

# CHAPTER I

## INTRODUCTION

This chapter presents the background of study, problem of the study, objective of the study, scope and limitation, the significance of the study, hypotheses of research and definition of the key terms.

### **A. Background of study**

In Indonesia, English is taught starting from elementary school and continues to be taught until university, different from the mother tongue or national language. To achieve English proficiency, it is important to expand your vocabulary and do regular speaking practice. English is included as a subject in the curriculum at junior high school level. To become proficient in English, students must have skills in all English language skills, including speaking, listening, reading, and writing because all four skills are important.

Students need a broad vocabulary to be able to communicate well in English. However, a lack of vocabulary causes many students to experience difficulties. There are several factors that influence this, one of which is teachers in schools who often use learning methods that are less interesting and monotonous, so that students become bored and uninterested. They may rely on assignments such as writing word lists or simply having students read module books and dictionaries. Additionally, instead of actively teaching English vocabulary through various approaches, teachers may only concentrate on books.

Teaching vocabulary to middle school students requires a different approach to adults. Middle school students have unique characteristics and motivations, so they need to apply creative learning strategies to increase their enthusiasm for learning. There are many fun ways to learn vocabulary, one effective way is to incorporate games into the vocabulary teaching process. Currently, there are various kinds of games that can be applied in the learning process. The game provides an interesting and enjoyable experience with predetermined rules, and can be played individually or in groups.

By using games in learning activities, students can make learning fun.

If students feel comfortable while studying, the learning material will be easier to understand. Researchers chose games to teach vocabulary because they allow students to learn in a fun and comfortable way. Word Wall is one of the games selected here.

Word wall is a web-based media that can be used to create learning media such as quizzes, random words, word searches, matching, grouping, in the form of templates that can be accessed for free and can be downloaded and printed. There are 18 templates that can be used to easily move from one activity to another. Teachers can also create learning media for students to work on at home. This media is very interesting to use in classroom learning. The advantage is that students will be interested in studying in this class because the learning atmosphere is exciting and not boring. The function of a word wall in English learning includes, among other things, being able to stimulate the development of students' thinking power and sensitivity, creating an interesting, creative and innovative play environment, improving students' logic and understanding, and an interactive two-way educational medium.

This wordwall research conducted at MTs Maarif NU Blitar. The reason for the researcher, conducting research there. Because MTs Maarif NU is one of the largest pesantren-based MTs in Blitar City with 2 languages, namely, English and Arabic. At MTs Ma'arif NU, the use of Word Wall applications in learning has not yet become common. Most learning still relies on conventional methods such as direct teaching and textbooks. This limitation raises the question of how far students have mastered their English vocabulary in a school environment that is not used to using Word Wall.

The students vocabulary comprehension can be influenced by various factors, including the learning methods used in the classroom. Without Word Wall as an integrated visual aid in learning, students may face difficulties in understanding English vocabulary effectively. Lack of exposure to key words and important concepts in visual form can slow down the learning and comprehension process.

In this context, it is important to evaluate the level of vocabulary acquisition of students at MTs Ma'arif NU. By looking at the extent to which

students have understood and applied their English vocabulary in various contexts, we can assess the impact of using Word Wall in improving students' understanding of their target language. This evaluation can provide valuable insights to identify students' learning needs and plan more effective learning strategies in the future.

According to Syafi'i (2013), relevant research is needed to look at several previous studies conducted by other researchers that are relevant to the research being conducted. Related studies to this research are conducted by: "Rohdearni Wati Sipayung" in 2018. Rohdearni Wati Sipayung conducted research entitled "The Effect of Word Wall Strategy on Students' Vocabulary Mastery at SMP Negeri 5 Pematangsiantar Academic Year 2018/2019", "Putu Cening Pradini and Ni Luh Putu Era Adnyayanti" in 2021 with the title "Teaching English Vocabulary to Young Learners with Wordwall Application: An Experimental Study", Mia Oktaviani and Prima Gusti Yanti in 2022 with the title "Developing Anagram Game Learning Media (Wordwall) to Improve Students' Vocabulary Mastery"

Based on these studies, researcher want to know the effectiveness of Wordwall learning media. so the researcher will conduct research entitled "Effectiveness Of Word Wall Of Seventh Grade Students' Vocabulary Mastery At Mts Nu Kota Blitar".

## **B. Problem of the Study**

Based on the research background above, the research problem can be formulated as follows : "How does the use of the Word Wall vocabulary game effect the vocabulary mastery of grade 7 students' at MTs Ma'arif NU Kota Blitar?"

## **C. Objective of the Study**

Based on the research problem above, the researcher has the following research objective: "To find out whether the use of wordwall vocabulary game effect the vocabulary mastery of grade 7 students' at MTs Ma'arif NU Kota Blitar.

#### **D. Scope and Limitation**

In this study, the researcher decided to limit the problem only to Class VII students' mastery of English descriptive text vocabulary using Wordwall for MTs Ma'arif NU Kota Blitar.

#### **E. The Significance of the Study**

The research results of this study are expected to provide the following benefits:

a. Students

For students as a learning media to increase students' vocabulary and create interesting, fun learning for students in the classroom so that they will be more enthusiastic in learning.

b. Teachers

Teacher can gain knowledge about learning approaches to teach vocabulary through wordwall application. Thus, teachers can more easily teach about vocabulary acquisition with Wordwall game. It is expected to be a new reference for teachers to use Wordwall game as a learning media in the classroom.

c. Further Researcher

The results of this study can be used as a reference for additional educational research, especially regarding vocabulary using applications.

#### **F. Hypotheses of Research**

The hypothesis is a hypothesis that predicts how one variable will relate to another one. Creswell (2012) explains that "Hypothesis testing is a procedure for making decisions about outcomes by comparing observed values from a sample with population values to determine whether no difference or relationship exists between those values". In this study, the researchers used two hypotheses. These are alternative and null hypotheses as follows:

1. Alternative Hypothesis ( $H_a$ ) : There is significant difference between students who are taught by using Wordwall and power point to improve

vocabulary mastery at seventh grade students of MTs Ma'arif NU Kota Blitar.

2. Null Hypotheses (Ho) : There is no significant difference between students who are taught by using Wordwall and power point to improve vocabulary mastery at seventh grade students of MTs Ma'arif NU Kota Blitar.

### **G. Definition of Key Terms**

To avoid the misunderstanding of some terms used by the researcher, the key terms are defined as follow :

a. Teaching Vocabulary

In this study, the targeted vocabulary mastery is noun and adjective which can be continuous in their materials. This vocabulary mastery uses CEFR A1 Beginner.

b. Vocabulary Mastery

The main topic of this research is students' vocabulary mastery as English language learners. In general, vocabulary is the knowledge of words and their meanings. More specifically, the researcher uses vocabulary to refer to the types of words that students must know in order to read increasingly difficult texts. The ability to use each word appropriately in a sentence is known as vocabulary mastery. Students acquire four basic English skills from vocabulary.

c. Wordwall

Wordwall is a web-based media that focuses on achieving language goals by focussing on teacher and student roles, objectives, processes and trials. It can be used for individual and group learning, stimulating students' thinking and sensitivity, and creating an interactive, creative and innovative learning atmosphere.