

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses the background of the research, identification of the problem, limitation of the problem, research question, objective of the research, and significance of the research.

#### **1.1 Research Background**

As social creatures, humans need tools to communicate. Language is an important communication tool. The development of language aspects is important because, with good language, communication would go well. Good communication allows children to explore knowledge maximality (Saputra, Pasha, & Afriska, 2020). As a communication system, we can express ideas, thoughts, feelings, and desires through language. English is an international language used by many countries. English has a big role in many aspects, such as education, economics, international relationships, etc. There are four skills for learning English that every learner must have, namely; listening, speaking, reading, and writing.

In English language teaching, it is important to recognize language performance. Humanity has created two production performance forms, namely written and oral, and two forms of receptive performance, aural (auditory) and reading. Written language is distinguished from spoken language by reading and writing, and spoken language by speaking and listening. As well as two receptive performances, one of the four essential language skills that every person must acquire is writing (Solikhatin, 2021). Writing skills encompass a range of abilities that individuals use to communicate effectively through written language. Proficiency in writing is crucial in a range of professional, academic, and personal settings.

English is one of the most studied foreign languages and is utilized in many different places worldwide. In particular English, writing ability is also one of the important keys in mastering a language. English is not simply communicated verbally; it can also be written. It may accommodate more thoughts and impressions and improve vocabulary, grammar, and pronunciation. Although learning English

is important and is taught to students in Indonesia from Elementary School until University, some students who struggle with English, especially in writing skills, commit numerous mistakes as a result of not receiving enough exposure to learning a second language (Amelya, Samtidar, & Baa, 2022).

In the current era of globalization, developments in information technology are increasingly affecting the world of education. The world of education must always adapt to developments due to global demands. According to Jaelani (2020), the concept of learning in this day and age has been linked to the quick growth of technology, which is fully utilized in education through its emergence, development, and application to instruction. With the amazing introduction of technology, the practice of teaching English has been drastically changed with the remarkable entry of technology. Teachers can use a familiar tool for the students such as a smartphone, laptop, or PC for the learning media. Learning media is needed to achieve the learning objectives in the learning activities.

Based on pre-observations at MTsN 11 Kuningan in class VII, the students avoid learning English because they think that lesson English is difficult, boring, and uninteresting. Students show less enthusiasm in learning English and respond to the teacher less frequently, so they find enjoyment in other activities. The problems that are found in MTsN 11 Kuningan had not used or rarely used technology in the learning process due to limited school facilities. So, technology-based learning is still rarely done, especially in English language learning. One way to overcome the problems is to use Wordwall application media. The WordWall application is a web application that contains interesting educational and interactive quiz-based games (Haq, Syihabudin, Abdurrahman, & Supriadi, 2021). In short, the WordWall application can encourage students to be more active and involved in learning, especially in teaching writing skills.

These problems motivated to find a strategy, especially in the use of innovative learning media. The Wordwall application was chosen because some research findings have shown good results of teaching writing skills through WordWall and other advantages are students would be interested in this strategy because of learning while playing. The first research was conducted by Amri &

Sukmaningrum (2023). The findings of this study and testing showed that the group taught using Wordwall had a significant improvement in their writing skills. In short, this study has practical implications for language teachers to consider using Wordwall as a learning media to enhance their students' writing skills.

Second, this research was conducted by Damayanti (2020). The findings of the research were Wordwall which is modifying Houses based on the destination of North Sumatra. The result of experts' validation showed that the media was an appropriate media to be used for writing descriptive text by getting the average percentage of 92% categorized as excellent. The last research was conducted by Samosa, et. al (2022). According to the study, the researchers would determine the effectiveness and differing perspectives of Grade 3 learners when asked about a structured set of questions, leading to an assessment of the current application of gamification as a modern and efficient key to enhancing the learner's writing skills.

The explanation seeks to find out the effectiveness of using the Wordwall application for educators to assist and developing interactive digital games for students to make writing class more enjoyable. In this research, the Wordwall application will be used in writing classes to make learning more fun and enjoyable, and also to increase students' concentration and motivation in participating in the learning process.

## **1.2 Problem Identification**

From the background above, it can be concluded that several problems were found, namely:

- 1.) Students feel that learning English, especially writing is difficult.
- 2.) Students feel that learning English is uninteresting.
- 3.) Students show less enthusiasm in learning English.
- 4.) Students rarely respond to the teacher when explaining the material.
- 5.) Students find other activities during the learning process.
- 6.) The learning process does not yet use technology and interactive learning media, such as; the use of applications, learning videos, interactive games, etc.

### **1.3 Problem Limitation**

The research is limited to find out the influence of using the Wordwall game on students' writing skills. The target words are within the theme "Events Occurred in the Past". This theme is introduced in the syllabus in the eighth grade of Junior High School (MTsN 11 Kuningan).

### **1.4 Research Questions**

Based on the problems mentioned in this study, the research question is, as follows.

- 1.) Does the Wordwall Game influence students' writing skills?
- 2.) How does students' attitude towards the use of Wordwall application in a writing class?

### **1.5 Research Objectives**

Based on the formulation of the research questions, this research aims to find out:

- 1.) The influence of Wordwall application in teaching writing class.
- 2.) Students' attitude towards the use of Wordwall application in writing class.

### **1.6 Research Significance**

The significance of this research lies in its investigation of the potential of the Wordwall application as an innovative tool for enhancing writing skills in educational settings. This study is expected to be significant theoretically and practically.

#### **1.6.1 Theoretically**

Theoretically, this research would make a meaningful contribution toward teaching learning. This research would contribute to the use of technology as a learning medium for writing skills and the development of writing teaching techniques in English classes, especially in Junior High Schools. In addition, the Wordwall game can make students feel like they are making progress and improving their writing skills in a more tangible and reachable way. As they get

better at the game, they would also immediately notice the benefits of their improvements.

### **1.6.2 Practically**

#### **a. For Students**

Hopefully, as a result of this research can help students to be more interested and actively participating in English after they have improved vocabulary so that the quality of learning outcomes can be better.

#### **b. For the Teachers**

Hopefully, as a result of this research can giving alternative for the teachers to use teaching media and to assist teachers in teaching writing skills to students in English class. So, English teachers are motivated to apply learning media, especially in improving students' writing skills so that the students are more enjoy learning.

#### **c. For the Researchers**

Hopefully, as a result of this research can enriching research related to the use of media and technology for learning English in the classroom, especially on writing skills by using the Wordwall application.