

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, problem of the study, significance of the study, limitation of the study, objective of the study, research question, and benefits of the study.

A. Background of The Study

English is an international language spoken around the world. In Indonesia, English is a foreign language. It has been taught in schools as one of the main subjects. The most important thing in learning English is learning vocabulary. Without vocabulary we cannot speak, write and understand what we read and listen to. Vocabulary is the most important thing in learning a language.

Vocabulary is it also important for the successful use of a second language as it is without being extensive vocabulary, a person will not be able to use the structures and functions that he might have study for comprehensive communication. According to Wilkins at Thornbury (2002: 13), without vocabulary, there is nothing to say. Vocabulary is central to language and the ability in writing a foreign language relies on knowledge of the lexical units of language.

Vocabulary is an important element to support foreign language learning. Therefore, the ability of the students to learn English is determined by vocabulary that they have. Through vocabulary, students can communicate their idea, feeling, or emotion. Sometimes a clever student who has good idea must stop only

because their is lack of vocabulary. It is very difficult to express their idea, feeling and emotion in English to others without words.

The lack of vocabulary achievement of students may come from themselves as learners, in this case, their laziness in memorizing a number of necessary words, lack of interest and motivation in learning English, or even in conditions where currently learning can only be done online makes them feel saturated and have difficulty in learning English. In this case, the creativity of teachers in choosing techniques is much needed. In other words, teachers should have more attention to determine the right techniques in teaching vocabulary.

The situation seems to cause the most crucial problem in language learning which is that students still lack vocabulary. Limited student vocabulary has become a major problem for students in learning English. This problem may have to do with how teachers and students understand vocabulary teaching and learning and how vocabulary is taught and learned in the online learning process.

Not only students, teachers also have an important role in the learning process. In fact, some teachers still use monotonous learning strategies. To solve the problem, teachers need to be more creative and innovative in creating fun learning (Gangaiamaran & Pasupathi, 2017; Sarah, 2019). The role of teachers is important to provide motivation for students to understand the English lessons that have been learned in the classroom, not only to be understood at the time, but to be remembered and used in a sentence (Arnbjörnsdóttir, 2013; Watson et al., 2017). Therefore, in teaching and improving students' understanding in English, teachers should motivate students with some instructional media and make

students learn more, because in difficult situations like this, students will choose to play rather than learning.

Now, English presents unique and modern challenges using digital learning resources. Digital learning resources provide individual learning for students, especially vocabulary. Digital resources such as computers, mobile phones, interactive media, and online resources that use technology will present different challenges for teachers. The main advantage of digital resources is their ability to provide an experience for learners through interactive engagement, feedback, and constructive. Digital resources can combine different media through a combination of text, video, sound, and graphics. Furthermore, in selecting a digital learning resource, the teacher should check whether the vocabulary instruction exercise is relevant or not.

Researchers focused on vocabulary instruction exercises presented in the Hello English app. It is developed by Culture Alley is the number one free learning app, and the best free app for learning English. Hello English is an English learning app, which allows users to learn English through interactive modules. As of January 2017, Hello English has over 15 million downloads. Researchers believe that digital learning resources or e-learning applications such as Hello English can provide better benefits for vocabulary learning.

An application called Hello English is an educational application on smartphones that help users in understanding and learning the language English. This application is almost the same as Duolingo but the difference is, this

application requires the users to understand basic English sentence structure and sentences. The application made by Culture Alley has been downloaded up to 10 million users and to be the best google app in years 2016. Hello English application has some languages to customize the language users; they are Indonesian, Malay, India, Spain and others.

Based on the explanation above, the researcher would like to apply the Hello English game application that may help students to improve their vocabulary mastery at the seventh grade of SMPN 1 Papar.

B. Problem of the Study

How is Hello English able to improve students' vocabulary mastery at SMPN 1 Papar?

C. Objective of the Study

Based on the statement of the problem above, the research objectives are:

To find out whether students' English vocabulary mastery can improve after being taught by using Hello English.

D. Limitation of the Problem

This study is delimited of the use of Hello English application in improving the students' English vocabulary mastery in the seventh grade students of SMPN 1 Papar. Clearly the researcher discusses the role of Hello English application in helping students learn English vocabulary.

E. The Significance of the Study

The researcher hopes that this research will have some significance in the teaching learning English process, especially in teaching learning vocabulary.

This study will be useful:

- a. For the teacher, research results can be useful as additional information to determine the appropriate method to use in the vocabulary.
- b. For the student, this study provides a clear experience and understanding of the vocabulary learning method.
- c. For the other researchers, this research provides information and knowledge about the vocabulary learning process.

F. Definition of key terms

1. Vocabulary

A vocabulary is a set of familiar words within a person's language

2. Hello English

Hello English is an interactive, personalized, and contextual English learning application designed specifically for English as a second language learners.

3. Game

a physical or mental activity or contest that has rules and that people do for pleasure

G. Previous Research

In order not to repeat someone else's research and ensure that this research in a form of development from the previous research, it is needed to include previous

study in chapter two. Previous research that discusses the same theme as the research as follow :

The first previous study was written by Ulfiah Fajriani on 2020 from State Islamic University Of Makassar entitled Enriching Students' English Vocabulary Using "Hello English" Application. The purpose of this research is to find out the use of the Hello English Application to enrich students' English vocabulary. This research was conducted by using the pre-experimental method with one group pre-test and post-test designs, and collected data based on the test. The sample of the research was the second-grade students of MTs Bani Rauf Sungguminasa consisting of 20 students. The sample was taken by using cluster random sampling technique.

Build upon the explanation above, there are similarities and differences between that previous study and this research. The similarities is from the research used game apps to improve students vocabulary mastery. The difference is from the method research.

The second is Rita Seroja BR Ginting on 2019 from University of North Sumatera (UINSU) Medan entitled The Effect Of Hello English Application On The Students' Vocabulary Mastery At The Eighth Grade of Junior High School. The purpose of this research is to find out whether or not there was significant effect of Hello English application on the students' vocabulary mastery at the eighth grade of Junior High School. This research apply a quantitative research and quasi-experimental design.

Build upon the explanation above, there are similarities and differences between that previous study and this research. The similarities is from the research method applied and the use of “Hello English” application to improve students English vocabulary mastery. The difference is from the object of the study.

All the researchers used mobile learning application. The researchers used same application but have different method and focus. While the first researcher used pre-experimental and the second researcher used quasi experiment, the researcher used classroom action research. While the second research focused on the effect of Hello English application on the improve vocabulary mastery, this research focused on improving vocabulary mastery through Hello English game.