

CHAPTER I

INTRODUCTION

In this chapter, the researcher discussed about background of the research, statement of research problem, purpose of the research, hypothesis, significant of the research, scope of the research, and definition of key terms.

A. Background of the Study

Vocabulary is a fundamental aspect of language that students must acquire.¹ Vocabulary, as a crucial component of language, serves as the foundation for mastering English and plays a vital role in developing the four language skills: listening, speaking, reading, and writing.² Vocabulary must be mastered before achieving proficiency in English language skills, as it enables students to communicate ideas effectively and understand information well. Additionally, vocabulary is the most important language aspect, forming the primary step for students in attaining their learning objectives in English.³ Vocabulary is not just a component of language learning, but the key that unlocks access to all other skills. Without a sufficient amount of vocabulary, students may struggle to express their thoughts clearly, understand what they read or hear, and even hesitate to

¹ Putu Cening Pradini and Ni Luh Putu Era Adnyayanti, 'Teaching English Vocabulary to Young Learners with Wordwall Application: An Experimental Study', *Journal of Educational Study*, 2.2 (2022), pp. 187–96, doi:10.36663/joes.v2i2.351.

² Tia Anggraini, *The Use of Word Walls Media to Improve Students' Vocabulary Mastery at the Eight Graders of SMP Negeri 10 Metro*, Undergraduate Thesis, IAIN Metro, 2018. <https://repository.metrouniv.ac.id/id/eprint/2452>.

³ Eka Saputri, *The Effectiveness of Small Group Discussion Toward Speaking Skill and Speaking Anxiety of English Students at IAIN PalangkaRaya*, Undergraduate Thesis, IAIN Palangkaraya, 2017.

participate in classroom communication. Therefore, building vocabulary should be prioritized in English instruction, especially for beginners, to ensure they gain confidence and fluency in using the language.

Given the foundational role of vocabulary in language learning, effective teaching practices become essential to help students acquire and utilize this critical component. One of the challenges faced by students in learning English is their limited vocabulary knowledge. This often becomes evident when they read texts, as they struggle to grasp the meaning due to unfamiliar words. The lack of vocabulary also hinders their ability to pronounce words correctly and to translate or interpret texts accurately.⁴ Teaching acts as the medium through which knowledge is conveyed, aiming to enable students to acquire and comprehend knowledge. To achieve this, teachers must be creative in selecting appropriate materials and teaching strategies, facilitating students' understanding of the lessons.⁵ The teacher's role is crucial in ensuring a smooth learning process. One of the essential skills teachers must possess is the ability to apply various teaching strategies effectively. These strategies are necessary for enabling students to learn and achieve the desired outcomes. Without proper teaching strategies, the teaching and

⁴ Dwi Astuti Wahyu Nurhayati and Maylia Wilda Fitriana, 'Effectiveness of Summarizing in Teaching Reading Comprehension for EFL Students', *International Journal of Language Teaching and Learning (IJOLTL)*, 3.1 (2018), pp. 33–50, <https://doi.org/10.30957/ijoltl.v3i1.403>.

⁵ Muhammad Iksan and Dirham Dirham, 'The Influence of the Economic Students' Motivations and Language Learning Strategies towards Their English Achievement in STIE Muhammadiyah Palopo', *Ethical Lingua: Journal of Language Teaching and Literature*, 5.1 (2018), doi:10.30605/ethicallingua.v5i1.737.

learning process cannot run effectively (Winda Anggraeni, et al., 2020). This highlights the necessity of adopting innovative methods when teaching key aspects of English, including vocabulary. When students are engaged through creative and student-centered approaches, such as games, visual aids, or digital tools, vocabulary becomes easier to remember and more meaningful. Therefore, it is the teacher's responsibility not only to present content but also to adapt and innovate in order to meet students' learning needs and preferences.

In addition to effective teaching strategies, understanding the significance of vocabulary acquisition is crucial, as it serves as a prerequisite for effective communication and meaningful language use. As highlighted Nunan (2003), acquiring sufficient vocabulary is essential for utilizing the structures and functions of language effectively.⁶ Vocabulary mastery impacts all forms of language use, whether spoken or written. For instance, in listening, understanding the meaning of words and sentences is essential to grasp the intent of a speaker's message and respond appropriately. Similarly, in reading, comprehension hinges on understanding the meanings conveyed through written words. Thus, adequate vocabulary is imperative for effective communication in all contexts.⁷

⁶ David Nunan, 'Language Teaching Methodology: A Textbook for Teachers', 1991, p. 139.

⁷ Siti Fatimah, 'Students' Vocabulary Mastery through Word Wall at SMPN 44 Surabaya', *JournEEL*, 2.2 (2020), pp. 22–33.

In the context of Indonesia's education system, the importance of vocabulary becomes even more pronounced in vocational high schools (*SMK*). These schools play a significant role in preparing students for specific fields, as stipulated in Law No. 20 Year 2003 on the National Education System Article 15. These schools offer programs such as Office Management, Accounting, Computer Programming, Automotive, Engineering, and others. English teachers in *SMKs* must provide materials tailored to the students' specific needs, preparing them for communication in their future workplaces.⁸ Consequently, English instruction at *SMKs* differs from that at senior high schools. While English in senior high schools focuses on academic progression, *SMK* English emphasizes skills relevant to workplace contexts (Putri Yuni Mentari, 2019:474). Unfortunately, English lessons in most vocational schools are still general and not tailored to each major. As a result, many students struggle to understand technical terms they'll actually need in their future jobs.

To address the specialized needs of *SMK* students, English for Specific Purposes (ESP) emerges as a practical approach to language learning. ESP focuses on equipping learners with communicative skills needed in specific fields (Kırkgöz and Dikilitaş, 2018). ESP materials should align with the future demands of students' professions, emphasizing workplace-relevant skills. As Robinson (1991), cited in Musdalifah (2017:88), notes, ESP involves teaching English within

⁸ Rahmad Husein and Anni Holila Pulungan, 'Developing Vocational-Based English Teaching Materials for Culinary Study Program', *English Language and Literature International Conference (ELLiC)*, 7 (2024), pp 172-181.

specific disciplines or professions, such as automotive, business, tourism, management, etc. For SMK students in the Light-Vehicle Engineering or *TKR (Teknik Kendaraan Ringan)* program, this means English lessons must cover automotive-specific skills such as reading repair manuals, identifying vehicle parts, troubleshooting faults, and understanding safety instructions—all of which hinge on mastery of technical terms.⁹ However, many students still struggle to connect what they learn in English class with their actual vocational skills, mainly because the vocabulary taught remains too general. If teachers begin integrating more automotive-based content, students will likely find English more meaningful and easier to absorb.

Given the need for workplace-specific skills, the use of engaging and effective learning media is crucial in facilitating language acquisition. Learning media serve as intermediaries that connect teachers and students, facilitating meaningful participation in the learning process (Hasan et al., 2021). With advancements in technology, the integration of digital tools has become essential for enhancing the quality of education.¹⁰ Teachers must therefore possess the knowledge and skills to utilize various technological devices effectively. When students are introduced to interactive and visually engaging media, especially those that reflect their

⁹ Surya Lestari, Syahril Syahril, and Bambang Suwarno, 'Language Skills, Sub-Skills and Vocabularies Needed by Automotive Department Students of Technical High School: A Need Analysis Study', *JOALL (Journal of Applied Linguistics & Literature)*, 2.2 (2017), doi:10.33369/joall.v2i2.5955.

¹⁰ Anissa Gantari, Ahmad Saifudin, and Tyas Alhim Mubarok, 'Development of Wordwall Website Media for Teaching Vocabulary', *Journal of English Education and Linguistics S*, 5.1 (2024), pp. 75–90.

field of study, they tend to be more focused and interested in the material. In the context of English for Specific Purposes (ESP), developing appropriate learning media—such as digital platforms like Wordwall—is essential to ensure that the instructional process becomes more efficient and aligned with students' vocational needs. Properly developed media not only support the achievement of learning goals but also improve student engagement and understanding.¹¹ That's why it's important for teachers not only to be familiar with technology, but also to know how to use it in a way that fits the needs of their students.

Considering the demands of the Industrial 4.0 era, it is essential for English teachers to be skilled in integrating technology into their teaching.¹² Digital platforms like Wordwall, which support interactive and game-based learning, represent an innovative approach to teaching ESP vocabulary, especially in vocational schools where relevance and engagement are key. In line with the increasing reliance on technology, Wordwall offers a promising solution as a digital learning tool. Wordwall provides templates for creating educational games, such as crosswords, quizzes, and random cards, which can be shared via platforms like WhatsApp and Google Classroom. Additionally, Wordwall games can be

¹¹ Dwi Astuti Wahyu Nurhayati and Lina Nurlaili Agustina, 'Teacher and Student Perceptions of the Development of Social Studies Learning Media Based on Stop Motion Infographics on Social Mobility Materials', *Proceedings of the International Conference on Islamic Education (ICIED)*, 7 (2022), pp 555–562.

¹² Dwi Astuti Wahyu Nurhayati, 'Students' Perspective on Innovative Teaching Model Using Edmodo in Teaching English Phonology: A Virtual Class Development', *Dinamika Ilmu* 19.1 (2019), pp. 13–35, <http://doi.org/10.21093/di.v19i1.1379>.

printed in PDF format for students with limited internet access.¹³ In some schools, the learning process is still dominated by the teacher. Students mostly listen and memorize the materials given, and less involved in active learning. This method may help students remember things in the short term, but it does not train them to solve real-life problems.¹⁴ By incorporating Wordwall, teachers can create a dynamic learning environment that fosters student motivation and understanding.

Based on the researcher's experience during internship, students can be more interested on learning using game-based media. Even though this application can be more attractive for students, the researcher concerns the implementation might be not effective to reach the research objectives. In order to solve the concerns previously mentioned, the author attempts to describe the K.I.M vocabulary technique, which can motivate students to learn vocabulary. In the K.I.M vocabulary strategy, students are encouraged to create a chart with three columns. The first column served as a key word or a vocabulary. The vocabulary is acquired through reading a text or as determined by a teacher. The second column contains information, specifically the meaning of vocabulary. They can fill out this column by guessing the meaning of a text based on its context or by

¹³ Tatsa Galuh Pradani, 'Penggunaan Media Pembelajaran Wordwall Untuk Meningkatkan Minat Dan Motivasi Belajar Siswa Pada Pembelajaran IPA Di Sekolah Dasar', *Educenter : Jurnal Ilmiah Pendidikan*, 1.5 (2022), pp. 452–57, doi:10.55904/educenter.v1i5.162.

¹⁴ Dwi Astuti Wahyu Nurhayati, A. Putranto, D. M. Marwa, and A. Purwowidodo, 'Effect of Thinking Skill-Based Inquiry Learning Method on Learning Outcomes of Social Studies: A Quasi-Experimental Study on Grade VIII Students of MTsN 6 Tulungagung', *IOP Conference Series: Earth and Environmental Science* 485 (2020): 012073, <https://doi.org/10.1088/1755-1315/485/1/012073>.

consulting a dictionary. The third column, memory cues, contains illustrations to help students memorize the words. Finally, a teacher assigns students to construct their own phrase on the word.

Recognizing the importance of integrating technology with pedagogy, teacher professionalism becomes indispensable in creating an effective learning atmosphere. During an internship at SMKN 1 Bandung Tulungagung, the researcher observed a lack of motivation among *TKR* (*Teknik Kendaraan Ringan*) students to learn English. This can be observed from students' behavior, such as not paying attention during lessons and engaging in non-academic activities throughout the class. This observation led to the decision to explore the use of Wordwall as a medium for teaching ESP vocabulary. By incorporating interactive games, Wordwall and K.I.M. vocabulary technique is expected to enhance students' vocabulary mastery, interest, and motivation, creating a more enjoyable and effective learning experience.

B. Statement of Research Questions

Based on the description in the background above, the research question was formulated as, "Is the use of Wordwall effective on increasing ESP vocabulary achievement for tenth graders of *TKR* at SMKN 1 Bandung Tulungagung?"

C. Purpose of the Study

Based on the research question previously described, the purpose of this study was to know that the use of Wordwall is effective on

increasing ESP vocabulary achievement for tenth graders of *TKR* at SMKN 1 Bandung Tulungagung or not.

D. Hypothesis

1. Null Hypothesis (H_0)

H_0 state that there is no significant difference on students' ESP vocabulary achievement of *TKR* between before and after being taught using Wordwall.

2. Alternative Hypothesis (H_a)

H_a state that there is significant difference on students' ESP vocabulary achievement of *TKR* between before and after being taught using Wordwall.

E. Significance of the Study

1. For Schools

To improve the quality of learning using Wordwall by achieving purpose of ESP vocabulary mastery for *TKR*.

2. For English Teachers

- a) It is hoped that this research would be a reference for teachers in teaching vocabulary to their students more perfectly.
- b) It is hoped that this reseach can provide the potential for curriculum development, planners, implementers in increasing the effectiveness of developing better and more appropriate vocabulary mastery in vocational high school education.

3. For Students

- a) To develop students' interest, motivation and creativity in increasing vocabulary mastery;
- b) To provide opportunities for students to be more confident and courageous in learning English;
- c) To make students more motivated and happy to learn, especially English.

F. Scope and Limitation

In avoiding misunderstanding toward what the researcher has explained, the researcher limits the scope of this research in order to make it detail and focus. The scope and limitation of this research explained below:

- 1. The research focused on the using of Wordwall in teaching ESP vocabulary for automobile industry.
- 2. The researcher focused on the 10th grade of *TKR* students at SMKN 1 Bandung Tulungagung.
- 3. The vocabulary mastery measured in this research were some aspects of meaning, which were translation, definition, and appropriateness (contextual usage).

G. Definition of Key Terms

1. Wordwall

Wordwall, a platform online application, is a wall to display high frequency words that could be sight words that are used a lot in class.

Most of templates are available in an interactive activity. Interactives are played on any web-enabled device, like a computer, tablet, phone or interactive whiteboard. They can be played individually by students or be teacher-led with students taking turns at the front of the class.¹⁵

The Wordwall can be integrated with K.I.M. Vocabulary Technique. K.I.M. (Keyword, Information, and Memory clue) vocabulary technique is the strategy that encourages students to expand their understanding of key vocabulary terms (Beck, et al, 2013:163).

2. Vocabulary

Vocabulary is a basic element of language that is important to gain the meaning of words. According to Richards & Renandya (2002), vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.

3. Teaching Vocabulary

Vocabulary teaching is the process by which teachers help students understand and use new words in different contexts. According to Nation (2020), vocabulary teaching involves a variety of strategies, including introducing new words, using them in sentences, and repeating them to reinforce students' memory of the words.¹⁶

4. TKR (Teknik Kendaraan Ringan)

TKR (Teknik Kendaraan Ringan) program is one of competentions at SMKN 1 Bandung Tulungaagung that designed to prepare students

¹⁵ Fatimah, 'Students' Vocabulary Mastery through Word Wall at SMPN 44 Surabaya'.

¹⁶ I. S.P. Nation, *Learning Vocabulary in Another Language, Learning Vocabulary in Another Language*, 2013.

for real-world automotive careers, focusing on maintenance, repair, and technical understanding of light vehicles such as cars and motorcycles.

5. English for Specific Purpose (ESP)

Hutchinson and Waters (1987:13) state that English for Specific Purposes (ESP) is an approach to language learning that is based on the learner's needs in the target situation.¹⁷ ESP can be defined as teaching and learning English with the aim of being able to use it in a specific domain or specific target situation. Thus, ESP stands for professional purpose, which is always a collection of skills that learners will require in their future careers or already need in their current jobs.

6. English for Automobile Industry

English for Specific Purposes (ESP) focuses on teaching language skills tailored to particular professional or disciplinary contexts. In the context of the automobile industry, ESP targets the vocabulary, communicative tasks, and technical discourse relevant to automotive professionals—such as reading repair manuals, negotiating parts procurement, and conducting safety inspection.¹⁸

¹⁷ Sulfia Jaya and Muh Kusnun Muhsin, 'Need Analysis of English for Specific Purposes (ESP) at SKM 01 Bombana', *Journal of Teaching of English*, 8.2 (2023), pp. 177-188, <https://doi.org/10.30605/ethicallingua.v5i1.737>.

¹⁸ Farida Indri Wijayanti and Arif Nugroho, 'English Material Needs of Automotive Technology Students: An ESP Approach', *ETERNAL (English, Teaching, Learning, and Research Journal)*, 7.1 (2021), pp. 152-167.

7. Speaking Card

Speaking Cards are a Wordwall feature that presents flashcards containing prompts such as questions, instructions, or images designed to stimulate oral responses. This feature is intended to encourage students to practice speaking by expressing their thoughts based on the content displayed.

8. Wordsearch

Wordsearch is a puzzle-based Wordwall feature that allows students to find and highlight hidden words in a grid of letters. The words are related to the lesson topic, which helps students reinforce their vocabulary and spelling recognition.

9. Flash Cards

Flash Cards in Wordwall are digital cards that display a term on one side and its definition, image, or translation on the other. They are used to support vocabulary acquisition through repeated exposure and active recall.

10. Spin the Wheel

Spin the Wheel is an interactive Wordwall activity that displays a spinning wheel containing random items, such as vocabulary words, tasks, or questions. It adds an element of chance and excitement to classroom learning.