

CHAPTER I

INTRODUCTION

A. Background of the Study

English was an international language that was very important to learn. It was used by people from different countries to understand each other because they had different languages and it also helped a country to establish an international relationship with other countries. According to Nurhayati (2018) English is a language that has an important role as the language of instruction in communication, especially in international communication and in the development of education, politics, economy and tourism. This made English the language that was widely used in various countries and it made people use it as a second or foreign language. In Indonesia itself, English was used as a foreign language that was learned by students from elementary school to the tertiary level. This required students to study English in school so that they were able to compete in terms of language. However, many students in junior high school had a little difficulty understanding English, such as vocabulary. Consequently, the learners should have studied vocabulary intensively to master the vocabulary of English.

Mastering vocabulary was one of the important elements to master in teaching English. According to Nurhayati (2019), Vocabulary helps people in arranging the sentence to communicate and it can make the language

more variety. Vocabulary skills in English subjects played an important role in understanding the material to be taught. This was because the ability to master vocabulary served as the basis for learning a language. Vocabulary had benefits and an important role in linguistics; the importance of mastering vocabulary lay in the fact that without sufficient vocabulary mastery, a person would not have been able to express ideas and respond to the language they received. Learning English vocabulary was usually done in an integrated manner with other skills such as reading, writing, speaking, and listening. Vocabulary learning was not done specifically during learning because vocabulary existed in each language skill itself. Vocabulary teaching should have been linked to the function of language as a means of communication. Vocabulary should not have been viewed as a long list of words that had to be defined and memorized. On the other hand, vocabulary should have been seen as having an important role in the contextual and meaningful use of language.

In the observation at MTsN 5 Tulungagung on 2nd October & 9th November, the researcher discovered that their vocabulary understanding level was still quite low. There are so many problems in teaching foreign language to junior high school students, especially at the MTsN 5 Tulungagung that must be faced by teachers and students. It can be said that not only the students faces problems, but also the teachers get many problems. The students' problems include pronunciation and lack of language input. The teachers' problems are English is as the limited time

allotment, the lack of fund to make teaching media, teaching methodology (using traditional method). There are too many students in class that the teachers cannot concern to each student's progress.

The first student's problem is pronunciation, because English is foreign language so they get difficulties to pronounce English words. Sometimes their pronunciation and the spelling are different but they guess the words, for example the word "Break", they pronounced /brik/. So, they only guess the word by using their logic. Another problem was lack of language input. Most of students are still passive. If the activities are done monotonously, they were bored because there was no variation in that learning process. The only activity of their learning process in class is they just do the LKS exercises or instruction. The last problem was most students perceived English as a difficult language because they did not know the meaning of the language. This was closely related to their mastery of vocabulary. According to Nurhayati (2014), the lack of mastery of vocabulary can result in some students having difficulty in understanding. This statement was relating to most of them saying that they are lazy to look up dictionary to know the foreign word in the dictionary.

Teacher faces difficulties to teach English. The first problem was the allocation of time. The allocation of time for teaching English to students is very limited; it is only two session (60 minutes) in a week. In this duration, if the teachers are not smart to manage and combine various teaching media, the students would be bored with the lesson. The next problem was the

limited fund to make teaching media. The teachers often get difficulties to make teaching media. They think that to prepare teaching media usually need fund to buy any materials in order to make the interesting and practical teaching media. The last problems were teaching methodology. Some teachers in the school where the researcher conducts research also still use traditional method in teaching English. They come and ask students to do something like doing the instruction of in the textbook or LKS, they seldom speak English. It is really a pity since a teacher is a model for his or her students. Besides, some of them prefer focusing on memorizing vocabulary.

From the statement above it can be said that students need conducive atmosphere to encourage them to learn English. It means that they need certain condition to express their aspiration in joining any enjoyable activities for free. According to Nurhayati (2015), using interesting activities could improve the effectiveness of the teaching and learning process in the class. It was necessary to use learning models that were interesting, fun, communicative and in accordance with the meaning. Teaching vocabulary using this learning model opened opportunities for students to interact, practice analyzing, and conclude the use of the vocabulary they had learned. A good learning model was one that involved students more actively both physically and mentally. Teachers tried to condition learning activities in class in such a way as to enable students to be able to act. However, teachers must help students acquire vocabulary with appropriate teaching strategies. In addition, teachers needed to have

good materials and good preparation in the teaching process. Related to these problems, teachers provided material to students accompanied by visuals. Media that could be used in the teaching and learning process was a 'Learn English Vocabulary TFlat'.

In fact, the modern era offered vocabulary teaching media using multimedia applications that had lots of vocabulary exercises and materials that were also offered via the internet. According to (Kirubahar, J. S. & Ramprasath, 2018), "whoever was able to access the android phone or multimedia would improve their English knowledge". It was supported by According to Nurhayati (2019) In the industrial era 4.0 it is very necessary to have competency in operating technology and learning media or E-learning. This means that every person in this world could enhance their English knowledge as long as they could access the android mobile for multimedia application. One of these multimedia was a software called "Learn English Vocabulary Tflat" Application which offered a variety of content in the form of entertaining and curious English which in addition to being equipped with mini games features, this application provided a vocabulary feature that consisted of gaming, which could help students improve vocabulary mastery easily and pleasantly. The "Learn English Vocabulary TFlat" application was an Android application that had a device capacity of only about 18 MB, and its vocabulary learning features were available for free and only used the internet. This app also had learning levels available so that users could access it after adjusting to

their level. Thus, the use of this application in addition to helping English learners contributed to increasing vocabulary Mastery.

After realizing that vocabulary mastery was an important component in teaching language, the researcher was interested to find out whether the "Learn English Vocabulary TFlat" application was effective in learning English, especially in effectiveness students' vocabulary skills. In this study, the researcher employed media apps that allowed users to access content and information via mobile devices, such as smartphones. Building on this, the researcher utilized the same case as previous studies that used the Duolingo, Quizizz, Hello English and Cake app media. The Duolingo app was an English learning application that could be accessed through mobile devices. This app helped learners learn English in an interactive and fun way, offering free or low-cost learning on some of its features. According to Zamzami (2019), Duolingo had previously proven very effective in teaching receptive listening and reading skills. Duolingo conceptualized an interesting and fun application because it was a gamification application, the users could learn English vocabulary like playing a game. The application utilized audio-visual methods in learning, allowing students to learn English in a relaxed and fun way (Kusumadewi & Widyastuti, 2018). Duolingo made learning activities more creative, effective, and innovative.

The next was Quizizz application from Naimah (2022). Quizizz application as a learning medium to build student inspire in learning

English. The Quizizz game application teaching media made students more interested in learning a language and made teaching easy and effective. This educational game offered benefits in learning media because it was exciting and inspired considerable brain work, allowing students to use their time productively. With interactive quizzes, Quizizz offered a number of features to enhance the fun, interaction, and engagement in the classroom.

Another similar application was Hello English Application from (Astiana et al., 2023). This study found that using the Hello English app improved students' vocabulary acquisition and learning outcomes. This application also used a gamification application, it meant that the students as a user's could learn English like playing a game because this application application utilized audio and visual methods for learning. With gamification applications, students can learn English in a relaxed and enjoyable experience.

The last application that has similar application is Cake application from (Fatin, 2021) Cake application could helped students to acquire and practice memorizing vocabulary learned repeatedly by using internet-based applications. The study found that student's vocabulary comprehension significantly improved after being taught with drill technique in the way student recognizes intonation pattern.

The "Learn English Vocabulary TFlat" application was similar to Duolingo, Quizizz, Hello English app and Cake application. However, what was different about this app was that it had more varied

content, and users could play the native speaker voice versions of spoken recordings after reading the vocabulary. Students also could learn about phonetic transcription of vocabulary. This made it easier for learners to digest and be able to immediately mimic what was written (phonetic) with native speaker audio after reading the vocabulary. Unlike another application above which has multiple languages, 'Learn English Vocabulary TFlat' concentrated only on English learning, especially in Vocabulary Mastery. This research differs from previous ones because it provides new insights into the application of the 'Learn English Vocabulary TFlat' application for students of various levels, where this application had never been researched before.

The researcher used the drill method in this study, supported by previous research, which stated that this method encouraged students' Vocabulary Mastery to improve because it was done repeatedly. This was an effective technical skill that aimed to make the material easily understandable while applying it. The drill method assisted students in enhancing their vocabulary and language proficiency; nevertheless, it had to be employed carefully, combined with other varied learning techniques (Richards & Schmidt, 2010; Harmer, 2015; Nunan, 2015; Thornbury, 2018). The drill method considerably enhanced skills and produced successful outcomes. Nevertheless, its utilization had to be adjusted, taking into account the learning milieu that benefited the students, and it should only be

used on occasion to avoid causing students to become disinterested or bored with language learning.

Based on the previous research above, this research has differences from the previous before. The researcher was wondered about the Seventh Grade Students of MTsN 5 Tulungagung would find the “Learn English Vocabulary TFlat” program useful if they frequently use it for their Vocabulary Mastery. The purpose of this study was to find out whether the effectiveness of “Learn English Vocabulary TFlat” application can effectively help students for the Vocabulary mastery. The researcher intends to conduct experimental research titled **“The Effectiveness of Using “Learn English Vocabulary TFlat” Application toward Vocabulary Mastery of the Seventh Grade Students of MTsN 5 Tulungagung.”**

B. Focus of the Study

The researcher formulates the research problem following the background:

"Is the use of the “Learn English Vocabulary TFlat” Application effective on the Vocabulary Mastery of the Seventh Grade Students of MTsN 5 Tulungagung?"

C. Purpose of the Study

The purpose of this study was to measure the effectiveness of “Learn English Vocabulary TFlat” application and sets clear expectations for the Vocabulary Mastery of the Seventh Grade Students of MTsN 5 Tulungagung.

D. Formulation of Hypothesis

Based on the research problem “Is the use of the ‘Learn English Vocabulary TFlat’ Application effective on the Vocabulary Mastery of the Seventh Grade Students of MTsN 5 Tulungagung?”

The researcher formulates a hypothesis as follows:

1. Null Hypothesis (Ho): There is no significant difference in students' score after learning to use the Learn English Vocabulary TFlat Application and before using the Learn English Vocabulary TFlat Application.
2. Alternative Hypothesis (Ha): A significant difference exists in students' score before and after learning to use the Learn English Vocabulary TFlat Application.

E. Significance of the study

1. Theoretical

The findings of this study should be helpful for future studies who wish to investigate if utilizing the ‘Learn English Vocabulary TFlat’ Application program might enhance specific aspects of learning English vocabulary. This research would likely serve as another source for researcher in the future. Additionally, this research is anticipated to enhance students' vocabulary abilities in the classroom.

2. Practical

a) For the Teacher

The researcher hopes that teachers would be motivated by the findings of this research to become better at teaching English, especially in vocabulary skills by utilizing the "Learn English Vocabulary TFlat" application. The researcher also hopes that teachers can use media more creatively as a teaching technique based on its efficacy.

b) For the Students

The Researcher believe that students can improve their vocabulary mastery by using the "Learn English Vocabulary TFlat" application which displays and is adjusted according to their initial level of vocabulary ability and is equipped with attractive pictures that are easy for us to understand and is also equipped with a display of letters. The phonetic transcription are available and there is also a correct pronunciation correction feature, making it easier to learn when you are in a learning mood. It is hoped that students would gain and experience improved skills by using this program anywhere and anytime.

c) For the Researcher

This research, the researcher thinks that by serving as a reference, this research aid for other researchers in evaluating the 'Learn English Vocabulary TFlat' application's

effectiveness in enhancing learners' knowledge of particular abilities from various perspectives.

F. Scope and Limitation of the Study

This study only looks at how well students' vocabulary mastery can be effectiveness by reading the vocab and play the game that are available in the "Learn English Vocabulary TFlat" application. The students at MTsN 5 Tulungagung in the seventh grade served as the study's subjects. To fully understand the usefulness of the "Learn English Vocabulary TFlat" application in teaching English, especially for effectiveness their vocabulary mastery, the researcher carry out the research to come to a conclusion.

G. Definition of Key Terms

The researcher offers many definitions or explanations of the key terminology in this study to prevent misunderstandings, as follows:

1. Learn English Vocabulary TFlat Application

"Learn English Vocabulary TFlat" is an educational game developed by TFlat that helps users learn English vocabulary in a fun and interactive way by using a game.

2. Vocabulary

Vocabulary is an important part of the English learning process because without knowing vocabulary, students will experience

obstacles in learning English. There are several aspects in vocabulary, namely word form, word classes and word meaning (translation).

3. Drill Technique

Drill Technique is an exercise with practice that is carried out repeatedly or continuously by students to gain certain knowledge and skills so that they become permanent, stable and can be used at any time automatically.