

# CHAPTER I

## INTRODUCTION

### A. Background Of The Study

Tenses are a basic skill that students must master in order to improve their communication skills, both verbally and in writing. According to Harmer, grammar is a description of how words change form and how words can be arranged into sentences in a language.<sup>1</sup> In other words, grammar acts as a system that regulates the structure and relationship between words in communication, allowing readers and writers to convey ideas clearly and effectively. Tenses serve as the basis in forming the right sentence structure, so that the message conveyed can be clearly understood. However, in practice, many students have difficulties in understanding and applying tenses correctly. According to Rahmawati, difficulties in understanding and applying tenses are often the main obstacles for students in communicating effectively using English.<sup>2</sup>

In the context of high schools in Indonesia, many learners find the simple present tense difficult. Empirical studies on EFL learning in

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<sup>1</sup> Douglas Brown and others, 'Lotherington, H. and Y. Xu. 2003. Evolving Language Conventions in Digital Environments: A Look at English and Chinese. Paper Presented at World', 1 (2003).

<sup>2</sup> Diyah Rahmawati, Sunarmo, and Megawati, 'Penggunaan Metode Numbered Heads Together Dalam Meningkatkan Pemahaman Simple Present Tense', *Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara III*, 2014, 2021, 77–81.

Indonesia have repeatedly shown errors in subject-verb agreement, especially in the addition of s/es to third person singular subjects. Then there is the question of when to use the auxiliary verbs do/does and the use of be (am/is/are). Class studies report that subject-verb agreement is the most common difficulty in simple present clauses, followed by auxiliary verb problems. In nominal clauses, learners often omit the verb be.<sup>3</sup> Therefore, there needs to be a greater emphasis on more interactive and inventive learning approaches, such as the use of electronic learning sites like Wordwall.

Wordwall is a digital platform that provides a variety of interactive learning tools that can be used by teachers and students. magfiroh in his research, that media applications or websites such as wordwall are able to create useful interactions for students in learning.<sup>4</sup> According to Sari, the Wordwall digital platform provides teachers and students with a variety of interactive learning tools to enhance their educational experience. With features such as quizzes, games and interactive exercises, wordwall allows students to be more actively involved in the learning process, thus improving their understanding of

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<sup>3</sup> Ratmanida Ratmanida, An Fauzia Rozani Syafei, and Anisa Wahyuni, 'Grammatical Difficulties in Using Simple Present Tense in Presenting Spoken Exposition Text by The Second Year of MAN 2 Padang Students', 276.Icoelt 2018 (2019), 167–71 <<https://doi.org/10.2991/icoelt-18.2019.24>>.

<sup>4</sup> Khusnul Maghfiroh, M I Roudlotul, and Huda Semarang, 'Penggunaan Media Word Wall Untuk Meningkatkan Hasil Belajar Matematika Pada Siswa Kelas IV MI Roudlotul Huda', *Jpk*, 4.1 (2018), 64–70 <<https://journal.unnes.ac.id/nju/index.php/jpk>>.

the material being studied.<sup>5</sup> In the context of teaching English tenses, the use of wordwall can help teachers present grammar concepts in a more fun way, making students more interested and enthusiastic about learning and able to apply tenses better in daily communication.

In the 10th grade of SMAN 06 Pandeglang, English learning is often characterized by various challenges, especially when students learn simple present tense. In the official Grade 10 English textbook—Work in Progress, Merdeka Curriculum—Chapter 1, themed “Great Athletes,” lists the grammar and structure of the simple present tense and uses descriptive tasks where students must describe people and routines.<sup>6</sup> Some students are able to understand the concepts well, but some are still confused about the use of first form verbs (v1) with the addition of -s/-es for third person subjects, the formation of negative/interrogative sentences with do/does, and how the simple present tense pattern is used with adverbs in descriptive tasks and daily routine tasks as targeted competencies in the curriculum. The next problem is students feel bored with conventional learning methods. Therefore, to improve students'

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<sup>5</sup> Prima Mutia Sari and Husnin Nahry Yarza, ‘Pelatihan Penggunaan Aplikasi Quizizz Dan Wordwall Pada Pembelajaran Ipa Bagi Guru-Guru Sdit Al-Kahfi’, *SELAPARANG Jurnal Pengabdian Masyarakat Berkemajuan*, 4.2 (2021), 195 <<https://doi.org/10.31764/jpmb.v4i2.4112>>.

<sup>6</sup> Budi Hermawan, Dwi Haryanti, and Nining Suryaningsih, *Bahasa Inggris: Work in Progress Untuk SMA/SMK/MA Kelas X*, 2022 <<https://buku.kemdikbud.go.id/katalog/Bahasa-Inggris-Work-in-Progress-untuk-SMASMKMA-Kelas-X>>.

understanding and interest, a teacher should try to apply interactive learning media that can establish a communicative process between teachers and students such as, wordwall platform. With features such as anagram, quiz, and crossword, students can learn simple present tense.

Previous research has shown the effectiveness of wordwall in English language learning, especially in vocabulary acquisition and student learning motivation. For example, research conducted by Purwitasari at MTsN 4 Magetan showed that the use of wordwall application significantly improved students' vocabulary mastery. With a quasi-experimental design and showed that the post-test score of the experimental control group, with a Sig (2-tailed) value of 0.003 ( $<0.05$ ) which indicates a significant difference.<sup>7</sup> Another study by Erlin Alpatikah also found that Wordwall platform is effective in improving the vocabulary mastery of seventh grade students at MTsN 10 Jakarta. Her research showed an increase in students' vocabulary mastery after using the wordwall platform, with a Sig. 2-tailed value of 0.020 ( $<0.050$ ). In addition, the interactive features of the wordwall platform are also said to increase students' motivation in learning new vocabulary.<sup>8</sup> In addition to vocabulary acquisition, research conducted by Gunawan et al. showed

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<sup>7</sup> Purwitasari, 'The Effectiveness of Wordwall Application', *Jurnal Inovasi Pendidikan Matematika*, 2.June (2022), 453–68.

<sup>8</sup> Erlin Alpatikah, 'The Effect of Using Wordwall. Net on Student 's Vocabulary Mastery', *Universitas Islam Negeri Syarif Hidayatul*, 2022 <<https://repository.uinjkt.ac.id/dspace/handle/123456789/62299>>.

that the use of wordwall in a problem-based learning (PBL) model improved students' motivation and learning outcomes in Civics. Through classroom action research (PTK), this study showed an increase in motivation from 61.69% in cycle I to 72.78% in cycle II. In addition, student learning outcomes increased from 32.2% completion rate before action to 87% after cycle II.<sup>9</sup>

Although various previous studies have proven that wordwall is effective in improving students' vocabulary acquisition and learning motivation, studies that specifically examine its role in understanding and mastering tenses are still limited. Most studies focus more on the vocabulary and motivation aspects without examining in depth how the use of wordwall can help students understand more complex grammatical structures, such as tenses. Therefore, this study aims to fill the gap by evaluating the effectiveness of wordwall in improving students' understanding and skills in using English tenses. The results of this study are expected to contribute to the development of technology-based learning strategies, especially in teaching tenses in formal education environment, so that it can support a more interactive and effective learning process. By using wordwall as learning media, it is expected to

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<sup>9</sup> Titis Wilianti Frada and others, 'International Journal of Multidisciplinary Research and Literature APPLICATION OF PROBLEM-BASED LEARNING TO IMPROVE STUDENT MOTIVATION AND LEARNING OUTCOMES ASSISTED BY WORDWALL', *International Journal of Multidisciplinary Research and Literature IJOMRAL*, 3.2 (2024), 195–203 <<https://doi.org/10.53067/ijomral.v3i2>>.

create a more interesting and fun learning atmosphere, so that students are more motivated to learn and able to master tenses better.

## **B. Identification Of Problem**

After conducting a background search, the following problems were identified:

1. The 10th grade students of SMAN 06 Pandeglang feel that they do not understand the use of simple present tense well, and feel bored in learning it.

## **C. Scopes and Limitations Of Research**

1. How is the experience of class X students at SMAN 06 Pandeglang in using wordwall platform to learn simple present tense material?
2. How is the effect of using wordwall platform on the ability of class X students at SMAN 06 Pandeglang in learning English simple present tense?
3. How do the students respond about the effectiveness of wordwall platform in improving their ability in learning English simple present tense?

## **D. Formulation of Problem**

The researcher questions for the study are as follows:

1. How is the Wordwall platform to improve English tenses (simple present tense) skills at SMAN 06 Pandeglang?

2. How is the effectiveness of wordwall platform to develop students' skill in English tenses (simple present tense)

### **E. The Objective Of The Study**

The literature review explain the goal of the research is:

1. To find out the improvement in English tenses (simple present tense) at SMAN 06 Pandeglang using the Wordwall platform.
2. To find out the effectiveness of wordwall platform for developing students' skill English tenses at sman 06 pandeglang.

### **F. Benefits Of Reserch**

1. This research can provide insight into a more enjoyable and effective learning experience for students by using the wordwall platform.
2. Provide information about the use of wordwall platform as an alternative learning media that can increase students' learning motivation.
3. As a reference for further research related to the use of technology in English language learning with a qualitative approach.

### **G. Previous Study**

Here are some previous studies related to the above title, which will be explained as follows:

1. **"Integrating game-based learning of wordwall in teaching at the right level to improve students' motivation (a classroom action**

**research)**". This study aims to increase student motivation in learning English vocabulary by using the Wordwall application as a learning tool. This strategy refers to the teaching at the right level (TaRL) approach, which is designed to customize teaching methods based on students' characteristics and abilities. this research uses a qualitative approach through the method of classroom action research (PTK). Data was collected through a student motivation questionnaire conducted as part of diagnostic research. The survey results were analyzed using the Likert scale. The findings show that the use of the Wordwall application as a digital tool can help increase students' interest in learning English. This is especially true when the application is used with the TaRL approach, which is a flexible learning method.

2. **"Application of problem-based learning to improve student motivation and learning outcomes assisted by wordwall"**. This study investigates how project-based learning and Wordwall media influence student motivation and learning outcomes. The research was conducted using classroom action research (PTK) method with data collection techniques in the form of observation, questionnaire, and test. The data obtained were analyzed using qualitative and quantitative approaches. The results showed an increase in student

motivation and learning outcomes in Civics subjects through the application of PBL based on wordwall media. The results of the learning motivation questionnaire show that the average score of students in the first cycle was at a moderate level of 61.69%, while in the second cycle the score increased by 11.09% to 72.78%. In addition, student learning outcomes also showed a significant increase, from a completeness rate of 32.2% in the pretest, to 45.16% in cycle I, and reached 87% in cycle II. By meeting the success criteria set, which is more than 70%, project-based learning through wordwall media is proven effective in increasing student motivation and learning outcomes.

3. **"The effectiveness of using the discovery learning model by using wordwall on students' motivation. This study aims to increase students' learning motivation in learning English through the application of Discovery learning model assisted by wordwall media"**. This study used a pre-experimental approach with a pre-test and post-test single group design, involving 34 social science students at PGRI 2 Jombang High School as participants. Data analysis using SPSS 26 resulted in a significant value of  $0.09 > 0.05$ , which indicates that student learning motivation after the posttest is higher than before. The results showed that the application of

discovery learning model with wordwall media was effective in increasing students' learning motivation.

## **H. Writing Organization**

This paper is divided into five chapters which contains several point that clarify respective chapters.

**Chapter I**, Introduction includes the background of the study, the problem being addressed, the scope and limits of the research, the research question, the objective of the study, the benefits of the research, and a review of previous studies.

**Chapter II** contains theoretical studies that describe several theories about learning ICT, digital platform, and wordwall platform.

**Chapter III** contains research methods, place and time of research, population and samples, instrument, data collection, data analysis and scoring system.

**Chapter IV**, consists data description and interpretation data of the research.

**Chapter V**, closing: conclusions and suggestions.