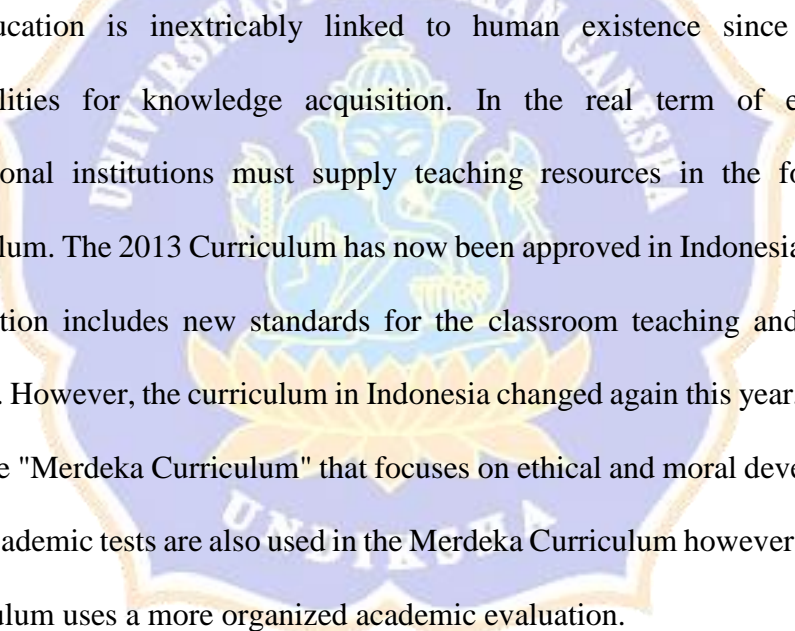# CHAPTER I

INTRODUCTION

In this chapter provided the research background, identification of research problems, limitations, research questions, research objectives, and research significance.

1.1 Research Background

Education is inextricably linked to human existence since it gives possibilities for knowledge acquisition. In the real term of education, educational institutions must supply teaching resources in the form of a curriculum. The 2013 Curriculum has now been approved in Indonesia, and this application includes new standards for the classroom teaching and learning system. However, the curriculum in Indonesia changed again this year, this time with the "Merdeka Curriculum" that focuses on ethical and moral development. Non-academic tests are also used in the Merdeka Curriculum however, the 2013 Curriculum uses a more organized academic evaluation.

The current curriculum implemented in several schools, especially at the elementary school level, is the Merdeka Curriculum. Researchers noted in this curriculum change that the role of English learning as part of this Merdeka Curriculum system is that English is now only given as a subject that has short learning hours. As a result, students' English competence potentially be low.

Basically, young learners' English competence is actually lower than adults due to the position of English in Indonesia as a foreign language. As a result, teaching and learning English is extracurricular or additional knowledge only. There is a big consequence in this decision, since the government does not include English as a core subject in the new curriculum, the improvement of English teaching and learning in primary schools receive less attention. So, the teacher's approach is now the main focus in teaching English so that the teaching and learning process can be done with fun methods.

According to Cameron's (2001:18) approach, a new language is typically presented, grasped, rehearsed, and processed orally and aurally. As a result, the approach for learning other languages is centered on words and interactions. That is, pupils in primary school can be taught English by paying attention to vocabulary and speech. According to McCarthy (1990), vocabulary is the most essential element of language training since it allows for meaningful communication in L2 without relying simply on grammar and L2 sounds. Another idea, from Linse (2006: 122), claims that vocabulary development is a crucial feature of language development, and several research have proven that teaching vocabulary is suitable and effective for language students, particularly school-aged learners. The theory put forward by Slattery and Willis (2001) make it clear that there are several tips for teaching vocabulary such as; to support new vocabulary, create class presentations with visuals and other memory aids, Arrange to demonstrate unfamiliar words and phrases in an interesting manner by relating them to an issue common to the pupils, Demonstrate the pupils the way to play vocabulary games and provide English

instructions while they play, Create a variety of activities while using the same terminology to help pupils become acquainted with it, and While teaching new words and phrases, they must be used frequently so that children learn to use them meaningfully.

English is required to connect internationally as an international language. Learning English is now essential since English is an international language spoken by the majority of the world's countries. English with three objectives, including developing communication skills in English, both orally and in writing, which includes the ability to listen, speak, read, and write, raising awareness about the nature of language and the importance of English as a foreign language to become the primary tool for learning and developing understanding of the interrelationships between languages and cultures, and increasing cultural attractiveness so that students have a desire to learn English.

The importance of vocabulary learning in foreign language learning cannot be overstated. Cameron noted that vocabulary, as one of the knowledge categories in language, is important for young learners while learning a language. The growth of young learners' vocabulary is an important part of their language development. It is critical to enhance the four language abilities of listening, speaking, reading, and writing. They are able to achieve complete use of English in the future if they master vocabulary. Imparting knowledge to young learners differs from teaching vocabulary to teenagers and adult learners. It occurs because various ages have distinct requirements, abilities, and cognitive capacities. These varied features must become the primary focus for

teachers when handling them differently as a teaching subject. Teachers, in addition to mastery of teaching content, play a vital role in facilitating students' learning through suitable media and techniques selection. As a result, they must be inventive in order to pique students' interest and desire in learning. Young learners have a limited attention span. As a result, teachers must employ something exciting to hold students' attention for a longer period of time. They can produce engaging learning by utilizing teaching material.

Vocabulary is the total amount of words in a language, as well as the words that a person owns, knows, and uses whether speaking, listening, reading, or writing. There are numerous media references that teachers might employ in the classroom when teaching vocabulary to young learners. Teaching media such as song, video, photos, realia, miniature, and card can be utilized to teach vocabulary to young learners. Recognizing the importance of educational media in teaching English for young learners, emphasis should be placed on the use of educational media. However, in reality, it can be seen that there are still many teachers in primary schools who have not used appropriate means to teach students. Many of them still use traditional methods to deliver documents. To mitigate this problem, the researchers conducted research. Research focuses on developing vocabulary media-based teaching with Wordwall for students.

In this context, there are some basic competencies that elementary school children should master in learning English such as the first is listening skills where students are expected to be able to understand simple commands in English and understand basic instructions in the form of audio or visual

approaches. The second is speaking skills where students are expected to be able to say basic words and simple phrases and be able to convey personal information such as name, age, and origin, as well as participate in simple conversations with friends or teachers. The third skill is reading where students are able to read common words and simple phrases and understand short, simple texts such as children's stories or simple instructions. The fifth skill is writing which is generally demanded to children at this elementary school level, students expected to be able to write letters and simple words and write simple sentences that reflect a basic understanding of grammar.

In addition to all the skills that have been described, the most important aspect in understanding the above skills is with vocabulary understanding, generally at this level of primary school students are able to recognize and use basic vocabulary such as numbers, colours, names of objects, and everyday words. In addition, students are expected to know common terms related to daily life.

In the book English for Young Learners, Kasihani (2007) noted that vocabulary is a collection of words that belong to a language and convey meaning when we use that language. The main skill requirement that students must have in the process of learning English is vocabulary mastery because the more vocabulary they have, the smoother the communication and the greater their language skills, but this vocabulary mastery is often overlooked Khasanah, et al.: (2014). Vocabulary, for example, is a crucial basis in the educational process at the primary school level since it may help kids read texts,

communicate effectively, and achieve success in numerous facets of life. Learning vocabulary include not just remembering words, but also being able to recognize them, retain them, pronounce them correctly, and utilize them appropriately and accurately in sentences Evy et al., (2022). However, language instruction in primary schools in Indonesia is sometimes fraught with difficulties that make it less appealing to pupils.

There are several factors that make vocabulary acquisition in Indonesia less exciting, such as the employment of traditional and repetitive teaching techniques. This frequently makes the learning process tedious and uninteresting for students. Students nowadays have grown up in the information age, and they are more receptive to learning that incorporates material that they are acquainted with. With the rapid advancement of technology in today's digital world, there is a huge chance to expand and increase vocabulary acquisition in primary schools. At this point, vocabulary learning should be incorporated into sentences that are not distinct and isolated from the context that brings it. After the reform era, the direct method became the next strategy in language instruction. This method arose from observations of children's language learning. This method to language learning contains features such as reform era, although vocabulary selection on this approach concentrates on ordinary vocabulary day. There are variations between teaching abstract and concrete vocabulary. Concrete Vocabulary is taught via visual media, whereas Abstract Vocabulary is taught through knowledge of ideas.

Based on the theoretical studies shown above, it is possible to conclude that classrooms, as learning facilities, require more engaging learning media that motivate students to engage in more creative and inventive activities. Because they are still in the early stages of learning English and the majority of the material is focused on various basic vocabulary related to family, work, public places, and so on, as an example, consider the sixth-grade student of SD Negeri 1 Baktiseraga Singaraja. They actually need it teaching media to enrich their vocabulary. Therefore, this school is categorized as one that does not offer the most vocabulary teaching media. The observation results additionally demonstrate that SD Negeri 1 Baktiseraga Singaraja does not have learning media actual vocabulary teaching is extremely important to enrich their vocabulary and help teaching and learning English. The only vocabulary learning media they utilize is textbooks provided by the government to schools. As a result, researchers are interested in producing a learning media called Wordwall based digital media for Learning, which has a large number of graphic cards with varied topics and game possibilities. This allows pupils to acquire new language without becoming bored. Furthermore, this learning medium designed to be played in couples to make vocabulary acquisition more efficient.

Based on the results of our observations, we concluded that the SD Negeri 1 Baktiseraga Singaraja had used digital media as one of their learning media. However, this digital learning media is not yet specifically aimed at increasing vocabulary in English. And at SD Negeri 1 Baktiseraga Singaraja there is no

media to develop vocabulary in the book entitled "My Next Words", so this research developed a digital media, namely Wordwall based digital media.

1.2 Problem Identification

According to research and prior studies, the introduction of the Merdeka Curriculum in Indonesia resulted in a reduction in English language class hours to 70 minutes per week. As a result, students' English language abilities particularly at the school level deteriorate. As a result, pupils suffer from a lack of language skills, particularly in English. The issues discovered in six-grade primary school pupils at the SD Negeri 1 Baktiseraga Singaraja were connected to the student' lack of vocabulary skills, which caused delays in the process of learning and teaching English. From prior observations and research, it is possible to determine that children need to acquire vocabulary abilities in English by utilizing a media-based technology called Wordwall based digital media to help them learn the language. Aside from that, research on the development of supplemental resources that are incorporated into students' English skills are required. This is due to past research focusing solely on generating materials for learning using traditional approaches (i.e., utilizing books as learning resources). Based on the shortcomings of past studies, more study into media-based development to increase English vocabulary skills in sixth grade at SD Negeri 1 Baktiseraga Singaraja is required.

Therefore, researchers in this study intend to carry out Design and Development (D&D) and use the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model to create Wordwall based digital media for English language material media for sixth grade at SD Negeri 1 Baktiseraga Singaraja. Researchers chose this school because no research had been carried out to build Wordwall based digital media to increase student vocabulary and to support additional English media with the Merdeka Curiculum guidelines using a book entitled "My Next Word". Wordwall was chosen as the platform in this case to build on the information in the student handbook provided by the Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi as a complementary activity to complete the learning process in class.

1.3 Research Limitation

Based on the research context, this study concentrates on students in sixth-grade at one of the primary schools in the SD Negeri 1 Baktiseraga Singaraja during the 2023/2024 academic year. The themes were chosen based on the first semester curriculum for sixth-grade students. The results and conclusions drawn from studies may not be immediately applicable to primary schools or grade levels. As a result, researchers give and produce media to help students increase their vocabulary abilities in accordance with the goals of classroom English learning. Aside from that, supplementary media is built using Wordwall based digital media as the object and incorporates engaging aspects to make it appropriate for primary school pupils. The limitation of this research is that it

only supports the material in the book entitled "My Next Word" where later comprehension skills that focused on as material for this research.

1.4 Research Questions

The problems that are the focus of this research are as follows:

1) How is the development procedure of the Wordwall-based digital media for teaching vocabulary in the book my next word of sixth-grade 1st semester at SD Negri 1 Baktiseraga Singaraja?

2) How is the quality of the development Wordwall-based digital media for teaching vocabulary in the book my next word of sixth-grade 1st semester at SD Negri 1 Baktiseraga Singaraja?

1.5 Research objective

Based on the research questions above, there are research objectives which are formulated follows:

1) To identify the procedure of developing Wordwall-based digital media for teaching vocabulary in the book my next word of sixth-grade 1st semester at SD Negri 1 Baktiseraga Singaraja.

2) To evaluate the quality of the Wordwall-based digital media for teaching vocabulary in the book my next word of sixth-grade 1st semester at SD Negri 1 Baktiseraga Singaraja.

1.6 Research Significance

The results of the study entitled Developing Wordwall-based digital media for teaching vocabulary in the book my next word of sixth-grade 1st semester at SD Negri 1 Baktiseraga Singaraja is expected to provide benefits for:

1) Theoretically

The findings of this study are intended to contribute to the understanding of designing language teaching media for teaching vocabulary to young learners, particularly in foreign languages. The findings of this study are intended to contribute to other researchers' understanding of the production of new English language resources utilizing an integrated Wordwall-based media to increase English vocabulary abilities. This is because this study outline the technique for producing supplementary English content for students in sixth grade at SD Negeri 1 Baktiseraga Singaraja by integrating it into English vocabulary skills and employing media.

2) Practically

The findings of this study are expected to help readers consider several factors before selecting learning media to teach English vocabulary to young learners because they have unique characteristics that require them to be treated differently in subjects that are not their native language, namely the position of English as a foreign language being

taught. Furthermore, future researchers might use this research to get information and references for conducting related investigations.

1. Pedagogically

   a) For the Researcher
      - Get practical expertise in developing instructional materials to teach English vocabulary to young students.
      - To extend perspectives, provide a media to teach English language to young learners.

   b) For the Students
      - Researchers predict students to be more enthusiastic and active in studying English and increasing mastery of English vocabulary through the Wordwall-based media learning tools.
      - Wordwall-based media learning, which has its own versions, provides students with an engaging learning experience that encourages them to increase their English vocabulary.

   c) For the Teacher
      - Teachers can take advantage of using the Wordwall-based media learning as teaching material to strengthen English vocabulary.

- Teachers can increase the strengthening and effectiveness of learning vocabulary through this Wordwall-based media learning.

d) For the School

- This Wordwall-based media learning resource is available to schools as a sophisticated learning process assistance.
- In order to generate quality learning, schools can raise the standard of instruction.