Podcasts	1. YouTube	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
		2. Spotify / Podcasts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
		3. Others (specify)	<input type="checkbox"/>	<input type="checkbox"/>	
7	Online Dictionaries & Thesauruses	1. Cambridge Online	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
		2. Oxford Online	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
		3. Others (specify)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	kanmusk
8	Mobile Apps	1. WhatsApp	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
		2. Telegram	<input type="checkbox"/>	<input type="checkbox"/>	
		3. Others (specify)	<input type="checkbox"/>	<input type="checkbox"/>	
9	Social Media & Online Communities	1. Facebook Groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
		2. Instagram	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
		3. Others (specify)	<input type="checkbox"/>	<input type="checkbox"/>	
10	Augmented Reality (AR) & Virtual Reality (VR)	1. AR Flashcards	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
		2. VR Classroom Tools	<input type="checkbox"/>	<input type="checkbox"/>	
		3. Others (specify)	<input type="checkbox"/>	<input type="checkbox"/>	

2. Interview Guidance

The researcher employed interviews to gain a deeper, more valid, and truthful understanding of the data. Two sets of interviews were conducted: the first with students to explore their perspectives on the use of technology in learning vocabulary,

TRANSKRIP WAWANCARA

- Researcher: Bagaimana cara mem menggunakan presentasi multimedia seperti video atau show-on show untuk mengajarkan kosa-kata baru kepada siswa dan apa dampaknya yang mem amati terhadap pemahaman dan serta daya ingat mereka?
- Responden: Terima kasih. Memang sebenarnya masih banyak siswa yang masih menghadapi kesulitan untuk memahami teks Bahasa Inggris dan untuk membaca karena faktornya yaitu kekurangan kosa-kata. Mereka tidak tahu arti kata-kata dalam teks Bahasa Inggris karena pengetahuan mereka tentang kosa-kata rendah. Jadi mereka kesulitan menghafal dan memahami kosa-kata. Bisa juga karena dipengaruhi oleh bahasa ibu yang mereka gunakan. Jadi untuk mengajar Bahasa Inggris, saya memilih metode belajar tunakan media visual untuk memfasilitasi siswa dalam menerima materi pembelajaran agar juga tidak bosan dalam proses belajar-mengajar. Kemudian dampaknya, memang saya merasakan ada dampak positifnya dengan menggunakan media visual ini dibuktikan bahwa ada peningkatan kosa-kata Bahasa Inggris. Kemudian misalnya contohnya itu saya pernah menggunakan sini gambar pop-up itu kan salah satu media alternatif dalam proses belajar. Jadi pop-up itu adalah potongan kertas yang dilipat bentuk gambar dan ternyata anak-anak senang dan dampaknya juga kosa-kata mereka bertambah banyak.
- Researcher: Terus jenis sumber multimedia apa yang menurut mem paling efektif untuk pengajaran kosa-kata?
- Responden: Oke, untuk pertanyaan ini berdasarkan yang saya tahu media yang paling efektif untuk pengajaran kosa-kata adalah memang media itu harus jelas, relevan dan menarik perhatian. Contohnya itu flashcard itu salah satu contoh media, yaitu media kartu gambar memang terbukti meningkatkan kosa-kata peserta didik. Salah satu contohnya itu penggunaan flashcard.
- Researcher: Flashcard?
- Responden: Iya, kemudian juga saya juga pernah menggunakan media audiovisual, video animasi itu juga salah satu yang sangat efektif untuk mengenalkan bahasa pada anak. Terus yang tradisional tadi ya? Bukan ya? Iya.
- Researcher: Lanjut ya. Bagaimana Anda mengintegrasikan?

- Responden: Oke, untuk pertanyaan bagaimana saya mengintegrasikan aplikasi pengajaran bahasa ke dalam pelajaran kosa-kata, saya biasanya menggunakan metode pengulangan berkala untuk meningkatkan daya kosa-kata baru. Biasanya menggunakan fitur seperti anki dan memorize untuk meningkatkan retensi kosa-kata. Kemudian juga latihan berbicara untuk melatih siswa untuk mendengar dan mengucapkan kosa-kata dengan benar. Biasanya saya sering menggunakan repeat after me, ikuti kata-kata saya gitu. Itu integrasinya.
- Researcher: Terus bagaimana cara mem menggunakan permainan atau quiz daring dalam mengajarkan kosa-kata dan bagaimana pengaruhnya terhadap keterlibatan serta retensi kosa-kata siswa?
- Responden: Oke, untuk pertanyaan penggunaan permainan dan quiz daring dalam menjaga kosa-kata, biasanya saya memilih platform dan alat yang tepat. Contohnya seperti aplikasi word wall, platform ini menyediakan berbagai jenis permainan kosa-kata interaktif seperti pencarian kata, mencocokkan kata, dan teka-teki silang. Ya, itu.
- Researcher: Terus bagaimana cara mem mengintegrasikan platform pembelajaran daring dalam pengajaran kosa-kata dan apa manfaat yang mem lihat dalam pembelajaran serta keterlibatan siswa?
- Responden: Oke, untuk pertanyaan ini, bagaimana saya mengintegrasikan platform pembelajaran daring dalam pengajaran kosa-kata dan manfaatnya serta keterlibatan siswa? Ya, tentunya saya juga melibatkan peranan orang tua, ya, misalnya mengirimkan panduan permainan keluarga sehingga orang tua dapat bermain versi permainan tersebut di rumah bersama anak-anak mereka. Kemudian juga dengan menambahkan elemen visual dan pendengaran pada quiz, misalnya mendengarkan lagu melalui file mp3, itu bisa juga.
- Researcher: Terus, bagaimana cara mem menggunakan kartu kilat atau digital flashcard untuk mendukung pengajaran kosa-kata?
- Responden: Oke, saya akan menjawab pertanyaan tersebut. Kartu kilat digital itu alat yang efektif dan interaktif untuk mendukung pengajaran kosa-kata. Jadi, seperti komputer dan ponsel untuk menampilkan kata bersama gambar sehingga proses belajar menjadi lebih menarik dan mudah diingat oleh siswa. Tadi pertanyaan berikutnya, dampaknya apa? Saya lihat ada peningkatan penguasaan kosa-kata, kemudian ada peningkatan motivasi dan minat belajar, serta juga adanya interaksi, mendorong interaksi dan kerjasama antar siswa.

Researcher: Terus, bagaimana cara mem mengintegrasikan video dan podcast dalam pembelajaran kosa kata dan dampak apa yang mereka

Responden: Sudah. Jadi, untuk mengintegrasikan video dan podcast dalam pembelajaran kosa kata, bisa menggunakan metode yang membuat siswa terlibat secara aktif. Misalnya, saat memutar video, jeda pada momen tertentu untuk menyoroti kosa kata baru yang muncul secara visual. Misalnya dengan meminta siswa untuk menggambar atau memberi label kata tersebut. Bisa juga siswa mencatat kosa kata yang menarik saat menonton video, setelah itu mereka mendiskusikan dan membuat kalimat sendiri menggunakan kata-kata tersebut.

Researcher: Terus?

Responden: Untuk penggunaan kamus dan tesaurus daring, dapat meninggalkan pembelajaran kosa kata. Misalnya, saat menjumpai kata-kata yang tidak dikenal, saat membaca, siswa dapat mencarinya dengan cepat di kamus daring. Ini memberikan definisi, contoh, kalimat dan kadang-kadang juga membantu siswa memahami cara penggunaan kata tersebut dalam konteks yang tepat. Siswa juga dapat membuat daftar kata-kata baru dan mencatatnya untuk dipelajari lebih lanjut.

Kalau penggunaan tesa urus daring, sama juga siswa dapat mencari kata yang sudah mereka mengetahui, kemudian mencari sinonim dan antonim. Ini memungkinkan mereka untuk menggunakan variasi kata yang lebih kaya dalam tulisan dan percakapan.

Researcher: Bagaimana Anda menggunakan teknologi untuk memantau dan menilai kemajuan siswa dalam pembelajaran kosa kata?

Responden: Teknologi memang memberikan kemudahan dalam memantau kemajuan siswa. Dengan adanya perangkat lunak, guru dapat dengan mudah melacak perkembangan siswa dalam hal pemohonan materi, pemohonan tes dan keterlibatan dalam kelas.

Researcher: Jenis pelatihan atau pengembangan profesional apa yang Anda terima terkait pengajaran teknologi dalam pengajaran teknologi? Bagaimana cara memastikan siswa tetap terlibat saat belajar kosa kata menggunakan teknologi?

Bagaimana cara saya melibatkan siswa dalam menggunakan teknologi? Misalnya, saya mengizinkan siswa tersebut memainkan quiz digital tentang topik

tersebut. Kalau mereka menggunakan media ini kan lebih menarik. Mereka juga bisa berkreasi dan berinovasi.

Researcher: Bagaimana cara mem mengatasi masalah ketimpangan akses terhadap teknologi di antara siswa?

Responden: Untuk mengatasi ketimpangan akses teknologi di antara siswa memang kita perlu meningkatkan fasilitas seperti internet gratis, bagaimana mendistribusikan perangkat yang terjangkau, tentunya itu didapat melalui kerjasama antara pemerintah dan swasta. Selain itu juga adanya pengembangan solusi pembelajaran yang inovatif

DOCUMENTATION















AUTOBIOGRAPHY

My name is Septiana Marsella. I was born in Muara Aman on September 9, 2000. I am the second child of three siblings, born to Mr. Haryanto and Mrs. Zakiati. I have an older brother named Muhammad Subhan and a younger sister named Meylisa Harzati. I was raised in a family environment that upholds the values of education, discipline, and responsibility, which have shaped my character and learning motivation until now.

I began my formal education at SD Negeri 02 Lebong, then continued my studies at SMP Negeri 01 Lebong, and later completed my senior high school education at SMA Negeri 01 Lebong. Since my school years, I have shown a strong interest in learning English. This interest has motivated me to continuously develop my skills in this field more deeply.

Currently, I am pursuing my higher education at IAIN Curup, majoring in the English Education Study Program (Tadris Bahasa Inggris). During my academic journey, I have actively participated in various academic activities that support the development of my competencies, particularly in the field of English language teaching.

Throughout my educational journey, I have faced various challenges, both academic and non-academic. However, through hard work, perseverance, and support from my family, lecturers, and peers, I have been able to overcome these obstacles. I aspire to become a professional, competent, and dedicated educator, and to contribute meaningfully to the development of education in the future.