

CHAPTER I

INTRODUCTION

A. Background of the Study

Information technology (IT) is critical in today's developments, as computers have been proven to support human activities in various fields, including higher education. To implement IT, educational institutions in Indonesia must build a higher education information system (SI) to support every activity of students, lecturers, employees, and others.¹ Information technology (IT) plays a crucial role in modern advancements, with computers supporting human activities across various sectors, including higher education. In Indonesia, educational institutions must establish a higher education information system (SI) to facilitate student, lecturer, and staff activities.

Information technology (IT) supported systems can provide value an enterprise, but for an organization to reap the benefits of information technology (IS), it must first successfully adopt it. Teachers must assess the effectiveness of an information system's implementation in terms of how well it functions, how user-friendly it is, and how well the technology is utilized.²

With the rise of sophisticated technologies in education, application-based tools are becoming increasingly common in classrooms. One such tool, the Wordwall application, serves as an intermediary for teachers to enhance their teaching methods. The effectiveness of an information system, like Wordwall, can be influenced by several factors, such as its ability to process input, generate high-quality outcomes, and improve user satisfaction. In the context of language learning, this study examines The

¹ Erwin Dhaniswara et al., "The Influence of Electronic Service Quality and Electronic Recovery on Online Re-Purchase Intention: Role of E-Loyalty as Intervening Variable," *Jurnal Sistim Informasi Dan Teknologi* 5, no. 3 (2023): 1–5, <https://doi.org/10.60083/jsisfotek.v5i3.271>.

² Nursalim et al., "Application of The Speed-Up Robust Features Method To Identify Signature Image Patterns On Single Board Computer," *Jurnal Sistim Informasi Dan Teknologi* 5 (2023): 14–18, <https://doi.org/10.60083/jsisfotek.v5i4.312>.

Effect of Using the Wordwall Application on Speaking Ability in 2nd Grade Junior High Students at Wali Songo Boarding School.

Wordwall is an application that serves as both a media and learning evaluation tool. Accessible via the website, Wordwall is primarily used for creating and assessing educational content. The application offers various templates that educators can utilize to develop lesson materials or formulate assessment questions. Instructional content can be delivered through methods such as matching, grouping, or essay creation. One notable advantage of Wordwall is that its basic version is free and includes a wide array of templates. Additionally, educators can share created materials directly via links through platforms like WhatsApp and Google Classroom. The versatility of the Wordwall application makes it an effective resource for enhancing teaching and learning experiences.

In addition, the Wordwall application has excellent features for developing students' speaking skills because it develops pronunciation, grammar, vocabulary, fluency, and comprehension. According to Higgins (2005), students can use this application as a medium for self-development. The Wordwall application is effectively used in learning and can improve student learning outcomes, help students remember the material taught, and increase student motivation and enthusiasm for learning.³

Interactive and extensive activities, such as role-playing, interviews, and games, are essential in communicative language teaching. Teachers allow learners to practice speaking in dynamic and realistic situations. These tasks take time but are invaluable for developing fluency and confidence. Role-playing, in particular, allows students to act out real-life scenarios, improving their ability to communicate effectively in various contexts.⁴

³ Ika Setiawati, Sri Wardani, and Wahyu Lestari, "Development of Wordwall-Based Indonesian Geographical Condition Assessment Instrument in Modipaskogo E-Book for Elementary School Students," *Riwayat: Educational Journal of History and Humanities* 7, no. 1 (2024): 48–65, <https://doi.org/10.24815/jr.v7i1.36597>.

⁴ Brown, "Language Assessment Principles and Classroom Practices" San Francisco State University, P53.4.B76 (2003) P.140

However, in this era of globalization, drastic changes have occurred worldwide. This extraordinary change occurs when humans have a strong desire to achieve something. Therefore, they must learn communication skills to fulfill their ambitions, desires, and goals.⁵ There are several types of communication skills, including speaking skills. Speaking skills are developed when the language is used in active and communicative situations.

When discussing individual cognitive aspects, their linguistics and motor competencies are active simultaneously. They are prohibited from referring back to grammatical rules, mastering vocabulary stored in their memory, and processing it into oral discourses. They are also required to pronounce phonetic symbols correctly in spoken discourse. Apart from that, they are also needed to align the intonation and emphasis of the sentence according to the message.⁶

In addition, speaking is one of the skills acquired in English. It is the most complex skill to affect since it necessitates additional work. Students' communication capacity in English will significantly improve their classroom learning experience. However, students have limited time in the classroom to study English, and many still need to be motivated to practice outside of class to enhance their skills.⁷

Speaking English is difficult since it requires comprehending the language and good syntax and vocabulary. According to Harmer (2007), vocabulary appears to be needed when speaking.⁸ Students may need help with English language learning and

⁵ Fitri Zakiyah and Universitas Muhammadiyah Yogyakarta, "Fostering Teachers' Growth Mindset to Face Education Challenges Using a Cultural Language Learning Approach (CLLA)," *International Journal of Learning, Teaching and Educational Research* 23, no. 3 (2024): 504–26, <https://doi.org/10.26803/ijlter.23.3.25>.

⁶ Novan Hardiansah and Dedi Efrizal, "An Analysis Of Students ' Speaking Anxiety On Speaking Ability In Class X At MAN 2 Bengkulu City Based On Emha Abdurrahman ' s Theory" 5, no. May (2024): 1–8.

⁷ Nursalim et al., "Application of The Speed-Up Robust Features Method To Identify Signature Image Patterns On Single Board Computer."

⁸ Harmer, J. (2007) - In "The Practice of English Language Teaching," Harmer emphasizes the importance of vocabulary and grammar in effective speaking.

sentence structure. As noted by Ur (1996), students need to be able to speak English to communicate effectively with others.⁹

Every educator and student need to master the ability to speak in public. Besides training students' public speaking skills, good public speaking will also help students improve their achievement. English speaking is challenging for students since they need to study hard to communicate effectively and clearly, necessitating increased vocabulary and pronunciation skills¹⁰, as well as the learning media.

Thus, instructors can incorporate diverse media tools to boost student learning outcomes significantly. Teachers should be skilled in using media to engage students including educational media, serving as valuable tools to facilitate English language learning and support teaching strategies. In other schools, the app is just used for student games, but in this the one, it is utilized as a learning tool alongside English lectures to keep students engaged while memorizing based English.

Using media in English learning is expected to enhance speaking abilities. However, students' speaking skills in bilingual schools have largely remained stagnant. According to English teachers at Wali Songo Boarding School, employing various strategies and media have proven ineffective. The media used often fails to support English language learning, and unengaging games hinder students' ability to communicate effectively. Data from weekly evaluations show that many students struggle with English communication. The students' scores falling below the expected standards although the school implementing a bilingual system that requires daily use of the language.

This study aims to ensure the effect of using the Wordwall application on speaking ability at Wali Songo Boarding School. This school features a multilingual system in which Arabic and English languages are used daily. However, students lack

⁹ Ur, P. (1996) - In "A Course in English Language Teaching," Ur discusses the various difficulties learners face in acquiring speaking skills, including vocabulary and sentence structure.

¹⁰ Jurnal Serunai and Bahasa Inggris, "An Analysis of Students' Difficulties in Speaking Ability for Offering and Suggesting By Threads As a Media At Eleventh Grade of Sma Bintang Langkat in Academic Year 2023 / 2024" 16, no. 1 (2024): 13–25.

speaking abilities. This Wordwall course is intended to help students grasp classes while effecting their speaking and listening abilities. This research used a Wordwall app that corresponds to the kids' curriculum. The school employed this instructional material to effect speaking abilities for an extended period. The school's Wordwall program makes it easier to understand speech and listen.

his study aims to develop language skills in early infancy. This research method can enhance educational practices and provide valuable insights into the language proficiency of junior high school students across different learning environments. This study examines the efficacy of utilizing the Wordwall software to assist students in the effectiveness of their speaking abilities at 2nd Grade Junior High Wali Songo Boarding School. This media is supposed to affect speaking ability. Based on the study setting, the author is interested in researching "**The Effect of Using Wordwall Application on Speaking Ability at 2nd Grade Junior High Wali Songo Boarding School**".

B. Statement of Problem

As stated in the study's background, the problem statement of this study: Do the students taught by the Wordwall Application have better achievement in speaking ability than those taught by the non-Wordwall Application?

C. Purpose of Study

The study aims to investigate the potential of the Wordwall Application as a tool for teaching speaking skills.

D. Significance of Study

The results of this study are expected to provide helpful information for students, firstly, regarding their Effectiveness in speaking. Second, English teachers provide many ways of teaching in every English class. Third, the results of this Wordwall Application can be used as a college application tool. This research can be a source for further research relevant to the problem. This research can make them more active and creative in the teaching and learning process of speaking.

E. Scope and limitations

The analysis highlights two key factors crucial in enhancing students' speaking skills: students' motivation to communicate and integrating technology into the learning process. By leveraging these two aspects, educators can create a more engaging and effective learning environment that fosters students' interest in communicating and utilizes technology to support their language development. Moreover, it focuses on improving students' speaking ability. The research focuses on implementing the Wordwall Application to enhance students' speaking skills at 2nd Grade Junior High Wali Songo Boarding School

F. Systematics of Writing

The following are the systematics of the discussion to help readers comprehend this title:

CHAPTER I: Introduction, which discusses the background, statement of the problem, the purpose of the study, the significance of the Study, and Scope and limitation.

CHAPTER II: The literature review discusses using media, including the definitions of speaking, speaking ability, speaking component, the definition of media, word wall applications, and the benefits of word wall application in English language teaching.

CHAPTER III: Research methods that discuss research locations, approaches and types of research, research variables, data and data sources, research instruments, data collection techniques, validity and reliability tests, data analysis, and research procedures.

CHAPTER IV: Discussion of research results that discusses data analysis on the effect of using Wordwall application in speaking Ability at Wali Songo Boarding School, presentation of data on student achievement in speaking ability after using Wordwall application, and data analysis on the effect of Wordwall application in teaching speaking ability at 2nd Grade Junior High Wali Songo Boarding School.

CHAPTER V: The closing contains conclusions and suggestions. Here, the researcher briefly describes the Effect of using the Wordwall application on speaking Ability at 2nd Grade Junior High Wali Songo Boarding School.

