

CHAPTER I

INTRODUCTION

This chapter researcher presents the reasoning of the research why this research is worth to do. This chapter consists of seventh sub-chapters. They are composed of background of the study, statement of the research problem, objective of the study, significance of the study, hypothesis of the study, scope and limitations of the study, and definitions key terms.

A. Background of The Study

Language is an important component of human activities, because language is used to communicate. Meanwhile, when communicating, it takes vocabulary to perfect a communication. In addition, Richards and Renandya (2002: 255) argue that vocabulary is a core component of language skills which provides the basis for students' speaking, listening, reading, and writing skills. Therefore, lack of vocabulary mastery can hamper communication. According to Lightbown and Nina (2006:96), for most people, the importance of vocabulary seems very clear. As is often mentioned, we can use words that are not in the correct order, pronounce them correctly, or mark them as correct.

Vocabulary can be gained by adding a lot of insight and keep practicing. For example, at school, teacher explains a material using English, then students are asked to provide feedback about the material that has been explained. Students who have a lot of vocabulary will easily respond to the material presented, but students with little vocabulary will feel confused apart from not understanding the material

presented, but also not being able to respond perfectly. So it can be said that many students have difficulty when they learn English because they have little vocabulary. Scott and Lisbeth (1995:17) write that, “a very important way to help students progress from dependence on books and teachers to independence is to provide them with the necessary tools. One of those tools is classroom language”. It explains that how the teacher needs to find a way out when he meets some students who do not understand what is being conveyed if the students’ vocabulary is known to be a little. Without adequate vocabulary and strategies to increase new vocabulary, students’ abilities and achievements are bound to be hampered, so that they inevitably miss learning opportunities.

Actually learning vocabulary can be easily understood if students can see the object directly, as stated by Scott and Lisbeth (1995:5), “don’t rely on the spoken word alone. For that as a young student, most activities should include practice and engage the senses. Teachers need to prepare lots equipment and make full use of the school and its surroundings. Show what teachers wants their students to do to improve their abilities. As a child ages, balance will change, but Fascination and resourcefulness will always help students learn”. In other words, the teacher must have interesting media and strategies that are easily accepted by their students. As technology advances, many media can be used easily. Heinich (2002:6) states “media and technology have affected education”. Seeing that SMP Darussalam Kademangan uses smartphones as a medium for student learning, the teacher can direct students to improve vocabulary mastery through smartphones. Smartphones can be a learning tool that makes students more interested, because this tool makes

most students focus their attention. It is also known for students that smartphone is a tool that is not boring and can attract students' attention.

Besides that, the problem that arises is that many students at SMP Darussalam have difficulty in learning, especially English. Therefore, students tend to feel bored quickly and do not lose motivation when attending lessons, because of the limited vocabulary they have, which hinders their learning process. For this reason, teachers need to find ways to improve students' vocabulary mastery so that students can be motivated to learn English easily and fun. Like using a game that has an educational purpose. Jill (1999:4) states that: "the game is an activity with rules, objectives, and elements of fun". There are applications that provide a variety of English material as well as many games that can attract students' attention to try it. The application is the Hello English application. An android-based application that can increase vocabulary easily because users can immediately apply it orally and in writing.

Research that examined about vocabulary and about Hello English application has been done by previous researchers. Just like Yuanita (2019) also conducted a study using Hello English application, her research results show that the Hello English can as English learning media and makes students more interested in learning English especially in speaking. Listiani (2020), the results of her research show that there are 3 kinds of vocabulary discovered by Hello English in the first phase but they are still divided into some categories, and based on the four components of the Graves comprehensive method, Hello English Application is feasible in vocabulary teaching.

Based on the background that has been presented, this study objective to determine the significant difference scores before and after being taught by using Hello English application towards students' vocabulary mastery at SMP Darussalam Kademangan. So the researcher intends to conduct research entitled "The Effectiveness of Hello English Application towards Students' Vocabulary Mastery at SMP Darussalam Kademangan".

B. Statement of The Research Problem

Based on the background, the problem that would be formulated by the researcher is "Is there any significant difference scores between the students' vocabulary mastery before and after being taught by using Hello English application?"

C. Objective of The Study

Based on the problem, the objective from the study is to know the significant difference scores before and after being taught by using Hello English application towards students' vocabulary mastery.

D. Significance of The Study

a. For the students:

This application will enrich students' vocabulary with proper spelling and writing, as well as easy and fun vocabulary enhancements.

b. For teachers:

Hopefully, this study can foster teacher's insight in creative teaching media and strategy. Besides that, teachers' get new experiences by using this

application as an alternative media that is easy and interesting to enrich students' vocabulary mastery in their learning process.

c. For further researchers:

Researcher gets new information about effectiveness of Hello English application towards students' vocabulary mastery. This application is a medium that can be used as an additional learning or exercise routine, such as reading, writing and speaking.

d. For readers:

Theoretically, the researcher expected the result of this study can provide useful information and expensive knowledge for the readers, specifically about the effectiveness of the Hello English toward students' vocabulary mastery.

E. Hypothesis of The Study

Based on the research problem, there are two kinds of hypothesis formulated; they are Null Hypothesis (H_0) and Alternative Hypothesis (H_a).

1. Null Hypothesis (H_0):

There is no significance difference scores between the students' vocabulary mastery before and after being taught by using Hello English application.

2. Alternative Hypothesis (H_a):

There is significance difference scores between the students' vocabulary mastery before and after being taught by using Hello English application.

F. Scope and Limitation of The Study

To avoid misinterpretation to the problems, the researcher would like to limit the scope of the study. The researcher wants to know whether Hello English application can be effective towards students' vocabulary mastery, or not, especially in noun and verb.

G. Definition of Key Terms

1. Effectiveness

Effectiveness is an adjective from 'effective' and '-ness'. In the Cambridge Dictionary, effectiveness refers to the ability to succeed and produce expected results. The meaning of effectiveness in this research is there is difference score from students' vocabulary mastery before and after being taught by using Hello English application.

2. Hello English Application

Hello English is a learning media based on mobile learning. This application made by Culture Alley has been downloaded more than 10 million users and became the best learning media application in 2016. This application has many languages that can be adapted to the user's language, such as Indonesian, English, Spanish, Malay, Indian, etc. This Hello English application also has global and local ranking features that can sort students by the coins they have. This coin is obtained every time you study. So the more coins they have, the higher rank. It can make users more enthusiastic in learning English.

3. Vocabulary

Vocabulary is the first step in any language learning. One of points that students learn is vocabulary. Based on Linse (2005:121) “vocabulary is the collection of words that an individual knows”. Vocabulary can be roughly defined as the words we teach in foreign languages. Vocabulary in this study will be focus on noun and verb.