

## **CHAPTER I**

### **INTRODUCTION**

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

#### **1. Background of the Research**

Assessment has an important role in English Language Teaching (ELT) as it provides fundamental insight into students' language proficiency, learning progress and specific areas that require improvement. Furthermore, assessment is an important component in the teaching and learning process, which includes various activities that evaluate students' performance and understanding (Brown 2003). Assessments not only help teachers evaluate the effectiveness of their teaching strategies but also guide students in setting achievable language learning goals. In addition, the importance of assessment in ELT can identify students' strengths and weaknesses, thereby facilitating targeted goals to improve language mastery. Moreover, the principles of authenticity, reliability, and validity are essential in establishing effective assessment practices that ultimately contribute to improving student language learning outcomes (Tosuncuoglu, 2018).

According to Brown (2003), and relating to this research, assessing listening skills is very important because it serves as a foundation for speaking, reading, and writing. Listening also effectively improves understanding and the ability to respond appropriately to conversations. Moreover, listening assessments can help identify specific areas students may be struggling with, such as understanding different accents, following fast-paced speech, or understanding complex information.

However, assessing listening skills in English Language Teaching (ELT), especially in Indonesia, presents significant challenges due to various contextual factors. Limited access to quality audio materials and technology resources in many schools often hinders the implementation of effective hearing assessments.

Additionally, listening is often underemphasized in assessment practice, with a greater focus on grammar and reading comprehension. This imbalance results in students having difficulty developing the practical listening comprehension skills necessary for educational context. Another factor regarding problems in assessing listening is also caused by a lack of understanding of important elements such as phonology, vocabulary, and the main ideas of spoken content, which are important for effective listening comprehension (Ardini et al., 2020). This can happen because teachers in Indonesia are still lacking innovation in the use of media to assess students' listening skills, both traditional media and digital media.

To overcome this problem, teachers can utilize Wordwall as an innovative and effective digital media in assessing listening learning in the classroom. Wordwall is a web-based application that provides various interactive activities for learning activities. Moreover, Wordwall allows the creation of interactive quizzes and educational games tailored to different learning styles (Fitria, 2023). Additionally, Wordwall offers several features that can help improve listening skills in ELT. With customizable interactive activities, Wordwall allows teachers to create engaging listening assessments tailored to students' proficiency levels. Furthermore, teachers can upload audio clips, integrate sound effects, or use recorded dialogue to explain authentic listening activities to students. Besides, gamified elements of the platform, such as timed challenges and leaderboards, are able to make student felt motivated, competitive, and experienced improvements in their listening comprehension sub-skills during the implementation of gamification in the classroom. Specifically, students showed improvement in listening for general comprehension and listening for sequence (Torres Rodríguez et al., 2023). Wordwall can also provide instant feedback, allowing students to reflect on their performance and identify areas for improvement. Furthermore, the use of Wordwall in learning assessment shows positive results, increasing student motivation and understanding. The app allows teachers to create evaluation activities that are interactive and appropriate to the material being taught (Anisah, 2022).

Furthermore, there are gaps and differences between this study and various previous studies. The first study according to Anisah (2022), that focused on students' perceptions of the Wordwall application as an assessment tool in the junior high school environment. Although the research provides valuable insight into how students engage with Wordwall assessments for English, it does not address educators' perspectives or specific applications of Wordwall in improving listening skills, which is an important component in language learning. Furthermore, according to Dirjal et al. (2020), investigated the impact of Skype, a synchronous social media application, on the motivation and listening skills of Iraqi EFL learners, the study mainly emphasized the motivational aspects and effectiveness of real-time interaction in language acquisition. Furthermore, according to Khumayah (2024), the research focused on the use of Wordwall as a learning medium for reading skills, and the research was conducted on junior high school students. However, the current research aims to explore teachers' perspectives on using Wordwall as a digital assessment tool to develop students' listening skills in high school, by investigating the perceptions and challenges of implementing Wordwall into listening assessment.

## **2. Research Questions**

This research aims to examine the following questions:

1. How are the teacher's perspectives on exploring Wordwall as a listening skill assessment in the classroom?
2. What are the teacher's challenges when using Wordwall to assess listening skills in the classroom?

## **3. Research Purpose**

This research aims to achieve the following statements based on research questions:

1. To explore the teacher's perspectives on using Wordwall to assess listening skills in the classroom.
2. To explore the challenges of the teacher face when using Wordwall in assessing listening skills in the classroom.

#### **4. Research Significances**

This research expects the results obtained to be useful both theoretically and practically.

##### **a. Theoretical Significances**

Theoretically, this study can help in analyzing the perspectives and challenges experienced by teachers when using Wordwall as a media for assessment in listening skills. In addition, this study is also expected to be able to utilize the Wordwall application for teachers in conducting assessments, especially assessing listening skills.

##### **b. Practical Significances**

In practical terms, this study gives the following significance:

- 1) For teachers, this research is expected to help English teachers when assessing listening skills become more practical.
- 2) For other researchers, this research can be a reference for further research regarding the use of digital tools such as Wordwall to assess listening skills.

#### **5. Research Scope**

This study focuses on the perceptions of 11th grade English teachers regarding the use of Wordwall as a digital assessment method in high schools. In addition, this study aims to explore teacher's views and experiences in using Wordwall as an assessment tool, including the challenges in using the application. Therefore, this study does not include students' perspectives on the use of Wordwall. Furthermore, the assessment carried out is a formative assessment. Besides, this study only focuses on the use of Wordwall for listening assessment.

On the other hand, the research location was at MAN 2 Sumedang, West Java, Indonesia. This study also focused on 11th grade English teachers who use Wordwall as part of the listening assessment process in class. Furthermore, this study uses a qualitative approach with interviews that focus on the perspectives and challenges of the teacher in using Wordwall in assessing listening and observations that focus on the challenges. Thus, this study is expected to provide in-depth insights into the use of

Wordwall as an assessment tool, especially in assessing listening skills in the classroom from the teachers' perspective.

## **6. Conceptual Framework**

Digital media refers to any content created, distributed and consumed through digital technology, which includes various formats such as text, audio, video, graphics and interactive applications. This is accessed via electronic devices such as computers, smartphones and tablets, which are often accessed via the internet. In contrast to traditional media, digital media is characterized by its interactivity, accessibility, and ability to reach a global audience instantly. Additionally, the implications of digital media are more than communication; they allow the influence of political discourse, cultural practices, and social relations, necessitating a reevaluation of existing media theories to accommodate these changes (Schroeder, 2018). Thus, digital media also useful for education. That not only supports the learning process but also functions as a medium that enriches students' literacy experiences (Cannon, 2018).

In addition, digital media in this day and age is very much needed, because the use of technology is growing quickly and rapidly. One aspect that requires the influence of digital media is for assessment tools. In the world of education, assessing is very important to achieve goals in educating. Furthermore, using digital forms for assessment can also provide faster and fairly instant feedback, giving teachers more time to interact with students, which greatly impacts the ease with which a teacher can do their job and responsibilities (Vidović et al., 2022). One type of digital media that can be used as an assessment tool is web-based applications. Many digital webs can be used to make it easier without reducing the effectiveness in assessing, one of which is the Wordwall web-based application. Wordwall is a web-based education platform designed to help teachers create interactive learning and assessment activities. The platform allows teachers to create customized digital games, quizzes and exercises that can be used both in the classroom and remotely. As a versatile tool, Wordwall supports a variety of activity formats, including multiple-choice quizzes, matching pairs, word searches, fill in the blank, true or false, and audio-based tasks. Wordwall is also a fun

educational platform for elementary school to college students, as it is easy to access (Arthaningtyas et al., 2023).

Digital media as an assessment tool can be used effectively to assess language skills (listening, speaking, reading, and writing), one of which is listening skills. According to Brown (2003), listening is one of the four important language skills and plays an important role in effective communication. This states that listening is an important aspect for language mastery and overall language proficiency. Moreover, listening skills refer to the ability to receive and interpret spoken language accurately in a variety of contexts, it is a fundamental component of communication, enabling individuals to understand messages, identify important information and respond appropriately. As a receptive skill, listening serves as a foundation for acquiring vocabulary, improving pronunciation, and building fluency. Moreover, by developing effective listening skills, individuals can improve their personal and professional interactions, resulting in a more fulfilling and connected life (Vanitha, 2017). Regarding this, teachers can take advantage of the features available on Wordwall to assess listening skills, especially listening classroom, to facilitate and streamline activities to assess listening classroom.

Thus, by integrating digital media into listening lessons, educators can create relevant assessments, support the improvement of listening skills, and ensure learning objectives according to the curriculum are achieved.

## **7. Previous Study**

There are various studies that are quite relevant to current research. The first is research conducted by Suprihatin et al. (2024). The purpose the study focused on developing an assessment instrument based on the Wordwall application for material on body parts and senses for elementary school students, this previous study involved expert validation and reliability testing, which showed that the instrument developed was valid and reliable. This states that the research was carried out using a quantitative approach.

The second research is research conducted by Maulina et al. (2022); the purpose of the research is using media such as podcast applications, radio news, and mobile-based

audiobooks not only improve students' listening skills but also facilitate a more interactive and interesting learning experience. This research aims to provide an explanation that there are various kinds of media used, not only focused and not specific to one type of media in assessing students' listening skills. The research was conducted in several high schools in Padang, West Sumatera, Indonesia, both teachers and students who have limited media and opportunities to practice listening which is a problem and obstacle for them to learn.

Furthermore, the third research is research conducted by Khumayah (2024), the aims of this research focuses on the use of Wordwall as a reading skills learning tool for junior high school students. The study was conducted among junior high school students at SMPN 8 Bandung, West Java Indonesia, which uses the independent curriculum and was conducted during the 2024-2025 school year. In addition, the research is also based on Creswell's theory regarding the quantitative research method used in the research. Pre-test and post-test were used as the research instruments. In the first meeting, students took the pre-test, which consisted of forty multiple choice questions, to measure their reading ability before starting the treatment. Then in the next meeting, Wordwall was used as the learning media to help students improve their reading skills.

In the fourth study conducted by Rodriguez-Escobar et al. (2023), stated that his research focused on pre-service EFL teachers' perspectives in Chile on the use of Wordwall as vocabulary learning tools. According to the study, vocabulary learning is an important aspect of second language acquisition but is often considered boring and uninteresting by students. The research design used a qualitative approach, where the participants were three prospective EFL teachers (two males and one female) from a university in Santiago, Chile. The participants were in their third year of the English teacher training program. The results obtained from the study of these participants were collected through semi-structured interviews. In addition, the focus of the research is on teachers' perceptions regarding the usefulness, effectiveness, visual appeal of Wordwall, and its benefits for vocabulary teaching and learning.



The current study certainly has gaps and differences with several previous studies. This study attempts to investigate the application of Wordwall in the context of high school, especially grade 11<sup>th</sup>, with a specific focus on listening skills. By exploring teacher's perspectives, this study aims to understand the perceptions and challenges of Wordwall as a digital assessment tool in listening skills. In addition, this study uses a qualitative method and case study approach to conduct its research. Therefore, this study is expected to complete the gaps from previous studies.





