CHAPTER I

INTRODUCTION

In the Introduction section of this study, the researcher includes research background, problem identification, research limitation, research questions, research objectives, and research significance which correlated of the topic namely as follows:

1.1 Research Background

Curriculum is a set of plans and arrangements regarding objectives, content and learning materials as well as methods used as guidelines for implementing learning activities to achieve certain educational goals. According to Hidayani (2018:377), the curriculum plays a crucial role in all educational endeavors since it establishes logical learning objectives. The curriculum must be flexible enough to fit the demands and developmental stages of each student while also adapting to the conditions of each school. The curriculum must keep evolving, adapting to educational units, and regional capacity, also evaluating research on the efficacy of curriculum implementation. Since 2013, Indonesia has been using the 2013 curriculum for nearly 9 years.

On December 10, 2019, Nadiem Makarim modified and established the Merdeka Curriculum as a revision of the 2013 Curriculum. In Indonesia, the Merdeka Curriculum has begun to be adopted at school levels such as Early Childhood Education, Elementary School, Junior High School, and Senior High School as long as schools are prepared to apply this curriculum. In this research, the Merdeka Curriculum has been adopted at the elementary school level, particularly in the fifth-grade of the second semester at SD Negeri 1 Baktiseraga.

Learning English is essential because English is an international language used by the majority of the world's countries. English with three objectives, including developing communication skills both orally and writing, which includes the ability to listen, speak, read, write. English as a foreign language to become the primary tool for

learning and developing understanding of interrelationships between languages and cultures or increasing culture attractiveness, so that students have a desire to learning English. Students are expected to not only understand the meaning of words, but also to use these words in their conversation. This is also supported by learning which mostly uses textbooks rather than other more interesting learning methods, so it will make resulting in students' lack of attention, so it is necessary to implement technology-based learning such as the use of digital media.

English is one of the subjects that students in elementary school must master. However, students struggle to communicate due to a lack of English vocabulary mastery.This is also supported by learning in schools, which primarily use textbooks rather than other more interesting learning methods, resulting in less interesting learning activities. The total number of words in a language, as well as the words of a person owns, knows, and uses in speaking, listening, reading, or writing, is referred to as vocabulary.Vocabulary is an important foundation in the educational process at the primary school level because it can help students understand texts, communicate effectively, and achieve success in various aspects of life.

Learning vocabulary entails more than just memorizing words; it also necessitates the ability to recognize these words, remember them, pronounce them correctly, and use them appropriately and correctly in sentences stated by Evy et al., (2022). However, in practice vocabulary teaching at elementary schools in Indonesia is frequently fraught with difficulties that make it less appealing to students. There are several factors that make vocabulary learning in Indonesia less interesting, such as the use of traditional and monotonous teaching methods. Students are given with some lists of words that must be memorized and have relevances to everyday lifewithout using digital-based learning media. This frequently makes the learning process boring and uninteresting for students. Then, the absence of technology and multimedia in vocabulary instruction makes learning less interactive and inspiring. Students' today

have grown up in the information age, and they are more receptive to learning that incorporates media that they are familiar with.

In the twenty-first century, we live in a digital world where anyone from adults to childrencan learn how to use technology such as gadgets and computers. Rapid development and innovation make technology extremely useful for human activities; it could be argued that humans today cannot be separated from technology and the internet. Children use technology to play games, and almost everyone enjoys games. Nowadays, almost all modern technologies use English, and elementary school students are among those who use the technology. In 2020, games based on English learning were extremely popular.Furthermore, game-based English learning was most widely used in elementary schools with vocabulary expansion being the most commonly learned language skill. A more in-depth analysis of the challenges, benefits, and effectiveness of using game-based to learn English for young learners was also demonstrated.

Technology has made significant changes in education, and we can use it to increase students' vocabulary in more effective and interesting ways.Vocabulary learning should be integrated into sentences rather than being separated from the context that brings it. With the rapid advancement of technology in today's digital era, there is a great opportunity to improve improve vocabulary learning in elementary schools using game-based learning. Primary school teachers are increasingly incorporating digital games into lesson plans Siew(2018). According to Kangas et al. (2017), in a game-based learning environment, teachers' pedagogical activities include game-based learning planning, game session participation, and evaluation and reflection on gameplay.

Integrating teachers' pedagogical activities into digital game-based learning can significantly improve students' learning experiences and outcomes (Bragg, 2012; Lotherington and Ronda, 2009; Siew, 2018). Students enjoy playing, experimenting,

and learning while using digital games (Asad et al., 2016; Yüksel & Tuncel, 2017; Pareto et al., 2012; Beserra et al., 2014). Simultaneously, a teacher's pedagogical activities can encourage students to become interested in the target subject. As this is something that has previously been introduced, some researchers conducted numerous studies related to the development of learning materials. Based on preliminary study according to Ismiyati and Saputri (2020) investigated the use of Wordwall to improve English vocabulary mastery through systematic review. Those study employed a descriptive analysis method with Google Scholar serving as the data collection tool. From the sources used, the results showed Wordwall media is very effective for improving vocabulary mastery in students.

According to Ramadhan and Zaharani (2021) also looked at the impact of Wordwall based-digital media on students' vocabulary mastery. By developing Wordwall-based digital media, teachers can teach vocabulary to students more effectively because Wordwall is equipped with attractive image, sound and template features. When students know more vocabulary in English, they will easily use many different words in the way they communicate with others and mastering in learning vocabulary. In this case, teachers should use media-friendly learning that can help students learn the vocabulary given, as well as acquire new vocabulary from the use of digital-based learning media.

This study combined quantitative and qualitative methodsby using the D&D (Design & Development) research approach, and ADDIE (Analysis,Design, Development, Implementation, and Evaluation)model which can use in collecting the data while developing Wordwall-based digital media. The English teacher who teaches at SD Negeri 1 Baktiseraga for fifth-grade students are using the textbook of My Next Words have developed vocabulary using Kahoot and Quizizz, but do not used Wordwall-based digital media because the teacher just only know Quizziz and kahoot as the applications to support the learning media rather than Wordwall-based digital

media. Meanwhile, both of two applications are good, either Quizziz or Kahoot. In the previous studies, no one has examined the development of Wordwall-based digital media to improve students' English vocabulary by supporting the book of My Next Wordsfor teaching vocabulary in the fifth-grade students at primary school, so it would be a good challenge and opportunity to research about those part.

1.2 Problem Identification

According to research and previous studies, the implementation of the Independent Curriculum resulted in a reduction for English language lesson hours to 70 minutes per week.In fact, some students suffer from a lack of vocabulary skills, particularly in English. SD Negeri 1 Baktiseraga discovered problems in the fifth-grade students of the second semester related to the students' lack of vocabulary skills, which caused delays in the process of learning and teaching English. Based on previous observations and research, it is possible to argue that students need to improve their vocabulary skills in English by using a media-based tool called Wordwall to help them while learning vocabulary.

Aside from that, studies that develop complementary materials that are integrated into students' English skills are required. This is due to previous research focusing solely on developing learning materials using traditional methods (i.e., only using books as learning resources). Based on the shortcomings of previous studies, more research into media-based development to improve English vocabulary skills using My Next Wordsas a textbook in learning vocabulary for fifth-grade students is required. To meet the demands of learning English, students must have sufficient vocabulary to be able to communicate effectively in variety of situations, which can be communicated both orally and writing, so vocabulary mastery is the most fundamental skill that anyone learn English must possess.

1.3 Research Limitation

Based on the research context, this study focuses fifth-grade studentsin the second semester at SD Negeri 1 Singaraja as one of the Elementary School located in Singaraja. The topics chosen are based on the fifth-grade student materials of the second semester syllabus. The English teacher uses textbook named My Next Words while learning vocabulary in that semester. So, the researcher agreed to use My Next Words book as resources in developing Wordwall-based Digital Media for teaching vocabulary for fifth-grade students in the second semester.

The researcher develops Wordwall-based digital media to improve students' vocabulary skills in accordance with the goals of learning English. Aside from that, additional media is designed with Wordwall as the object and uses fun features to make it suitable for elementary school students. The English teacher who teaches fifth-grade students and five students from 5A Class will be the participants in this study to assess Wordwall-based digital media to look at the suitability for teaching vocabulary in the classroom.

1.4 Research Questions

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

1.4.1 How is the development of Wordwall-based digital media to teach English vocabulary for fifth-grade students of the second semester at SD Negeri 1 Baktiseraga?

1.4.2 How is the quality ofWordwall-based digital mediadevelopment to teach English vocabulary for fifth-grade students of the second semester at SD Negeri 1 Baktiseraga?

1.5 Research Objectives

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

1.5.1 To identify the procedure of developing Wordwallbased digital media to teach English vocabulary for fifth-grade students of the second semester at SD Negeri 1 Baktiseraga.

1.5.2 To evaluate the quality of Wordwall-based digital media development to teach English vocabulary for fifth-grade students of the second semester at SD Negeri 1 Baktiseraga.

1.6 Research Significance

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

1.6.1 Theoretical Significance

The theoretical significance of this study are expected to contribute to other researchers' understanding of the development of supplementary media by using an integrated Wordwall-based digital media to improve English vocabulary skills. This is because this study will describe the procedure for developing Wordwall-based digital media by adding English vocabulary from My Next Words as a textbook while teaching vocabulary of fifth-grade students in the second semester at SD Negeri 1 Baktiseraga.

1.6.2 Practical Significance

The practical significance of this research is explained as follows:

a) Using Wordwall media, students will improve their English vocabulary skills.

b) English teachers will be able to provide students with innovative learning media that can improve English language skills, particularly in terms of expanding students' English vocabulary.

c) Readers will gain useful information by reading additional English material that has been developed and integrated with vocabulary skills.

d) Future researchers can use the supplementary media developed in conjunction with vocabulary skills as materials for developing new digital