

## CHAPTER I

### INTRODUCTION

This chapter presents the background of the research, research questions, research purposes, research significance, the conceptual framework, and the previous study.

#### **A. Background of Research**

Speaking skills in language learning represented a crucial aspect, as emphasized by Ratnasari and Zubaidah (2019), who highlighted that speaking was integral to human life and reflected an individual's ability to communicate effectively in real-life situations. The process of learning to speak involved not only mastering grammar and vocabulary but also developing self-confidence. Syafitri et al. (2019) asserted that individuals would speak more fluently when they possessed confidence. Learning methods that emphasized hands-on practice, such as active participation in class discussions, simulations of communicative situations, and dialogue exercises, allowed students to apply their language knowledge in relevant contexts.

Improving speaking skills in English was closely linked to vocabulary mastery. Vocabulary learning constitutes an essential component in language acquisition, particularly in learning a foreign language. According to Ulumudin et al. (2023), vocabulary was one of the primary factors in language learning. This was supported by Norhayuza (2018), who stated that vocabulary knowledge was also a major factor in mastering a language, as it was essential for speaking. A rich and diverse vocabulary not only facilitated reading text comprehension but also enriched speaking, listening, and writing skills. In the context of English language learning, introducing new vocabulary may be achieved through various media, one of them is by using the spinner wheel media. This study utilized the spinner wheel media to enhance new vocabulary interactively. This media not only made vocabulary learning more enjoyable but also helped improve students' memory. Strengthened by Hadimiarso. (2007), media is everything that functions to convey messages and stimulate students' thoughts, feelings, attention and will so that they can facilitate the learning process in a conscious, focused and controlled manner.

Additionally, interesting media provided opportunities for students to practice vocabulary in real contexts, thereby enhancing their understanding and effective use of vocabulary.

This study identified several academic issues concerning English language learning in schools. Firstly, students' low interest in English affected their overall motivation to learn. Secondly, students' lack of vocabulary meanings hindered their ability to communicate effectively in English. Thirdly, students' infrequent habit of memorizing and using new vocabulary in daily contexts suggested that the learning strategies applied were inadequate to promote the application of vocabulary in practical life. Fourthly, teaching media that still focused on lectures by teachers limited students' active interaction with English, thus reducing their opportunities to develop English skills and thoroughly understand the language.

The spinner wheel media represented an innovative approach, as supported by Rachma (2023), who stated that the spinner wheel was one of the innovative and interactive learning media that could motivate students to learn more enthusiastically and effectively increase their vocabulary in English learning. By using the spinner wheel application, students were actively involved in their learning process. This media not only provided fun interactive exercises but also helped students enhance their vocabulary skills with a variety of words selected at random. The process of spinning the wheel to select new words stimulated students to think quickly and improve their memory. Additionally, the use of pictures or simple definitions for each word that appeared helped students understand the meaning of the word contextually.

Previous research described the results of applying spinner wheel media to improve vocabulary. One such study conducted by Laila et al. (2023) investigated the use of spinner wheel media in teaching vocabulary to English language students. This study explored the advantages of teaching vocabulary to EFL students through spinner wheel media and addressed academic problems such as student boredom and lack of enthusiasm caused by teachers' continued use of conventional approaches in vocabulary learning. The study concluded that the spinner wheel was a useful media for improving vocabulary for EFL students.

However, this study differed from previous ones. While earlier studies explored the benefits of teaching vocabulary to EFL students through the spinner wheel and examined students' perceptions of using spinner wheel media for vocabulary learning, this research focused on vocabulary improvement in EFL classes using the spinner wheel media. This study was the first conducted in Class VII of MTS Al-Jawami Islamic Junior High School, Cileunyi District, Bandung City, related to the spinner wheel media. Based on the background of the research mentioned above, this study took the title: Improving Students' Vocabulary Using the Spinner Wheel Media (SWM) in EFL Classroom (A Pre-Experimental Research on Students of Class VII of Islamic Junior High School MTS Al - Jawami, Cileunyi District, Bandung City).

#### **B. Research Questions**

1. How is the students' vocabulary in class VII of MTs Al-Jawami before using spinner wheel media?
2. How is the students' vocabulary in class VII of MTs Al-Jawami after using spinner wheel media?
3. What are the significant differences in students' vocabulary before and after using spinner wheel media?

#### **C. Research Purposes**

Based on the research problem formulation above, this research has the following objectives:

1. To investigate the students' vocabulary in class VII of MTs Al-Jawami before using SWM.
2. To identify the students' vocabulary in class VII of MTs Al-Jawami after using SWM.
3. To know the significant differences in students' vocabulary before and after using SWM.

#### **D. Research Significances**

The research entitled “.Improving Junior High School Students' Vocabulary Using The Spinner Wheel Media In EFL Classroom

(Pre-Experiment Research for Class VII Students Islamic Junior High School of MTS Al-Jawami, Cileunyi District, Bandung City)”. Contributes to:

First, for teachers who provide innovative and creative educational media to arouse students' interest in learning to speak English.

Second, for students who learn English through spinner wheel media to improve vocabulary mastery.

In the end, this research can also be used as a source of information about the use of spinner wheel media to improve students' vocabulary mastery.

#### **E. Research Scope**

The scope of this research illustrates that the research should have more boundaries, narrow the problem and research area to be carried out, and also avoid any deviations that occur. In the research entitled "Improving Junior High School Students' Vocabulary The Spinner Wheel Media In EFL Classroom (Pre-Experiment Research for Class VII Students Islamic Junior High School of MTs Al-Jawami, Cileunyi District, Bandung City)" has a limitation, namely that in this research Variable X (Free Variable) is Spinning Wheel Media, while Variable Y (Dependent Variable) is the students learning results in English Education Subjects. This research was conducted on Class VII Students Islamic Junior High School of MTs Al-Jawami, Cileunyi District, Bandung City.

#### **F. Theoretical Framework**

This research examines increasing students' vocabulary using the wheel metode. This also serves as the conceptual framework for our research. This conceptual framework is related to increasing vocabulary in students who use the Spinner Wheel media in the EFL Classroom.

The description above regarding increasing vocabulary in students using the spinning wheel media in the EFL Classroom summarizes the conceptual framework of this research. This image illustrates the relationship between the spinning wheel media and students' English Vocabulary. Therefore, teachers use the spinner wheel media, provide examples to students, and provide opportunities for students to explore English vocabulary in class.

Teachers in Indonesia teaches English to facilitate students' access to information from other countries. In other words, by learning English vocabulary it is expected that students are able to absorb and follow developments in science, technology, and art. To achieve this goal, students learn English based on their four skill components: reading, speaking, writing, and listening. Therefore, this research chooses vocabulary as one of the most important aspects of learning English as a foreign language.

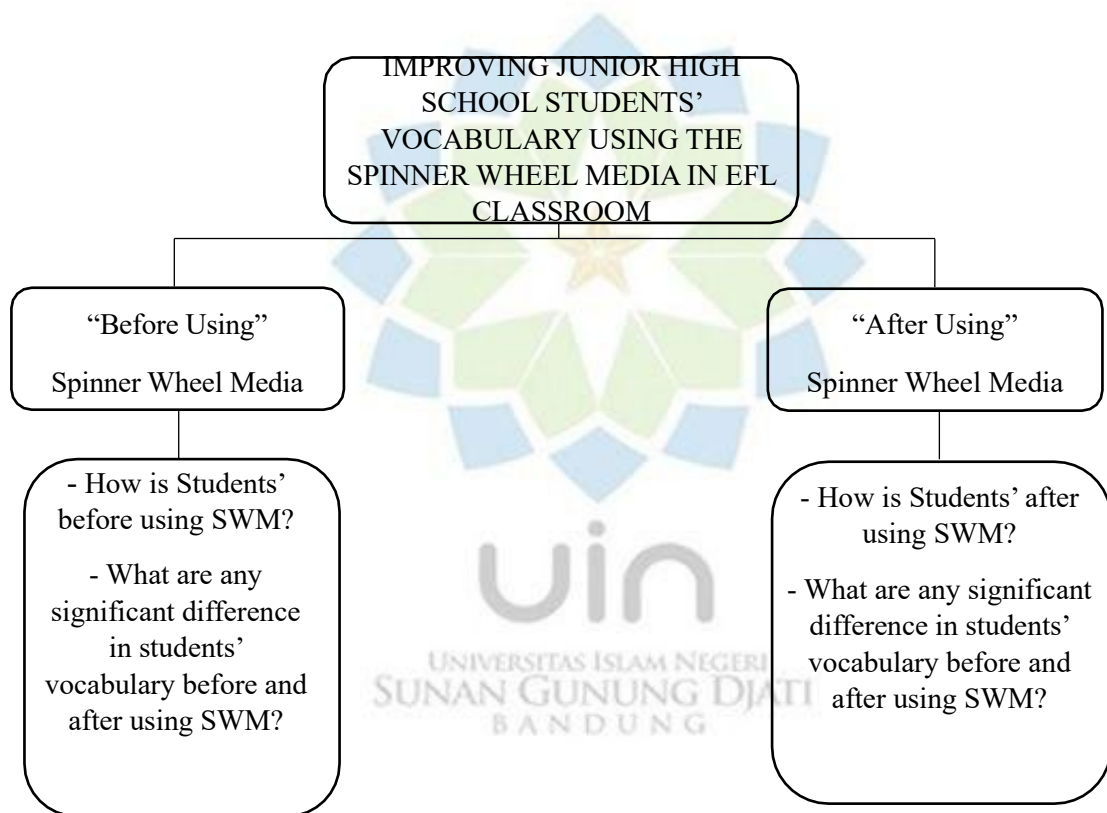
According to the BBC English Dictionary (1992), the total count of words you possess knowledge of in a language is known as vocabulary. Richard (2002) stated that in language proficiency, vocabulary is a crucial component that determines the ability of students to speak, listen, read, and write. According to the statement above, vocabulary encompasses a compilation of words employed in a language, whether spoken or written, which contributes to language proficiency enhancement.

Based on Charity (1995), the most successful teaching strategy for vocabulary is to teach students how to pronounce, spell, and utilize these words in context, not just teach by telling students to memorize. Finocchiaro (1974) stated that vocabulary makes students easier to practice the structure, helps them communicate in everyday situations, and strengthens their belief in the ability to utilize English for articulating thoughts or emotions that might be challenging to convey in their mother tongue. The previous definition suggests that teaching vocabulary is crucial for language acquisition, as it enables students to master all language skills. Teachers should not teach separately word for word in teaching vocabulary, because this may cause the student to memorize the words without knowing or understanding how to use them in a sentence or paragraph orally or in writing. In conclusion, when teaching English vocabulary, teachers must select and implement engaging teaching strategies to make sure that students are not bored or stressed.

Paul Ginnis (2018) stated that the Spinning Wheel media is a game media with challenging advantages, which encourages students to participate in solving problems or problems using a spinning wheel. Dabell (2009) stated the same thing

that spinning wheel media is a medium that emphasizes activities that encourage students to use their visualization skills in answering questions and spinning wheel media can be done by individuals or groups in large numbers.

Lastly, teachers must be able to use the spinner wheel media in the learning process because with this media students can learn while playing and students do not feel bored when learning English, also the results of applying this media can have an influence and improve students' understanding of English vocabulary. because vocabulary is the key to mastering speaking English.



**Figure 1.1 Conceptual Framework**

## **G. Previous Study**

The first previous study was by Firdatul Hasanah, a student at Kiai Haji Achmad Siddiq Jember State Islamic University in 2022, who conducted research with the title "Development of the Spinning Wheel Game as a Science Learning Media on Heat Material and Its Transfer in Class VII SMP/MTs Students." The research results show that the percentage of validation results from material experts is 94%, media experts are 93.3%, and the percentage of validation results from user experts (science teachers) is 86%. These results demonstrate the high validity of the learning medium for the spinning wheel game on heat and transfer material, indicating its potential for application in the learning process. The percentage of results from the small-scale student response test was 92.05%, while the percentage result from the large-scale student response test was 91.75%. These results show that the spinning wheel game learning medium is included in the very interesting category. Based on this description, it states that the learning media for the spinning wheel game on heat and its transfer material for class VII SMP/MTs are very valid and suitable for use in the learning process.

The second previous study was by Rifdah Khoirunnida, a student at the Syarif Hidayatullah State Islamic University, Jakarta, in 2022, who conducted research with the title "The Influence of the Application of Spinning Wheel Media on the Learning Outcomes of Class IX Students of SMP Negeri 2 Brebes in Islamic Religious Education Subjects." The results of his research show that the influence of the application of spinning wheel media on the learning outcomes of class IX students at SMP Negeri 2 Brebes in PAI subjects is as follows:

- 1) Research shows that the teaching and learning process using the spinning wheel media can attract students' attention because the learning atmosphere is fun and varied. Students can enjoy the teaching and learning process with a play system packaged in a learning medium, namely spinning wheel media. This shows good results for the development of student learning outcomes, as evidenced by the increase in average scores after implementing the spinning wheel media in the experimental class.

2) From the results of testing the data in the t-test section in the experimental class, the calculated t value was 24.009 with the provisions of the table in DF 28 of 2.048 and with the provisions of a significance level of 5%,  $t_{count} > t_{table}$  ( $24.009 > 2.048$ ). With the provisions of these test results, it means that  $H_0$  is rejected and  $H_a$  is accepted, and it can be concluded that there is an influence of the application of the spinning wheel media on the learning outcomes of class IX students at SMP Negeri 2 Brebes in PAI subjects. The average post-test score for the sample class, 81.24, demonstrates this influence, surpassing the average score of 44.97. From the value data above, the level of effectiveness of using spinning wheel media in the sample class reached 65.90%. This figure shows that the effect of using Spinning Wheel media is quite effective in improving the learning outcomes of class IX students at SMP Negeri 2 Brebes in Islamic Religious Education subjects.

The third In 2022, Prisca Mirayanti Tse, a student at Nusa Cendana University, Kupang, conducted research with the title "Development of the Spinning Wheel Media Game on Stoichiometry Material at SMK Negeri 7 Kupang." The results of the research show that the results of the assessment of the question validators and media experts regarding the feasibility of the spinning wheel game are categorized as "very feasible," with an overall ideal percentage of 94.82% for the question validators, 89.82% for the media experts, 92.5% for the small group test. for students in the very good category, and 89% for large group tests for students in the very good category. From the results of these data, the spinning wheel game on stoichiometric material was declared suitable for use.

The novelty of this study focuses on the use of spinner wheel media in the context of English vocabulary material, which has never been explored in previous studies. While Firdatul Hasanah (2022), examined the development of Spinning Wheel Games as Science Learning Media on Heat and Its Transfer Material for Grade VII SMP/MTs Students. Rifdah Khoirunnida (2022), explored the effects of spinner wheel media on Islamic Religious Education lessons, my research uniquely investigates how spinner



wheel media can affect English vocabulary mastery. In addition, unlike Prisca Mirayanti Tse (2022), who focused on the Development of Spinner Wheel Game Media on Stoichiometry Material at SMK Negeri 7 Kupang, my research aims to integrate spinner wheel media with English vocabulary to provide a more targeted approach to improving students' vocabulary mastery. This targeted media offers a new perspective on how spinner wheel media can be used effectively to improve students' vocabulary in the EFL context.

