

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the research background containing the reasons of conducting this research, the formulation of research questions, the objectives of the research, hypothesis, significance of the research, scope and limitation, and the definition of key terms and also presented in this chapter.

#### **A. Research Background**

Technology has been parts of our activities in accomplishing daily routines. We are also alleviated by information and communication technology, especially by internet network which is readily available in our mobile phone or PC. By phone and PC, getting and sharing information as well as building communication among friends and colleagues are much easier than in the past. Internet technology benefits not only the company, business and banking institutions but also the education institution for the effectiveness of instructional affairs. Many schools have been facilitated with computers and connected with internet. Gavin Dudeney (2007) underscores that the internet in the language classroom is of a technological tool providing high benefits for teaching language skills, namely speaking, writing, listening and reading.

Generally speaking, internet has promoted teaching-learning process, especially for learning the language. It helps to overcome problems faced by the students and teacher as well. They can use internet media as a means of

promoting the teaching-learning process. Besides, it can facilitate the students to access a new learning resources. So do teachers can offer a wider topic range, and provide them with an endless amount of educative information. All in all, using internet will give a wide range of advantages for the school members.

Among the common problems in learning English faced by the students to develop communicative skills lie on the language components learning such as vocabulary, grammar, and pronunciation. The skills that must be mastered by a student include speaking, writing, listening and reading. Developing those skills, the students must get the knowledge of structure or grammar, spelling, pronunciation, and vocabulary. Grammar gives the students knowledge of a set of rules that plays a significant role in language acquisition because it helps learners combine and organize words into sentences, and express their thoughts properly Mart (2013).

In addition to grammar, knowledge on vocabulary is indispensable since without it no sentence can be made. Vocab is needed to express the thought and it is the only part of speech that can by itself express a thought by C. Fernald (1979:79). Moreover, vocab in general is the key to the meaning of the sentence. Since it is primarily important, the vocabulary has to be learned and mastered by student as the basis of developing language skills.

We often find that students who are at the junior or senior high school level complain a lot about learning English. Many has a little interest of

learning English and even think that English is difficult for them to master. One component that is difficult for them to learn is English vocabulary because according to them English words are difficult to remember in terms of spelling and their pronunciations. The inconsistency between the spelling aspect and pronunciation aspect of English words makes student gets confused and believe that they are more complicated than their mother tongue. Thus, vocabulary is as challenging as grammatical structure for ESL students to learn.

The preliminary observation and informal interview done by the researcher, in MAN 1 Pasuruan, the students face some difficulties as follow. They get difficulties in determining the correct past form of errors in their vocabulary skill. Next, because of the limit of time of learning English subject that is allocated only two times a week. While in learning the irregular verb, for example, they have to learn three different forms which vary up to as many as 70 forms.

Seeing the fact, the English teacher is challenged to find an effective way to build the students' knowledge on vocabulary.<sup>1</sup> In this pandemic era, learning source material conveyed via internet based applications is of efficient way to assure security of teaching-learning process. Among applications available in internet, *Memrise* application is one learning source that could benefit our students in learning vocabulary. This application

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<sup>1</sup> English Teacher, "Student's difficult in learning English",

utilizes an algorithmic review system where by students must revisit words repeatedly but at a particular scheduled time. It give reminders for the students to review the learned words at the time when the memory is most likely to fade. By so doing the students are expected to be acquire the language more efficiently according to their own set schedule.

There have been several studies conducted related to this application. For example, Kozminski, Jianxiong wu, and also Sara librenjak have done a research to investigate its effectiveness. The result shoed that this application is effective to be used for teaching language, especially to build the students' vocabulary. Another study was done by David Brightwell & Tom Booth who have surveyed that this application can develop students' vocabulary knowledge, from the capability phase of remembering up to capability of using vocabulary. They found that the application is more helpful than other software application like English vocabulary profile by Padlet and word wall.<sup>2</sup>

Based on what the previous studies that were conducted in the overseas background, the researcher was interested in trying this application for teaching vocabulary for domestic students. The researcher hoped that it would help the students to memorize vocabulary through fun way learning by using this application.

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<sup>2</sup> David Brightwell & Tom Booth, [www.cambridgeenglish.com](http://www.cambridgeenglish.com). Cambridge.

Especially, the researcher wanted to see whether this application is also effective when it is applied for Indonesian students, particularly in MAN 1 Pasuruan. The researcher had taken the students in this school as the subjects of the experiment due to this school was the only religious school which has got A accreditation in Pasuruan. This predicate has been, of course, the results of hrd works of all members of the school, especially the teachers who generally have good academic qualifications.

So, the researcher was interested in conducting an experiment in this school with the hope that she got an appropriate group of students who can comply with with the procedure of the experiment so that this research on effectiveness of using *Memmrise* software application on vocabulary mastery would be able to be well conducted with the subjects selected from the school with the achievement of A accreditation. In addition, one of the aims of this school is to facilitate learnings that are creative, effective, and active and fun so that conducting a research in this school was be supposed to give a more positive contribution toward students and the school academic atmosphere in general.

Based on the previous studies and arguments presented above the present study was also intended to prove whether the MEMRISE Application is also effectively used to increase the students' achievement of vocabulary. This research was conducted under the title **“THE EFFECTIVENESS OF USING MEMRISE APPLICATION ON**

## **STUDENTS' VOCABULARY MASTERY OF THE THIRD GRADE AT MAN 1 PASURUAN".**

### **B. Research Problems**

As mentioned in the preceding section, the main purpose of this study is to find out the effectiveness of using Memrise Application on students' vocabulary mastery of the third grade at MAN 1 PASURUAN. The research problem is formulated as follows: 'Is there any significant difference in the students' vocabulary achievement before and after being taught by using Memrise Application?'

### **C. Objectives of the Research**

Based on the research problem, the research of objective is 'To know the significant difference in the students' vocabulary achievement before and after being taught by using Memrise Application'.

### **D. Research Hypothesis**

This Research is to answer the question about the significant difference mean scores in the vocabulary achievement of the students who were taught by using Memrise Application.<sup>3</sup> Since this research used Experimental method, this research needed to formulate hypothesis of the research. And the hypotheses were formulated below:

1. Null Hypothesis (Ho): There is no significant difference in students' vocabulary mastery after being taught by using

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<sup>3</sup> Suharsimi Arikunto, "*Prosedur Penelitian suatu Pendekatan Praktek*". (Jakarta: rineka cipta, 1998), 97.

Memrise Application and that before being taught using the Application.

2. Alternative Hypothesis (Ha): There is a significant difference in students' vocabulary mastery after being taught by using Memrise Application and that before being taught using the Application.

### **E. Significance of Research**

In this study, the researcher expects that the results of this research could benefit to following parties :

#### 1. Theoretical Benefit

The study is expected to give explanation on the effectiveness of the use of MEMRISE Application toward student's vocabulary mastery.

#### 2. Practical Benefit

The researcher hopes that the result of this research was expected to contribute positive vocabulary English teaching and learning, in a way that the students and English teachers would be given inspirations in using digital teaching and learning sources to promote the quality of ELT in the Pasuruan. They are hopefully inspired by an alternative method to improve student's vocabulary mastery. By using the method can develop the ability of teaching to be more interesting, funny, and enjoyable.

### 3. Further Research

The researcher hopes that this research can be of a reference for another research that has the same topic of interest with different perspective. The coming researches can replicate or conduct similar research with different variables need to investigate as to complete the theoretical building of the topic of concern.

### **F. Scope and Limitation of the Research**

The scope of this study was the teaching vocabulary by using Memrise application. In order to be more focused on the investigation, the research was limited on the increase of vocabulary mastery by using *Memrise* application. The subjects of research were the third grade of MAN 1 PASURUAN. This research was limited to teaching vocabulary and irregular verbs and Part of Speech as presented in the *Pathway* English book used at the third grade of MAN 1 Pasuruan, especially in the class of (XII-MIA 5).

### **G. Definition of Key terms**

To avoid misunderstanding on the concepts used in this research, the writer must provide some definitions of the terms used in this research.

Those are:

### 1. Student's Ability

Ability refers to students' expertise in doing something in the learning process. Students' abilities can be improved by using certain techniques in the learning process so students are more experts or master.

### 2. Effectiveness

Effectiveness is attainment from the target which be measured and can give an expected result. The effectiveness of this research means the significant improvement of students' vocabulary mastery is indicated by the significant value  $\leq$  of 0.05.

### 3. Media

According to Naz and Akbar, "Media are the means for transmitting or delivering messages and in teaching-learning perspective delivering content to the learners, to achieve instruction".

### 4. Memrise Application

Memrise is an online course using playstore used by the 12th grade to learn vocabulary skills. This Application trains Users to understand and remember vocabulary easier for students. It contents more than 200.000 courses, one of them is an Irregular course that was used by the researcher to improve the student's mastery of Vocabulary skills at Third grade of MAN 1 Pasuruan.

## 5. Mastery of Vocabulary

Vocabularies haunt learners of English from the beginning to the end of their studies in the school. Full mastery of vocabulary seems to be very rarely achieved. Mastery is a term that all educators use and believe they understand well.<sup>4</sup> Thomas R. Guskey and Eric M. Anderman, “Getting Students to Mastery” / P. 18-23.

Vocabulary mastery is competence to know words and their meaning. Meanwhile, the vocabulary skill is among the some of the most commonly used vocab in the language, which has forms that differ from the regular tense form.

Mastery of Vocabulary is understood, among some of the most commonly used vocab errors in the language, which have forms that differ from the regular tense form.

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<sup>4</sup> Thomas R. Guskey and Eric M. Anderman, “*Getting Students to Mastery*” / P. 18-23.