

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Global developments have brought significant changes to various aspects of human life in the whole world, including in field of education. Education is no longer solely only focused on academic achievement but is also directed at developing broader competencies and many skills that relevant to the demands of the times (Leasa & Sahalessy, 2025). In this globalized era, education that prepares students to participate and be able to communicate across cultures and can access international sources of knowledge has become very important (Yamada et al., 2025). Therefore it becomes a crucial part for mastering an international language in the educational process, where language serves as a bridge of the communication, knowledge and information transfer as well as the interaction with other in a broader context (Zhang, 2023). Syawaluddin & Aeni, (2025) state that English is an international language that plays a vital role in various fields of human life including communication, education and technology in today's modern world.

Therefore, English is taught from elementary school with the aim of introducing a foreign language at an early age for students. As mention by Moon (2025) that in early introduction helps students build a strong foundation of language skills as preparation for facing education in future. Esmaeilzadeh et al., (2025) also explain that it is very important to learn English from an early age because English is an international language that widely used in education, communication until cross-cultural context. In Indonesia, English is one of the foreign languages that taught from the elementary level in the school to help students to prepare them for global challenges (Siregar et al., 2025).

Fauzia & Yulia (2025) highlight that vocabulary as the fundamental element in learning English in language learning because without vocabulary ability, learners will experience difficulty in understanding

language or in using the language effectively. Noviarini et al., (2026) also explains that vocabulary is closely related to any other language skills such as reading, listening, writing and speaking. Here the development of overall language abilities is significantly influenced by vocabulary mastery. Vocabulary learning in young learner stage will lay the foundation in building students basic skills and support their future language development to the next level of education (Ardayati & Ramasari, 2025). Because children are at their development stage where they more easily absorb the language through meaningful and concrete experiences (Ardayati & Ramasari, 2025).

However, Indonesian students still deal with challenges in literacy skills, which are closely related to vocabulary mastery. This is reflected in the PISA 2022 results, where Indonesia scored 359 in literacy, placing it below the OECD average (OECD, 2023). In addition, Indonesia's English proficiency is relatively low, that also shown in the EF English Proficiency Index 2024, where Indonesia is categorized as the "low proficiency" group, that indicate limited ability in using and understanding English vocabulary in communication (EPI, 2024). Previous studies show Indonesian elementary school learners have reported difficulties in mastering and developing English vocabulary.

In classroom teaching and learning practices, vocabulary mastery often becomes a challenge for students. Zhou & Wu, (2024) state that many students still struggle to remember every English vocabulary when learning emphasizes memorization without clear context. The lack of variety in vocabulary learning can hinder students in understanding words meanings and using them in their everyday life (Zhou & Wu, 2024). And without enough vocabulary as the foundation of language learning, it can be difficult for learners to express and understand the idea well in English (Aulia et al., 2025). Therefore, teachers need to find suitable and interesting media to help students learn English vocabulary in an easy and also fun way (Wijaya & Juliana, 2024).

Magdalena et al., (2025) state that at the elementary school level, students at this age require learning experiences that involve games-based elements, visuals support and direct interaction to maintain their attention and interest in learning. As explained by Ahmed (2026) when learning approaches that are not aligned with students' characteristics, can lead to low student's engagement in the learning process, consequently students become easily bored, unmotivated and have difficultness in retaining vocabulary resulting in lower vocabulary mastery.

Learning media plays a crucial role in supporting the learning and teaching process, particularly in English learning. Earichappan & Hashim (2024) identify that learning media as a tool that helps deliver material more clearly, engagingly and also increasing students' motivation. Moreover, Agbayani, 2025 explains that in the vocabulary learning, the use of learning media for students need to be more encourage them making the learning process more enjoyable and easier to remember the vocabulary.

Based on primarily observation that conducted at SD Negeri 1 Kerobokan, it was found that most of the fifth-grade students' English vocabulary mastery level was still relatively low. Students often forget English words and had difficulty remembering and using vocabulary they had already learned before, not only that they also still struggle to use it in sentences. These conditions show that new media are needed to help students improve their vocabulary through fun learning media (Laila et al., 2023).

In addition, the use of learning media was still limited, students only receive the information while learning without an optimal involvement trough the teaching and learning process, it tends to be teacher centred learning. Where with low of participation and interaction in the classroom that can resulting in a lack of opportunities for them to actively develop their vocabulary skills (Wijaya & Juliana, 2024).

By facing this problem, one of the learning media that can be used to support student's vocabulary in learning English is Spinning wheel. A spinning wheel is a learning tool that directly engages with students' activity

through spinning a wheel that contains vocabulary, questions or images (Novela & Muryanti, 2023). Spinning wheel also help to creates a fun learning atmosphere so that students are more enthusiastic about learning (Laila et al., 2023). In addition, Tian & Umar (2025) also mention that this media can encourage students engagement and create enjoyable learning environment that support participation. The use of spinning wheel in student's vocabulary learning is appropriate for elementary school level students because it makes the learning process more enjoyable due to spinning wheels can attract their attention (Laila et al., 2023).

According to Novela & Muryanti (2023) the learning activities that use spinning wheel can make children more curious and enthusiastic during learning. Because they are learning through play, it also helps students to easily memorize vocabulary. Similarly, Oktafia et al., (2025) found that the use of Spinning wheel can improve vocabulary mastery in third-grade students at SD N 64 Sungai Raya. These research show that students who learned vocabulary using spinning wheel learning tool had different result than those who learned using conventional methods, where they can have better result in learning using spinning wheel.

Furthermore, the Spinning wheel learning tool also supports different learning styles. In teaching and learning process this media combines audio, visual and kinesthetic elements in one activity so this media is suitable for young learners (Chamalia et al., 2024) . While in learning process, it can provide opportunities for students to be involved actively, so that vocabulary learning becomes more meaningful and supporting better retention (Syawaluddin & Aeni, 2025). Although innovative learning media is touted as having great potential, its use in English learning in elementary schools has not been optimally utilized.

The use of Spinning wheel has been mostly applied in learning contexts in early literacy development and in Indonesian language subject. A review of previous studies indicates that the application of the Spinning Wheel learning tool remains quite limited, especially in student's

vocabulary learning, in elementary school for fifth-grade students who face increasing linguistic demands.

Many existing studies highlighted the use of Spinning wheel learning tool activities at the early level in order to develop and optimize student's literacy skills particularly in reading comprehension. Where Spinning wheel learning tool is used in activities that related to letter recognition, read alouds and any other early reading skills activities. In these contexts, the Spinning wheel learning tool is commonly used to help students to match the letter, identify alphabet sounds or practice simple word recognition (Dalimunthe et al., 2024). For an example, Dalimunthe et al., (2024) analysed Spinning wheel in improving beginners' reading abilities at Andalusia elementary school, Huta Baru Village, find that the Spinning wheel learning tool was implemented well and student's reading increased significantly in this study.

In addition, in the context of developing educational media, several studies have explored Spinning Wheel learning tool that focused or oriented towards research and development (R&D) which emphasize how the process of creating and developing innovative learning products where then tested and adapted. For example, Rahmawati et al., (2022) study to develop and to validate the Spinning wheel as a learning tool to improve reading comprehension and word recognition among second grade students in elementary school in the context of Indonesian language subject where ensure that the Spinning wheel learning tool whether has a good level of suitability, visually effective or ready for use in the classroom. Similarly, Chamalia et al., (2024) also conduct a research and development study of Spinning wheel to improve student learning outcomes in Indonesian language learning in fourth grade using the ADDIE development model, the Spinning wheel learning tool was found to be suitable for use in Indonesian language learning. Most of the research also dominance practiced for Indonesian language learning, while in English learning at the upper-primary school level is still less explored.

This raises uncertainty about whether the digital Spinning wheel learning tool produces similar differences for upper-primary learners especially fifth-grade students at SD N 1 Kerobokan. Therefore, this study aims to determine the use of the digital Spinning Wheel learning tool as an innovative approach to vocabulary mastery based explicitly on Nation's vocabulary framework.

So based on these conditions, the researcher conducted a study entitled "The Use of Digital Spinning Wheel in Teaching English Vocabulary to Fifth-Grade Students at SD N 1 Kerobokan: A One Group Pre-Test and Post-Test Study" which is researcher interest in knowing and trying to implement digital Spinning Wheel learning tool to examine magnitude of the difference on students' English vocabulary mastery score. Thus, with this research, the researcher hopes to provide theoretical and practical contributions to the development of vocabulary teaching media in classroom, particularly for English language learner at elementary levels in the Indonesian context.

1.2 The Problem Identification of the Research

A previous interview with the fifth-grade homeroom teacher and initial classroom observation in teaching and learning English at SD N 1 Kerobokan revealed that English vocabulary mastery is still relatively low. Despite that, in classroom condition students tend to be passive during learning activities, their participation are still limited.

In addition, an interview with English teacher also revealed that learning strategies that used in English learning activities are not varied, its dominated by teacher explanations or instructions. It is often rely on conventional learning media such as text reading, text book-based exercises, and printed out worksheets. Interactive learning media has not been widely applied in the classroom. Considering the importance of vocabulary mastery, it is necessary to explore the use of alternative learning media. Therefore, the use of digital Spinning Wheel learning tool appears as a promising alternative since this media has not been applied or experimented in this school before.

Therefore, the researcher intends to examine whether the use of digital Spinning Wheel as a learning tool had a significant difference on fifth-grade students' English vocabulary mastery scores at SD Negeri 1 Kerobokan. Where researcher interest in knowing and trying to implement this learning tool on vocabulary learning. Since this strategy has not been applied or experimented in this school before. From there this research can dive into further understanding on how such media can contribute to English learning in elementary education. It can gain a deeper insight on the role of interactive teaching media in vocabulary mastery learning in order to broaden the understanding of effective vocabulary learning strategy.

1.3 The Limitation of the Research

The research limitation of this study is limited on examining the effect of using Spinning Wheel learning tool on English vocabulary mastery of fifth grade students of SD N 1 Kerobokan. The study focuses only on English subjects and does not cover other language skills such as reading, writing, listening, or speaking.

There is no comparison with other English learning media so this study does not compare Spinning wheel learning media with other types of learning media in vocabulary learning. In addition, the participants of this study were limited to fifth grade students at SD N 1 Kerobokan as the research sample so the implementation here was only on fifth grade students in the 2026 academic year which the study is conducted. So that the findings cannot be generalized to the other grade levels or other school contexts. The lack of research on this topic may affect the progress of this study.

1.4 The Problem Formulation of the Research

This study aims to investigate the significant difference on fifth grade students' vocabulary mastery scores after the intervention of digital Spinning wheel as a learning tool at SD Negeri 1 Kerobokan. Based on the research background above, the research question can be formulated as:

“Is there a statistically significant difference between fifth-grade students’ English vocabulary mastery scores at SD N 1 Kerobokan before and after the learning through a digital Spinning Wheel?”.

1.5 The Objectives of the Research

Based on the research problems above, the research objective can be determined as follows: to investigate whether the use of digital Spinning Wheel as a learning tool had a significant difference on fifth-grade students’ English vocabulary mastery scores at SD Negeri 1 Kerobokan.

1.6 The Significances of the Research

This research is expected to provide an advantageous contribution both in theoretical and practical significance for learners, teacher and future researchers.

1. Theoretical Significance

Theoretically, this research is expected can contribute to the development of knowledge related to learning media for childhood education. It is also expected to strengthen theories on the use of visual, interactive, and innovative media to improve students' vocabulary mastery.

The findings of this study are also expected to expand and support the existing literature on the effect of digital spinning wheel learning tool, which contributes to the broader field of student's vocabulary mastery particularly English language learning in upper elementary education.

2. Practical Significance

This research is destined to give a positive impact and profound significance to teachers, learners and for future researchers.

1) For Learners

For young learners, this research is expected to help understand English materials more easily through a structured and engaging learning tool. The digital spinning wheel is anticipated to increase their motivation, guide their comprehension steps and improve their overall vocabulary mastery in English where young

learners will understand how to improve their vocabulary through digital Spinning wheel. And may also apply these findings to support media literacy initiatives, particularly by informing and promoting this to other.

2) For Teacher

This research aims to help teacher better understand of digital spinning wheel as a practical tool for enhancing student's vocabulary mastery and teacher can incorporate digital spinning wheel into their vocabulary learning instruction, The findings of this study may encourage teachers to integrate an innovative and creative teaching media, such as this digital spinning wheel into English learning activities. This media can serve as an alternative tool that helps the teachers deliver their vocabulary lessons more interactive and effectively.

3) For Future Researchers

The study provides a framework of the effect of digital Spinning Wheel learning tool which future researchers can modify and adopt in other similar studies. By describing the development of this teaching media, this research contributes to a replicable approach for studying digital spinning wheel for students,

Additionally, it highlights potential areas for further research, such as exploring student's perceptions of digital spinning wheel on other platforms or may expand this research by examining the digital spinning wheel effectiveness in different contexts, thereby serving as a foundation for continued investigation into spinning wheel in digital media.

1.7 Key terms of the Research

1. Vocabulary Mastery

Conceptually, Vocabulary mastery refers to language learners' ability to recognize, understand, and use English words appropriately in different language contexts. Fauzia and Yulia (2025) explain that vocabulary mastery serves as the foundation of English language

learning because it enables learners to understand information as well as communicate effectively. Nation (2001) also emphasizes that there's three essential aspects that consist in vocabulary knowledge, namely form, meaning, and use, which together indicate how well learners know and apply vocabulary.

Operationally, vocabulary mastery is defined as the fifth-grade students' ability to identify, recognize, understand, and use English clothes vocabulary correctly. In this research, the students' vocabulary mastery will be measured through pre-test and post-test scores, which assess vocabulary knowledge based on the aspects that adapted from Nation (2001).

2. Spinning Wheel

Spinning wheel is an interactive teaching media that encourages students to participate actively during teaching and learning process. The media consists of a circular wheel divided into several sections containing vocabulary items, pictures, or instructions (Anggraini & Jaya (2024). Students spin the wheel followed by vocabulary tasks, such as respond to the item indicated, spelling words, identifying meanings, or using words in sentences.

Operationally, Spinning wheel in this study refers to a digital spinning wheel projected through an smart-TV or other devices in the classroom. The wheel contains vocabulary, pictures and instructions related to material. Students take turn spinning the wheel and completing vocabulary tasks prepared by the teacher. This media was used as the treatment during the experimental sessions in order to examine magnitude of the difference on English vocabulary mastery scores of fifth-grade students at SD Negeri 1 Kerobokan.