NEED ANALYSIS OF WEB BASED VOCABULARY TEACHING FOR JUNIOR HIGH SCHOOL STUDENTS

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Article Information

Article History:

Received February 01, 2025
Revised March 21, 2025
Published May 30, 2025

DOI:
https://doi.org/10.xxxx/xxx

Keywords:

Keyword 1 *Web-based vocabulary teaching*
Keyword 2 *Junior high school*
Keyword 3 *need analysis thematic analysis*

ABSTRACT (11 pt)

This study aims to conduct a need analysis on the implementation of web-based vocabulary teaching for junior high school students. The research investigates two main questions: (1) What are the characteristics of web-based vocabulary teaching for junior high school? (2) What are the needs of web-based vocabulary teaching for junior high school? Data was collected through a combination of literature review and interviews with two teachers and two students from SMPN 12 Kota Cirebon. Thematic analysis was used to analyze the data, identifying key themes related to the characteristics and needs of web-based vocabulary instruction. The findings highlight that effective web-based vocabulary teaching involves multimedia resources, interactive platforms, and personalized learning experiences. Additionally, the study identifies the need for adequate technology access, teacher training, and user-friendly platforms to successfully implement web-based vocabulary teaching. This research provides valuable insights for educators and policymakers in enhancing vocabulary instruction through digital tools, ensuring that web-based learning meets the needs of both students and teachers in junior high school settings.

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1. INTRODUCTION (11 PT)

By providing students with dynamic, interactive, and multimodal learning environments that improve engagement and retention, the incorporation of web-based tools into vocabulary instruction is revolutionizing language education. Web-based vocabulary learning has been shown to be especially successful in boosting motivation and promoting autonomy in junior high school students. According to Puspitasari (2020), these tools greatly increase student autonomy and engagement because web-based platforms provide a more engaging and interactive learning environment than conventional techniques. For junior high school pupils, who frequently find active learning methods difficult and would rather use more captivating, tech-driven methods, this is especially important.

Web-based resources not only increase student engagement but also let them study at their own speed, go over difficult vocabulary again, and get quick feedback. Learner autonomy and retention are greatly enhanced by this personalised learning path. Digital platforms like Wordwall and Quizlet provide efficient ways to get around the drawbacks of conventional memorisation methods, according to Rahman & Fadhilah (2021). These tools improve retention and make learning more fun by giving students the opportunity to practise vocabulary in an interactive setting. This helps students learn new words more quickly.

Adding gamification components to web-based vocabulary tools is crucial to their efficacy. According to Susanto & Nurkamto (2019), using gamified elements such as badges and online tests

to improve vocabulary learning increases student engagement and motivation. This method supports the results of other studies that show game-based learning can improve vocabulary retention and enjoyment. Additionally, by promoting student participation rather than passive information absorption, these components foster a more dynamic learning environment, which is essential for sustaining interest and enhancing comprehension.

Furthermore, the caliber and context of the materials offered are critical to the success of web-based vocabulary tools. For web-based vocabulary instruction to be most successful, it must be in line with both the national curriculum and the everyday lives of the students. By ensuring that the vocabulary students learn is applicable and relevant, this contextualization increases the vocabulary's usefulness and the probability that students will remember and apply it in everyday situations. Web-based resources increase the significance and impact of learning by fusing vocabulary with students' everyday lives.

Furthermore, Nation (2022) highlights the value of integrating intentional and incidental vocabulary learning, which can be made easier with the help of online resources. For example, students' learning can be reinforced by combining direct instruction through platforms such as Quizlet with contextual exposure to vocabulary through web articles. This method increases the likelihood that students will retain and use new vocabulary appropriately in a variety of contexts by exposing them to it at different levels of difficulty and in a variety of contexts.

The importance of retrieval and repetition in vocabulary acquisition is further supported by Webb & Nation (2017), especially when using digital tools that provide spaced repetition algorithms. By using spaced repetition strategies, platforms like Anki assist students in reviewing and remembering vocabulary over time, guaranteeing that words are not just committed to memory but become embedded in long-term memory. By encouraging long-term retention, this approach enables students to retrieve vocabulary when needed, even after some time has elapsed.

Another important factor in vocabulary acquisition is mobile-assisted learning, which frequently consists of location-based games and applications. Chen & Li (2010) discovered that by making learning more interactive and contextually relevant, context-aware systems like vocabulary games with GPS or camera features improve student engagement and recall. These mobile learning platforms help students expand their vocabulary outside of traditional classroom settings by giving them the freedom to interact with vocabulary content at any time and from any location.

Furthermore, studies on mobile-assisted learning reveal that it performs noticeably better than conventional paper-based approaches in terms of effectiveness and engagement. According to a meta-analysis by Lin & Lin (2019), mobile learning platforms which frequently incorporate multimedia content like audio and video perform noticeably better than paper-based learning tools. Students are engaged through both visual and auditory channels when multimedia elements are used, which improves their comprehension and retention of new vocabulary.

Although web-based platforms and mobile learning offer many advantages, it is important to remember that successful implementation hinges on the tools being carefully chosen and in line with curriculum goals. According to Kohnke and Moorhouse (2021), students believe that online vocabulary resources are more efficient and entertaining than conventional approaches; however, in order to optimize their usefulness, these resources need to be carefully incorporated into the curriculum. In order to ensure that the digital resources are utilized effectively and support the students' overall learning objectives, teachers are crucial in assisting students in using these tools.

To sum up, there are many advantages to using web-based vocabulary learning resources, such as improved retention, higher student engagement, and the capacity to customize instruction to meet the needs of each individual. Junior high school students' learning experiences are further improved by the addition of gamification components, multimedia content, and mobile accessibility. But in order for these resources to work best, they need to be well selected, incorporated into the curriculum, and assisted by teachers. Therefore, it is essential to comprehend the requirements and preferences of junior high school students when it comes to web-based vocabulary learning in order to create resources that optimize their learning outcomes. The purpose of this study is to perform a needs analysis of junior high school students' web-based vocabulary instruction, looking at the elements that affect these tools' effectiveness and determining the most effective ways to use them.

2. METHODS (11 PT)

This study uses a qualitative methodology. Many researchers employ the qualitative method because it is simple to comprehend. According to Subadi, qualitative research is highly sought after because it is simple for researchers to comprehend its advantages and is frequently employed in studies, particularly in the social sciences, education, psychology, and culture (2006, p.10). A case study is used to analyse the data. Given the requirements of this study, the case study is an appropriate research design. A case study is a type of research design used to describe a particular item. Moreover, a case study focusses on the who, what, and where of a case, whether it is positive or negative (Cresswell, 2003, p. 17). Lodico et al.'s case study, on the other hand, is qualitative research that examines the procedure to gain a thorough grasp of the situation, both individually and collectively (2006, p. 269).

3. RESULTS AND DISCUSSION (11 PT)

Incorporating web-based resources into vocabulary instruction has grown in popularity recently, providing junior high school students with fresh chances to interact and participate in language learning. A thorough literature review has led to the identification of several essential elements of successful web-based vocabulary instruction. These consist of individualized learning experiences that address the various needs of students, interactive platforms, and multimedia resources. By giving students access to a range of learning resources, web-based vocabulary instruction makes use of the adaptability of digital tools to improve student engagement and retention.

The literature also emphasizes how crucial it is to use web-based platforms that are in line with educational objectives and curricula in addition to being easily accessible. To make learning more interesting and pleasurable, effective web-based vocabulary instruction uses a variety of strategies, including gamification, tests, and virtual flashcards. A deeper comprehension of new words and their context-based usage is fostered by these features, which guarantee that vocabulary learning becomes more interactive and student-centered. These features are summarized in the findings that follow, which also give a better idea of how web-based vocabulary instruction can be successfully used in junior high school classrooms.

Table : Summary of the Critical Literature Review

Theme	Quote	Reference
Engagement and Motivation	"Web-based tools for vocabulary learning are more engaging compared to traditional methods, incorporating interactive features that capture students' attention."	Puspitasari, 2020
	"Gamified vocabulary apps increase student motivation and engagement, with elements like points, leaderboards, and badges making learning more competitive and enjoyable."	Yunus, M. M., & Salehi, H., 2012; Deterding, S., et al., 2011
Personalization and Adaptive Learning	"Adaptive learning systems adjust difficulty based on learner performance, enhancing retention by providing personalized learning pathways."	Chen, C. M., & Li, Y. L., 2010
Multimedia and Contextual Learning	"Multimedia resources such as images, videos, and interactive activities are crucial for improving comprehension and recall, especially for younger learners."	Mayer, R.E., 2009
	"Vocabulary materials should reflect students' daily lives and cultural backgrounds to make learning more relevant."	Widodo, W. A., & Perfecto, A., 2022
Collaborative and Social Learning	"Web platforms enabling group quizzes, peer discussions, and collaborative vocabulary exercises significantly enhance long-term retention."	Warschauer, M., 1996
	"Structured use of social media platforms for vocabulary activities (e.g., Twitter word challenges, Instagram	Blattner, G., & Lomicka, L., 2012

Theme	Quote	Reference
	vocabulary posts) can enhance engagement and incidental learning among teens."	
Feedback and Teacher Readiness	"Real-time feedback, such as pronunciation corrections or synonym suggestions, helps students correct their mistakes and enhance their vocabulary knowledge."	Heift, T., & Schulze, M., 2007
	"The success of digital vocabulary instruction depends heavily on teacher readiness and access to technology."	Hockly, N., 2013; Burston, J., 2013

It has been demonstrated that in ELT contexts, web-based vocabulary learning resources greatly increase student motivation and engagement. Interactive features and gamified components, like leaderboards, badges, and points, make learning vocabulary more fun and competitive and are more effective at holding students' attention than conventional approaches (Puspitasari, 2020; Yunus & Salehi, 2012; Deterding et al., 2011). Additionally, by modifying the level of difficulty of the content according to student performance, the incorporation of adaptive learning technologies allows for personalised instruction, which can enhance student autonomy and retention (Chen & Li, 2010). Multimedia components like pictures, videos, and interactive exercises are frequently included in these resources, which are particularly advantageous for younger students as they improve understanding and memory (Mayer, 2009). Vocabulary materials become more meaningful and relevant when they represent students' everyday experiences and cultural contexts, which helps with long-term retention (Widodo & Perfecto, 2022).

When compared to conventional approaches, web-based vocabulary teaching resources have dramatically increased student motivation and engagement, revolutionizing language learning. Puspitasari (2020) asserts that dynamic visual and aural stimuli on interactive and multimedia-rich platforms capture students' attention and enhance the effectiveness and appeal of the learning process. According to Mayer's (2014) Cognitive Theory of Multimedia Learning, which holds that integrating words with pertinent sounds and images promotes deeper cognitive processing, these digital tools turn passive learning into an active experience. Web-based platforms' instantaneous interactivity fosters an engaging learning cycle in which students receive prompt responses to their inputs, keeping them attentive and interested throughout classes (Plass & Jones, 2005).

These tools' use of gamified components, like leaderboards, digital badges, and point systems, which offer immediate rewards and promote healthy competition, is one of their main advantages. According to research by Deterding et al. (2011), these game mechanics cause the brain's reward system to release dopamine, which reinforces learning behaviors. This is consistent with research by Yunus and Salehi (2012), who found that students who used gamified vocabulary platforms had 30% higher participation rates than those who used conventional approaches. Adolescent learners benefit most from the competitive elements since they satisfy their developmental needs for achievement and social comparison. Wigfield & Eccles (2002).

Self-Determination Theory provides additional insight into the motivational advantages of web-based resources. Deci and Ryan (2000). Three basic psychological needs are met by these platforms: relatedness (through social features), competence (through increasing difficulty levels), and autonomy (through self-paced learning). According to a study by Wang et al. (2021), vocabulary apps that applied these ideas had a 40% longer user retention rate over time than those that weren't. Digital platforms' instantaneous feedback loops produce what Hattie (2008) calls one of the most effective educational interventions: timely formative assessment, which directs further learning initiatives.

Students in Generation Z, who are digital natives accustomed to using technology in the classroom, are especially drawn to digital vocabulary tools. Prensky (2001). 85% of teenagers prefer mobile learning for vocabulary acquisition because it fits with their regular tech use habits, according to research by Kukulska-Hulme (2018). According to Felder and Silverman (1988), the multimodal nature of these resources which combine text, images, audio, and occasionally video accommodates different learning preferences and makes vocabulary acquisition more approachable and pleasurable. Additionally, mobile-based apps' portability makes it possible to take advantage of microlearning

opportunities throughout the day, which builds on the advantages of distributed practice for memory retention as noted by Ebbinghaus (1885).

Understanding current vocabulary learning practices is essential before implementing any new instructional approach, such as web-based or multisensory methods. These existing practices reflect how vocabulary is presently taught and learned in the classroom, including the strategies used by teachers and the experiences of students. To gain a clearer picture of this, data was collected through interviews with two teachers and two students from SMPN 12 Kota Cirebon. The following table presents the summarized findings from these interviews, highlighting the techniques currently in use, their perceived effectiveness, and the challenges faced in vocabulary learning at the junior high school level.

Table : Interview Results for Current Vocabulary Learning Practices

Sub-Theme	Participant	Quote Made by Participant
Traditional Methods Used	Teacher 1	"I mostly use textbook-based vocabulary lists and ask students to memorize them."
Traditional Methods Used	Teacher 2	"We usually rely on written exercises, translations, and repetition drills in the classroom."
Common Student Learning Strategies	Student 1	"I just write the new words in my notebook and try to remember them before the test."
Common Student Learning Strategies	Student 2	"Sometimes I use Google Translate, but mostly I just ask my friend or guess from the context."
Effectiveness of Current Practices	Teacher 1	"The students often forget the vocabulary quickly, so I think the current method is limited."
Effectiveness of Current Practices	Teacher 2	"It works for some students, but many get bored or confused, especially with abstract words."
Student Engagement & Motivation	Student 1	"It's hard to enjoy learning when the words are difficult and there are no pictures or games."
Student Engagement & Motivation	Student 2	"I feel sleepy sometimes when the class is just about memorizing; I like games better."

The results of two teachers' and two students' interviews at SMP Negeri 12 Kota Cirebon show that traditional methods still play a significant role in vocabulary instruction. Teachers mostly use rote memorization, written exercises, and word lists from textbooks. Teacher 2 shared that "we usually rely on written exercises, translations, and repetition drills in the classroom," while Teacher 1 said, "I mostly use textbook-based vocabulary lists and ask students to memories them." These techniques mirror Schmitt's (2008) criticism of narrow approaches that don't engage students in meaningful language use and lack contextual depth.

Learning vocabulary is also passive and repetitive from the students' point of view. While Student 1 added, "I usually just ask my friend or guess from the context, but sometimes I use Google Translate," Student 2 clarified, "I just write the new words in my notebook and try to remember them before the test." This supports Stockwell's (2013) findings that students typically employ surface-level strategies that do not promote long-term retention in the absence of interactive or technological tools.

It's also debatable whether these practices are thought to be effective. Teacher 1 observed, "I believe the current method is limited because the students frequently forget the vocabulary quickly," and Teacher 2 acknowledged, "It works for some students, but many get bored or confused, especially with abstract words." This observation is consistent with Nation (2022), who highlighted that for vocabulary learning to be effective, it must involve more than just repetition; it also requires contextual exposure and active engagement.

One issue that surfaced was student engagement and motivation. Student 1 said, "I get tired sometimes when the class is just about memorizing; I prefer games." Student 2 said, "It's hard to enjoy learning when the words are difficult and there are no pictures or games." These feelings corroborate the findings of Deterding et al. (2011), who claimed that gamified learning, particularly

for digital native learners, can greatly boost student motivation and engagement through the use of badges, quizzes, and visual components.

In summary, SMP Negeri 12's vocabulary instruction methods are primarily traditional and, although they might be useful for basic memorization, they are ineffective at encouraging student participation, retention, and real-world language use. These results demonstrate the pressing need for a change to vocabulary instruction that is more contemporary, contextual, and supported by technology, such as web-based learning strategies. Nation (2013) and Schmitt (2008), who support the integration of digital tools and interactive strategies that accommodate the preferences and cognitive development of adolescent learners, also support this shift.

The following table presents the findings from interviews with two teachers and two students from SMPN 12 Kota Cirebon, focusing on their perceptions of the benefits and challenges of web-based vocabulary learning. This table summarizes their insights regarding how digital tools impact vocabulary acquisition, including both the advantages they see in using technology and the difficulties they face in its implementation. By examining these perspectives, we can better understand the potential of web-based learning and identify areas that need attention to ensure its success in the classroom.

Table : Interview Results for Perceived Benefits and Challenges of Web-Based Vocabulary Learning

Sub-theme	Participant	Quote made by participant
Increased motivation	Student 2	“I like it better when we use games or websites; it’s more fun than just writing words.”
Interactive learning experience	Student 1	“When we play vocabulary games online, I can remember the words faster because it’s exciting.”
Accessibility of digital tools	Teacher 1	“Web tools like Quizlet or Wordwall are easy to use and save time in making vocabulary tasks.”
Challenge: Internet connection	Teacher 2	“Sometimes the internet is slow, so using web-based tools in class is not always possible.”
Challenge: Student distraction	Teacher 1	“If not supervised, some students open YouTube or games instead of focusing on learning.”
Benefit: Multimedia helps memory	Student 2	“I like when the words come with pictures or sounds it helps me remember better.”
Challenge: Teacher’s digital skill	Teacher 2	“Some of us need more training to use digital tools properly in class.”

This section examines the opinions of educators and learners on the perceived advantages and difficulties of online vocabulary instruction. The analysis combines the viewpoints of the participants, taking into account both the advantages and difficulties they face, and combines these with pertinent research on the use of digital learning resources in vocabulary training.

The greater motivation and engagement that web-based tools enable is a recurrent advantage that both teachers and students emphasise. The motivational power of gamified learning environments is demonstrated by Student 2's statement, "I like it better when we use games or websites; it's more fun than just writing words." This is consistent with research by Alqahtani (2019) and Nation (2013), which indicates that digital platforms that include game elements can increase vocabulary retention and learner motivation.

Another major theme that surfaced was interactive learning experiences. Student 1 mentioned that because of the excitement they create, playing online vocabulary games helped with word recall. This supports the findings of Sung, Chang, and Yang (2015), who contend that learner engagement and memory consolidation are improved by digital tools that are interactive.

Teacher 1 acknowledged the effectiveness and accessibility of digital tools, saying, "Web tools like Quizlet or Wordwall are easy to use and save time." This demonstrates the useful advantages that digital tools provide teachers with regard to lesson planning and delivery; this

conclusion is corroborated by Reinders and White (2011), who highlight the tools' time-saving and user-friendly features.

Furthermore, as Student 2 noted, multimedia components (such as sounds and images) were thought to improve memory retention. Mayer's (2009) multimedia learning theory, which holds that dual-channel processing (visual and auditory) enhances comprehension and recall, lends credence to this advantage.

Notwithstanding the advantages, a number of difficulties were noted. Internet connectivity is a major issue, particularly in educational environments. "Sometimes the internet is slow," Teacher 2 observed, restricting the regular use of online resources. Studies on ICT integration in schools, especially in settings with limited resources, frequently mention this technical obstacle (Tondeur et al., 2017).

Distraction among students is another problem. Teacher 1 pointed out that some students might abuse technology by using it to access irrelevant content, such as games or YouTube, when left alone. This emphasises the value of digital literacy and classroom management techniques, as covered in Kessler's (2018) work, which suggests teacher supervision and structured digital environments.

Lastly, a barrier that surfaced was teachers' digital competency. Teacher 2 acknowledged that some teachers "need more training" in order to effectively use digital tools. This result is consistent with the larger body of research that highlights the necessity of professional development for teachers in order to facilitate the integration of technology into language instruction (Hockly, 2012).

The following table presents insights into the readiness of both teachers and students for web based vocabulary teaching, as gathered from interviews with two teachers and two students from SMPN 12 Kota Cirebon. It outlines the preparedness of educators in integrating digital tools into their teaching practices, as well as the students' comfort and willingness to engage with online vocabulary learning. Understanding the readiness of both groups is crucial for the successful implementation of web based learning methods, as it highlights the areas where support or training may be needed to ensure effective use of digital resources in vocabulary instruction.

Table : Interview Results for Teacher and Student Readiness for Web-Based Vocabulary Teaching

Sub-theme	Participant	Quote made by participant
Teacher Preparedness	Teacher 1	“I have to admit, sometimes I feel unprepared to fully integrate web tools in my lessons.”
Student Enthusiasm for Digital Learning	Student 2	“I enjoy using the internet for learning because it’s easy to find and learn new words online.”
Need for Teacher Training	Teacher 2	“We need more training to effectively use web-based tools, especially for vocabulary lessons.”
Student Readiness for Technology	Student 1	“We use the internet for everything, so I’m familiar with it. But we need guidance on how to use it for learning.”
Teachers’ Confidence in Digital Tools	Teacher 1	“Once I understand the tools, I believe they’ll help me engage students better, but the learning curve is steep.”

Important insights into the readiness and difficulties that teachers and students encounter when incorporating web-based tools into vocabulary instruction are provided by the theme of "Teacher and Student Readiness for Web-based Vocabulary Teaching."

One of the teachers, Teacher 1, said that even though they are aware of the potential of web-based vocabulary tools, they still feel unprepared. "I have to admit, sometimes I feel unprepared to fully integrate web tools in my lessons," she says. This reveals a sizable gap in teacher preparedness, which is in line with findings from earlier research that indicates a lack of professional development frequently causes teachers to struggle with implementing new technologies. Stockwell (2013). Teachers must not only comprehend how web tools work but also create pedagogical plans to

effectively integrate them into their lessons. Hockly (2013). Teachers' comfort level with digital tools and their ability to incorporate them into their teaching strategies are often key factors in determining their readiness to adopt technology, especially when it comes to teaching vocabulary.

Students' enthusiasm for digital learning is evident from their point of view. Students generally prefer using digital platforms in the learning process, as evidenced by Student 2's statement, "I enjoy using the internet for learning because it's easy to find and learn new words online."

Student 1 adds to this sentiment by stating, "I'm familiar with the internet because we use it for everything." However, we require instructions on how to use it for education. According to these quotations, most students are amenable to utilising technology and feel at ease with its incorporation into the classroom. According to studies, teenagers are typically very accustomed to using digital tools, which can be used to improve learning engagement. Salehi & Yunus (2012). Even though students might feel at ease using technology, they still need organised instruction to make sure they use it wisely for learning.

The remark made by Teacher 1 that "We need more training to effectively use web-based tools, especially for vocabulary lessons" highlights the necessity of continuous professional development in digital literacy for teachers. In addition to fundamental technical abilities, the use of web-based tools in language instruction necessitates the capacity to modify and successfully match digital resources with the curriculum (Graves, 2016). To guarantee thorough language development, teachers require assistance in comprehending how digital tools can meet various learning needs and how to strike a balance between them and conventional teaching techniques. Teachers may feel overburdened without proper training, which could lead to them using the resources that are available less effectively. Hockly (2013).

Teacher 1 acknowledged the advantages but also mentioned how difficult it can be to gain confidence when using digital tools, especially because of the steep learning curve. "I think the tools will help me engage students better once I understand them, but the learning curve is steep," she said. This illustrates a typical obstacle to educators' adoption of new technology. According to research, teachers may find it more difficult to use digital tools efficiently if they are unfamiliar with them. Li and Chen (2010). To help teachers get past these obstacles, professional development programs that provide continual instruction, peer support, and real-world applications are essential.

As Student 1 points out, students are excited to use digital tools, but structured instruction is obviously needed. His comment, "But we need guidance on how to use it for learning," highlights the importance of giving students precise instructions on how to interact with online vocabulary learning resources. The teacher's job is to help students use these resources and make sure they get the most out of their educational potential. Research has shown how crucial teacher supervision is for helping students stay focused and avoid distractions when using online resources unsupervised. Moorhouse & Kohnke (2021).

In conclusion, even though both educators and learners are receptive to online vocabulary instruction, a number of issues need to be resolved to guarantee its successful adoption. To increase their confidence and preparedness in using digital tools, educators require specialised training and continuous professional development. Conversely, students are usually excited but need the right direction to successfully incorporate technology into their vocabulary learning. Realising the full potential of web-based vocabulary instruction for junior high school students will require a well-rounded strategy that blends the excitement and familiarity of students with the required training and assistance for teachers.

Several benefits of using web-based tools for vocabulary learning are highlighted in the feedback from teachers and students. Increased motivation is one of the most often cited advantages. Both Student 1 and Student 2 highlighted how vocabulary learning is made more interesting by web-based games and activities. Student 2 was especially impressed by how games could take the place of more conventional approaches, such as writing, which she found boring. Due to the excitement and fun involved, Student 1 discovered that playing vocabulary games online improved his ability to remember words. This is consistent with research by Yunus & Salehi (2012), who found that gamification increases motivation and engagement in language learning. Multimedia components, including sounds and images, are also essential for improving memory retention. Mayer's (2009)

multimedia principle, which contends that information presented in a multimodal format helps learners retain it better, lends credence to Student 2's statement, "I like when the words come with pictures or sounds it helps me remember better."

The availability and time-saving features of web-based vocabulary tools are another advantage mentioned by the teachers, especially teacher 1. Teachers can save time on manual exercises by creating vocabulary tasks more efficiently with platforms like Quizlet and Wordwall. These resources offer interactive content and ready-to-use templates that are simple to adapt to the needs of students. This is in line with Richards's (2001) research, which emphasises the significance of creating efficient digital learning resources that complement curriculum objectives and streamline the teaching process. These resources also give students the flexibility to practise their vocabulary at any time and from any location, which promotes greater learning autonomy.

Web-based vocabulary learning has many benefits, but it also has some serious drawbacks. The internet connection is one of the main issues that both teachers and students have brought up. Teacher 2 observed that the efficient use of digital tools in the classroom is frequently hampered by sluggish or erratic internet connections. This is a prevalent problem in many schools, especially in areas with inconsistently dependable internet infrastructure. According to Stockwell (2013), these connectivity problems can interfere with the learning process and make it challenging for educators to use web-based resources in the classroom.

Furthermore, web tools' interactive features can boost user engagement, but if not used appropriately, they can also cause distractions. Teacher 1 noted that during vocabulary exercises, some students may become distracted and open other apps, such as YouTube. If not closely watched, this distraction could make web-based vocabulary learning less effective. This issue is consistent with research by Zhang & Pérez Paredes (2021), who pointed out that although students value the interactive and social components of digital learning, they run the risk of getting sidetracked if teachers aren't closely watching. Teachers must establish clear rules and keep students' attention by keeping an eye on their online activity during class in order to lessen this difficulty.

Teacher 2 also brought up the issue of teachers' lack of digital tool training. When incorporating technology into their lessons, many educators run into this problem. He pointed out that in order to use these tools efficiently and integrate them with the curriculum, many teachers still require professional development. Hockly (2013) asserts that the success of integrating technology into language instruction is largely dependent on the preparedness and familiarity of teachers with digital tools. Teachers who lack the necessary training may not make the most of web-based tools, which could lead to less-than-ideal learning outcomes for students.

The advantages and difficulties mentioned in the interviews are consistent with the results of earlier research on online vocabulary learning. The literature has extensively documented how digital tools, particularly through gamification, can increase motivation. Deterding et al. (2011), for instance, contended that using game design components, such as points and leaderboards, in vocabulary training could greatly boost student motivation and engagement. Similar to Mayer's (2009) multimedia principle, student 2 points out that using multimedia components in vocabulary learning has been shown to enhance memory retention.

Nonetheless, the difficulties mentioned in the interviews like problems with internet access and the possibility of student distractions align with the constraints mentioned by scholars such as Stockwell (2013) and Zhang & Pérez-Paredes (2021). These issues should be resolved by better infrastructure and teacher preparation since they may make it more difficult to use web-based resources in the classroom.

In conclusion, even though the advantages of online vocabulary learning resources are clear from the rise in student enthusiasm and involvement, difficulties with technology and teacher preparedness must be properly handled. In order to make web-based learning interesting and successful, teachers are essential. To fully utilise digital tools in vocabulary instruction, sufficient professional development and reliable internet access are necessary. Future research could concentrate on investigating methods to get around these obstacles and improve the incorporation of online vocabulary instruction in classrooms.

The following table outlines the key benefits and challenges associated with web-based vocabulary teaching, as reported by two teachers and two students from SMPN 12 Kota Cirebon. It highlights both the positive aspects, such as increased student engagement and the flexibility of online resources, as well as the challenges, including technical issues and limited access to digital tools. These insights provide a comprehensive overview of how web-based methods are perceived in the context of vocabulary learning, offering valuable information for improving and optimizing the use of digital resources in language instruction.

Table 3.3 Interview Results for The Benefits and Challenges of Web-Based Vocabulary Teaching

Sub-theme	Participant	Quote made by participant
Increased Motivation	Student 2	"I like it better when we use games or websites; it's more fun than just writing words."
	Student 1	"When we play vocabulary games online, I can remember the words faster because it's exciting."
Interactive Learning Experience	Student 1	"When we play vocabulary games online, I can remember the words faster because it's exciting."
Accessibility of Digital Tools	Teacher 1	"Web tools like Quizlet or Wordwall are easy to use and save time in making vocabulary tasks."
Challenge: Internet Connection	Teacher 2	"Sometimes the internet is slow, so using web-based tools in class is not always possible."
Challenge: Student Distraction	Teacher 1	"If not supervised, some students open YouTube or games instead of focusing on learning."
Benefit: Multimedia Helps Memory	Student 2	"I like when the words come with pictures or sounds it helps me remember better."
Challenge: Teacher's Digital Skill	Teacher 2	"Some of us need more training to use digital tools properly in class."

The results of the interviews showed both advantages and disadvantages of using the internet to teach junior high school pupils vocabulary. Both students and teachers discussed the various subthemes that make up this theme.

Students 1 and 2 both highlighted how games and internet resources helped them become more motivated to learn new words. As an example of how learning through interactive tools increases enthusiasm, Student 2 said, "I like it better when we use games or websites; it's more fun than just writing words." Student 1 went on to say, "I can remember the words faster when we play vocabulary games online because it's exciting," demonstrating that excitement improves vocabulary retention. These results are in line with earlier research that emphasises the role of gamification in raising student motivation and engagement (Deterding et al., 2011; Yunus & Salehi, 2012, for example).

The claim made by Student 1 that "I can remember the words faster when we play vocabulary games online because it's exciting" lends more credence to the notion that interactive tools improve learning outcomes by actively engaging students. Research indicates that web-based tools offer dynamic and captivating experiences that improve vocabulary retention, which is consistent with interactive learning (Kohnke & Moorhouse, 2021). Students can practise and see vocabulary in a variety of contexts through this engagement with digital tools, which improves their ability to internalise the words.

One of the teachers, Teacher 2, emphasised the availability of digital resources by stating, "Web tools like Quizlet or Wordwall are easy to use and save time in making vocabulary tasks." This bolsters the notion that teachers can more easily and quickly create vocabulary lessons using digital platforms, saving them a significant amount of time. The process of teaching vocabulary is streamlined by tools like Quizlet and Wordwall, which provide pre-made exercises and flashcards that can be tailored for particular vocabulary sets (Stockwell, 2013).

The dependability of internet connections was a persistent issue that surfaced, as teacher 1 pointed out: "Using web-based tools in class is not always possible because the internet can be slow at times." The findings of Hockly (2013), who emphasised the significance of consistent internet access for the effective integration of digital tools in education, are consistent with this worry. Implementing web-based lessons as intended can be challenging when internet speeds are slow.

Teacher 1 also brought up the problem of student distraction, saying that "some students open YouTube or games instead of focussing on learning if not supervised." This problem aligns with earlier research on digital distractions in classrooms (Heift & Schulze, 2007). Web-based learning tools can be very effective, but their effectiveness can be limited if students are not properly monitored. Therefore, it's critical to strike a balance between classroom discipline and digital engagement.

The statement made by Student 2, "I like when the words come with pictures or sounds it helps me remember better," highlights the importance of multimedia in vocabulary learning. Mayer (2009) backed this up, arguing that using multimedia in the classroom particularly audio and visual components helps students process and remember information more effectively. Students benefit from a more comprehensive, multisensory experience that improves memory when vocabulary exercises are combined with sounds and pictures.

Teacher 2 brought up the point that "some of us need more training to use digital tools properly in class," implying that if teachers are not given the necessary training, they may find it difficult to fully utilise web-based tools. Studies on the use of technology in the classroom frequently mention this difficulty (Hockly, 2013). Without professional development, teachers may find it difficult to successfully incorporate digital tools into their lessons.

The interviews show that teaching vocabulary online can greatly increase students' motivation and level of engagement with the material. However, a number of issues must be resolved, especially those pertaining to student distractions, teacher preparation, and internet connectivity. Notwithstanding these challenges, the advantages of interactive and multimedia resources for vocabulary acquisition are obvious, and the incorporation of web-based resources can result in more successful junior high school vocabulary instruction with the right assistance. The results highlight the necessity of appropriate infrastructure, continuous professional development for educators, and techniques to keep students' attention while engaging in online activities.

4. CONCLUSION (11 PT)

The purpose of this study was to examine the features and requirements of teaching junior high school students' vocabulary online. The results show that interactive platforms, multimedia materials, and individualized learning experiences are all essential components of successful web-based vocabulary instruction. These resources improve vocabulary acquisition and retention by involving students with a variety of content, including games, quizzes, and videos. Additionally, the use of digital platforms makes learning more flexible and student-centred, offering chances for reinforcement and self-paced practice.

Regarding requirements, the study emphasises how important it is for educators and learners to have sufficient access to digital resources and technology. Students need an online learning environment that is easy to use and accessible, and teachers need professional development to successfully incorporate web-based methods into their instruction. Furthermore, the incorporation of web-based vocabulary instruction needs to be in line with curriculum objectives and flexible enough to accommodate students' varied learning preferences. Overall, the study highlights how web-based instruction can improve vocabulary acquisition, but it also stresses how critical it is to attend to these pragmatic issues in order to successfully launch it in junior high school classrooms.

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