

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

The implementation of the new curriculum, namely the implementation of Curriculum 2013 in schools has started since July 2013. Rusman (2019) stated the implementation of the curriculum is expected to encourage the improvement of the quality of management and educational processes in each educational unit that leads to efforts to improve the quality of education. The curriculum implemented in Indonesia needs to continue to be developed and adapted to educational units and regional potential, as well as evaluate the implementation of the curriculum's effectiveness. *Indarta et al., (2022)* explain that curriculum improvement will be said to be effective if the results of its development are in accordance with needs and requirements, relevance, illusion, continuity, practicality and effectiveness. Therefore, the criteria developed must have a strong foundation and principles to support the achievement of educational goals.

The 2013 curriculum implemented in Indonesia has been implemented for approximately 9 years since 2013. According to Ikhsan & Hadi (2018) the emphasis of the 2013 Curriculum development is on refining the mindset, strengthening curriculum governance, deepening and expanding the material, strengthening the learning process, and adjusting the learning load in order to ensure a match between what is

desired and what is produced. The decision by Menteri Pendidikan, Kebudayaan, Riset dan Teknologi Republik Indonesia Nomor 56/M/2022 concerning Guidelines for Implementing the Curriculum in the Context of Learning and Development, Recovery & Learning (2022) as a sign of full support for enhancing the curriculum in Indonesia to create a modern Indonesia that is sovereign, independent, and has personality through the creation of Pancasila Through the Kurikulum Merdeka's application, students will develop critical thinking skills, creative and independent thinking, faith, devotion to God Almighty, noble character, mutual collaboration, and an appreciation of global variety. Schools that are prepared to implement learning recovery in 2022–2024 as a result of the pandemic might choose to use the Kurikulum Merdeka.

The independent curriculum is a simplified form of the 2013 curriculum with a learning system based on a specific project (Project Based Learning), so the independent curriculum can be more flexible and focus on essential material and character development. The learning system is also more interactive with project-based learning, this system is expected to be fun learning for students. Project Based Learning aims to train students in collaboration and creativity so that students are given the opportunity to experiment in various ways and do it collaboratively. Project Based Learning is a learning method that uses problems as the first step in gathering and combining new knowledge according to real experiences and activities. It also allows students to analyze a problem

from their own perspective and solve it creatively. This method aims to train students' proactive attitude in solving problems, hone their ability to decipher problems in the classroom, hone their creativity, and train their collaborative attitude. According to Arviansyah & Shagena (2022) The teacher as a driver of independent learning, means a teacher who is required to be able to be active and enthusiastic, creative, innovative and skilled in order to become a facilitator of driving change in schools. Even during the pandemic, parents and students complained about the need to learn to achieve a minimum completion score. The Kurikulum Merdeka, however, is not implemented simultaneously and systematically, referring to the policy that allows schools to choose how to implement it. Indonesian schools have started to implement Kurikulum Merdeka at the primary, elementary, junior high, and senior high levels provided that they are ready to do so. In this context, the elementary school level has implemented the Independent Curriculum in grades I, IV, V, and VI.

English is a universal language because it is used by most countries in the world as the main language. In addition, English is one of the important international languages to master or learn. Some countries place English as a second language that must be mastered after their native language. Although in Indonesia English is a foreign language, it occupies an important position in the daily life of our society. This is evident in the world of education in Indonesia. According to Rusman (2019) English is one of the subjects taught to students from

elementary level to university.

The learning of Vocabulary is an important part of foreign language learning. The meanings of new words are very frequently emphasized, whether in books or in verbal communication. Vocabulary is considered central in language teaching and is of paramount importance to a language learner. Helwig et al. (n.d.) Vocabulary is a basic of one learns a foreign language. Acquiring a new language requires a strong vocabulary. It is a component that unites the four language arts abilities : speaking, listening, reading, and writing. Students must learn a sufficient quantity of words and be proficient in their usage in order to converse effectively in a foreign language.

Due to the significance of comprehension proficiency in language practice particularly in written and spoken language, a greater effort must be made to expand and enhance comprehension mastery. Students should be able to utilize words in conversation in addition to knowing their definitions. Vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. According to Ningrum (2015) Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to the native speaker, using language in different context, reading or watching television.

One of the subjects that elementary school students should know well is English. However students face communication problems due to lack of English vocabulary knowledge. This is supported by teaching in schools where learning activities are less interesting especially using textbooks compared to other interesting learning methods. Vocabulary is the total number of words included in a language. These words are words that a person knows and uses to listen to speak read or write. According to Kasihani (2007) vocabulary is a group of words that are part of a language and give meaning when we use it. This is stated in his book *English For Young Learners*. The primary skill that students need to have in order to learn English is vocabulary mastery. The more vocabulary a student has, the more fluently they can communicate and the more proficiently they can use the language. Khasanah, et al (2014) stated however, vocabulary mastery is sometimes overlooked. For instance, vocabulary is a fundamental component of education at the primary school level as it enables students to comprehend texts, communicate effectively, and succeed in a variety of spheres of life. According to Evy et al. (2022) acquiring a vocabulary is not limited to word memorization; it also calls for the recognition of these words, memory skills, pronunciation, and acceptable and accurate sentence usage.

Learning vocabulary in Indonesia is less engaging for a variety of reasons, including the frequent use of traditional and boring teaching techniques. Students are presented with lists of vocabulary that have no

relation to real-world situations and must be committed to memory. For the students, this frequently results in a boring and uninteresting learning experience. Learning becomes less engaging and stimulating when technology and multimedia are not used to teach language. Since they grew up in the information era, today's students are more receptive to instruction that makes use of material they are already familiar with. The contemporary digital era presents a wonderful chance to enhance vocabulary acquisition in primary schools due to the rapid advancement of technology. Education has undergone massive changes as a result of technology, and we can now utilize it to more effectively and engagingly increase kids' vocabulary.

Currently, acquiring vocabulary should be integrated into sentences rather than being taken out of their context. After the reform era, the direct method emerged as the preferred way for language instruction. This method came about as a consequence of studying how children learned to speak. Educating This approach's language includes features of the reform era, but the word selection on This method concentrates on common vocabulary day. There are variations between teaching concrete and abstract vocabulary. According to Barnard et al. (2002) concrete vocabulary is taught via the use of visual media, while abstract vocabulary is taught through the knowledge of concepts. A key role that vocabulary knowledge plays in the process of learning a second language. Numerous efforts have been undertaken to help students

overcome the difficulties associated with acquiring language. Their ability to improve students' vocabulary output and understanding is still up for debate. Many schools today have computers, the Internet, and web-based tools, which provide instructors and students with a wealth of materials and possibilities for teaching and learning languages. The only way to get the most out of these tools is for instructors to use technology to create content specifically for language classrooms. Resources, time, and effort were used to develop this project. Hamidrea Khiyabani et al. (2014) stated if educators and students do not use these tools and resources into their methods of teaching and acquiring language, they will have been a waste of time.

Multimedia as an Assistive Tool in the Educational Process There are two definitions of multimedia learning: the one from the 1980s and the definitions from later on. According to Barker & Tucker (1990) and Sunaryo Soenarto (2005), multimedia is described as a collection of numerous distinct media equipment utilized for presentations before the 1980s or on the 1960s period. Multimedia, in this context, refers to a range of media that are utilized to convey instructional content; wall charts and graphs created on cardboard that are affixed to the wall are examples of this.

Some researchers conducted numerous studies related to the development of learning materials, as this is something that has been introduced before. The use of wordwalls to enhance English vocabulary

mastery through systematic review was investigated by Ismiyati and Saputri (2020). This study collects data via Google Scholar and applies a descriptive analysis strategy. Based on the sources consulted, the findings demonstrated that word wall media is highly successful in helping children improve their vocabulary proficiency. Previous research by Ramadhan & Zaharani (2021) looked at word wall media's major impact on students vocabulary proficiency. This study combined qualitative approaches with experimental research. A pretest and a posttest were carried out by researchers. The findings demonstrated that, in the 2019–2020 academic year, the word wall approach had an impact on students' vocabulary mastery in the eighth grade at Bina Satria Private Junior High School Medan Marelan Tanah 600.

Based on the results of our observations, we concluded that the SD Negeri 1 Baktiseraga 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, there is no media to develop vocabulary in the book entitled "My Next Words", so this research will develop a digital media, namely web-based wordwall media.

## **1.2 Problem Identification**

With reference to the research backdrop and other studies, the Independent Curriculum's adoption in Indonesia has led to a weekly reduction in English language class hours to just 70 minutes. As a result,



students' skill in the English language, particularly at the school level, is naturally declining. Students thus lack language skills, particularly with regard to English vocabulary. In SD Negeri 1 Baktiseraga fourth-grade primary school students had issues that stemmed from their poor vocabulary, which delayed their acquisition and instruction of the language.

Based on previous observations and research, it can be inferred that in order to support their English language learning, students should use Wordwall based-digital media, to help them build their vocabulary. Research that creates supplementary resources that are included in the English language skills of students is also required. This is due to the fact that earlier research only concentrated on creating educational materials through conventional means (books alone as learning aids). More study on media-based development is required to enhance English vocabulary abilities in class IV, particularly in the second semester, given the shortcomings of the earlier studies.

For this reason, researchers will conduct research on media-based development to improve students' English vocabulary skills to create media-based additional English language materials using Wordwall for students in grades IV in the second semester. Researchers selected this school because no research has created Wordwall-based media to provide further English language instruction and help students grow their vocabulary. In this instance, Wordwall was selected as the platform to

create extra activities to enhance the learning process in the classroom based on the content in the student handbook "My Next Word" supplied by Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (Kemendikbudristek).

### **1.3 Research Limitation**

Based on the research backdrop, this study focuses on fourth-grade students at SD Negeri 1 Baktiseraga, one of the elementary schools, during the 2022–2023 academic year. The subjects selected are drawn from the classes IV second semester syllabus. The conclusions and findings of research might not be immediately applicable to primary school grade levels. Therefore the researchers designed and developed media based on the objectives of English teaching in the classroom to improve students vocabulary skills. Additionally additional media has been developed using Wordwall objects and fun features to make it suitable for elementary students. In this study the book My Next World is used as a reference for English language learning in primary schools. Meanwhile fourth grade students and English teachers of SD Negeri 1 Baktiseraga participated in the study.

### **1.4 Research Questions**

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

1.1.1 How is the development procedure of Wordwall-based digital media for teaching vocabulary in the book my next word for fourth-grade 2nd semester students at SD Negeri 1 Baktiseraga?

1.1.2 How is the quality of the development Wordwall-based digital media for teaching vocabulary skills of grade fourth-grade 2nd semester students at SD Negeri 1 Baktiseraga?

### **1.5 Research Objective**

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

1.1.1 To identify the procedures of developing Wordwall-based digital media for teaching vocabulary for fourth-grade 2nd semester students at SD Negeri 1 Baktiseraga.

1.1.2 To evaluate the quality of Wordwall-based digital media for teaching vocabulary skills of grade fourth-grade 2nd semester students at SD Negeri 1 Baktiseraga.

### **1.6 Research Significance**

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

### 1.1.3 Theoretical Significance

The results of this study are expected to add to the knowledge of other researchers about the development of additional English content using integrated media-based word walls to improve English vocabulary skills using word walls. This is because this study will explain the method of developing additional English content by integrating it into English vocabulary skills for Grade IV students of the second semester at SD Negeri 1 Baktiseraga.

### 1.1.4 Practical Significance

This research is expected to help readers consider several factors in choosing learning media to teach English vocabulary to young learners. This is important because they have unique characteristics that require different approaches, especially in English as a foreign language. In addition, this study can also be used by future researchers as information and reference for other related research.

#### a. For the researcher

Acquire practical skills in creating materials for teaching English vocabulary to young students, and broaden the outlook by providing them with effective media for English learning.

b. For the Student

Researchers predict that students will become more enthusiastic and active in learning English and improve their vocabulary acquisition through the Wordwall learning medium. This medium, in its many variations, offers an enjoyable learning experience that can motivate students to improve their English vocabulary.

c. For the teacher

Teachers can be more creative in designing classroom learning and utilize technology-based learning media such as Wordwall as a teaching aid to reinforce English vocabulary, thus increasing the effectiveness and reinforcement of students' vocabulary learning.

d. For the school

Technology-based learning media such as Wordwall are available to create quality, effective and fun learning. It is expected that schools can improve the standard of learning aids to support existing media.