CHAPTER I

INTRODUCTION

1.1 Background of the study

In the world of Indonesian education, language lessons are often taught in schools, be it Indonesian, regional languages, as well as foreign languages, be it Japanese, Korean, and Mandarin. However, the language that is often taught in every school is English, because according to Ismiyati & Saputri (2020), When communicating with people from other countries, English is a universal language that is widely spoken around the world. In learning English, of course, we must master four skills, namely speaking, writing, listening, and reading. Learning how to write in English is an important part of being fluent in the language. Written expression of ideas, thoughts, sentiments, opinions, convictions, arguments, data, and even personal experiences can be beneficial for pupils (D. D. Saraswati & Fiftinova, 2018). According to Writing, according to Hasibuan (2019), is one of the most effective methods for increasing students' ability to communicate effectively in English. He also explains two reasons why writing is very important in learning English. First, writing is a form of communication with other people from various regions and various countries. The second is that almost most jobs require writing skills.

Students at writing is expected of students in junior high school in a variety of genres, according to the syllabus. Procedure, narrative, recount, descriptive, report, explanatory and analytic are some of the terms used to

describe each of these types of writing assignments. Procedure text is one of the ninth-grade materials in junior high school. According to Noviarti & Adnan (2018), a procedure text is a piece of writing that instructs students on how to accomplish a particular task or task step by step. A procedure text is defined as a set of instructions that accomplishes a specified task. How-to manuals are meant to teach readers how to manufacture or carry out a certain task. The goal/aim, materials/ingredients, and steps/methods structures are all common in procedure literature. Goal/aims is to explain the purpose of a procedure text which is usually found in the title. Ingredients/materials, which describes the materials and tools used in the process of making text procedures. Steps/methods are sequential steps in the creation of something or in the performance of a task. Procedural texts are required to be understood by ninth-grade students in the first semester of junior high school, both in terms of comprehension and the structure of procedural texts. The ability to analyze procedural documents from the internet and from the packing of goods and food is another expectation placed on pupils. Another expectation is that students will be able to produce high-quality procedural documents by paying close attention to the general structure and by employing proper grammatical use.

According to an interview with a ninth-grade English instructor at SMP Negeri 4 Nusa Penida, this sort of book is also taught on the 2013 curriculum. According to the 2013 curricular syllabus, we can see that. Junior high school students studying English as a second language in their ninth-grade year should be able to do the following in their writing:

"Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/ minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya"

Based on the 2013 curriculum, students are asked to be able to compose a procedure text, whether it's how to make something or how to use something according to the structure and characteristics of a procedure text. Besides, the teacher teaches this text in this semester.

When the Covid-19 outbreak began to enter Indonesia, the Minister of Education issued a circular to all schools in Indonesia to carry out the online learning process or study from home. This also applies to students at SMP Negeri 4 Nusa Penida, where the learning process is currently conducted online. According to Hashemi (2021), online learning can provide more opportunities to save time and money. Apart from that, Hashemi also explained that the level of satisfaction and the level of students' ability to capture material decreased during this online learning. This is also supported by the opinion of Suarsi et al. (2021), who assert that the benefits of on-campus education outweigh the disadvantages of online education. Due to the limited virtual space, teachers have difficulty controlling and maintaining the learning atmosphere, children who learn at home and at school will have different levels of focus and motivation, and pupils who aren't able to interact with their teachers and peers for lengthy periods of time may become bored. And teachers, students, and parents do not all understand how online learning works. This also often happens to ninth grade at SMP Negeri 4 Nusa Penida. One of the factors that cause the students' achievement to decline

is due to effective teaching techniques. Students tend to get bored quickly with the way the teacher provides materials and assignments. The teacher does not understand how to use learning application to boost students' learning achievement. Actually, there are so many another application that teachers can use when teaching because usually in the application there became games that can be played with students, so students are not bored while studying. According to Gustiani (2020) explaining, on the other hand, online learning has caused most students to experience health problems such as fatigue, headaches, or fever caused by too many tasks that must be completed in a very short time. Not only that, but she also explained that some students, especially those in the lower classes, had financial difficulties because they had to buy quotas to study.

Especially when students learn to write, such as writing procedure text, narrative text, report text and others. When learning procedure text, many students looked confused and less enthusiastic when the teacher explains the material. This is because teachers who teach only use learning media such as Google Classroom, WhatsApp, and Google Meet in the learning process, this makes students bored when learning, especially procedure text materials. In technological developments like now, there are many media or learning applications that are more fun in the learning process. This is supported by Francisco (2021) who argues that using learning application such as Wordwall, Ruang Guru, Quizizz, Cakap, Zenius, and others be able to help teachers to be able to make students more motivated to learn so that it can make affect student achievement in the online learning process.

According to Arimbawa (2021) learning media or learning applications are

media or application that used in learning that include teacher aids in teaching and means of transmitting messages from learning sources to message recipients (students), although many students are currently bored with tedious and burdensome everyday exercises. The use of learning media can be beneficial. There are several ways to do this, for as by phone or computer or the internet or email. The use of the internet in the workplace Web-based learning material are a prominent sort of e-learning that educational institutions are now creating. According to Haerazi (2021) using applications or learning media in the learning process can improve students' own language skills. He also explained that the surge in interest in applications or learning media greatly increased over time, this of course would provide a big change in the world of education.

Based on observations made at SMP Negeri 4 Nusa Penida, the learning process carried out by English teachers there uses media or learning applications such as Google Classroom, WhatsApp, and Google Meet. Therefore, the researcher wants to test the theory about using Wordwall application in online English learning, especially teaching writing about procedure text. Additionally, SMP Negeri 4 Nusa Penida's Wifi may be utilized by instructors and students for free, which will aid pupils in their education, especially when utilizing the Wordwall program, as well as the school's acceptable signal. the signal must be used in order for the program to operate.

The Wordwall application is one of several learning tools that may be used to assist students enhance their ability to create procedural text. Anyone may use Wordwall, but instructors and students in the educational process will find it most useful. Using this application is very easy, besides that each template can be

changed in theme and the font size so that teachers can be more creative in making materials according to the templates made previously. In addition, to access the material on the Wordwall, the teacher only sends a link to the student, and goes directly to the Wordwall. In this application there are eighteen free templates that can be used by teachers as learning media for students. Teachers can use templates such as Match Up, Missing Word, Unjumble, Open the Box, Anagram, Maze Chose, Quiz, Group Sort, Matching Pairs, Labeled Diagram, Gameshow Quiz, True or False, Random Wheel, Find the Match, Wordsearch, Random Cards, Flip Tiles, and Image Quiz. In this Wordwall also users or teachers can easily switch from one activity to another (Yuniar et al., 2021).

With the many benefits of this application, researchers use this Wordwall application in the learning process to find out whether using Wordwall can improve students' ability to write procedure text in ninth grade at SMP Negeri 4 Nusa Penida. This is also supported by ninth grade students who are used to using learning applications so that it can make it easier for researchers to apply this Wordwall application.

In this case, students that used Wordwall application became more active in learning procedure text (S. Utari et al., 2020) .This is also supported by Sartika (2017) statement which explains that this Students may use the Wordwall program to increase their vocabulary, enhance their writing spelling, and communicate their thoughts more effectively through written communication. This is supported by research from Habiba (2017) where in the study at the level of student participation, the number of students in the study were 32 students, 20 male, and 12 females. In cycle 1 at the first meeting without using Wordwall, the

level of active students was 56.25%, and passive ones were 43.75%. When using

Wordwall, there is an increase of 68.75% active and 31.25% passive. The average

is 62.5% of active students and 37.5% of passive students. In cycle 2 at the initial

meeting without using Wordwall, as many as 84.37% of students were active and

15.62% were passive. After using Wordwall, the number of active students was

93.75%, and passive ones were 6.25%. The average of cycle 2 is 89.06% active,

and 10.94% passive. By using this Wordwall, it is proven that students become

more active, and it also affects the level of students' ability in the process of

writing English.

There are also some previously research have been conducted related to

used Wordwall application, first from Habiba who researched the use of Wordwall

in seventh grade MTS Akbar Kranjingan in the descriptive text learning process.

From those previously research, the researcher investigated the used of Wordwall

application through online learning.

1.2 Problem Identification

Based on the background, in the online learning process, English teachers

have used learning media or applications such as Google Classroom, Google Meet,

and WhatsApp groups. However, there are still many ninth-grade students who

feel bored with the media or application, so that it can make affect their writing

achievement. Seeing this, the researchers tried to use the Wordwall application in

teaching students, especially teaching text procedure material in grade nine, this

was also supported by students, most of whom were already able to use learning

applications so that it would make it easier for researchers to apply this Wordwall

application in the ninth-grade of SMP Negeri 4 Nusa Penida.

1.3 Research Limitation

Based on problem identification, the limitation of whether or if there's a statistically significant difference when students are compared use Wordwall application in writing procedure text for ninth-grade students at SMP Negeri 4 Nusantara, it also teaches them how to produce effective procedure texts based on the structure and features of process texts. Because of this, the researcher plans to utilize Wordwall to teach ninth-grade students at junior high school how to produce procedure texts in the first semester.

1.4 Research Questions

According to the study's background, the statement of the problem of this study can be formulated as follow.

Is there any significant difference on students' writing achievement in writing between those who are taught using Wordwall application and those who are not taught using Wordwall application?

1.5 Purpose of the Study

As a result of this inquiry, the purpose of this study is to evaluate whether or not utilizing Wordwall application has a significant influence on students' procedural text writing achievement of ninth-grade students at SMP Negeri 4 Nusa Penida in the beginning of the first semester.

1.6 Significance of the Study

Several positive effects on the quality of English language teaching and learning are expected from this study's findings. Two of the study's major contributions are as follows:

1. Theoretical significance

As a result, we expect to be able to make a contribution to advancement of knowledge in the field of education. This study also aims to make a significant contribution to the teaching of English in the context of writing process texts, particularly among ninth-grade students at SMP Negeri 4 Nusa Penida. Because this study contains information about the impact of the Wordwall application, it can be used as a primary teaching resource for students. It can also help other teachers, students, or researchers understand how to use the Wordwall application in the learning process.

2. Practical Significance

a. For Students

This research is used to help students, especially junior high school students, to be able to make procedure texts properly by the structure using the Wordwall application.

b. For Teacher

This research can help teachers to be able to use an application in the student learning process, especially in the Covid-19 pandemic situation. In addition, teachers became facilitated in teaching procedure text by using the Wordwall application, because learning became more fun and not bore students.

b. For Reader

In addition to helping students and teachers, this research can also help readers and other researchers later research the same topic. In addition, other researchers also explore a problem faced by students in this case.

c. For Researcher

This research is the experience and knowledge that is known, especially using the Wordwall application in the learning process, especially for junior high school students in making procedure texts.