

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents some points related to this research, including background of study, research question, objective of the research, significance of study, scope and limitation of research, and definition of key terms.

A. Background of Study

English as one of the worldwide languages has a critical situation in Indonesia because learners find it difficult to master English as a foreign language. It has been instructed at different degrees of schooling from the most minimal level up to the highest (Nina, et al., 2017). For schools in Indonesia, four language skills must be mastered by the students to get familiar with the English subject. The skills are reading, listening, writing, and speaking. In consequence, one of the most important things for students to master is vocabulary. Vocabulary is the first step in learning any language. Language acquisition requires the teaching of vocabulary since language is formed on vocabulary (Alqahtani 2015), making it difficult to learn a language without it. The words we teach in the foreign language are referred to as vocabulary. Based on Cameron (2001) that: “Vocabulary is a base to learning of language at initial level”.

However, it has been discovered that vocabulary teaching and learning are disregarded in the learning of English in Indonesia (Bambang and Utami, 2008). According to Nina, et al, (2017) there are several reasons why learners struggle to learn vocabulary. To begin with, learners struggled to comprehend the meaning of words. Second, it was challenging for students to recall all of the vocabulary materials. Last but not least, learners were frequently perplexed as to how to organize their vocabulary. The teacher was the source of the second issue. To address the issues, the teacher should be more creative in developing a vocabulary to make the teaching-learning process more enjoyable, exciting, and simple.

The teacher's involvement is critical in motivating students to understand the meaning of vocabulary gained in the classroom, not only at the time of learning, but also in the future, when it is recalled and applied in a sentence. To help students enhance their vocabulary understanding, the teacher should apply effective and entertaining instructional media. Using technology tools to assist teachers in lesson preparation is a great concept. As the demand for vocabulary learning grows, learners and students now have access to a variety of tools, including mobile applications, which are one of the most effective and popular.

The use of mobile applications has increased lately as support in language acquisition. On the other hand, the blended learning strategy (a

combination of face-to-face instruction and online learning) is most commonly used in its utilization (Klimova and Prazak, 2019). The applications help students to improve their abilities and achieve the specified targets. Some applications can be downloaded easily and for free on Google Play or Apple Store. English language apps are among the searched ones. Many foreign language learners rely on available applications to increase knowledge about the target language. The presence of new features on mobile phones opens up new avenues for learning English and provides many advantages for learners to understand and explore English. The applications can be the best alternative for English learners who have very limited hours for English at school and a low budget. Other than that, being free of charge and equipped with attractive features, these apps can be another alternative for students to learn English independently outside the classroom at a minimal cost.

Although there are numerous interesting educational media available to help students enhance their vocabulary mastery, one of the most popular programs on the internet is Cake, an English learning application whose major components are videos with short and entertaining English conversations. Cake App is one of the prospective applications that is considered to have a beneficial impact on students' interest and modernity in learning English as well as their vocabulary mastery. The application was published by Playlist Corporation, which provides free access to a selection of appealing and useful conversation

resources with subtitles for English learners. Cake App also provides grammatical explanations for the phrases, vocabulary, and commonly used expressions within appropriate settings, making them appear more practical and valuable to English learners. Speech Recognition is one of Cake's features, which allows us to check our pronunciation, record our voice, and receive immediate feedback on learners' pronunciation performances.

Students can learn genuine English expressions from YouTube using the Cake App. YouTube has grown to become one of the world's most popular websites (Almurashi, 2016). It provides entertaining and quick access to training, culture-based movies, and language from around the world (Almurashi, 2016). Students can also record their voices and receive fast feedback. Students also learn how to communicate like native speakers. Teachers can include the Cake App in their learning activities to help students achieve their English class goals. As a result, it can be concluded that Cake App, as an IT-based medium, is suggested for the development of teachers' teaching English media.

According to the researchers, experience when teaching elementary school children at the Daarul Mustaqiem Foundation, actually many students can master English but there are shortcomings in the teaching, such as the lack of media that supports the continuity of teaching and learning activities and the lack of knowledge of several new methods. In addition, because many schools in Indonesia still underestimate

vocabulary mastery even though vocabulary mastery is the initial basis for mastering a language.

This study concentrates on the application of students' reactions to the Cake application for enhancing vocabulary mastery, as well as the benefits of the cake application for improving vocabulary mastery. This study was conducted using a qualitative research methodology. Based on the explanation of the research above, the researcher took the research with the title *“Improving Students’ Vocabulary Mastery Using Cake Application for Eighth Grade Students of MTs Daarul Mustaqiem Bogor”*.

B. Research Questions

Based on the background of the study, the researcher found and formulated the problem as follows: ‘How can Cake application improve students’ vocabulary mastery?’

C. Objectives of the Research

Based on the formulation above, the objective of this research is to find out whether The Cake application improves students’ vocabulary mastery.

D. Significance of Study

The researcher expects this study to be beneficial for:

1. English students

The researcher hopes that after being taught using Cake Application as a tool in teaching, students will enhance their vocabulary mastery, allowing it to be objectively tested as successful for teaching vocabulary. If this is the case, students from other countries will be able to study English and benefit from using this application.

2. English teacher

The researcher hopes that this study will inspire teachers to improve their quality of teaching and practicing English, particularly when it comes to teaching vocabulary. Furthermore, the findings of this study can help teachers enhance their ability to innovate and develop new teaching strategies based on the usefulness of the Cake Application as a teaching media.

3. Researcher

The researcher hopes that this study will serve as a model for future research on a similar topic but from different perspectives.

E. Scope and Limitation of the Study

This research focused on two things. First, it focused on finding the advantage and disadvantage of the implementation using the Cake application in improving students' vocabulary mastery in junior high

school students. The advantage and disadvantage will be found by conducting worksheets for the students.

Secondly, the writer try to discover the best and most interesting method for junior high school in learning English especially vocabulary from the analysis during the learning is done.

F. Definition of Key Term(s)

To have clear understanding of this research, the writer presents the definition of key term(s) as follows:

1. Foreign Language:

A foreign language is not widely spoken in the speaker's country. It is also a language that the speaker referred to does not speak in his or her original nation.

2. Vocabulary:

All the words in a language that are comprehended by a specific individual or set of people are referred to as vocabulary (from the Latin for "name," also termed word-stock, lexicon, and lexis).

3. Vocabulary Mastery:

The quantity of words a person knows is referred to as vocabulary mastery. The term "mastery" refers to more than just being able to recognize the meaning of words.

4. Mobile Application:

A mobile application is a computer program or software application that runs on a mobile device such as a phone, tablet, or watch. Mobile applications, despite being little software units with limited functionality, manage to provide consumers with high-quality services and experiences.

5. Cake Application:

Cake application is one of the most popular Android mobile apps made in South Korea. It is an application to help learners improving their English skill.