CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the statement of the research problem, the research aims, the scope and limitations of the research, and the definition of key terms.

A. Background Of The Research

Vocabulary plays an important role as an element of language. It serves as a fundamental tool for expressing thoughts, sharing information, understanding others, and fostering personal connections. The acquisition of vocabulary knowledge involves understanding words and their respective meanings in both oral and written communication, as well as implementing them in a productive language environment across the four skills: speaking, listening, reading, and writing.[1] Moreover, a lack of vocabulary knowledge leads to a lack of successful and meaningful communication.[2] Therefore, Learners must master vocabulary.

However, Learning vocabulary is often considered one of the biggest challenges that learners faced in their studies.[3] This issue has been explored in

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[1] Fran Lehr, Jean Osbom, and Hiebert Elfrieda, *A Focus on Vocabulary*, Research-Based Practices in Early Reading (Honulu, HI: Pacific Resources for Education and Learning, 2003).

[2] Anna Kiseleva and Anastasiya Lazareva, "Rendering And Essay As A Form Of Mastering Active Vocabulary" (Presented at the 10th International Conference on Education and New Learning Technologies, Palma, Spain, 2018), 5411–5415, accessed May 18, 2025, http://library.iated.org/view/KISELEVA2018REN.

[3] Ferit Kiliçkaya and Jaroslaw Krajka, "Comparative Usefulness Of Online And Traditional Vocabulary Learning," *The Turkish Online Journal of Educational Technology* 9, no. 2 (2010).

research analyzing students' difficulties in mastering vocabulary, which the findings showed that the difficulties faced by the students in mastering vocabulary are that most of the students have pronunciation difficulties, spelling difficulties, understanding the meaning of words, and memorizing words[4].

A similar situation was also found by the researcher at SMA Negeri 1 Karangrejo, where the researcher selected as the research subject. Through observations and unstructured interviews with the English teacher during the second internship, the researcher found that most of the students of SMA Negeri 1 Karangrejo in the second grade lack vocabulary. The students find difficulties in understanding a text, expressing ideas, and answering questions in English. The student's performance is far from the expectations of the curriculum. It can also be seen from their score that very low. The researcher saw that the teacher always translated the text or the question into Indonesian first. The teacher said that those difficulties are mostly influenced by the low motivation of students in learning vocabulary. The Teacher further stated that the biggest factor that caused low motivation of the students was the lack of media used by the teacher, because the teacher only used a textbook when teaching in the classroom. From the fact above, it can be seen that the vocabulary comprehension of the students receives less attention. Consequently, the students' motivation to learn vocabulary needs to be increased.

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[4] Gisma Wijayana, Refri Ranto Rozak, and Isma Isnaini T.R, "An Analysis Of Students Difficulties In Mastering Vocabulary," *Jurnal Pendidikan Edutama,* (2021).

To increase learners' interest and motivation in learning vocabulary, it is important to utilize media that support the learning process. According to one study, learning media offer creative and practical ideas for both students and teachers, and also provide extensive language practice through activities involving newspapers, magazines, radio, television, films, books, the Internet, and tasks that develop reading, writing, speaking, and listening skills.[5] Besides increasing student motivation and interest, learning media can also help students improve understanding, as well as facilitate the interpretation of data. In addition to the use of media that can support the success of a lesson, the learning atmosphere in the classroom must be conducive and fun so that the objectives of learning can be achieved well.

One of the learning Media that can be used effectively in the classroom is the Spinning wheel. The Spinning Wheel is a game-based medium that is designed in the form of a wheel or circle, which is divided into several parts/sections that consist of a question in each part. The availability of media in learning, such as Spinning Wheel Media, is expected to increase the ability and motivation to learn effectively.[6]

There are several previous studies about the use of spinning wheel media and its effectiveness in helping the learning process that support this research. The study by Maya et al entitled 'Bridging Students' Speaking Skill Through

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[5] Vilma Tafani, "Teaching English Through Mass Media" 2, no. 1 (2009).

[6] Mohammad Fauzi Bafadal, Sitti Alimah, and Muhammad Sibawaeh, "The Use of Spinning Wheel Game Media to Improve the Ability Using Modal Auxiliary Verbs for Students in Class VIII SMPN 7 Mataram Academic Year 2019–2020.," *Journal of English Language Teaching and Linguistics (JELTL)* 5, no. 2 (2020): 138–149.

Spinning Wheel Media At Smp Negeri 1 Bontomarannu' applied a pre-experimental design that involved sixteen students of the first grade as the sample to be given a Vocabulary test after treatment using spinning wheel media.[7] The finding shows that Spinning Wheel Media is very good at enhancing the students' Vocabulary skills in terms of pronunciation and vocabulary. The Researcher found differences in the previous study by Maya et al regarding research objectives. The study conducted by Maya et al focused on the use of Spinning wheel media to improve students' Vocabulary skills, while the present research focuses on the use of spinning wheel media on students' vocabulary mastery.

The following study was conducted by Rastavala et al, which explores the processes and results in developing spinning wheels for teaching explanatory text, especially in writing skills.[8] The study conducted by Rastavala et al aimed to develop a spinning wheel to teach explanatory text, especially in writing skills using R&D design, while the present study aims to investigate the effectiveness of using spinning wheel media on students' vocabulary mastery, using a pre-experimental design.

Another study conducted by Novela & Muryanti entitled "The Effectiveness Of Spinning Wheel Games In Introducing English Vocabulary

[7] Ira Maya, Nurdevi Bte Abdul, and Awalia Azis, "Bridging Students' Speaking Skill Through Spinning Wheel Media At Smp Negeri 1 Bontomarannu," *English Language Teaching Methodology* 2, no. 1 (April 30, 2022): 30–36.

[8] Adinda Rastavala, Ahmad Saifudin, And Istina Atul Makrifah, "Development Of Spin Wheel To Teach Explanatory Text In Writing Skill For Eleventh Grade" 6, no. 6 (2023).

In Children In Kindergarten".[9] The study conducted by Novela & Muryanti is a notable study that aligns with the aim of the present research, which investigates the effectiveness of spinning wheel media in improving vocabulary mastery. However, this study is confined to kindergarten students. The findings suggest that spinning wheel media can significantly enhance young learners' vocabulary acquisition. Despite these promising results, there is a need to understand whether these benefits extend to older students, particularly those in senior high school.

High school students have different learning needs and cognitive abilities compared to kindergarten students. Their vocabulary requirements are more advanced, and effective vocabulary mastery is crucial for their academic success and future opportunities. Besides, SMA Negeri 1 Karangrejo has not applied the Spinning Wheel Media in Teaching and learning activities. In other words, researching using Spinning Wheel Media to teach vocabulary in this school is an update. Therefore, it is essential to explore whether spinning wheel media can effectively support vocabulary learning in this age group.

Based on the background above, the researcher aims to conduct a study to investigate the effect of spinning wheel media on students' vocabulary mastery at SMA Negeri 1 Karangrejo. Therefore, the researcher will carry out a study entitled "The Effectiveness of Using Spinning Wheel Media on Students' Vocabulary Mastery at SMA Negeri 1 Karangrejo."

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[9] Difa Jeni Novela and Elise Muryanti, "The Effectiveness Of Spinning Wheel Games In Introducing English Vocabulary In Children In Kindergarten," *Atthufulah : Jurnal Pendidikan Anak Usia Dini* 3, no. 2 (April 15, 2023): 63–68.

B. Research Problem

Based on the background of the study, the researcher formulates the problem statement as follows: "Is there any significant difference in score on students' vocabulary mastery before and after being taught by using Spinning Wheel Media at SMA Negeri 1 Karangrejo?"

C. Research objective

The main aim of this research is to determine any significant differences in scores on students' vocabulary mastery before and after being taught by using Spinning Wheel Media at SMA Negeri 1 Karangrejo.

D. Research Hypotheses

The hypotheses in this study are formulated as follows:

1. Null Hypothesis (H_o) :

    There is no significant difference in scores on students' vocabulary mastery before and after being taught by Spinning Wheel media at SMA Negeri 1 Karangrejo.

2. Alternative Hypothesis (H_a) :

    There is a significant difference in scores on students' vocabulary mastery before and after being taught by Spinning Wheel media at SMA Negeri 1 Karangrejo.

E. Research Significance

The research hopefully could give a contribution to the groups of people, which include English teachers, students, and other researchers. They were described as follows:

1. Teachers

    For Teachers, this research is expected to provide further information about the spinning wheel media, which can improve students' vocabulary Mastery and allow teachers to change their methods to be more interesting.

2. Students

    This research is expected to be a substantial point for students to improve their vocabulary by using Spinning Wheel Media and also to make the students enjoy and have fun following the teaching-learning process.

3. Other Researchers

    For the other researchers, it is expected to be useful information in leading them to further research on different aspects of the same field study.

F. **Scope and Limitations of the Research**

    This research was conducted at SMA Negeri 1 Karangrejo, and the Population is the eleventh-grade students of SMA Negeri 1 Karangrejo. To avoid difficulty in understanding this study, the researcher focused on the limitations of the study on the effect of using spinning wheel media on students' vocabulary mastery at SMA Negeri 1 Karangrejo.

G. **Definitions of Key Terms**

    To avoid misunderstanding in terms and contents of the topic in this study, the researcher must define the key terms used in this study:

1. Spinning wheel Media

    Spinning Wheel Media is a game-based learning tool designed to enhance educational processes. It consists of a round, rotating wheel with a

directional needle. Each section of the wheel is tailored to specific topics or activities for discussion between the teacher and students.

2. Vocabulary Mastery

Vocabulary mastery is the ability to understand and recognize numerous words and sentences. It can be assessed by evaluating a student's ability to interpret various words, as reflected in their vocabulary test scores.