

# **CHAPTER I**

## **INTRODUCTION**

This chapter contains the research background, research problem, research objective, research hypothesis, research significance, research scope and limitation, and definition of key terms.

### **1.1 Research Background**

English is the primary language. It is used in international trade, diplomacy, science, and professions, as well as the operating system of cross-cultural communication (Pratama, 2023). Because of that importance, The acquisition of English language proficiency is mandated for Indonesian students throughout their educational journey, commencing from elementary school and extending to the tertiary level. (Andayani, 2022). Learning English covers four skills that Learners are expected to attain proficiency in, "These competencies encompass receptive skills such as reading and listening comprehension, alongside productive skills such as written and oral communication (Fadhilawati, 2016). Besides, the students should also learn sub-skills, such as vocabulary, grammar, and pronunciation (Wulandari & Fadhilawati, 2019). From the three sub-skills above, vocabulary is the most essential skill to master by the students, because by having enough vocabulary, the students will attain fluency in The quartet of fundamental language proficiencies in English: oral expression, written expression, reading comprehension, and listening comprehension (Hartatiningsih, 2022).

Despite the significance of mastering vocabulary as previously described, Hartatiningsih (2022) thinks that students often struggle with it due to a variety of issues, including mistakes in spelling, pronunciation, and word choice in writing and speaking. Students struggle to connect and share ideas among themselves because of their low understanding, students become unmotivated to learn English because they have trouble reading and memorizing. In addition, Wilsana (2015) thinks that students who have a limited vocabulary find it difficult to explain themselves clearly and respond to exam questions. Students become doubtful that they will learn English vocabulary satisfactorily and are unable to finish the teachers homework as a result. When the teacher introduces new terminology to their students, it only takes one day for them to retain the information before forgetting it and failing to understand what the teacher stated the next day.

Apart from that, several both internal and external factors influence on pupils' vocabulary mastery. Study habits, personality traits, concentration, learning attitudes, and the capacity to comprehend the content are all internal aspects that might affect students. Students can accomplish a lot in successful language acquisition if they have a good attitude toward a subject. However, students who have trouble understanding vocabulary frequently view it as being terrifying. While this is happening, students are heavily reliant on the teacher's abilities and available resources to pique their interest in honing their English skills (Wilsana, 2015). Students, however, are lethargic when it comes to comprehending the meaning of words in English because they believe that Google Translate makes things easier.

Furthermore, to gain insight into the difficulties of students in learning English, the researcher conducted a preliminary study at SMPN 01 Gandusari, focusing on the VIII-grade class, as suggested by the first researcher's supervisor, Mrs. DF. This study received approval from the Headmaster of SMPN 01 Gandusari. Following the preliminary study, which involved an interview with Mrs. RJ, the English teacher for class VIII at SMPN 01 Gandusari on December 11, 2023, it was revealed that the teacher implements the "*independent learning curriculum*" in VII to IX class, as it is reported in the following interview:

R: "What curriculum does Mrs. RJ apply in learning English?"

T: "I apply independent learning curriculum at VII to IX class mbak."

In addition, related to how students learn English, the researcher collected information that shows that students learn English by including the foundational linguistic competencies comprised of reading comprehension, written expression, oral communication, and listening comprehension, and accompanied by sub-skills such as vocabulary and grammar, as reported in the following interview:

R: "OK, Mrs. How is English taught in your class?"

T: " Within the context of English language acquisition, learners engage in the development of four key competencies: reading comprehension, written expression, oral communication, and listening comprehension, and accompanied by complemented by the acquisition of ancillary skills such as vocabulary and grammar, which are fundamental to effective language acquisition."

Moreover, among the skills that students must learn, it was reported that students struggled with the vocabulary of recount text, especially in defining vocabulary, mentioning synonyms or antonyms of words, and also having difficulty in using vocabulary in specific contexts, as reported in the following interview:

R: Okay, Mrs Rina, thank you. Which of the skills and sub-skills is the most challenging for them?

T: From the four skills, especially in class VIII G, it was reported that the students had difficulties learning vocabulary in the recount text and using vocabulary in certain contexts, synonyms, and antonyms.

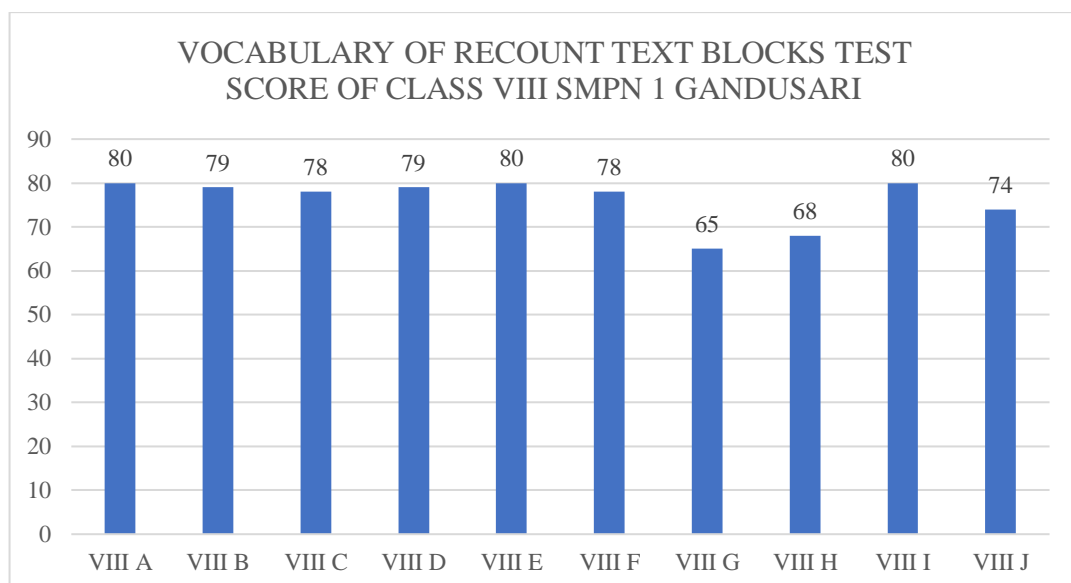
R: Is there any way for students to overcome vocabulary problems?

T: I have tried requiring students to bring a notebook to write vocabulary. In every lesson, I instruct the learners to identify and record vocabulary terms whose meanings need to be clarified or unfamiliar to them in the book. At the end of every lesson, I look at the notebook and tell the students to memorize it next week. But they still have difficulty memorizing it mbak.

This statement is supported by the results of an interview with one of the students in class VIII G, who said that he could not understand vocabulary, especially recount text material. He said that he had difficulty remembering and memorizing the vocabulary. He said that teachers rarely use learning media in class. As reported in the following interview, the teacher asks them to read and write

vocabulary they don't understand in the book. (For further information about the students interview, see appendix 1b)

Moreover, the difficulties of learning vocabulary were also encountered by the Eighth-grade students in SMPN 1 Gandusari Blitar, especially the vocabulary of Recount Text. And based on the inquiry conducted with the Educator of the English language on December 11th, 2023, revealed that the students, particularly those in VIII G, still had difficulty in defining vocabulary, synonyms, and antonyms and also having difficulty in using vocabulary in certain contexts. Furthermore, an analysis of the teacher's documented vocabulary scores about recount text, obtained on December 11th, 2023, revealed that the student's proficiency in recount text vocabulary needed to be improved, with the student's mean score being 65,00. Their scores fell below the minimum standard set by the school, 75,00. (For further information about the student's score, see Appendix 1c)



**Figure 1. 1** Vocabulary of Recount Text Blocks Test Score of Class VIII SMPN 01 Gandusari

Learning support media are required to help students overcome their vocabulary learning challenges. English teachers can employ various of vocabulary learning tools, including flashcards, visual dictionaries, picture words, word cards, Wordwall, and guesswords, (Ritonga, 2019). Of course, each learning medium has advantages and problems of its own, so teachers must be astute in selecting the appropriate media. The researcher looks for media to help students feel at ease, interested in, and challenged by the subject matter. Therefore, word barriers are used by the researcher in this study as a tool for problem-solving. According to Timumun (2020), a Wordwall constitutes a visual display showcasing a curated selection of words employed for instructional purposes in areas such as orthography, phonics, vocabulary acquisition, and other pertinent subjects. Moreover, it serves as a literacy aid comprising a systematic arrangement of words presented in a visually prominent format on a classroom wall, bulletin board, or analogous display surface (Wilsana, 2015).

Several studies are related to integrating Wordwall websites into the pedagogical process, such as (1) The research entitled “Improving Students’ Vocabulary Achievement Through Wordwall Strategy At Eight Grade Of Mts Hifzil Qur’an Medan”. The research was conducted in two cycles, with three sessions. According to the research findings, students’ performance improved between the second cycle's third test and the first test of the orientation test. The average was 48.48 in the first orientation test, 63.68 in the second test of the first cycle, and 79.04 in the third test of the second cycle. (2) In the research entitled

“The Effect of Using Wordwall Strategy on Students’ Vocabulary Mastery at Grade VII MTSN 2 Padangsidimpun” based on the research results, the researcher showed a description of the data and found that the average pre-test score for the experimental class was higher than the control class ( $58.96 > 54.62$ ) in the sufficient category. Then, after using the Wordwall Strategy, the average post-test score for the experimental class was higher than the control class ( $72.18 > 65.32$ ), and the count value was more significant than the table ( $14.2 > 2.617$ ). It was concluded that using the Wordwall Strategy significantly influenced on the Vocabulary Mastery of Class VII Students at MTs Negeri 2 Padangsidimpun. (3) In the research entitled “Improving Students Vocabulary by Using Wall Media at The Second Grade of SMPN 8 Palopo” the sample was 25 students. The result of this research shows that there was a significant difference in pre-test and the post-test after using this Wordwall. The result of the data showed that the pre-test was 56.60, and the post-test was 85.80. In this case, most previous researchers obtained significant results regarding using Wordwall to teach English vocabulary.

Based on the problem by eighth-grade students, especially in class VIII G at SMPN 01 Gandusari, the researcher, guided by limited studies applying the Wordwall application to teach vocabulary comprehension in recount texts at Junior High School and recommendations from English teachers, wants to test Wordwall in the class with the lowest achievement. The hope is that the comprehension achievement in vocabulary regarding their recount texts can be improved. Consequently, the researcher is motivated to undertake a study to examine the efficacy of Wordwall in enhancing lexical acquisition comprehension achievement

among learners in the eighth grade. The title of this research is “The Effectiveness of Using Wordwall to Enhance Students’ Vocabulary of Recount Text at SMPN 01 Gandusari.”

### **1.2 Research Problem**

In light of the context established by the research background, the problem in this research is how effective Wordwall is at enhancing students’ vocabulary of recount text at SMPN 01 Gandusari Blitar?

### **1.3 Research Objective**

The objective of the research is to find out the effectiveness of using Wordwall to enhance students’ vocabulary of recount text at SMPN 01 Gandusari Blitar.

### **1.4 Research Hypothesis**

There are two hypotheses in this research. There are alternative hypotheses ( $H_a$ ) and null hypotheses ( $H_o$ ). The researcher states that the hypothesis is as follows:

*a.  $H_a$  (Alternative Hypothesis)*

There is an effectiveness of using Wordwall to enhance the eight-grade students’ vocabulary of recount text at SMPN 01 Gandusari.

*b.  $H_o$  (Null Hypothesis)*

There is no effectiveness in using Wordwall to enhance the eight-grade students’ vocabulary of recount text at SMPN 01 Gandusari.



## **1.5 Research Significances**

The outcomes of this research will assist the following parts: English teachers and students.

### **1.5.1 For Teachers**

The outcomes of this research will benefit to English teachers at SMPN 01 Gandusari and all other teachers because offering a concrete framework to enhance their vocabulary instruction strategies through the integration of technology, specifically the Wordwall. This study gives teachers valuable insights into tailoring instruction to meet individual student needs, making informed, data-driven decisions, and fostering positive and engaging learning (past events). By adopting successful practices identified in the research, teachers gain opportunities for professional development, collaboration with peers, and advocacy for innovative teaching approaches, ultimately improving students' outcomes in 8th-grade vocabulary acquisition.

### **1.5.2 For Students**

The outcomes of this research will benefit students because it will present a more exciting learning experience using a Wordwall. Improved vocabulary skills are essential for academic success and effective communication in various aspects of their lives.

### **1.5.3 For Future Researcher**

The outcome of this research is to help another researcher who will conduct similar research Regarding the implementation of Wordwall to augment learners' vocabulary acquisition.

## **1.6 Research Scope and Limitation**

First, the scope of this research focuses on assessing the effectiveness of implementing the Wordwall as a supplementary tool for the vocabulary of recount text precisely for the 28 students' of VIII G in the second semester of 2023/2024 at SMPN 01 Gandusari Blitar.

Second, the limitation of this research is focused on examining the effectiveness of using Wordwall to enhance students VIII G vocabulary of recount text on "English for Nusantara Book" unit 4 "No Litetering" with the theme related to the recount text (past action).

## **1.7 Definition of Key Terms**

In this section, the researcher will explain several critical key terms in the research title, such as the Wordwall website, vocabulary, and recount text.

### **1.7.1 Wordwall Application**

The Wordwall application "Represents a digital educational platform that facilitates interactive learning experiences vocabulary in this research (Dennis, 2013). Apart from that, the Wordwall website can help in language learning and can be used to support students' vocabulary. The templates on this website can attract students' interest because they vary and can reduce boredom in the learning process.

### **1.7.2 Vocabulary**

Lexicon denotes the assemblage of words a person understands and can use (Appiah-Baidoo, 2018). This research adapted the vocabulary used to the eighth-grade level of junior high school. One aspect of language, a fundamental component that necessitates mastery within language acquisition, is vocabulary. Especially in the material aligned with the book "English for Nusantara," Unit 4, "No Littering," which discusses the recount text (past action). In this research, the aspiration is for learners to acquire the capacity for effective communication and a better understanding of vocabulary after using Wordwall.

### **1.7.3 Recount Text**

Recount text refers to narrates events that have already happened, typically presented in chronological sequence or chronologically (Anderson & Anderson, 2003; Dwi, 2010). Within the scope of this investigation, the recount text genre refers to English material in the Kurikulum Merdeka Belajar entitled "English for Nusantara" for eighth-grade students. Recount text is a type of text in English learning that contains a detailed explanation of a past action. Recount text is presented with the vocabulary contained in Unit 4, entitled "No Littering," with the main theme describing past actions.