

CHAPTER I

INTRODUCTION

A. Background of the Study

Listening, speaking, reading and writing are the four skills of foreigners that make up English in Indonesia. These four skills are often considered as a unified system because they complement one another. Listening is an important skill because it allows one to understand what another person is communicating in English. In everyday life situations, whether in face-to-face conversations or through media such as films, music, or news, good listening skills allow a person to understand the context and details of information better this needs the vocabulary, Speaking allows a person to interact with others in English. Good speaking skills are very important to communicate effectively, both in formal and informal situations, such as speaking in public, giving presentations, or just casually chatting with friends and this skill also requires vocabulary. Reading allows someone to understand and absorb information written in English. Good reading skills are very important in learning, expanding knowledge, and accessing various sources of information, such as books, articles, scientific journals, websites, and this requires vocabulary, Writing allows a person to convey thoughts, ideas and information in writing in English. Good writing skills help a person

in composing documents, letters, reports, essays, and other written communications in a clear, orderly manner, and this also requires vocabulary. These four skills are interrelated and important to master in a balanced way so that someone can become an effective communicator in English.

Vocabulary reading comprehension is the ability to process and memorize short words into sentences, understanding the meaning of vocabulary is important for improving English reading. An individual's ability to understand vocabulary is influenced by their skills and ability to process information. With the ability to improve English vocabulary mastery, students can understand the steps and ways to improve. In order to facilitate the mastering of the four fundamental English language abilities, students should have a solid understanding of English grammar, vocabulary, pronunciation, structure, and spelling. Each of them plays a crucial role that needs to be taught, but vocabulary is especially important for helping successful students learn English because, without grammar, only a tiny bit can be communicated, and without vocabulary, nothing can be given. Vocabulary is therefore crucial for learning English because, without it, people cannot communicate.¹

¹ Scott Thornbury, *How to Teach Vocabulary* (New York: Pearson Education Limited, 2002),

A collection of words that are recognized as meaningful groupings in addition to being individual words is called a vocabulary. Fluent language production and effective second language understanding both depend on a strong vocabulary. Thus, for the growth of second or foreign languages to go successfully, vocabulary acquisition and teaching activities "in the classroom" must be very significant, meticulously organized, and intelligently thought out. Even those students who lack sufficient vocabulary can communicate well. One of the most important English language skills to acquire is vocabulary. For the purpose of learning English, students need to be familiar with some terminology before they can master the four skills (listening, speaking, reading, and writing). Students that possess a large vocabulary are able to articulate their thoughts and engage in productive interpersonal communication.²

Considering the importance of English now and in the future, English needs to be introduced from elementary school to higher education. At MTs Al Rahmah, English is also continuously introduced and studied by students to prepare them for the global era which requires the use of English, even though the English introduced and taught is still simple or not complicated. However, efforts to introduce English to these students are very appropriate even though they are still at the level of

² Nuray Alagözlü and Vedat Kıymazarıslan, *Current Perspectives on Vocabulary Learning and Teaching* (Cambridge Scholars Publishing, 2020)

understanding vocabulary to strengthen their reading skills. Through this spinning wheel application, it is hoped that learning English can be the best solution for students in improving their mastery of English vocabulary.

The Common European Framework of Reference for Languages states that at this level of language proficiency, learners comprehend fundamental sentences and apply them in everyday contexts using their foundational knowledge (about 500 words). Topics including family, job, school, and educational background are covered by the terms. Beginners can also employ basic verb and noun inflections and recognize them. The pre-intermediate stage comes next, during which time students have a rudimentary comprehension of the language. They are able to put simple phrases together and comprehend books on well-known subjects with simple structures. Here, one can learn between 1000 and 1500 words in the correct verb tenses.

The subjects mainly focus on everyday situations, such as activities, hobbies and interests. In the final stage the learner can understand the main points of complex conversations on topics that are common in spoken language or written form. They can use 2000-2500 words related to social relations and general fields. Additionally, they can construct complete sentences with most accurate grammatical structures

and ask questions in the language based on the results of research observations at Al Rahmah School, students still have difficulty understanding English vocabulary and one of the factors that influences students' difficulty in understanding English vocabulary is that the media used is less interesting and still old. According to Gadge and Briggs say that learning media includes tools that are physically used to convey the contents of teaching materials, which consist of other than books, tape recorders, tapes, video cameras, video recorders, films, slides (picture frames), photos, pictures, graphics, television, and computers. In other words, the media is a component of learning resources that contains instructional material in the student environment that can stimulate students to learn.

In learning to improve English vocabulary reading skills, proper vocabulary mastery is required, namely using media and methods that are easily understood by students. In this school there are several problems in English vocabulary reading skills, namely students have difficulty pronouncing according to the rules of reading in English. , there is a lack of student interest in learning English and the media used by teachers is only limited to using worksheets. There are a few distinctions between the research that was conducted previously and the research that the author intended to write. Firstly, previous research concentrated on

elementary schools, while my research will take and focus on participation, namely at the junior high school level and also look at previous study such as researchers Devita, Mohammad Taufiq, and researchers Ani Purwanti, Arina Putri, Citra Cornelia, Muwarni Dewi Wijayanti still use spinning wheel media, which still uses manual spinning wheels, which can be made from cardboard, plywood or cardboard, while researchers itself will use the spinning wheel application media which is based on Android. where the spinning wheel media in the form of an application has not been widely used as research material, therefore currently researchers want to analyze this spinning wheel application media in vocabulary learning at Mts Al Rahmah.

From some of the problems above, the causes can be found, namely lack of practice in learning English vocabulary, students feel lazy in following the English learning process and teachers do not pay enough attention and use various automatic learning media available on the internet such as learning applications. Therefore, an alternative is needed to overcome this problem, namely the teacher monitoring or supervising students in practicing vocabulary learning and the teacher motivating students to be enthusiastic about learning and the media that researchers will use is the spinning wheel application.

Spinning wheel is an Android application that is used to create interactive games that can be used in the classroom learning process. The reason researchers chose this media is because the advantage is that students will get an exciting and challenging learning experience. Apart from that, it makes it easier for students to understand the lessons, because it is equipped with attractive templates according to what students need.

Based on the background above, the researcher wants to focus this research with the title **The Analysis Of Spinning Wheel Application In Learning Vocabulary.**

B. Identification of the Problem

Based on the background of the problems above, there are several problems which indicate that students' reading vocabulary skills are still very low in class VIII MTs Al Rahmah Lebak wangi walantaka which can be identified as follows:

1. The use of spinning wheel media that has not been developed and has not been used as a learning medium in class VIII MTs Al Rahmah Walantaka

2. Students do not fully have communicative abilities, they are still afraid, embarrassed, and hesitant when they have to improve their English vocabulary in public.
3. The minimal use of instructional media used by teachers when teaching English lessons.

C. Scope and Limitation of the Problem

In this study, the researcher wants focus on the main problem as described in the background section. Researcher finds out how students can focus on one of the language components, namely reading skills, because reading is a very complex activity that involves physical and psychological factors. the researcher will find out what kinds of difficulties students face in increasing English vocabulary. Then, the researcher will apply the spinning wheel application in the use of English vocabulary with that we can find out whether the application is effective or not used in learning.

D. Statements of the problem

Based on the background above, the formulation of the problem in this study is:

1. How does this spinning wheel application work?
2. How is the student's result in vocabulary?

E. Objective of the Study

Based on the formulation of the problem above, the purpose of this research is:

1. To find out the spinning wheel application works.
2. To find out students' vocabulary results

F. The Significances of Study

a. Theoretically

This study will be helpful in expanding our understanding of how to use the spinning wheel application to enhance our command of English vocabulary.

b. Practical

Practically, the results of this study are expected to provide significance for teachers, students, and the researchers themselves.

1. For students

This study hopes that students can build self-confidence and be able to maintain their ability to read English vocabulary, in this case the spinning wheel application. The researcher hopes that students can overcome difficulties in increasing their English vocabulary through an optimistic attitude.

2. For teachers

After the teacher knows about the effect of the spinning wheel application to get student resilienc. During reading activities, the teacher can evaluate it. If the method is successful, the teachers should maintain it to improve their better English vocabulary.

3. For researchers

By using the spinning wheel application, researchers will get an evaluation of the method. If this method is effective, it will be implemented by the researcher himself and can also be developed by the researcher in the future. In addition, this research will be a review for further research.

G. Previous Study

This research is some previous research related to this research which states that the spinning wheel media is effective and efficient in the learning process. Like research from the journal Nahdlatul Ulama University Surabaya by, Devita Kurniawati, Mohamad Taufiq, Suharmono Kasiyun and Nafiah "Meta-Analysis of Teams Games Tournament Learning Model with Spinning Wheel Media-Based on Local Wisdom Toward Students' Learning Outcomes " with results

showing that the use of a rotating media wheel. From the article table data listed and it can be seen that the learning model a team tournament game that helps media wheels in science subjects. From the ten research articles above, all research results show a significant average increase in results between before being given treatment and after being given treatment. This proves that the application of the spinning wheel is effective in student learning outcomes in elementary schools.

The relevance of research conducted by Devita Kurniawati, Mohamad Taufiq, Suharmono Kasiyun and Nafiah lies in the similarities in the use of spinning wheel media. The difference lies in the aspects of the subjects studied. The research conducted by Devita Kurniawati, Mohamad Taufiq, Suharmono Kasiyun and Nafiah was learning science subjects for SDI Kyai Amin students located on Jl. Kyai Abdul Karim No.2, Kali Rungkut, Kec. Mt. Anyar, Surabaya, East Java. Meanwhile, the researchers focused on the aspect of analyzing spinning wheel media in increasing English vocabulary in class VIII Madrasah Tsanawiyah Al Rahmah Walantaka.

Apart from that, in research conducted by Ani Purwanti, Arina Kurnia Putri, Citra Cornelia, Muwarni Dewi Wijayanti, the similarity between the learning media used is the spinning wheel media and the

Spinning Wheel learning media which is proven to make children enthusiastic when studying in the classroom and not feel bored and students are also not embarrassed to ask questions Use of Spinning games this can increase children's interest and motivation to learn. The difference lies in the research methods carried out by Ani Purwanti, Arina Kurnia Putri, Citra Cornelia, Muwarni Dewi Wijayanti using quantitative research methods, while researchers use qualitative research methods.

H. Organization of Writing

The researcher arranged with five chapters and every chapter has some points to explain this chapter

Chapter I is Introduction. This chapter has some contents: these are Background of study, identification of the problem, scope and limitation of the problem, statement of the problem, the objective of study, the significances of study, previous study and the organization of writing.

Chapter II is Theoretical Frameworks. This chapter consist of theorist from some experts we have conducted the research to this research

Chapter III is Research Methodology. This chapter consist of the methodology that writer going to use in conducting this research

Chapter IV is Finding and Discussion. It containt description of data

analysis, finding and discussion.

Chapter V is Conclusion and suggestion. It consist conclusion and suggestion.

