

# CHAPTER I

## INTRODUCTION

This chapter presents the description of the research topic that has been employed. It includes the background of study, question of study, objective of study, hypotheses of study, significance of study, scope and limitation of study, and definition of key terms.

### **1.1 Background of Study**

Writing skill is categorized as the one of the complicated skills in English language. Even the native speaker also struggles with their writing skill (Javed, et al, 2013). Due to writing skill has more requirements than speaking. Writing skill requires the correct spelling, coherence, grammatical structure and the vocabulary used. Formal language is required in writing. Writing skill requires correct spelling, grammatical structure and the punctuation. Therefore, the meaning of the text will be delivered well. According to Johnson (2012), writing skill always needs the creation of ideas. In writing a text, it is required the elaboration of the idea. The writer must combine their own opinion and the theory that has existed. Writing skill also requires the use of vocabulary since it needs the more number of words. It creates the low motivation on the students for having writing activity.

Many of EFL students have low score in a writing test (Kartawijaya, 2018). It reflects that there is a problem in students' writing ability. Most of them get difficulties in starting writing and organizing the ideas. It requires to be highlighted by the English teacher in teaching writing. There are many teaching medias that can be utilized in teaching students' writing ability. One of the medias that is used in this study is using scrambled word game feature in *Wordwall* application. In the scrambled word game feature, the teacher is only required to input the sentence, which will

then be automatically shuffled. Scrambled word is one of the innovative medias that can be used for teaching writing skill. According to Dewi, et. al (2024), scrambled word encourages the students to rearrange the random word into the grammatically correct sentence. Therefore, they will get used to arrange the sentence correctly. Scrambled word increases the logical flow in connecting the between words provided. This media may increase the students' interest in improving their writing skill.

In this study, the researcher focuses on investigating the students' ability on the one kinds of text which is procedure text. Procedure text is defined as a text tend to a sequence-steps to do an action (Amelia, 2019). Procedure text is considered as one of the important texts. Procedure text can be found in students' daily life due to it consists of an instruction of how to do something (Aminah, 2018). The students can find the procedure text in their daily life such as cooking recipes and create the social media account. In this era, skill of writing procedure text is required due to the advancement of social media. The students are expected to not only consume the content but also create a useful content such as make a blog about the instructions how to do something.

In addition, procedure text is one of the texts that must be mastered by eleventh grader students of MAN 1 Kota Kediri. Based on the interview with one of the English teachers of MAN 1 Kota Kediri, many of students face difficulty in practicing productive skills, especially writing. They have difficulties in organizing their ideas and arranging good sentence structure and grammatically correct in writing. Furthermore, the students ignore the language feature in writing procedure text. As the result, the procedure text is not effective. It could not be understood well by the reader.

Based on the observation in MAN 1 Kota Kediri, the researcher found that the teaching media used for teaching English writing skill is monotonous. The teacher shows the model of the text and

explains to the students using PowerPoint. In the last section, the teacher tests the students' understanding using the conventional media such as paper and whiteboard.

Due to the reason above, the researcher focuses on investigating the effectiveness of scrambled word feature on *Wordwall* application as the teaching media in teaching writing especially in procedure text. In this study, the researcher compares between two teaching medias which are teaching the constructing the procedure text using scrambled word game feature in *Wordwall* application and the conventional media commonly used by the teacher which is PowerPoint.

## **1.2 Research Problems**

Based on the background of the study above, the researcher formulates the research problem as follows:

Is there any significant difference in students' writing skill between students who are taught using scrambled word feature and students who are taught using PowerPoint?

## **1.3 Research Objectives**

Based on the research problem above, the objective of this study is to investigate the significant difference in students' procedure text writing skill between students who are taught using scrambled word feature and students who are taught using PowerPoint.

## **1.4 Hypothesis**

Based on the research problem and research objective, the hypothesis can be formulated as follows:

Ha: There is significant difference in students' writing skill between students who are taught using scrambled word feature and students who are taught using PowerPoint.

Ho: There is no significant difference in students' writing skill between students who are taught using scrambled word feature and students who are taught using PowerPoint.

### **1.5 Significance of Study**

This study is significant because of its potential to make theoretical and practical contributions to the discipline. By examining the problem and addressing the research objectives, this study is aimed to provide meaningful insights that can benefit not only students and educators but also future researchers and other stakeholders.

Theoretically, this study is intended to be valuable in enriching the body of knowledge and information, particularly in the area of teaching English writing techniques. It aims to serve a greater knowledge of how specific strategies can support the improvement of learners' writing skills, especially in mastering organization, vocabulary use, and coherence in their compositions. By contributing to the theoretical foundations of English language teaching, this research may serve as a reference for educators, scholars, and curriculum developers who seek innovative and effective methods for improving writing instruction. Furthermore, the study can open opportunities for future researchers to build upon its findings, either by applying its concepts to other contexts or by expanding its scope to address additional challenges in English language education. In this way, the study's significance lies not only in presenting practical classroom applications but also in advancing the theoretical perspectives that inform teaching methodologies in the field of second language acquisition.

For the students, this research can enhance their enthusiasm and focus in learning writing, resulting in better understanding and mastery of the subject. The study's findings may help foster greater interest and engagement in writing, a subject often considered challenging by many

learners. Increased interest in the learning process can positively influence students' attitudes toward education, leading to deeper comprehension and improved skills. Additionally, the study's results may highlight the potential advantages of using the combination of digital picture series and scramble word media for learning English.

For the teachers, the study's findings can help in formulating effective strategies for teaching writing, potentially teaching students' writing skill proficiency. This research may encourage language educators to incorporate innovative and interactive teaching medias, including the use of the combination of digital picture series and scramble word strategy, to create more engaging and effective learning environment. Additionally, the results may benefit schools by contributing to the development of language education programs and providing valuable insights on integrating the combination between digital media and innovative media into language instruction.

For the future research, this study can provide new experiences and insights that will contribute to their development as a more effective educator in the future. It also enables the researcher to explore innovative and effective teaching strategies for English learners. By comparing the outcomes of students who are taught using scrambled word and students who are taught using PowerPoint, the study can highlight the advantages and limitations of using the combination of digital picture series and scramble word strategy. This information can be used to design more effective lesson plans and instructional materials adapted to the needs of language learners.

## **1.6 Scope and Limitation of The Study**

Focus of this study is investigating the effectiveness of scrambled word game feature in *Wordwall* application for teaching students' proficiency in writing procedure text at the eleventh graders of MAN 1 Kota Kediri. The participants are the students of class XI K and XI L of MAN 1 Kota Kediri. Class XI-K consists of 36 students and class XI L consists of 36 students. With the

detail, XI K consist of 23 female students and 13 male students. Class XI L consist of 26 female students and 10 male students.

## **1.7 Definition of Key Terms**

This section explains the details of key terms definition including digital picture series, scrambled word game, procedure txt and writing skill.

### **1.7.1 Scrambled Word Feature**

Scrambled word feature is defined as a learning tool in which the letters of a key term are rearranged, requiring learners to reorganize them into the correct form. This strategy not only promotes recall of definitions but also strengthens familiarity with essential concepts and terminology. By actively engaging with scrambled words, learners reinforce their understanding of key terms, improve retention, and develop sharper critical thinking skills as they analyze and reconstruct the words. In the context of this thesis, scrambled word activities serve as both a review mechanism and an interactive technique to support mastery of the subject matter.

### **1.7.3 Procedure Text**

Procedure text is a type of a text that explain about the instruction of take an action trough the sequence steps by steps. In constructing procedure text, there are several elements that have to be included, they are goal, material ad steps. Goal consists of what will be explained in the text. Material consists of the items needed. The steps consist of the sequence of steps. Procedure text requires language features such as imperative sentence, temporal conjunction and adverb. Imperative sentence is a sentence begun with verb 1. Temporal conjunction is chronological conjunction for separating the steps such as first, second, then, next and etc. In addition, adverb is also required in a procedure text such as adverb of time, adverb of frequency and adverb of manner.

Procedure text is close with daily life. It can be found in the food recipe, DIY guides and even in science experiment.

#### **1.7.4 Writing Skill**

Writing skill refers to writing ability through clear idea organization, proper word choice, proper grammar and mechanics, and a strong sense of audience and purpose. Key elements include coherence, cohesion and clarity. Coherence is a logical flow of ideas. Cohesion refers to the use of transitions and connectors. Clarity is avoiding ambiguity. Mastery of sentence structure, paragraph development, and revision strategies are essential for producing a meaningful writing. Strong writing skill also demands critical skills like argumentation, evidence integration, and style adjustment depending on the genre or context.

