

CHAPTER I

INTRODUCTION

This chapter presents about background of the study, statement of the research questions, the objective of the research, significance of the research, scope and limitation of the research, and the definition of key terms.

A. Background of the Research

Vocabulary is one of the important aspects of language that enables one to communicate effectively. A broad vocabulary enables one to convey ideas, thoughts, and feelings clearly and precisely. In addition, a good vocabulary also enables one to understand and interpret texts, conversations, and various other communications. Therefore, developing and expanding vocabulary is essential for language learners to improve their language and communication skills. According to some researchers, vocabulary is more important than grammar because learning grammar will be difficult without it. Vocabulary is the basic component to learn language and must be reached by the students to get competence in a language such as listening, speaking, reading, and writing.

One of the most reasons that students difficulty in English lesson is their lack of vocabulary. Students may be considered to be capable of learning English if they have a larger vocabulary. Teachers have an important part in the learning process in teaching students to improve their vocabulary. Teachers must be able to choose methods, strategies, techniques, or learning material that students feel enjoy and interested, so they are excited about

learning vocabulary mastery. Definitely, a teacher uses media for learning but sometimes forgets to improve students' vocabularies.

Enhancing vocabulary is not an easy thing for students; some students are very lacking in vocabulary mastery. This is due to students are passive behaviour when studying English, as well as a lack of enthusiasm and teacher interaction during learning. As a result, students will easily become bored, lose interest, and even be unable to participate in learning. The teacher usually increasing students' English vocabulary using traditional method, so the students do not interest with this media. In general, traditional approach to teach vocabulary, often involve rote memorization techniques, such as writing words on the whiteboard or memorizing lists related to specific content, reading English books, articles, and magazines. Paul Nation emphasizes the limitations of traditional vocabulary teaching methods, noting that "deliberately teaching vocabulary is one of the least efficient ways of developing learners' vocabulary knowledge, but nonetheless it is an important part of a well-balanced vocabulary programme".¹ He emphasizes that "most teaching is neither effective nor efficient," implying that when teachers try to teach 10 new words, only three or four are usually learned.² This highlights the need for more effective ways than rote repetition to improve vocabulary learning in children.

¹ Paul Nation, "New Ways in Teaching Speaking" (Alexandria, Virginia 22314 USA: TESOL, 1994).

² Paul Nation, "How Vocabulary Is Learned," *Indonesian JELT: Indonesian Journal of English Language Teaching* 12, no. 1 (2017): 9–10.

The use of innovative media is the right step in supporting learning activities, which can improve the quality of education in this nation. Sutirman says that media is a component of learning resources or physical vehicles that contain teaching materials in the student environment that can stimulate students to learn.³ Therefore, teachers are guided to improve the quality of education, starting from improving the quality of learning in the classroom by using learning technology media as a support system in increasing student knowledge.

In the globalization era, technology has a significant influence on education, especially in the classroom. Thus, the use of game-based media such as moving objects, images, animations, and sounds can make the learning process more interesting for students and teachers. This media not only makes learning more interactive and interesting but also helps students engage more in the subject matter. As technology advances, teaching approaches can focus more on the individual needs of students and their learning styles, creating more personalized and effective learning experience. Thus, technology can positively influence education, especially in English language learning.

Technological tools are considered essential in the learning process as they provide interactive materials, practice, and immediate feedback. The

³ Muhammad Naharuddin Arsyad and Dinna Eka Graha Lestari, "The Effectiveness of Using Android-Based Mobile Learning Media on the Learning Outcomes of Students IKIP Budi Utomo Malang," *Agastya: Jurnal Sejarah Dan Pembelajarannya* 10, no. 1 (2020): 91.

integration of technology in foreign language teaching allows for more flexible and personalized learning, increases student motivation, and provides access to additional resources that support better understanding and academic outcomes. One example of the use of mobile application as student learning aids is found in a study conducted by Habibie. The study showed that mobile applications support language learning by providing flexible access to materials, allowing students to learn independently, and increasing motivation through interactive features. By utilizing technology, teachers can increase creativity in teaching and help students acquire vocabulary.

One of the mobile applications that can increase vocabulary mastery is a Lingodeer. Lingodeer is a foreign learning application, especially English. This application was designed for children and adults with the main features of interactive and fun lessons, structured and level-appropriate curriculum, practice questions and educational games. Besides focus on vocabulary, this application also focus on grammar, listening, reading, and writing. This application is simple and easy to use. Lingodeer has evolved at the time of writing 300.000 active language learners who are up to the task. This research independently assesses the extent to which Lingodeer, at its current stage of development, meets these expectations. This application can be say as a game, but of course not a typical entertainment game, the game on lingodeer is very closely related to education, especially in foreign language learning. The application combines audio, visual elements, as well as

questions about the grammar and vocabulary of language in a very fun way. In its use, Lingodeer emphasizes more on basic vocabulary, supported by interesting provided such as animations and audio by native speakers that help users learn the language.

The researcher found some several studies that concerning in Lingodeer application have been categorized as follow : there are five research that conducted in Junior High School were effected to use. This researches were conducting by Nursaqian Nisfulaila with the title “*The Effectiveness of Lingodeer Application Toward Students’ Vocabulary Mastery*”. This research using Quasy-Experimental Design.⁴ The next previous study was conducted by Aly Akbar Shadiq Et.al entitled “*The Effectiveness of Using Lingodeer Application in Increasing Eight Grade Students’ Vocabulary Mastery at SMP Islam Malang*”. This research using Pre-Experimental Design.⁵ The next research was conducted by Nur Hasanah Et.al entitled “*The Use of the Lingodeer Application in Enhancing Students’ Vocabulary*

⁴ A Thesis and Nursaqian Nisfulaila, “The Effectiveness of Lingodeer Application Toward Students ’ Vocabulary Mastery Tarbiyah and Teacher Faculty Islamic State University of Raden Intan Lampung 1444 H / 2022 M the Effectiveness of Lingodeer Application Toward Students ’ Islamic State Unvers” (2022).

⁵ Aly akbar Sadiq miftahul Jannah, Trisnian Ifianti, and Chindy Hanggara Rosa.I, “The Effectiveness of Using Lingodeer Application in Increasing Eight Grade Students’ Vocabulary Mastery at SMP Islam Malang,” *Prosiding Seminar Nasional Sastra, Lingua, Dan Pembelajarannya (Salinga)* 2, no. 1 (2022): 386–395.

Mastery". This research using qualitative research design.⁶ The next was conducting by Fadhila Menda Prawita S. Et.al entitled "*The Effect of Using Lingodeer Application on Students' Vocabulary Mastery of the Seventh Grade at MTS Darul Ilmi Batang Kuis*". This reseach using quantitative research design.⁷ The last previous study that conducting in Junior High School was conducting by Dellyana Rahmawati Et.al with the title "*Improving the Vocabulary Ability of Junior High School Students Through Lingodeer Application*". This research using quantitative research design.⁸

Another previous study were conducted in Senior High School. The result of the research were effective to use. The previous study that conducting in Senior High School were conducted by Mei Tri Wahyuni S. with the title "*The Effectiveness of Lingodeer Application to Enhance Students' Vocabulary Mastery at the Tenth Grade of SMAN 4 Blitar*". This research using Pre-Experimental Research Design.⁹ The next previous study

⁶ Nur Hasanah and Siti Maria Ulfa, "THE USE OF THE LINGODEER APPLICATION IN ENHANCING STUDENTS ' VOCABULARY MASTERY" (2024): 71–79.

⁷ Fadhila Menda Perwita Sitepu, "The Effect of Using Lingodeer Application on Students' Vocabulary of the Seventh Grade at MTS Darul Ilmi Batang Kuis" (2024).

⁸ Dellyna Rahmawati and Yuli Astutik, "Improving the Vocabulary Ability of Junior High School Students Through the Lingodeer Application [Meningkatkan Kemampuan Kosakata Siswa SMP Melalui Aplikasi Lingodeer]" (n.d.): 1–9.

⁹ Mei Tri Wahyuni Saputri, "The Effectiveness of Lingodeer Application to Enhance Students' Vocabulary Mastery at the Tenth Grade of SMAN 4 Blitar" (2024), <http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008>.

was conducting by Aulia Putri Alfidzari entitled “*Keefektifan Media Aplikasi Lingodeer Untuk Meningkatkan Penguasaan Kosakata Dasar Bahasa Jepang*”. This research using True-Experimental Research Design.¹⁰

There are also another previous study were conducted in different media. The result of the research were positive. The previous study that was conducted by Alan Jaelani Et.al entitled “*Students’ Perception of Using Duolingo Application as a Media in Learning Vocabulary*”. In this research, the researcher used questionnaire and interview to find out students’ perception.¹¹ The next previous study was conducted by Anton Adi Purwanto Et.al with the title “*Students’ Perception on Using Duolingo for Learning English Vocabulary*”. This study applied qualitatibe analysis techniques and conducted tests, questionnaires, and interviews to collect the data.¹²

06.005%0Ahttps://www.researchgate.net/publication/305320484_SISTEM_PEMBETUNGAN_TERPUSAT_STRATEGI_MELESTARI.

¹⁰ Aulia Putri Alfidzari, “Keefektifan Media Aplikasi Lingodeer Untuk Meningkatkan Penguasaan Kosakata Dasar Bahasa Jepang” (2023), <https://etd.umsida.ac.id/eprint/41220>.

¹¹ Alan Jaelani and Dilla Rachmadanti Sutari, “Students’ Perception of Using Duolingo Application as A Media in Learning Vocabulary,” *In: Bogor English Student and Teacher (BEST) conference 2* (2020): 40–47.

¹² Anton Adi Purwanto and Syafryadin, “Students’ Perception on Using Duolingo for Learning English Vocabulary,” *JET (Journal of English Teaching)* 9, no. 1 (2023): 70–82.

Based on the previous studies it can be seen that the research gap is in the treatment of the students, level of education, media that the researcher use and Language that use in Lingodeer. The previous study only focus on the increasing vocabulary using Lingodeer without paying attention to challenges of the Lingodeer application. This study discuss about the Students' perception of Lingodeer Application. The researcher conducted a study at SMP Negeri 1 Gondang Tulungagung as the object of the research because this school is one of the schools that uses this application. For this reason, the researcher is indeed to conduct a study entitled **“Students’ Perceptions Toward Lingodeer Application in Increasing Vocabulary Mastery at the Eight Grade of SMP Negeri 1 Gondang Tulungagung”**.

B. Formulation of the Research Question

Based on the background above, the researcher states the formulation of the research question as follows:

1. How are the eight grade students' perception toward Lingodeer application in benefit in increasing English vocabulary mastery in SMP Negeri 1 Gondang Tulungagung?
2. How are the eight grade students' perception toward Lingodeer application in challenge in increasing English vocabulary mastery in SMP Negeri 1 Gondang Tulungagung?

C. The Objective of the Research

Based on the statement of the research question above, the researcher sets the objective of the research as follows:

1. To identify the eight grade students' perception toward the benefit of using Lingodeer application in increasing English vocabulary mastery in SMP Negeri 1 Gondang Tulungagung.
2. To identify the eight grade students' perception toward the challenge of using Lingodeer application in increasing English vocabulary mastery in SMP Negeri 1 Gondang Tulungagung.

D. Significance of the Research

This research gives useful information about students' perceptions toward Lingodeer application in increasing English vocabulary mastery at the Eight grade of SMP Negeri 1 Gondang Tulungagung. Hopefully, this research will be beneficial for the teacher, students, and also the future research.

1. For the Teachers

The teachers expect that the Lingodeer application can help students in increasing vocabulary mastery, especially in English, and also can help to solve the problem of the students' difficulties in memorizing the words. The teacher in using Lingodeer application also expected to be fun media to help students so the teaching and learning process will be more interesting and active, especially in the eight grade of SMPN 1 Gondang Tulungagung.

2. For the Students

For the students, Lingodeer application is expected to be fun media so the students will be able to enjoy in the classroom activity

or at home. Therefore, Lingodeer application can use by students everywhere and every time because it help students in memorizing vocabulary and the can use in their daily activity. By implementing this media, it also hope that the students can improve their vocabulary mastery.

3. For the Further Research

This research is expected to give new knowledge for further researchers to do better research on teaching and learning processes, especially in teaching vocabulary. The research findings are also expected to be the references for the future researcher to conduct a similar research studies.

E. Scope and Limitation

To avoid the difficulty in understanding this research, the researcher set the scope of this research that focused on the students' perception of Lingodeer Application in vocabulary, especially in English. The researcher analysed the students' perceptions toward Lingodeer Application in Increasing English Vocabulary Mastery. The researcher is limiting respondents by conducting the research in 8A class students at SMP Negeri 1 Gondang Tulungagung in the academic year of 2024/2025.

F. Definition of Key Terms

To avoid the different perception of key terms that become the focus of this study, the researcher would like to explain several definitions of key terms as follows:

1. Perceptions

Perceptions are the attitudes, ideas, and opinions that students have about a specific subject or instrument employed in their learning process. Perception is the experience of an object, an event, or a relationship obtained through data realignment and message interpretation. This gives meaning to the response stimulus system, which includes attention, hope, motivation, and memory. According to Wood, Perception is the active process of meaning creation through the selection, organization, and interpretation of people, objects, events, situations, and other phenomena.¹³ According to Saks & Johns¹⁴ perception is the process of interpreting messages of our senses to provide order and meaning to the environment.

2. Lingodeer Application

Lingodeer Application is a mobile learning tool that was created to help people learn languages, including English. It provides interactive courses, tests, and other learning materials with the goal of enhancing language proficiency. According to Olena O. Pavlenko et.al Lingodeer is a foreign language learning application,

¹³ Nur Lindawati, Baso Jabu, and Sultan Baa, "Students' Perception on the Use of WhatsApp in Learning EFL during Covid 19 at Remote Area," *Journal of Excellence in English Language Education* 1, no. 4 (2022): 394.

¹⁴ Saks, A.M., & Johns, G. "Perception, Attribution, and Judgment of Others", *Organizational Behaviour: Understanding and Managing Life at Work*, 2011.

with a choice of foreign languages accompanied by several levels that can be used to measure understanding and mastery of the foreign language.¹⁵

3. English Vocabulary Mastery

English Vocabulary Mastery is defined as the comprehensive knowledge and skill in understanding, using, and producing words in English. It includes not just the ability to recognize words but also their meanings, pronunciations, grammatical constructions, and suitable usage settings. Schmitt defines that vocabulary mastery as the ability to recognize word in both receptive (listening, reading) and productive (speaking, writing) contexts.¹⁶

¹⁵ Jannah, Ifianti, and Rosa.I, “The Effectiveness of Using Lingodeer Application in Increasing Eight Grade Students’ Vocabulary Mastery at SMP Islam Malang.”

¹⁶ Laura L. Meyer and Norbert Schmitt, “Vocabulary in Language Teaching,” *TESOL Quarterly* (2000): 9–11.