

CHAPTER I

INTRODUCTION

1.1 Research Background

The abundance of information that is readily available everywhere, the speed at which computers are automating monotonous tasks, and the ease with which communication can be conducted anywhere at any time are the hallmarks of the 21st century. The qualities of students in the 21st century who are ready to grow up to be competent communicators and team players. The innovation is also combined with the increased value character of each student. Creating a learning environment and a learning process that allows students to actively develop their potential to have the religious spiritual strength, self-control, personality, intelligence, noble character, and good skills that he and society require is at the heart of education in general.

The basic thing in communication is vocabulary mastery. In an educational context, especially for EFL students, vocabulary mastery is very important in understanding English as a foreign language. Lack of vocabulary can affect a person's process of learning a foreign language, especially English. Vocabulary greatly influences the mastery of other language skills, including speaking, reading and listening. Language learners can understand, produce, and use language effectively if they have an adequate vocabulary, according to Avisteva (2021).

Since vocabulary is a useful instrument to predict language competency, a lack of vocabulary knowledge reflects the level of English proficiency, according to Lee (2011). The more words the pupils are familiar with, the more probable it is that they will be able to use the language correctly. Students that have a very small vocabulary may find it challenging to communicate successfully. On the other hand, if they have a wide enough vocabulary, they could readily communicate their ideas. According to some research, Indonesian pupils lacked a suitable vocabulary base. These studies include those by Sudarman and Chinokul (2018), Kurniawan (2017), and Nurweni and Read (1999).

In addition, in teaching new vocabulary to students, teachers are expected to be able to combine more than one teaching strategy, according to Pinter (2006) and Avisteva (2021). Integrating technology can be an interesting way as a learning medium in the classroom to help vocabulary mastery. Utilizing technology in English lessons will really help support students' understanding process. Apart from that, the use of technology-based media (digital media) can also help teachers add variety to teaching and learning activities so that they become more interesting and innovative.

In order to make students engage in an effective learning process after choosing the sort of media to use, a teacher must be able to give them with comprehension or, to put it another way, the media is a part of learning materials, whether they be digital or physical, that have educational content in a setting that might inspire learners to learn. Everything that can be utilized to arouse students' thoughts, emotions, attention, abilities, or skills in order to promote learning is

considered a form of media in the teaching and learning process. Additionally, it enables students to learn more easily and helps the teacher teach more effectively, particularly in terms of meeting learning objectives in a teaching-learning environment, according to Prabawati (2022). Choosing which media to include in a learning process is an important step in educational design. Media plays a crucial part in the learning process as one element of a learning system. Students are assisted in understanding their lessons through the usage of learning media.

Interactive online games as a learning media have been shown to enhance the language learning process for primary EFL learners with low skill levels. Following the mobile application intervention in vocabulary learning, students' proficiency with English vocabulary increased. Studies reveal that when students use game-like learning media as a support system, they are more satisfied with their English language acquisition, especially for vocabulary skill. To effectively acquire and retain new words, students should engage in task-based activities that allow them to apply vocabulary in context. Many scholars consider learning content supplied through online media as a combination of game mechanics and game cognition Takahashi (2011); Bakhsh (2016); Chapman & Rich (2018). Interactive online games have been shown to enhance the language learning process for primary EFL learners with low skill levels, according to Andreani and Ying (2019). The best gaming platform for learning vocabulary is Wordwall, especially for younger students. For the target audience in this example, elementary school kids, it offers a variety of gaming genres that are entertaining and helpful. Because some games have learning benefits but no fun factor, it's

critical to select games that are engaging and effectively satisfy learning objectives Jantke & Hume (2015).

The curriculum has a central position in the entire educational process, according to Rosni (2017) in Abidin et al., (2023). The curriculum is an inseparable part of the scope of education. The curriculum is the core of the educational process, according to Zufar in Thaariq & Agus Wedi (2020). This statement shows how big the role of the curriculum is in the realm of national education. The curriculum really colors the construction and face of education in a society, stated by Hidayat (2011). Indonesia has changed the curriculum several times as part of the learning design. To determine the process and results of activities within the scope of education carried out, according to Iramdan & Manurung (2019). From the perspective of comparative studies, the 1947 Curriculum, the 1952 Curriculum, the 1964 Curriculum, the 1968 Curriculum, the 1975 Curriculum, the 1984 Curriculum, the 1994 Curriculum, the 2004 Curriculum, the 2013 Curriculum, and the Merdeka Curriculum all provide insight into the historical development of Indonesia's curriculum, according to Abidin et al., (2023).

There are various types of learning media. Learning media, especially digital-based learning media, can be a supporter in increasing effectiveness in teaching and learning activities, especially in mastering language skills, especially English and based on the research objective and the curriculum. However, learning media for elementary schools is still very limited in some schools, especially in English subject. However, none of the studies has looked at the

creation of Wordwall-based digital media to enhance students' English focusing on vocabulary skill to support "My Next Words" book, particularly in elementary schools in grade 6 2nd semester.

This Wordwall-based digital media developed by the researcher contains material based on the student's book "My Next Words" which is designed with a game-like appearance by using game templates that is available on Wordwall. With a game-like appearance that is attractive and easy to access, it can be a tool or visual medium for English teachers at SD Negeri 1 Baktiseraga for teaching so that it can stimulate student activity and increase their understanding, especially in vocabulary skills. In short, the development of digital-based learning media is very necessary, especially for elementary school level English teachers.

1.2 Problem Identification

Based on the background, it can be concluded that learning media has a highly important role and is needed in the teaching and learning process, especially for grade 6 students in the 2nd semester at SD Negeri 1 Baktiseraga. There are several problems that can be found in the English class in class 6 in the 2nd semester at SD Negeri 1 Baktiseraga. These problems such as limited number of printed "My Next Words" books. Printed books are only available for teachers, students learn using e-books in PDF format, accessed using Chromebooks during class lessons, the teacher have time constraints so they cannot create optimal teaching media for students, and there is no teaching media that supports the material in the book "My NextWords", especially for vocabulary skills.

In order to provide media-based using Wordwall for students in grade 6 in the 2nd semester at SD Negeri 1 Baktiseraga, the researcher of this project plan to apply the Design and Development (D&D) approach. Because no research has produced Wordwall-based digital media to expand student vocabulary and promote further English language resources, the researcher chose this school as the study site. In this instance, the Ministry of Education and Culture, Research and Technology produced a student book “My Next Words” for the Merdeka Curriculum. for this research, to support the materials of the book, Wordwall was chosen as a platform to develop the content to complement the learning process in class. Previous research has widely applied Wordwall as a supporting tool in teaching-learning process, especially in vocabulary mastery. In addition, many studies have used other platforms besides Wordwall, such as Kahoot, Quiziz, etc. None of the research using Wordwall to support the “My Next Words” book.

The students must have a sufficient vocabulary to be able to communicate effectively in a variety of circumstances in order to meet the demands of learning English, which can be communicated both orally and in writing. The most fundamental skill a person learning English must possess is vocabulary mastery. How one might communicate if they were unfamiliar with the language's lexicon. According to Kasihani (2007) in Marhamah & Mulyadi (2020), many students simply sit, look, and listen to the information that has been verbally presented by the teacher because of the implementation of English learning's various inadequacies and shortcomings. So that, this makes students lack vocabulary skills, especially in English vocabulary. The problems found in elementary school students in grade6 in the 2nd semester at the 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 prior observations and research, it may be determined that students should use a media-based application called Wordwall to help them learn English vocabulary skills. In addition, research that create media that are included into students' English proficiency is necessary. This is due to the fact that earlier research solely concentrated on creating educational media through conventional means (i.e., just employing books as learning tools). It is required to do additional study on media-based development to enhance English vocabulary abilities in grade 6 in the 2nd semester in light of the shortcomings of earlier studies.

It is underlined that Wordwall is an effective medium for expanding vocabulary and improving understanding. In this case, the author has conducted a literature review. The author found that there was no research that discussed Wordwall as a learning medium that functions as supporting the book "My Next Words" at the elementary school level.

1.3 Research Limitation

This research has limitations, namely that this research only focuses on class 6 in the 2nd semester as research subjects involving 1 English teacher and 5 students from class 6A in the 2nd semester at SD Negeri 1 Baktiseraga as participants. And furthermore, the teaching media developed by researchers focuses only on supporting the book "My NextWords" which focuses on English

vocabulary skills. The features of the media developed are adapted from the material in the book "My NextWords".

The researcher create and distribute a learning media using Wordwall to help students improve their vocabulary skill in line with English learning objectives in the classroom. Wordwall-based digital media is created with an entertaining and simple design to be suitable for elementary school students. As a source of information for research on teaching English in elementary schools, this research uses the book "My Next Word". This teaching media aims to support the teaching learning process at SD Negeri 1 Baktiseraga included English teacher and 5 grade 6 students in the 2nd semester as the participants of this research.

The researcher selected this Wordwall for a number of reasons. First of all, the writer believe that young students or kids need assistance with word memorization. Wordwall, a type of visual teaching tool for English in the classroom, are an efficient way to help kids remember words and expand their vocabulary. Wordwall, particularly for new words, can help children learn more words from an early age. In addition, the majority of kids in the age group are still enrolled in elementary school—more precisely, grade 6. Students are generally drawn to colorful things, so it is possible to pique their interest when teaching them new words by creating a Wordwall with a variety of vibrant elements. In addition, kids grow bored easily. Students in this class and level will not become easily disinterested in their studies by employing Wordwall as a learning tool in the classroom.

The student's book created by the Ministry of Education, Culture, Research, and Technology; "My Next Words" are currently referred to as the Merdeka Curriculum. This curriculum gives educational units and programs the flexibility to develop students' potential and characteristics. The elementary school level book "My Next Words" is structured around a variety of activities that help students become proficient in the Learning Outcomes. Furthermore, in an effort to increase efficiency and effectiveness in using the book "My Next Words" in the learning and teaching sphere, the author developed Wordwall-based digital media to support the materials in this book. With the Wordwall-based digital media that will be developed, it is hoped that it can help the teacher and students at SD Negeri 1 Baktiseraga in their teaching and learning process. The development of Wordwall-based digital media focuses on the ability to master vocabulary, which is the most basic skill in the context of mastering a foreign language.

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 procedure of Wordwall-based digital media to teaching vocabulary for 6th grade students in the 2nd semester at SD Negeri 1 Baktiseraga?
- 1.4.2 How is the quality of the development of Wordwall-based digital media to teach vocabulary skills of 6th grade students in the 2nd semester at SD Negeri 1 Baktiseraga?

1.5 Research Objective

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

1.5.1 To identify the procedure of developing Wordwall-based digital media in English vocabulary learning for students in grade 6 in the 2nd semester at the SD Negeri 1 Baktiseraga.

1.5.2 To evaluate the quality of Wordwall-based digital media in English vocabulary learning for students in grade 6 in the 2nd 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

With the result of the product developed in this research, it is hoped that it can increase the knowledge of other researchers and teachers regarding the creation of Wordwall-based digital media for teaching English that focuses on vocabulary skills. Other researchers' comprehension of the development of new English language resources that make use of the Wordwall-based digital media to increase vocabulary is expected to be advanced by the study's findings. This is due to the fact that this study will outline the process for teaching grade 6 in the 2nd

semester students at the SD Negeri 1 Baktiseraga, by incorporating it into their English vocabulary abilities and employing media.

1.6.2 Practical Significance

- a. The student's English vocabulary skills will be improved by using Wordwall-based digital media.
- b. The English teacher will be able to provide an innovative learning media for students that can improve English language skills, especially to expand students' English vocabulary.
- c. Readers will be able to obtain useful information through reading about the development of Wordwall-based digital media that is developed focusing on vocabulary skills.
- d. Future researchers can use the Wordwall-based digital media that are focusing on vocabulary skills as a reference in developing learning media.

