

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

To learn English effectively, four key language skills must be mastered. They are divided into two categories: receptive skills (listening and reading) and productive skills (speaking and writing). In the process of learning a new language, learners begin with receptive and understanding information, then move to productive skills. Receptive and productive skills are one set of skills that naturally support each other.

Reading skill, as a receptive skill, contributes to the development of writing as a productive skill. Reading skill refers to the ability to understand written text. According to Nurdiana and Rizki (2017), reading is a cognitive processes that involve interpreting symbols to create or extract meaning. It serves as a tool for acquiring language, facilitating communication, exchanging information, and ideas.

In the Merdeka Curriculum, there are several components of learning, as follows: learning objectives sequence (*Alur Tujuan Pembelajaran/ATP*), learning outcomes (*Capaian Pembelajaran/CP*), teaching module (*Modul Ajar*), and learning objectives (*Tujuan Pembelajaran*). The Learning Objectives Sequence (*Alur Tujuan Pembelajaran/ATP*) is a structured and logically arranged series of learning goals designed to support the achievement of the Learning Outcomes (*Capaian Pembelajaran/CP*). In addition, learning in Merdeka Curriculum is divided into six phases: Phase A (Grade 1–2 of

elementary school), Phase B (Grade 3–4 of elementary school), Phase C (Grade 5–6 of elementary school), Phase D (Grade–9 of junior high school), Phase E (Grade 10 of senior high school), and Phase F (Grades 11–12 of senior high school).

Based on learning outcomes (*Capaian Pembelajaran/CP*) in the Learning Objectives Sequence (*Alur Tujuan Pembelajaran/ATP*) for Phase D of Merdeka Curriculum, students learn about various types of texts, such as narratives, recounts, descriptions, procedures, specific texts (such as short messages and advertisements), and authentic texts. Students were expected to use English in discussions to express their desires, to develop a deeper understanding of reading texts, and to demonstrate the ability to deduce implicit information.

The Merdeka Curriculum also includes achievement indicators for each element, which are divided into three components: listening and speaking, reading and viewing, writing and presenting. The achievement indicators for the reading-viewing element are as follows:



Figure 1.1. Learning Outcomes for the Reading-Viewing Element

The goal of the teaching process is to achieve the learning objectives. Teachers, innovative media, and students together create an effective teaching and learning process in the classroom. Teachers need to provide an interactive and engaging atmosphere for students so they can participate actively in the learning process. The teacher is required to use and develop media in the teaching process to ensure it is engaging and can be done anywhere. According to Jones (1997:144), media are used to deliver clear explanations that help students understand the material. Therefore, teachers are encouraged to use appropriate media to maximize the outcomes of the teaching and learning process. As a result, teachers are expected to be able to create, apply, and develop media through technology.

According to Leshin (2009), there are five types of learning media: print-based media (books, papers, workbooks, worksheets); human-based media (teachers, group activities, role play); computer-based media (interactive videos, hypertext); visual-based media (films, videos, slides, television); and audio-visual-based media (videos, films, television). Based on this classification of media mentioned above, the Wordwall web is categorized as computer-based media. The Wordwall web is an interactive digital platform that enables teachers to create various types of quizzes, educational games, and interactive activities, all of which can be accessed online. This media utilizes the internet, technology, and often features such as drag-and-drop, multiple-choice, and word matching.

This research was conducted because the media are very useful in the teaching and learning process. Technological developments have consistently accompanied the development of media. Most human activities were supported by technology, especially in education. Based on the observations conducted by the researcher, it was found that the English teacher of Grade VIII at SMP Swasta Islam Nur Ihsan had used Wordwall as a media in the classroom. In addition, the teacher chose Wordwall particularly for reading activities because this media increased student engagement. The teacher aimed to maintain and further enhance students' participation by using interactive features in Wordwall, such as matching, sequencing, and comprehension-based games.

This study differed from previous research on the use of Wordwall web because it focuses on analyzing Wordwall web as a media in teaching recount texts for grade VIII at SMP Swasta Islam Nur Ihsan Medan. At the end of the research, it is hoped that this study will provide a valuable reference for readers.

1.2 The Problems of the Study

1. How did the teacher use Wordwall web as a media in teaching recount text for grade VIII at SMP Swasta Islam Nur Ihsan Medan?
2. Why did the teacher use Wordwall web as a media for teaching recount text for grade VIII at SMP Swasta Islam Nur Ihsan Medan?

1.3 The Objectives of the Study

From the problems of the study above, this study aimed to:

1. To investigate the use of Wordwall web as a media in teaching recount text for grade VIII at SMP Swasta Islam Nur Ihsan Medan.
2. To find out the teacher's reasons for using Wordwall web as a media in teaching recount text for grade VIII at SMP Swasta Islam Nur Ihsan Medan.

1.4 The Scope of the Study

This research investigated the use of Wordwall web as a media in teaching recount text for grade VIII students at SMP Swasta Islam Nur Ihsan Medan. The main focus was on how Wordwall web was integrated into teaching English, specifically in recount text. This study explored how the teacher used the Wordwall web in the classroom and investigated the reasons for using it in teaching recount text. This study was limited to recount texts and did not explore other text types, nor did it assess the effectiveness of the Wordwall web in enhancing students' learning outcomes; instead, it focused on emphasizing the teacher's use and considerations in implementing this media.

1.5 The Significances of the Study

The results of the research were expected to give some theoretical and practical significance, such as:

1. Theoretical Significance

This study was expected to provide a deeper understanding of the use of the Wordwall web as a media in teaching recount text at SMP Swasta Islam Nur Ihsan Medan.

2. Practical Significance

- a.** For students: This study provided an opportunity for students to engage in a fun learning environment by using the Wordwall web in practicing recount text.
- b.** For teachers: this study facilitated the teachers in teaching recount text for students in a creative way by using Wordwall web.
- c.** For researchers: This study served as a reference for other researchers in exploring the use of Wordwall web as a media in teaching recount text at SMP Swasta Islam Nur Ihsan Medan.