

## **CHAPTER 1**

### **INTRODUCTION**

This chapter consist of background of the study, identification of the problem, limitation of the problem, problem statement, objective the study and benefits of study.

#### **A. Background of the Study**

In learning English as a foreign language, vocabulary is one of the elements of language. Before students study more about English skills, they should learn about vocabulary at first because vocabulary is the basic of all English language skills. With good mastery in vocabulary, students more easily learn and improve other English skills. However, vocabulary is a required aspect of the four English skills : Writing, Speaking, Listening and Reading. Vocabulary is the keywords to communicate, express, interact and understanding the meaning in English. Students that have most vocabulary it be easier to improve the English skill. In the reality, most students are lazy to memorize the vocabulary, it makes difficult them to understand written materials.

Without mastering vocabulary students becomes difficult to learn English well, unable to express their feelings effectively both verbally and in writing. The more words that students can remember it easily use many words in terms of how students communicate with others. In this case, teachers should use some media friendly instruction that can helps students acquire vocabulary. The similar problems found by the researcher at students of MTs N 1 Karanganyar. The researcher found that students have some difficulties in memorize new vocabulary.

This had an impact on students' ability to master other English skills, like story telling, express their feeling, understanding the meaning of the text in reading comprehension, speaking, etc. Based on the interviews with English teacher of MTs N 1 Karanganyar, students maybe need innovation, creations and new strategy that attract students to memorize more vocabulary. It could be supportive games, simple games or games. The teacher also said, if they have been a hunting tourist program which is carried out in August every year. It is hope that students be able to master more vocabulary before they finally have dialogues.

One of the effective support tools to improve students ability in remembering vocabulary is the word wall. It can be used as a first step to integrate the learning process through a technology and take the advantages of the opportunity of students who prefer to learn through online media rather than reading a books or memorizing vocabulary manually. A word wall in a classroom is a powerful instructional tool to strengthen content vocabulary. This game is an interactive tools (games) for teaching words or vocabulary. Wordwall is a web that contains an interesting educational and interactive quiz-based games. Such as Match Up, Quiz, Find the Match, Diagram Labelled, Random Wheel, Gameshow, etc. According to Khairunisa as cited in Haq (2021:39) wordwall application is suitable for use by educators who want to create learning assesment methods. This game very interesting and enjoyable because it can be played offline with the printable facilities and teacher can display the score at the end of the game.

Sartika (2017:181) there are many different types of word wall including high frequency words, word families, names and alphabet. When students work

with word wall, the words become anchored in their long-term memory allowing quick and easy access. Word wall also encourages students to make connections between words. Students learn to give the words match to certain topic or area of discussion. So, the researcher has a desire to provide a new method in memorize vocabulary through game named Word Wall at VII grade of MTs N 1 Karanganyar.

To create the classroom more active and explorative, teachers should apply learning method. One of the learning method that can apply to study foreign language is Task-Based Learning method. In the learning foreign language, there are many kinds of methods and application which the teacher can used. Learners improve their language skills in a task-oriented way, language learning more effective. Task Based Learning involves those instructions in which classroom activities are tasks similar to those which learners may engage in outside the second language classroom. Task maybe complex, the teachers can adapt it to the material that given to the students.

Brown (2001:50), assumes that in the task-based learning the main concern is not the small pieces of language itself, but rather the practical purposes for which language must be uses. Task-based learning focuses on a whole set of real-world tasks and the goals are linguistics in nature. These goals are not in the traditional sense of just focusing on grammar or phonology, but include preserving the centrality of functions like greeting, expressing opinions as well. By giving a task to students through wordwall games continuously, it is hope that students can be more active to memorize the words for a long time.

Based on the description above, the researcher has a desire to make objective research entitled “The Implementing of Wordwall Games through Task Based Learning Method in Teaching Vocabulary at First Grade of MTs N 1 Karanganyar in Academic Year 2024-2025”.

### **B. Identification of the Problem**

Based on the above background, the researcher wants to identify the research problem as follows:

1. Teaching learning process less innovative.
2. The students have not been able to improve vocabulary mastery.
3. The students lazy to memorize new vocabulary

### **C. Limitation of the Problem**

Based on the problem that have been identified, the researcher only limits on the implementing of Word Wall game in teaching vocabulary that applied in descriptive text as the teaching media at seventh grade of MTs N 1 Karanganyar in academic year 2024/2025.

### **D. Problem Statement**

1. How is the implementation of Wordwall game through Task Based Learning Method in teaching vocabulary at the first grade of MTs N 1 Karanganyar in Academic Year 2024-2025?
2. What are the Advantages and Disadvantages of implementing Wordwall game through Task Based Learning Method in teaching vocabulary at First Grade of MTs N 1 Karanganyar in Academic Year 2024-2025?

### **E. The Objectives of Study**

1. To describe the implementation of Wordwall game through Task Based Learning Method in student's vocabulary mastery at First Grade of MTs N 1 Karanganyar in Academic Year 2024-2025.
2. To explain the advantages and disadvantages of implementing Wordwall game through Task Based Learning Method in student's vocabulary mastery at First Grade of MTs N 1 Karanganyar in Academic Year 2024-2025.

### **F. The Benefits of Study**

The researcher expects that this reserach have the benefits, in thoery and practice.

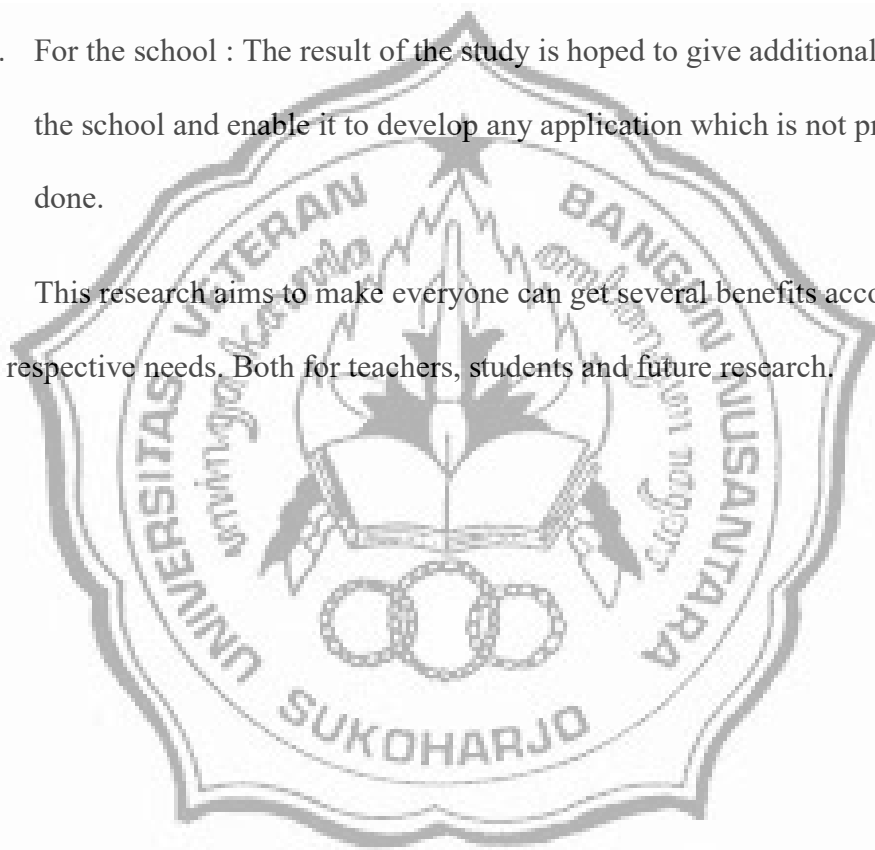
#### **1. Theoretical**

- a. This research is expected to provide education related to the important of vocabulary mastery in learning English, so people pay more attention to improve the vocabulary.
- b. This research is also expected to be used as a guide if there are further researchers who want to raise a similar theme.

## 2. Practical

- a. For the teacher : This study expected to give useful contribution in teaching vocabulary mastery.
- b. For the students : This study expected giving the most interesting and communicative technique for the students. And it is hoped to be able create more interactive and inspiring in learning vocabulary.
- c. For the school : The result of the study is hoped to give additional data for the school and enable it to develop any application which is not properly done.

This research aims to make everyone can get several benefits according to their respective needs. Both for teachers, students and future research.



## **CHAPTER II**

### **THEORETICAL REVIEW**

In this chapter, the researcher discuss about theoretical review and previous study.

#### **A. Vocabulary**

##### **1. Definition of Vocabulary**

According to Richard (2002:225), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, write and read. Vocabulary is a set of lexeme, including single words, compound words, and idiom. Lexeme is the smallest unit in the meaning system of the language that can be distinguished from other similar units. So, vocabulary is the sum of words in a language. A stock of words or phrase usually alphabetically arranged and explained or defined. Another expert define, Nunan as cited in Firmansyah (2016:309) the person is better served by vocabulary in early stages in learning and using english as a second or foreign language.

Hiebert as cited in Firmansyah (2016:309) Vocabulary consist of two kinds. They are productive vocabulary and receptive vocabulary. Productive vocabulary is the set of word that an individual can used when writing or speaking. Receptive vocabulary is that set of word for which an individual can assign meaning when listening or reading. Learning vocabulary was very important in learning English, Thornburry (2002:158) grammar very little can be conveyed, without vocabulary nothing can be conveyed.

According to the explanation above, the researcher conclude that vocabulary can be break down in 4 different types; active vocabulary, passive vocabulary, oral vocabulary and print vocabulary.

## **2. Kinds of Vocabulary**

According to Gairn & Redman as cited in Susilaningrum (2023:563) Vocabulary can be divided in two types, active or productive vocabulary and passive or receptive vocabulary. Then, vocabulary can divided in to two forms, oral and print vocabulary. There are :

### **a. Active (Productive) Vocabulary**

Active vocabulary is words that we use when we speak or write. This vocabulary suitable in speech and writing. In brief, that active vocabulary is all the words we understand, plus all the words that can use ourselves.

### **b. Passive ( Receptive) Vocabulary**

Passive vocabulary is language items which can only be recognized in the context of reading and listening. It can be defined that receptive vocabulary is words that cannot be produced correctly but understood through reading and listening.

In other hand, to active and passive vocabulary come in two forms, oral and print vocabulary. Oral vocabulary is a words that recognized and use in listening and speaking, or we can call it as spoken vocabulary. Than, print vocabulary is the words that suitable and use in reading and writing, or we can find in the textbook.



According to the explanation above, the researcher conclude that vocabulary could be break down in 4 different types; active vocabulary, passive vocabulary, oral vocabulary and printed vocabulary.

### **3. The Way to Improve Vocabulary Mastery**

Susilaningrum (2023:565) there were a number of ways to improved vocabulary mastery including :

a. Read more.

When learning a new term, people of both genders try to deduce its meaning from the context of the phrase rather than searching for a definition in a dictionary.

b. Learn a new word every day.

Adding to your vocabulary may be as simple as making a list of a words to study.

c. Word families and roots.

Studying Latin and Greek sources is one of the most powerfull tools for learning new words and analyzing the meaning. The important component of the English language and an excellent way to acquire new words.

d. Conversation

To easily communicate with others may help the students discover new words.

e. Games

Defiance words and the search for new meaning and terminology are fun and useful method for expanding vocabulary. The game can be in the form of game like Word Wall or conventional game.

The researcher conclude that students can be more active and creative to memorize new words in more ways. Through and conventional game. The game like Word Wall can be applied in accordance with students interst in playing online games.

**B. Word Wall Game**

**1. Definition of Word Wall Game**

The word wall game is one of the fun games that can be used in learning English Vocabulary. The word wall game is a web that contains interesting educational and interactive quiz-based games. In addition, Khairunnisa as cited in Haq (2021:39) Word Wall application is suitable for use by educators who want to create learning assessment methods.

According to Hall & Cunningham (1999:309). Utilizing word walls and word wall activities may help students develop a sight word vocabulary that further allows them retain the words and read text. Another expert, Ehri (2005:167-168) state that, when students were able to retrieve the words from long-term memory, they can become more fluent and achieve success in reading. A word wall is an interactive collections of words or parts of words to teach vocabulary, spelling, letter-sound correspondence, and more. Word wall is interactive media teaching in classroom to advocate learning listening, speaking,

reading and writing. Word wall provide example words, which highlight difficult concept.

From the explanation above, the researcher conclude that Word Wall is a game aplication from web browser that can used in educational process as an innovative learning media.

## **2. Kinds of Word Wall**

There are the kinds of Word Wall game according to Haq (2021:42):

- a. Quiz, is a series of multiple-choice questions. Tap the correct answer to proceed.
- b. Match Up, students can drag and drop each key-words next to its definition
- c. Open The Box, working in tap each box in turn to open theory up and reveal the item inside.
- d. Find the Match, working in tap the matching answer to eliminate it. Repeat until all answer are gone
- e. Random Wheel, working in spin the wheel to see which item comes up next.
- f. Un jumble, working in drag and drop words to rearrange each sentence into its correct order.
- g. Matching Pairs. Working in tap a part of text at a time to reveal they are a match.
- h. Maze Chase, working in put the correct answer zone.
- i. Group Sort, working in drag and drop item into its correct group.
- j. Word search, working in words are hidden in a letter grid. Find them as fast as you can.

- k. Game show Quiz, is a multiple choice with time pressure.
- l. Anagram, working in drag the letters into their correct position to unscramble the word or phrases.

According to the explanation above, the researcher conclude that Word Wall could be many types and kinds. In this reseracher , the Word Wall had 12 kinds of game.

### 3. Steps to Access the Word Wall

Susilaningrum (2023:567) there are steps to accessed the Word Wall game are:

- a. To take the quiz, students can open the link that has been shared by the teacher, by writing their name and then start.
- b. The display before playing the game, then students can click the start.
- c. Tap each box in turn to open them up and reveal the item inside.
- d. Select the correct answer
- e. Students can see the score obtained along with the timer and if students want to try to do it again, they can repeat it by clicking start again
- f. As a teacher, to see the recap of the students who did the work along with the score and timer, we can open the word wall, click on my result. In there teacher could see who have done the game, the score and the time in doing it.

Before students and teacher used the Word Wall game the first steps is prepared the tool and connecting network by phone or mobile computer. It is hoped with this

strategy students can easily memorize new vocabulary in a more innovative, active and fun way.

### **C. Task-Based Learning**

#### **1. Definition of Task-based Learning**

Anthony (1963:95) method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. An approach is axiomatic where as a method is procedural (Fauziati, 2009:89). Method is treated at the level of design in which the roles of teachers, learners and instructional materials are specified. Method is theoretically related to an approach and is organizationally by a design. Task-Based Language Teaching also known as Task-Based Language Learning, Task-Based Instruction or Task-Based Teaching is define as “an approach based on the use of task as the core unit of planning and instruction in language teaching (Richards and Rodgers, 2004:223). It is originally developed by Prabhu in Bangladore, Soutern India, based on the premise that students may learn more effectively when their minds are focused on the task rather than on the language they are use, Ellis as cited in Simsek(2019:719-738).

TBLT constitutes what Howatt (2005:99) a strong communicative approach. This is because it aims not just to teach communication as an object (as is the case in the notional-functional approach) but to engage learners in authentic acts of communication in the classroom. It required learners to treat the language they are learning as a tool. It gives primacy to fluency over accuracy. Learners do not first acquire language as a structural system and then learn how to use this

system in communication but rather than actually discover the system itself in the process of learning how to communicate. In TBLT, tasks provide the basis for planning an entire language curriculum (Ellis,2003:28). The term task refers to an activity or action which is carried out as the result of processing or understanding language, for example drawing a map while performing a command.

Prabhu (1987:17), task “is an activity that requires learners to arrive at an outcome from given information through some process of thought, and which allows teachers to control and regulate the process”. Willis (1999:67) task refers to an activity in which the target language is used by the learners for communication purpose in order to achieved an outcome. TBLT offers the student an opportunity to did exactly. The primary focused of classroom activity is the task and language is the instrument which the students used to complete it. The activity reflects about real life and learners focus on meaning : the students were free to used any language they want. Playing a game, solving a problem or sharing information or experience, can all be considered as relevant and authentic task. Task may include project for producing something, oral presentation, radio plays, videos, websites or drama performance. Assessment is primarily based on task outcome rather than simply accuracy of language forms.

From the explanation above, the researcher conclude that TBLT was a method which seeks to allowed students to work somewhat at their own pace and within their own level and area of interest to processed and restructured their interlanguage by paid attention to student’s background study and experiences in learning English.

## **2. Teacher and Students' Role in Task-Based Learning**

Both the students and teachers had different roles during task-based learning. According to Yayli (2004:20) the teachers and students roles in task-based learning are followed:

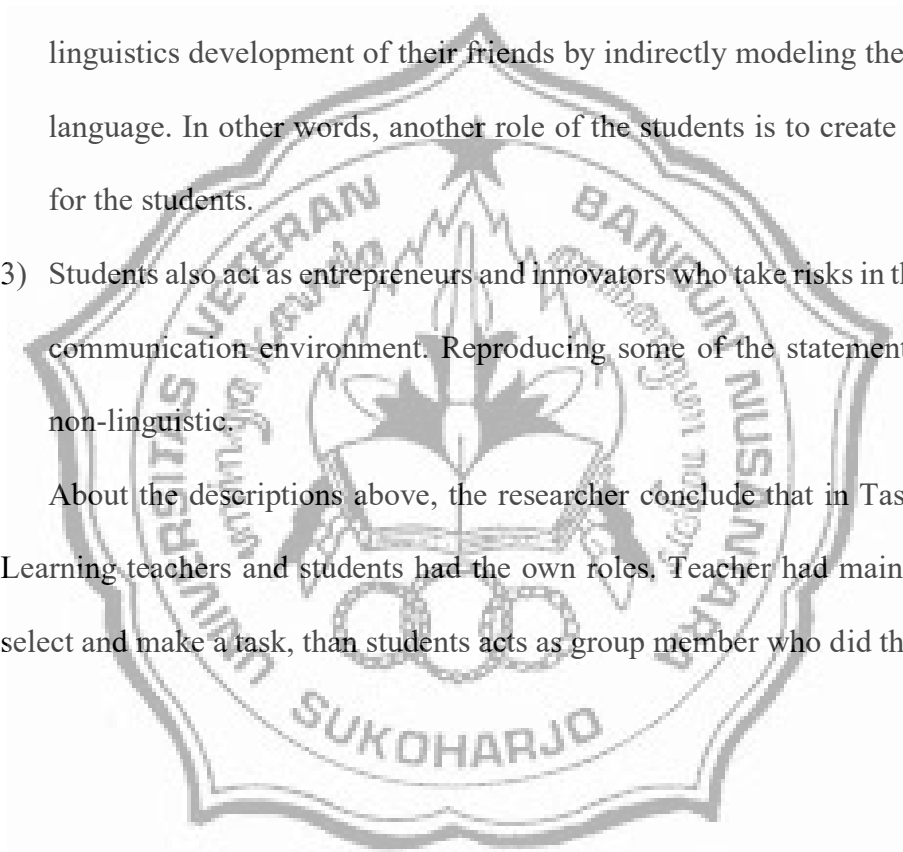
### **a. Teachers Roles**

- 1) The main role of the teachers is to select, adapt and prepare the task apart from being a communicative teacher..
- 2) The teachers is the person who prepares the students for the task. Presentation of the subject, explanations, helping learn how to complete the task and giving tips about the task is among these preparations activities.
- 3) Learners are required to be aware of new structures by hearing or seeing them while performing their tasks. The teachers is the one of who raises awareness in the classroom. The teacher does not teach the new structure before the task but draws the attention of the learners to the new structures and structure meaning relation in the course of the task.
- 4) The teacher watches the efforts of the learners from a certain distance and does not correct them during the task stage, which liberates the learners in the use of language. To encourage the learners in risk-taking, the teacher states that doing wrong is better than doing nothing. If learners are convinced that their mistakes are a natural consequence of language learning and adopt a positive attitude to the mistakes, it could be easier to improve their language experience. If the intended message is received during the task , the learner is considered accomplished.

## **b. Students Roles**

- 1) First of all, students are group member; because students perform task in groups.
- 2) Considering the role of the group member, tasks should be developed in a way that enable the learners to observe how the language is used in communication. While working in the group, learners also contribute to the linguistics development of their friends by indirectly modeling their use of language. In other words, another role of the students is to create a model for the students.
- 3) Students also act as entrepreneurs and innovators who take risks in the group communication environment. Reproducing some of the statements, using non-linguistic.

About the descriptions above, the researcher conclude that in Task-Based Learning teachers and students had the own roles. Teacher had main roles to select and make a task, than students acts as group member who did the tasks.





### 3. Procedures Implementation of Task-Based Learning

Vocabulary is the important thing in teaching foreign language. The core of the lesson is in TBLT the task. All parts of the language used are deemphasized during the activity itself in order to get students focus on the task. Willis (1999:72), explain about several effective frameworks for creating a task-based learning lesson, here is a rather comprehensive one. In this model, the traditional PPP ( Presentation, Practice, Production) lesson is reversed.

The students started with the task. When the students completed it, the teacher drew attention to the language (vocabulary) used, made correction and adjustment to the students performance. Willis (1999:72) presents three stages phases :The pre-task (introduction to the topic and task) the task cycle (task, planning and report), the language focus (analysis and practice).

#### 1. The Pre-Task Phase

Introduction to the subject and task: The teacher selected the subject with the learners, underlined the useful words and expressions and helps them grasp the task instructions and make the necessary preparations. The learners could listen to a tape-recording of a similar task.

#### 2. The Task Cycle: Task, Planning, Report

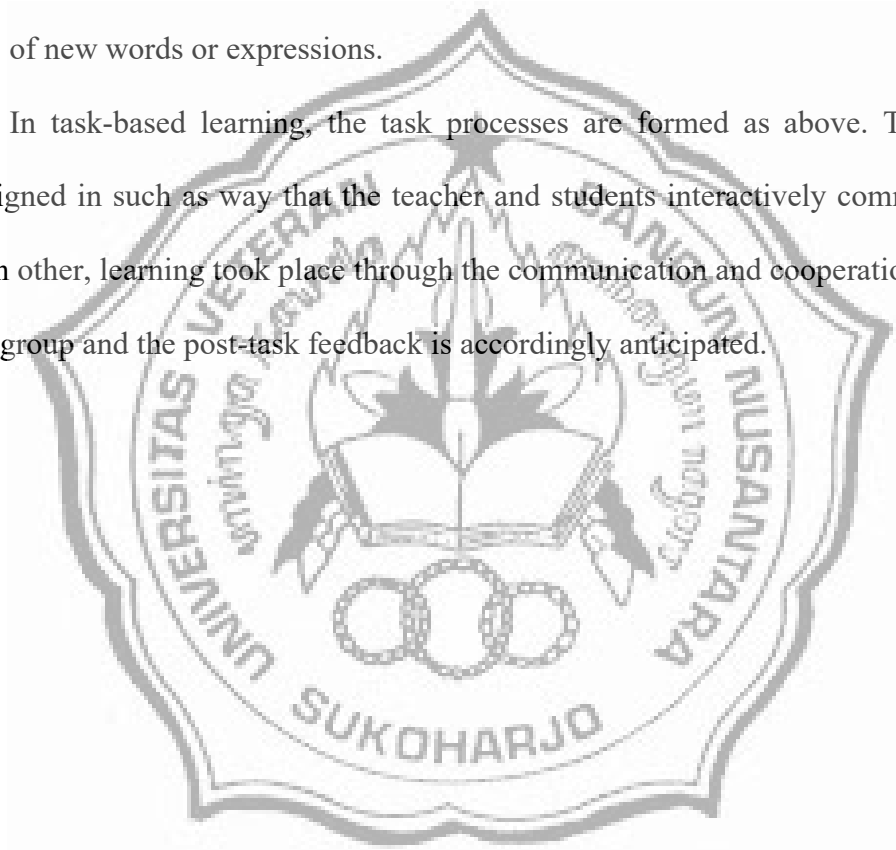
The task cycle be broken down in three stages : Task, the learner performe the task in pairs or small group. The teacher observed at a certain distance.; Planning, the learners prepared to present their task to the whole class. The students made the presentation ready to demonstrate how they have fulfilled the task and what they have come up with.; and Report, some groups

made presentations to the class or change the written presentations and make comparison.

### 3. The Language Focus: Analysis and Practice

The language focused consist of review and practice. In the analysis, the learners reviewed the texts or the characteristics of the listening dialogues and discuss them. The practice stage, the teacher organized the implementation of new words or expressions.

In task-based learning, the task processes are formed as above. Tasks are designed in such as way that the teacher and students interactively communicate with other, learning took place through the communication and cooperation within the group and the post-task feedback is accordingly anticipated.



#### **D. Previous Study**

The researcher takes some previous study as principle or comparative toward this research. The first previous study was conducted by Firda Ning Kusuma. The title is The Implementation of Word Wall Technique in Teaching Writing at SMP N 1 Kedunggalar Ngawi.

She focused on the use of Word Wall technique in teaching writing. The method which was used is qualitative descriptive. Based on her research, she describe that the English teacher implemented Word Wall technique in teaching writing well. The students' responses were very positive. The similarity of previous study with this research is dealing with the application of Word Wall. The difference of previous study with this research deals with the types of subject teaching and the types of Word Wall game. The previous study applied in teaching writing through traditional Word Wall game, while this study applying in teaching vocabulary through Task-Based Learning in Word Wall game.

The second previous study is "Increasing English Vocabulary Through Word Wall Games, a Quantitative research at eighth grade of SMP Negeri 2 Semarang at Academic Year 2023/2024" by Putriyanti Susilaningrum, S.Pd. The finding of the second previous study analyzed that Word Wall game can improve vocabulary mastery in English Learning. The data collection of the previous study were pre-test, treatment to the control group, pre-test to the experimental group, treatment to the experimental group with Word Wall game and flash card and listing the scores of pre-test and post-test. The difference between second previous study with this research deals with the research design. The second previous study used

Quantitative research to improve students' ability in vocabulary mastery, while this research used descriptive qualitative research to describe the implementation of Word Wall in teaching Vocabulary through Task-Based Learning.

The third previous research is "Integrating Game-based Learning of Word Wall in Teaching at the Right Level To Improve Student's Motivation" written by Sherli Noftarina. The third previous research used Classroom Action Research with four cycles of TaRL (Teaching at the Right Level) approach in English class : Assessment, Grouping, Basic Skill Pedagogy and Mentoring. TaRL is a learning approaches that do not refer to the class level, but refer to the level of students' abilities. The result is indicated that teaching through the media of Word Wall can be appropriate way to increase students' motivation in English class, particularly in implementing the TaRL approach as the differentiated strategy the adjust the teaching process based on the students characteristic and ability.

The similarity within the previous study with this study is dealing with the game of Word Wall. The difference of previous study with this research deals with the research design. The previous study used Classroom Action Research while this study used descriptive qualitative research.

## **E. Frame of Work**

The researcher developed a framework of thinking about implementing the Word Wall game through Task-Based Learning in teaching vocabulary in academic year 2024/2025. The conceptual frame work of this research is:

1. Implementing Word Wall game through Task-Based Learning in teaching vocabulary
2. Conduct in one meeting with three phase of study (according to the steps in implementing Task-Based Learning in teaching-learning process) :
  - a. Pre-task phase: Teacher introduced the material and Word Wall game to students.
  - b. The Task-Cycle: task, teacher made a group that consist of 4-5 students. Planning, the students prepared to do the task through Word Wall website. Report, students saw the score of the task.
  - c. The Language Focus: teacher gave review the task and organize the implementation of material.
3. The result of numbers 1-2 to describe about the implementation of Word Wall game through Task-Based Learning in teaching vocabulary and explain the advantages and disadvantages of implementing Word Wall game through Task-Based Learning in teaching vocabulary at VII grade of MTs N 1 Karanganyar in academic year 2024/202