CHAPTER I

INTRODUCTION

This chapter discusses about the background of the study, the research problem, the objectives of the study, the significance of the study, and definition of the key terms.

A. Background of the Study

English is the most widely spoken language in the world. When learning a new language like English, it starts with learning vocabulary. Vocabulary is the foundation of learning a new language. Vocabulary is the foundation of language learning. Furthermore, these four important abilities are linked by linguistic components, which include vocabulary, grammar, and pronunciation. According to Wilkins in Thornbury (2017) if we do not master grammar, we can only take in a small part of the language, and without vocabulary, we cannot communicate anything. According to Ahour and Salamzadeh (2014) a vocabulary plays a crucial role in communication by providing meaning. Starting from words that form sentences and becoming larger structures, namely paragraphs, vocabulary is the basis of language and must be mastered first. Vocabulary is the basic foundation of communication. By mastering many words, we can express ideas, feelings, and needs more clearly and precisely in the language. The more vocabulary you have, the easier it is to understand what you are reading or listen to information in that language.

Students need to master a wide vocabulary to be able to understand language. Lack of vocabulary causes students to experience difficulties in

learning English. Having a good vocabulary makes one more confident when speaking, both in everyday life and in academic and professional contexts. There are several factors that influence this, one of which is that teachers at school often use learning methods that are less interesting and monotonous so that students become bored and uninterested. They may rely on assignments such as writing word lists or just telling students to read books. There is another problem that makes it difficult for students to learn vocabulary. Students' lack of motivation in learning makes them rarely practice new vocabulary. The lack of tests and exams to measure students' vocabulary skills makes it difficult for students to learn vocabulary. Students need new methods, such as teaching and learning approaches using technology. Today's children cannot be separated from using smartphones; sometimes they cannot move without using smartphones. Researchers want to utilize it as a learning tool for students. In the application, there are game features that make students not bored with learning vocabulary. One of the media to improve vocabulary mastery is the Drops application.

Therefore, the researcher is interested in using the Drops teacher application in classroom learning methods, especially when teaching English, and supporting students in building better vocabulary knowledge through the use of the Drops application. Because it is easy to use anywhere and by anyone, especially students, the Drops application is chosen by the researcher. The researcher wants to know the effectiveness of Drops if teachers implement it in classroom learning for students at SMP Al Huda Kota Kediri. This study aims to see whether this application will help in their vocabulary

development or not. The researcher plans to conduct a study entitled "The Effectiveness of Using Drops on Students' Vocabulary Mastery at Al Huda Junior High School in Kediri City." Based on interviews conducted by researchers with teachers at SMP Al Huda Kota Kediri, teachers need new learning style innovations. Like learning using technology such as smartphones. Learning using technology does not make students bored. There are some students who have not memorized the basis of English vocabulary. Researchers want to implement dops learning media for 7th grade students. In order to increase the vocabulary acquired and a fun new experience for students. Researchers will implement Drops as a tool in vocabulary learning, and it is hoped that students' vocabulary mastery can increase.

B. Research Problem

Based on the research background, the formulation of the research problem is: "Is using Drops Application significantly effective on students' vocabulary mastery at SMP Al Huda Kota Kediri".

C. Research Objective

This research is conducted to find out the effectiveness of using drops on students' vocabulary mastery at SMP Al Huda Kota Kediri.

D. Scope and limitation of the Research

The purpose of this research is to help and increase the vocabulary of SMP AL HUDA KOTA KEDIRI Researchers focused on finding the effectiveness of drops app for students' vocabulary mastery.

E. Research Hypothesis

The research's hypothesis centers on the effectiveness of DROPS app on students' mastery of vocabulary. Two categories of hypotheses exist:

1. Null Hypothesis (H0)

   The null hypothesis states that there is no significant difference between students' who are taught using Drops and those who are taught using Flashcard in learning vocabulary.

2. There is a significant difference between students' who are taught using Drops and those who are taught using Flashcards in learning vocabulary.

F. Significance of the Study

The study is expected useful for:

1. The Students

   For students, this research is expected to help increase students' vocabulary, so the purpose of this research is to see how effective the Drops App is for developing students' vocabulary. The Drops App provides interesting learning and makes it easier for students to remember new vocabulary.

2. The Teacher

   For teachers, this provides new innovations to teachers regarding learning vocabulary using applications on smartphones which can increase students' vocabulary, mastery and increase the quality of teachers' English lessons. Apart from that, the researchers hope that this research can provide new insights to teachers, especially in vocabulary mastery. Furthermore, the

results of this research also aim to convey students' experiences using the Drops app to improve mastery of their vocabulary.

3. The Other Researchers

For other researchers, this research can be studied to add innovation regarding learning and teaching tools, provide fun learning for students, provide fundamental data for additional research by other researchers who have an interest in English language teaching, especially in teaching and vocabulary mastery.

G. Definitions of the Key Terms

To make this thesis easier to understand, the researcher would like to define the words used in the title:

1. Vocabulary

Vocabulary is an aspect that must be learned before learning speaking, writing, reading and listening skills because vocabulary is the core or basis before learning a language. According to Steven Stahl (2005). Vocabulary is a helpful and important tool for communication and knowledge mastery that develops with age. There are two types of vocabulary knowledge: productive and receptive information.

2. Drops app

Drops app is a language learning app that uses games to make learning a new language fun and effective. Drops is a smartphone application for iOS and Android users, created and designed by Daniel Farkas and Mark Szulyovszky in Estonia in 2015. In 2020, Drops was purchased by the Norwegian company Kahoot!. Drops offers more than 50

languages, including Native Hawaiian, Māori, Spanish, Hebrew, Arabic, Russian and Hindi. Currently, Drops has been used by more than million users worldwide and scored 4.7 on the scale 5 that more than 5 million users have given.