

CHAPTER I

INTRODUCTION

1.1. Research Background

Education and curriculum have a very strong relationship because the foundation of education is an effective curriculum. Curriculum is very important to be able to improve education, student interest and improve school reputation Philips (2020). In general, the curriculum is a description of the vision, mission and educational goals of a nation. However, the curriculum must adapt to the conditions of each school, because it must pay attention to the needs and stages of learner development. Philips (2020) states that the curriculum in education is for child development, growth and social relations. Therefore, the curriculum aims to produce integrated students and must have a strong principle basis to achieve educational goals.

In Indonesia, curriculum has changed the education time to time, in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, 2013, and the last is Merdeka curriculum Abidin et al (2023). The curriculum is the basis or root of education itself to control the quality and organize what kind of education can be developed according to the circumstances or needs of students at any given time. In the era of the fourth industrial revolution, education has the challenge of supporting critical thinking and problem-solving, creative and innovative skills, as well as communication and collaboration skills Simarmata & Mayuni (2023). The kind of learning is students centered learning based on the latest curriculum that is Merdeka curriculum. Merdeka curriculum is the development of character in students and this curriculum emphasizes more on basic knowledge and student growth according to phases and procedures Amanda et al (2023). The Kurikulum Merdeka is an option for schools that are ready to implement learning recovery in 2022 to 2024 due to the pandemic.

The merdeka curriculum is a new generation to answer the challenges of education in the current era. This Merdeka curriculum was initiated by the Mendikbud Nadiem Anwar Makarim to formulate several new policies, namely providing freedom for institutions and students in the learning process. The advantage of the Merdeka curriculum is that it encourages students to be more active, creative and innovative

and independent in learning, developing basic competencies such as literacy and numeracy and 21st century competencies. Aini & Adiyono (2023) The Merdeka curriculum is different from the 2013 curriculum where the Merdeka curriculum carries the concept of "freedom of learning". The Merdeka curriculum in Indonesia has begun to be implemented at the school level such as PAUD, SD, SMP, SMA, and SMK.

Currently the Merdeka curriculum emphasizes language learning, one of which is English. English learning is very important in education because English is an international language. Therefore the government in Indonesia is currently emphasizing English being taught since elementary school through the Merdeka curriculum. English language skills can open up opportunities for children to prepare for the future, such as career opportunities, study abroad and broaden their horizons. English has three objectives, namely developing communication skills in English, both oral and written, which include listening, speaking, reading, and writing.

Teaching English to students whose mother tongue is not a foreign language is not easy. English has four skill: reading, writing, speaking, and listening. To master these skills, students must first have a large vocabulary to make it easier to master these four skills. Vocabulary is the principal capital to learning the construction of a sentence in a language and Vocabulary plays a crucial role in using written and spoken language Susanto (2017). For novice language learners, vocabulary is an essential thing that needs to be learned. The more words that are known, the greater the ability to understand what is heard and read and the higher the ability to be able to say what you want to say or write.

English language learning has been taught starting from elementary school. Children at primary school age are learners who are in the critical period, where in this phase children can teach quickly Oktavia et al (2023). Critical period is the phase of children aged 2-13 years Philip et al (2008). So this phase is very good if utilized to learn English as a foreign language. Rachmawati (2018) said that sometimes students have difficulty finding words or matching words to explain their expressions in learning English. Students' ability to understand vocabulary is seen in reading and listening activities, while the use of vocabulary is seen in writing and speaking

activities. Many students have difficulty understanding the English text and do not know the meaning of the words in the English text because their vocabulary knowledge is still low. In this case, the teacher has the task of helping or teaching students in vocabulary learning so that they know a lot of vocabulary. They can use it continuously throughout the learning process. Mardali & Siyyari (2019) stated that the teacher's vocabulary teaching method is also significant. So to teach English, the teacher must have the right method for teaching vocabulary. The teacher's lack of ability to master strategies in teaching vocabulary can affect students' success in learning foreign languages.

Based on the phenomenon toward in the learning process in the classroom the teacher has an important role, namely as an informatory and motivator for students. Teachers are the determining factor for the success of a quality learning process. So to teach English, teachers must have the right media to help students learn vocabulary. Teaching media is a very important and useful in the teaching and learning process. The main role of media in learning is to stimulate students' minds and make it easier for students to understand the material presented by the teacher so as to help achieve learning goals. According to Liyana & Kurniawan (2019) using media in the learning process can increase students' enthusiasm for learning and help students understand learning material easily.

In education nowadays, the use of digital media and technology is very helpful for teachers in the teaching and learning process. The use of learning media has many significant benefits in the learning process. Now Students are referred to as millennia's who are considered digital natives because they grow up with technology. Students are very involved with technological advances, the use of technology in learning media is expected to help students to achieve learning objectives. Therefore, teachers have an important role in paying attention to current technological advances in the teaching and learning process.

There is media to support the teaching and learning process, namely game media. The definition of educational games is game media that can be used as a fun educational tool in the teaching and learning process. Kristanto et al (2019) Educational games are designed to support learning that contains material to be

delivered in the form of interactive games. Arifin (2021) using educational games as learning media is very popular with students because it has content that can make students focus on learning activities. Hendrawan & Marlina (2022) Young learners have characteristics that like new things because they have the type of seeing things visually to understand more easily, especially those related to technology. One of the media that can support teaching vocabulary is wordwall based digital-media.

The Wordwall based digital-media is presented in the form of a game that aims to engage students in answering quizzes, discussions, and surveys Purnamasari et al (2021). Wordwall based digital-media that can be used to create learning media or become a learning resource. According to Nurhamida & Putri (2020) the Wordwall based digital media is an application-based learning media that is fun and attracts students' interest in learning. Wordwall based digital media able to provide a meaningful learning system that can be followed easily by elementary and higher level students, the screen display that can be varied accompanied by interesting background sounds makes students enthusiastic about learning and the quiz and game features for determining right or wrong can be used as material for assessment by educators. Wordwall media can increase students' motivation in learning vocabulary because the media is interesting and easy to use, students enjoy the learning process without getting bored quickly Misrawati et al (2020).

Some researchers conducted studies related to the development of additional media development in English language learning using Wordwall-based media. Amalia (2018) examined the development of Wordwall media in descriptive text learning for grade 7 students. This research uses the Research and Development (R&D) method with questionnaires and interviews as data collection methods and instruments. The results showed that the development of Wordwall media can be used in learning to write descriptive text. Previous research conducted by Darmawan (2023) on the development of teaching materials using Wordwall-based media for learning relative clause and examining experience for grade 12 students. Researchers used the design and development (DND) method by analysing the module, distributing questionnaires and analysing the results of questionnaires as data collection methods. The results showed that additional material using Wordwall-

based media in learning relative clauses provided an interesting, fun and motivating experience for students. Another study Novyanti et al (2022) also conducted research on the development of wordwall-based digital media to increase the cognitive creativity of grade 1 elementary school students in English lessons. Researchers used the IDDIE development model by using descriptive analysis questionnaires in data collection. The results showed that Wordwall-based media can increase students' cognitive creativity in English lessons.

Based on preliminary interviews with English teachers for grade IV students at SD Negeri 1 Baktiseraga, it is known that the school has implemented Merdeka Belajar Curriculum from grade 1 to grade 6. In the English learning process, teachers and students use the book "My Next Words" from the Ministry of Education and Culture. In addition, teachers have also used some additional media in learning English, namely using Kahoot and Quizizz media that they develop themselves. The drawback is that they do not develop all chapters in the media because teachers develop them when they need them and there is no media for all units in supporting the book entitled "My Next Words" in teaching vocabulary. So that in improving vocabulary which is very crucial in elementary school children, it is necessary to have additional media to support English books, namely a book entitled "My Next Words".

1.2.Problem Identification

In Indonesia, the implementation of the Merdeka curriculum emphasizes language learning, one of which is English. In this Merdeka curriculum, the reduction of English class hours to 70 minutes per week. With this, students' English skills are lacking. Students have problems especially in writing and reading skills because they have very little vocabulary. Vocabulary is the main capital to learn the construction of a sentence in a language. This problem was found at SD Negeri 1 Baktiseraga, especially in grade fourth 1st semester. Students have problems in English vocabulary skills. This causes obstruction in the learning process and results in learning objectives not being achieved. The lack of learning media is also one of the factors causing students to have difficulty in the vocabulary learning process.

From the research background above and previous studies, additional media in learning English is very important to improve students' abilities, including vocabulary skills. However, there are several problems found in fourth grade 1st semester students at SD Negeri 1 Baktiseraga related to the use of additional media in learning English. First, fourth grade students are a class that applies the Merdeka Belajar curriculum in learning English, they only use a book from the Ministry of Education and Culture, namely a book entitled "My Next Words" in the teaching and learning process. Second, English teachers do not have special additional media digital to support the book for teaching vocabulary.

From various studies, there have been many uses of digital media for teaching English, but there is no research related to digital media to support the book "My Next Words" from Kemendikbudristek in vocabulary learning. So there is a need for digital media to develop the book "My Next Words" using Wordwall-based digital media.

Therefore, in this study want to do Design and Development (D&D) by adopting the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) to develop additional media in English language learning, especially vocabulary learning. Researchers chose elementary school as a place of research because there has been no research that develops additional media for vocabulary learning that supports the Ministry of Education and Culture's book entitled "My Next Words". In this case, the Wordwall-based digital is chosen to be an additional media in English language learning, especially vocabulary learning because Wordwall-based digital media has many game-based templates that are suitable for vocabulary learning.

1.3.Problem Limitation

Based on the research background, this study focused specifically on fourth grade students in semester one at SD Negeri 1 Baktiseraga in academic year 2023/2024. This topic was chosen based on the module of semester one in grade four. Researchers focus on the development of English vocabulary learning media for grade four students in semester one. This Wordwall-based digital media is designed using features that are in accordance with the material in the student's English book. The researcher uses an English book entitled "My Next Words" from Kemendikbudristek

as a reference to develop vocabulary learning material using additional media, namely Wordwall-based digital media. Meanwhile, fourth grade students and English teachers at SD Negeri 1 Baktiseraga became participants in this study.

1.4. Research Question

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

1. How the development procedure of Wordwall is based digital-media to teach English vocabulary for fourth-grade 1st semester students at SD Negeri Baktiseraga Singaraja?
2. How is the quality of Wordwall-based digital media development for English vocabulary learning for fourth-grade 1st semester at SD Negeri 1 Baktiseraga Singaraja?

1.5. Research Objectives

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

1. To identify the procedure of developing of Wordwall-based digital media for teaching English vocabulary in fourth-grade 1st semester at SD 1 Negeri Baktiseraga Singaraja.
2. To evaluate the quality of the development of Wordwall-based digitalmedia for teaching English vocabulary for fourth-grade 1st semester at SD Negeri 1 Baktiseraga Singaraja.

1.6. Research Significant

This research is expected to provide benefits theoretically and practically, as the following:

1. Theoretical Significant

The results of this study are expected to enrich the knowledge of other researchers related to the development of Wordwall-based digital media for English vocabulary learning. The researcher described the procedure of developing additional English language materials in developing English vocabulary skills

using Wordwall-based digital media for students in grade IV semester 1 at SD Negeri 1 Baktiseraga Singaraja.

2. Practical Significance

In addition to theoretical uses, this study is expected to provide a useful influence for all readers, especially on English language teaching theory on teaching strategies.

a. For the English Teacher

This research is expected to provide new teaching media for EFL teachers that can develop students' vocabulary by using web-based Wordwall media. In addition, teachers can encourage and motivate students to build on their prior knowledge and motivate them in the teaching process.

b. For the Students

Students are expected to improve their English vocabulary through web-based Wordwall media. In addition, students can experience a different learning atmosphere that can motivate them to improve their vocabulary.

c. For the Readers

With this research, it is hoped that readers can increase their knowledge, especially about the effect of using web-based Wordwall media in improving English vocabulary.

d. For Other Researchers

This research can be used as a reference or alternative source by other researchers who wish to conduct similar research in the context of learning English.