

## CHAPTER I

### INTRODUCTION

#### 1.1. Research Background

The curriculum is a system with interconnected and mutually supportive components. Curriculum components include objectives, study materials, methodologies, and court decisions (Nasbi, 2017). The curriculum is constantly revised to meet the changing needs of the educational world. The Minister of Education published a new strategy for implementing the Merdeka curriculum, which replaces and improves the previous curriculum, the 2013 curriculum. The Merdeka curriculum emphasizes several important concepts, particularly in the Elementary School. One point that is emphasized is that English is an elective subject taught in elementary schools. According to Erosz (2007) also divides children's learners into 3 groups, namely very young learners (3-6 years), young learners (7-9 years), and older/late young learners (10- 12 years). These phases are very good phases in receiving or acquiring a new language, including English as a foreign language.

Indonesia's education curriculum has evolved over time, with changes occurring in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, and 2013, culminating in the Merdeka curriculum (Abidin et al,2023). The curriculum is the foundation or root of education itself, governing the quality and organizing what type of education can be generated in response to the circumstances or needs of pupils at any moment. In the age of the fourth industrial revolution, education must support critical thinking and problem-solving abilities, as well as creative and innovative talents, communication, and collaborative abilities (Simarmata & Mayuni, 2023). The learning style is student-centered and is based on the most recent curriculum, the Merdeka curriculum. The Merdeka curriculum aims to build pupils' character.

As an international language, English is regarded as a valuable language to learn. English as a foreign language curriculum and pedagogy have emphasised the necessity of teaching communicative methods and functional language use, with the objective of teaching and learning English being effective communicators

(Geoffrey Broughton 1980). The goal of teaching English as a foreign language is to prepare students to use English in school lessons. Foreign language is one of the courses in the curriculum in which students should be encouraged to speak up in class and express their opinions, rather than merely repeating what the teacher says. It is expected that the students should have the ability or knowledge of English which can be used for communication.

Vocabulary is a key component of English language. A person's vocabulary must be sufficient to converse in the foreign language he is learning. According to Saleh (1992, p.12), success in language learning is substantially determined by the amount of the vocabulary learnt. As a result, everyone who wishes to learn a language effectively must expand their vocabulary. A limited vocabulary makes it harder for someone to comprehend the text they are reading. In other words, acquiring these terms is necessary for a person's reading success. If someone understands the meaning of words, they will most likely have no issue reading the discourse, or at the very least, the material will be easy to understand.

Vocabulary development is the process of expanding, reducing, or altering the form and meaning of vocabulary in a language (Meysitta, 2018). Word development in Indonesian can be done in two ways: from within the Indonesian language and from outside it (absorption elements). Absorbed vocabulary that no longer feels alien results from changes to language aspects such as spelling, pronunciation, form, and meaning. According to Chaer (2014: 169), basic forms or vocabulary in flexion and agglutination languages (foreign languages) must first be transformed into grammatical words by the affixation, reduplication, or composition processes.

There are several factors that contribute to the lack of interest in vocabulary learning in Indonesia, including the prevalence of conventional and monotonous teaching techniques. Students are bombarded with lists of words to memorize that have little relevance to real-life situations. This frequently makes the learning process monotonous and less interesting for students. Finally, the lack of utilization of technology and multimedia in vocabulary instruction makes learning less participatory and exciting. Today's students have grown up in an information technology-driven world, and they are more attentive to learning that leverages

media they are already familiar with. With the rapid advancement of technology in the contemporary digital era, there is a significant possibility to improve and enhance vocabulary acquisition in primary schools. Technology has brought significant changes in education, and we can use it to enrich students' vocabulary in a more effective and interesting way.

At this point, vocabulary learning should be integrated into sentences that are not separate and isolated from the context in which they appear. As the reform era ended, the direct method emerged as the next strategy in language instruction. This approach developed as a result of observations of children's language learning. This approach to language learning includes traits such as the reform era, but vocabulary selection concentrates on ordinary vocabulary day. There are distinctions in teaching abstract and concrete vocabulary. The use of visual media is used for Concrete Vocabulary and understanding of ideas is taught for Abstract Vocabulary (Barnard et al., 2002). A. Multimedia as a Supporting Component of the Learning Process The definition of learning multimedia is divided into two, namely the previous definition the 1980s and definitions after the 1980s. Before the 1980s or on 60s era, according to Barker & Tucker, 1990 (Sunaryo Soenarto, 2005: 116), Multimedia is defined as a collection of various different media equipment used for presentations. In this sense, multimedia is defined as a variety of media used to present lesson material, for example use wall charts or graphs made on cardboard attached to the wall. Tan Seng Chee and Angela F. L. Wong (2003: 217) explain that multimedia traditionally refers to the use of several media, however multimedia presently refers to the integrated use of several different media in presenting learning via computer. After the 1980s, multimedia was characterized as the conveyance of interactive and integrated information such as text, graphics, music, video, or animation (Hackbarth, 1996; Philips, 1997).

Based on preliminary observations and interviews with English teachers at SD Negeri 1 Baktiseraga, the school has implemented Merdeka Curriculum in every class. During English learning, the teacher has used a textbook entitled "My Next Word" from the Ministry of Education, Culture, Research and Technology as a source of material. Teachers have also implemented digital media as a means of student learning, such as Quizizz and Kahoot. However, teachers have not used

media to improve students' English vocabulary. This vocabulary is very crucial and important for language learning for young learners, therefore, this research is to develop Wordwall as a learning media to enlarge the English vocabulary knowledge of fifth grade students at SD Negeri 1 Baktiseraga.

## **1.2. Problem Identification**

Based on the research background and previous studies, the implementation of the Kurikulum Merdeka which has been implemented in Indonesia has resulted in a reduction in English language lesson hours to 70 minutes per week. With this, students' English language skills, especially at school level, are automatically decreasing. So that, this makes students lack vocabulary skills, especially in English vocabulary. The problems found in elementary school students in fifth-grades at SD Negeri 1 Baktiseraga were related to the students' lack of vocabulary skills causing delays in the process of learning and teaching English.

Based on the previous observation, it can be concluded that students need to develop vocabulary skills in English by using a media-based tool called Wordwall-based Digital Media to facilitate their English learning. In addition, there is a need for research that develops complementary media that is integrated with students' English language skills. This is because previous studies only focused on vocabulary development using traditional methods or only using books as learning resources. Based on the weaknesses of previous studies, it is necessary to conduct further research on media-based development using the book "My Next Words" as a reference material to improve English vocabulary skills in grade five.

Therefore, the researchers in this study wanted to conduct Design and Development (D&D) and adopt the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) to develop Wordwall-based Digital Media for fifth-grade students at SD Negeri 1 Baktiseraga. Researchers chose this school because there has been no research developing Wordwall-based digital media to teaching students' vocabulary. In this case, Wordwall was chosen as a medium to develop the media using the student handbook provided by the Ministry of Education and Culture, Research and Technology entitled "My Next Words" as an additional activity to support the learning process in the classroom.

## 1.2. Problem Limitation

Based on the research background, this study focuses specifically on fifth-grade students at SD Negeri 1 Baktiseraga in the 2022/2023 school year. The topic chosen is based on the first semester module for fifth-grade students. Researchers develop media in accordance with learning objectives by using the book "My Next Words". This book as a reference material by using Wordwall-based digital media as learning media in elementary schools. Besides that. This additional media is designed using a variety of templates in accordance with student learning objectives to increase English vocabulary in fifth-grade students at SD Negeri 1 Baktiseraga. at the interview stage of the initial observation where grade 5 elementary school students only get English lessons for 2 lessons a week. at the school has implemented additional media such as using Quiziz and Kahoot as learning media to conduct several tests. Wordwall media has never been used as a medium for student learning. Then in this study, the development of additional Wordwall-based digital media used to teaching English vocabulary is considered as the object of research. Whereas, fifth-grade students and English teachers of SD Negeri 1 Baktiseraga are participating in this research.

## 1.3. Research Question

Based on the research background, there are two research questions constructed as the following:

1. How is the development procedure of Wordwall based digital-media to teach English vocabulary for fifth-grade in 1<sup>st</sup> semester students at SD Negeri Baktiseraga?
2. How is the quality of Wordwall-based digital media development for English vocabulary learning for students in fifth-grade in 1<sup>st</sup> semester at SD Negeri 1 Baktiseraga?

## 1.4. Research Objectives

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

1. To identify English language materials in the form of Wordwall-based digital media in vocabulary learning for fifth-grade 1<sup>st</sup> semester at SD 1 Negeri Baktiseraga.
2. To evaluate the quality of the development of Wordwall based digital-media

in teaching English vocabulary for fifth-grade in 1<sup>st</sup> semester at SD Negeri 1 Baktiseraga.

### **1.5. Research Significances**

This research is projected to generate theoretical and practical benefits, including the following:

#### **a. Theoretical Significance**

The research results of this study are intended to contribute to other researchers' understanding of the production of extra materials for teaching English vocabulary skills to students using Wordwall. This is because this study described the technique for creating extra media for teaching English vocabulary to fifth-grade students at SD Negeri 1 Baktiseraga.

#### **b. Practical Significance**

Students improve their English vocabulary skills by using Wordwall media-based English teachers be able to provide innovative learning media for students that can improve English language skills, especially to expand students' English vocabulary. The students teach English vocabulary by using Wordwall-based media, English teacher be able to provide innovative learning media for students that can teaching English skills with another ways, especially to expand students' English vocabulary.

1. Readers be able to obtain useful information through reading that Wordwall-based digital media supplementary media is great for improving students' vocabulary.
2. Future researchers can implement other media to be developed to teaching students' English vocabulary.