

CHAPTER I

INTRODUCTION

1.1 The Background of the Problem

Grammar is one of the linguistic characteristics that every language student is taught. It is fundamental information and plays a crucial part in comprehending the English language. According to Robert (1954, p. 123), grammar is a set of generalizations about how people say things. To create generalizations, we must first agree on the definitions of the concepts we want to use. language correctness is simply one aspect of communicating a message, while language is merely a tool." We can explain our message more clearly and accurately if we grasp grammar. According to Ur (1996, p.75), grammar is defined as the arrangement of words to form accurate sentences. It influences not just how word units are linked to form acceptable sentences, but also their meaning. Students who learn English have a variety of challenges, particularly with grammar, which may be confusing, and some students regard grammar as a somewhat uninteresting topic. Tenses are a component of grammar.

Tenses are typically characterized as being related to the time of an action, occurrence, or condition (Baurer, 1983, p. 175). In general, the English language has two tenses, each of which contains eight components, and they have varying meanings based on factors such as the duration and length of an action, as well as how the speaker interprets it (Eastwood, 2002, p. 82). It appears difficult and has produced various issues for Indonesian learners learning English tenses. According to Widagsa et al (2007), the study of English as a foreign language for Indonesian regional languages is still undervalued. It might be caused by tension because the Indonesian language does not identify tense. Students frequently struggle to comprehend various tenses, such as distinguishing between Simple Present Tense, Present Continuous Tense, and Gerund due to the form V + ing. The subject + auxiliary verb (verb) + main verb (base + ing) forms the present continuous tense. It is used to signify an activity that is being discussed in the present continuous tense: action happening now, action happening in the future happening in the present. The timing of the activities is not stated, nor is it indicated. In current

English structure, W. Stannard Allen (1987, p.75) stated: "English has three main divisions, Past, Present, and Future, expressed by the simple tenses."

Tenses problems are widespread in students' English learning in many aspects, including grammar, spelling, vocabulary, and so on (Sari, 2017). Present continuous tense as a part of grammatical rules can also mislead students. As a result, individuals are unable to utilize and comprehend the present continuous tense correctly. On the other hand, many students are still puzzled about how to utilize the form or structure, as well as how to employ the present continuous tense. Suwardi (2010). According to Alizadeh, 2016 in Rahayu, Purmama, & Yugafiati, 2019, other problem faced by students when learning English is motivation from students is still in the low degree when they learn about English. It's because teachers frequently fail to comprehend how their students feel about English. The reason for the low motivation of students to learn English is the use of methods in teaching tends to be monotonous, namely by using conventional methods, for example the method used is only the lecture or drilling method. In addition, It is rare to use a variety of learning media in the process of teaching English, for example using only a blackboard or textbook (Husnaini & Sundari, 2017). To solve these problems, As a teacher, it is necessary to find the new teaching media to overcome the problems and not to forget to motivate the students. In today's technological world, the English instructor may employ technology to create learning material that can be used in the learning process. Teachers may create more innovative, effective, and fascinating learning media. In other words, students may readily grasp the information while having fun. Learning media based on technology also have a tight relationship with students since they use gadgets often throughout the day. So, using technological learning medium, the instructor also teaches the students to the various benefits of utilizing a gadget, particularly in this case to study English (Purwitasari, 2022, p.3). Today, the usage of learning media is essential, particularly for educators (Riyanda & Suana, 2019; Adi et al, 2021). There have been many web-based learning media and applications developed by technology experts, especially in learning media used for learning activities in the educational environment (Ariyani et al, 2022).

SMA Swasta Budisatrya Medan is one of the schools where the instructor is

already aware of the issues that frequently arise in interpreting the present continuous tense, as indicated above. The teacher at SMA Swasta Budisatrya is also anxious to introduce a new learning media for understanding the present continuous tense, which would make it simpler for students to recall the structure of the present continuous tense. To overcome this problem, the researcher suggests a learning media, called Wordwall.net. Wordwall.net is an interactive learning evaluation tool or media in the form of games used to motivate students to the material provided and can develop students' thinking power and competitiveness in understanding the material. The wordwall web was developed by Visual Education Ltd, a British company. This application is free of charge for five template options.

The most interesting thing about Wordwall.net is that there are many game features and can be played offline through the printing tools provided (Putra, 202, p.84). The use of this learning media can create new things, so that learning in the classroom is not boring and not monotonous or static. Wordwall.net is an interesting browser app. The major purpose of this application is to act as a pleasant learning medium and assessment tool for students (Putri, 2020, p.7). The Wordwall.net website also contains examples of the teacher's contributions to give new users an idea of what to anticipate from their ingenuity. Teachers can utilize many of the templates available on Wordwall.net. Furthermore, wordwall is one of the types of online learning media that creates entertaining quiz-based activities. This program is useful not only for developing materials or assignments for students, but it can also be used to examine a learning evaluation (Purwitasari, 2022, p.4).

There are also several researchers previously used this Wordwall.net web to enhance students' English ability. Alpatikah (2022) used Wordwall.net web to know the effect of this web in students' vocabulary mastery. The other research by Purwitasari (2022) also focused on the effect of this web in students' vocabulary mastery. Dewi (2022) conducted her research to implement Wordwall.net that focused on simple present tense and present perfect tense. And the results of those studies indicated that Wordwall.net is effective to be used in teaching. However, there is not research found that using Wordwall.net that focused on teaching present continuous tense. Therefore, the researcher wants to conduct a study to find out whether there is a significant effect of wordwall.net on teaching present continuous

tense.

In previous research, Alpatikah (2022), entitled “The Effect of Using Wordwall.Net on Student's Vocabulary Mastery (A Quasi-Experimental Study on the First-Grade Students at MTs Negeri 10 Jakarta Academic Year 2021/2022”, the use of the Wordwall.net web in learning vocabulary mastery was successful. It is said that the results of the test analysis in this study show a difference between the results of the average pretest score in the experimental class (54.00) and the control class (62.80). Meanwhile, the average post-test result showed that the control class got 77.33 and the experimental class got 86.45. Therefore, there is an effect on students' vocabulary acquisition after using Wordwall.net. In addition, Wordwall.net can stimulate students' motivation in learning new vocabulary through its features, such as game models, themes, input sections, and leaderboards.

Therefore, I attempted to use the Wordwall.net web as a learning media in English courses in this study. So, there is good possible that educational games from Wordwall.net web can help students in the learning process especially in improving students' present continuous tense mastery. Based on the explanation above, the researcher wants to conduct quasi experimental intended to know the problem to become title of thesis which is “The Effect of Word Wall (Wordwall.net) as an ICT Learning Media in Teaching Present Continuous Tense at 10th Grade of SMA Swasta Budisatrya Medan”.

1.2 The Identification of the Problem

The researcher identifies some problem based on the research background, such as:

1. Students find it challenging to learn English grammar.
2. Students feel difficult to understand about Tenses.
3. Students' lack of understanding of the structure of present continuous tense.
4. Students need variation technique and media for learning present continuous tense.
5. Students have low motivation learning English.
6. Teachers' lack of creativity in teaching present continuous tense.
7. Teachers teach present continuous implicitly in conventional learning.

1.3 The Limitation of the Problem

To make this research easy to be understood, the researcher was limited and focused on the students' present continuous tense mastery by using Wordwall.net website. Then, this study was conducted at 10th grade SMA Swasta Budisatrya Medan. Therefore, the result of this study cannot be generalized to all the schools in Indonesia.

1.4 The Formulation of the Problem

Based on the limitation of the study, the question of the research is “is there any significant effect of Word Wall (Wordwall.net) in teaching present continuous tense at the 10th Grade Students in SMA Swasta Budisatrya Medan?”.

1.5 The Objective of the Study

The research objectives in terms of the study topic are as follows:

1. To investigate the usage of Word Wall (Wordwall.net) as an ICT learning media in teaching present continuous tense.
2. To compare the understanding of students who use Word Wall (Wordwall.net) towards learning present continuous tense with students who do not at the 10th Grade Students in SMA Swasta Budisatrya Medan.
3. To investigate the effect of Word Wall as an ICT learning media to the students' present continuous tense mastery for the first year Senior High School students of SMA Swasta Budisatrya Medan in academic year 2022/2023.

1.6 The Significance of the Study

From this research, the researcher expects that this study will give significances for:

a. Theoretically

The researcher expects that the findings and the theories that are included in this research are useful as information for the future researchers.

b. Practically

1. For the English learners

Students will get a new learning media for mastering present continuous tense in simple way and no need worry to become boring while practicing. There will be any kind of practices from many other teachers in the world that can be accessed by the students anytime they want.

2. For the English teachers

English teachers will be more creative in the classroom by including Word Wall as an ICT learning media into their teaching media in order to reduce students' boredom with studying English, particularly the present continuous tense.

3. For the researchers

The researcher got a lot of experiences of teaching English. Besides that, researcher creates a method and teaching activity that effectively give a good result for the students' acquisition. And as a researcher in this study, I hope the future researchers, who will carry out and develop research in the same field, consider using this research as a reference to conduct their further research. Also, they will complete the similar research more comprehend than this research.