

CHAPTER I

INTRODUCTION

This chapter presents the introduction of this research. It covers the research background elaborating the main reason for conducting this research. Research questions provides the questions related to this research. Research purpose elaborates the purpose of this research and finding answer to the research questions. Significance of the study elaborates the benefit from this research. Rationale elaborates the limitation and scope of this research. Previous research provides theoretical framework from the previous studies in conducting this research.

A. Background of Research

Vocabulary learning is a key part of learning a language, especially when studying a foreign language. It forms the foundation for understanding and expressing ideas, allowing learners to communicate clearly in both spoken and written forms Nation, n.d.(2001). For learners of English as a Foreign Language (EFL), having sufficient vocabulary is essential for developing all four language skills listening, speaking, reading, and writing as vocabulary knowledge enables learners to comprehend spoken and written input and express their ideas effectively Nation, n.d.(2001). Without a sufficient vocabulary base, students may struggle to participate in discussions and fully understand the material being taught.

In the Indonesian EFL context, vocabulary mastery remains a persistent challenge, particularly at the junior high school level. Many students experience difficulties in recognizing, memorizing, and correctly using English vocabulary in context. Limited vocabulary knowledge often causes students to struggle in understanding reading texts, following spoken instructions, and expressing ideas orally or in written form, particularly in EFL contexts where exposure to English is limited (Kurniawan 2016). National education statistics published by the Central Statistics Agency (BPS, 2023) indicate that students' literacy skills still require significant improvement, reflecting broader challenges in language competence across education levels. The main challenge is the limited availability of engaging

and interactive learning media for vocabulary instruction. This condition may make English learning less interesting and provide students with fewer opportunities to actively engage with and practice new vocabulary. As a result, students may experience difficulties in recognizing, memorizing, and using vocabulary effectively in classroom activities.

The use of learning media plays an important role in introducing English concepts to students, as it can increase their engagement and support more effective learning processes (Mayer, 2009). Learning through games also creates enjoyable learning experiences that are more likely to be retained in students' long-term memory. One example of such media is the spinning wheel game, which can be classified as an educational game that supports the learning process. Through this game, students are actively involved in learning activities and are required to recognize and recall vocabulary items, which helps train their memory and information processing speed. Since spinning wheels are commonly encountered in students' daily activities, students tend to feel more familiar and face fewer difficulties when participating in activities using this media. Therefore, teachers need to apply simple, engaging, and relevant learning concepts to attract students' attention and support effective language learning.

Previous research in the Indonesian EFL context has shown that gamified learning can play an important role in supporting students' vocabulary development. A study by Azzahra, et al. (2025) for example, examined the use of Baamboozle games in EFL classrooms and found that students responded positively to vocabulary learning through game-based activities. The study reported that students were more motivated and actively involved during lessons when games were used, which helped them understand and remember new vocabulary more easily. The interactive nature of the games also allowed students to participate without feeling pressured, creating a more relaxed and enjoyable learning atmosphere in the classroom. Similarly, Spinner Wheel Media shares key characteristics with other game-based learning tools, such as interactivity, repetition, and student-

centered participation, which have the potential to support vocabulary learning. Through random selection and repeated exposure to vocabulary items, Spinner Wheel Media encourages active recall and sustained engagement, making it a promising instructional medium for vocabulary learning in EFL classrooms.

Based on the discussion above, a clear research gap remains. Most existing studies focus on students' perceptions of digital game-based platforms rather than examining the effectiveness of a specific instructional medium used in regular classroom practice. In addition, previous research has not specifically explored the use of Spinner Wheel Media for vocabulary learning at the junior high school level. As a result, empirical evidence on how Spinner Wheel Media can serve as a structured learning tool to improve Grade 7 students' vocabulary mastery remains limited. Therefore, this study aims to address this gap by investigating the effect of Spinner Wheel Media on vocabulary mastery in an Indonesian EFL classroom.

Furthermore, empirical research that specifically investigates the effectiveness of Spinner Wheel Media on Grade 7 EFL students' vocabulary mastery at the junior high school level remains limited, particularly within the Indonesian context. Most existing studies rely on descriptive or classroom action research designs, leaving a lack of quasi-experimental evidence that compares the use of Spinner Wheel Media with conventional teaching methods. Therefore, this study aims to address this gap by examining the effect of Spinner Wheel Media on Grade 7 EFL students' vocabulary mastery through a quasi-experimental design, contributing both empirical evidence and practical insights for vocabulary instruction in Indonesian EFL classrooms.

B. Research Questions

Based on the background, vocabulary mastery remains a challenging yet essential aspect of English learning for Indonesian Grade 7 EFL students. As a result, the effectiveness of Spinner Wheel Media as instructional media in order to improve students' vocabulary mastery is worthy of investigation in EFL. The following research questions are proposed:

1. What is the vocabulary mastery of Grade 7 EFL students taught by using Spinner Wheel Media?
2. What is the vocabulary mastery of Grade 7 EFL students taught without using Spinner Wheel Media (using conventional teaching methods)?
3. Is there a significant difference in vocabulary mastery between Grade 7 EFL students who are taught by using Spinner Wheel Media and those who are taught not using Spinner Wheel Media ?

C. Research Purposes

Base on the reasearch question and background, the research develops two purposes

1. To measure the vocabulary mastery of Grade 7 EFL students taught by using Spinner Wheel Media.
2. To measure the vocabulary mastery of Grade 7 EFL students taught without Spinner Wheel Media.
3. To determine whether there is a significant difference in vocabulary mastery between Grade 7 EFL students who are taught by using Spinner Wheel Media and those who are taught without using Spinner Wheel Media.

D. Research Significance

1. Theoretical Significance

This study is expected to contribute to a deeper understanding of vocabulary learning in EFL classrooms, particularly at the junior high school level. By examining the use of Spinner Wheel Media, this research provides empirical insight into how gamified learning activities

can support vocabulary mastery through active student involvement, repeated exposure, and meaningful practice. The findings may help enrich existing theories of vocabulary acquisition by highlighting the importance of interactive and student-centered learning media in making vocabulary learning more effective and engaging for EFL learners.

2. Practical Benefit

1) For Teacher

This study helps EFL teachers by providing an alternative way to teach vocabulary using Spinner Wheel Media. It can make the class more active, fun, and engaging compared to traditional teaching methods.

2) For Student

This study gives students a more enjoyable way to learn vocabulary through games. Spinner Wheel Media helps students stay focused, remember words more easily, and feel more confident in learning English.

3) For Future Research

This study can be a reference for future research who want to study vocabulary learning or game-based media. It can be developed further with different topics, skills, or teaching method.

E. Research Scope

The scope of this research highlights the boundaries and limitations of the study to ensure a focused and precise investigation. In this study entitled “THE EFFECT OF USING SPINNER WHEEL MEDIA ON EFL STUDENTS’ VOCABULARY MASTERY “(A Quasi-Experimental Study of Seventh Grade Students at SMPN 1 Sukawangi), the independent variable (X) is the use of Spinner Wheel Media, while the dependent variable (Y) is the students’ vocabulary mastery in English. This research focuses specifically on Grade 7 students at SMPN 1 Sukawangi, aiming to examine how the game-based Spinner Wheel Media affects their ability to recognize, understand, and retain vocabulary items effectively.

This study involves two classes: one experimental class using Spinner Wheel Media and one control class taught not using Spinner Wheel Media. Both classes follow the same English curriculum and have similar proficiency levels, but they are given different treatments to compare learning outcomes. The study is limited to vocabulary acquisition and does not extensively cover other language skills such as speaking, listening, or writing. By narrowing the focus to vocabulary mastery, this research aims to provide clear and practical insights into the effectiveness of Spinner Wheel Media in enhancing Grade 7 EFL students' vocabulary learning.

F. Conceptual Framework

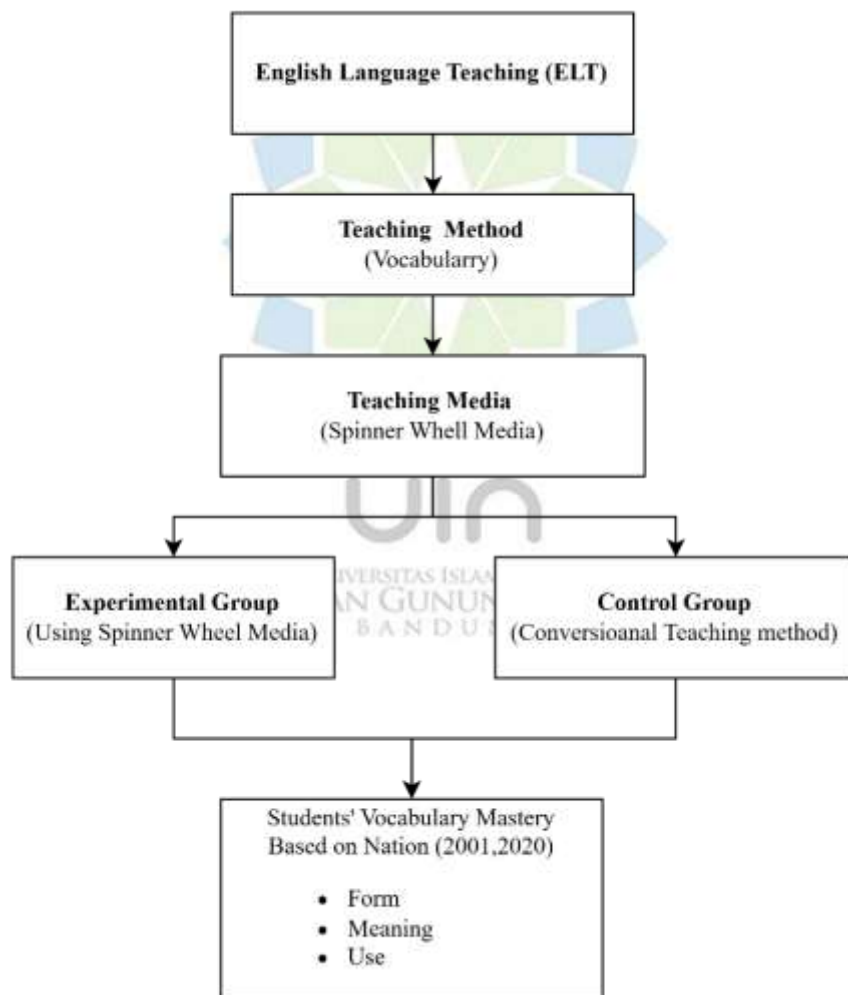
This study is based on the understanding that vocabulary mastery plays a crucial role in learning English, particularly for students studying it as a foreign language. Vocabulary serves as the foundation for comprehending texts, expressing ideas, and constructing meaningful sentences in both spoken and written communication. Without sufficient vocabulary, students may struggle to follow lessons, participate in discussions, or convey their thoughts clearly Nation, n.d.(2001). For this reason, vocabulary mastery is positioned as the primary focus of this research.

According to Nation (2001), vocabulary mastery consists of three key elements: *form* (the structure of words), *meaning* (the understanding of words), and *use* (the appropriate application of words in context). At the junior high school level, students are expected not only to recognize words but also to actively use them in meaningful communication. Productive vocabulary skills are especially important in writing, where students need to select the right words to describe people, places, or objects clearly. Without this ability, their writing may become repetitive, vague, or inaccurate.

One effective approach to support vocabulary development is game-based learning, which transforms learning into a more interactive and engaging process. This approach enhances students' motivation and participation, making it easier for them to retain what they learn Wijaya & Juliana c. (2024). From the perspective of Vygotsky's Social Constructivism

(1978), interactive learning activities like games also promote collaboration and discussion, which helps students internalize knowledge more effectively.

Overall, this study assumes that Spinner Wheel Media, as a game-based and interactive learning tool, can effectively enhance Grade 7 students' vocabulary mastery. By integrating principles of multimedia learning, active practice, and engaging gameplay, students are expected to improve their ability to recognize, understand, and use words more confidently, thereby supporting their overall English language proficiency.



(Nation, 2020)

Figure 1.1 Conceptual Framework

The conceptual framework of this study begins with English Language Teaching (ELT) as the broader field within which this research is situated. Within ELT, two interrelated components are highlighted: the teaching method, which focuses on vocabulary, and the teaching media, namely Spinner Wheel Media. These two elements represent the pedagogical approach and the instructional tool applied in this study, with vocabulary as the linguistic aspect being taught and Spinner Wheel Media as the game-based tool used to deliver it in an interactive way.

Based on the teaching media, students are divided into two groups: the experimental group, taught using Spinner Wheel Media, and the control group, taught using conventional teaching methods without Spinner Wheel Media. The vocabulary mastery of the experimental group answers the first research question, while the vocabulary mastery of the control group answers the second research question. Both groups are assessed using the same construct, namely vocabulary mastery based on Nation, n.d.(2001) framework, which covers three aspects: form, meaning, and use. The comparison between the vocabulary mastery scores of the two groups is then used to determine whether there is a significant difference between students taught with and without Spinner Wheel Media, thereby answering the third research question.

G. Previous Study

Previous studies are presented to provide a reference and compare the findings of this research with previous related studies. Several relevant studies are discussed below.

The first study was conducted by Mufida & Mubarok, (2024) found that the developed Spinning Wheel Media was valid and appropriate for teaching vocabulary at the junior high school level. The results showed that the media expert validation score reached 82.5%, while the material expert validation score reached 95%, both categorized as very good. In addition, the student satisfaction score was 88.43%, indicating that the media was effective in increasing students' interest and motivation in learning vocabulary. However,

the study focused on developing and validating the learning media using a Research and Development (R&D) design rather than examining its effectiveness in improving students' vocabulary mastery through an experimental study. Therefore, further research is needed to investigate the effect of Spinning Wheel Media on students' vocabulary mastery using an experimental research design.

The second study was conducted by Oktafia et al., (2025) who found that the use of Spinning Wheel Media significantly improved students' vocabulary mastery. The findings showed that the mean score increased from 39.1 in the pre-test to 90.2 in the post-test, with a t-test value of 13.19 and an effect size of 2.8, indicating a strong effect of the treatment on students' vocabulary mastery. These findings demonstrate that Spinning Wheel Media can be an effective medium for supporting vocabulary learning. However, the study employed a pre-experimental design involving only one experimental group without a control group and focused on third-grade elementary school students. In contrast, the present study employs a quasi-experimental design involving both an experimental group and a control group and focuses on seventh-grade junior high school students. The present study also specifically examines the use of Spinner Wheel Media in learning prepositions of place. Therefore, this study extends previous research by examining the effectiveness of Spinner Wheel Media through a quasi-experimental design with a comparative group, different participants, and specific vocabulary material at the junior high school level.

The third study was carried out by Maya et al., (2022) found that the use of Spinning Wheel Media significantly improved students' speaking skills, particularly in pronunciation and vocabulary. The findings showed that the mean score of pronunciation increased from 34.37% in the pre-test to 53.12% in the post-test, while the mean score of vocabulary increased from 42.18% to 75%. The statistical analysis also revealed that the t-test value (6.54) was higher than the t-table value (2.13), indicating that Spinning Wheel Media had a significant effect on students' speaking skills. However, the study

focused on speaking skills rather than vocabulary mastery as the main variable and employed a pre-experimental design involving only one experimental group without a control group. Therefore, further research is needed to examine the effectiveness of Spinning Wheel Media on students' vocabulary mastery using a quasi-experimental design involving both experimental and control groups.

The fourth study was conducted by Fahria Rachmaida, (2022) found that the use of Spinning Wheel Games had a positive impact on students' ability to write procedural texts. The findings showed that students' writing skills improved after the implementation of the media. In addition, students became more active, enthusiastic, and motivated during the learning process because the activities were presented through interactive game-based learning. The use of Spinning Wheel Games also helped students generate ideas, enrich their vocabulary, and increase their confidence in writing procedural texts. However, the study focused on improving writing skills rather than vocabulary mastery as the main variable and employed a Classroom Action Research (CAR) design. Therefore, further research is needed to examine the effect of Spinner Wheel Media on students' vocabulary mastery using a quasi-experimental design involving both experimental and control groups. Although the previous studies mainly investigated Spinner Wheel Media in different language skills, other game-based learning media have also been reported to improve students' vocabulary learning.

Another study was conducted by Rui Li (2021), who investigated the effect of a game-based vocabulary learning application on Chinese EFL learners' vocabulary achievement, motivation, and self-confidence. The findings showed that students using the game-based application achieved higher vocabulary scores and demonstrated greater motivation and self-confidence than those using conventional learning methods. However, the study employed a digital game-based application and involved Chinese EFL learners. Therefore, further research is needed to examine the effectiveness of

Spinner Wheel Media on Indonesian EFL students' vocabulary mastery using a quasi-experimental design.

Based on the previous studies, it can be inferred that game-based instructional media Spinner Wheel Media in particular make a positive contribution to English language teaching and learning. The existing literature indicates that Spinner Wheel Media has proven effective in enhancing students' vocabulary, speaking, and writing abilities, while also fostering greater motivation, engagement, and active participation during the learning process. Nevertheless, the majority of these studies were directed toward media development, speaking proficiency, writing proficiency, or relied on pre-experimental and classroom action research designs. Very few studies have specifically explored the effect of Spinner Wheel Media on vocabulary mastery through a quasi-experimental design involving both an experimental and a control group, especially within the context of seventh-grade junior high school EFL learners in Indonesia. Accordingly, the present study is intended to address this research gap by investigating the effect of Spinner Wheel Media on EFL students' vocabulary mastery using a quasi-experimental research design.

To fill this gap, this study investigates the effect of using Spinner Wheel Media on students' vocabulary mastery. Spinner Wheel is a simple and practical game-based learning medium that can encourage active participation and interaction in the classroom. By focusing on seventh-grade EFL students, this research aims to examine whether Spinner Wheel Media can improve students' vocabulary mastery and create a more enjoyable learning environment. This study is expected to provide an alternative game-based learning strategy that is easy to implement and effective for vocabulary learning.