

CHAPTER I

INTRODUCTION

This chapter includes background of the study, research problem, objectives of the study, scope and limitation of the study, research hypothesis of the study significant of the study and definition of key terms.

A. Background of the Study

Utilizing digital technology as a learning tool is the right step to balance the needs of society 5.0. The development of technology has increased access to various language learning materials and tools, especially for learning English as a second language. Digital technology is raised to support learning environment.¹ Because technology provides easy access to educational materials, anywhere and anytime. Although conventional learning is also effective, the use of technology can also provide interesting innovations in learning, so that students can have a learning experience that is not monotonous.² The use of technology in language learning opens up many opportunities, with greater access to learning materials, innovative learning aids and the possibility of interaction with native speakers.³ In addition, The integration of Information and Communication Technology

¹ Abid Haleem et al., "Understanding the Role of Digital Technologies in Education: A Review," *Sustainable Operations and Computers*, 2022, <https://doi.org/10.1016/j.susoc.2022.05.004>.

² Thi Chuong Pham, "Effects of Using Technology to Engage Students in Learning English at a Secondary School," *International Journal of Language Instruction*, 2022, <https://doi.org/10.54855/ijli.22118>.

³ Marzuki, Abdul G. "The Use of Technology in Language Learning: A Review of Current Methods and Trends." OSF Preprints. May 15. 2024, doi:10.31219/osf.io/r97ku.

(ICT) in English Language Teaching (ELT) is becoming increasingly important in the digital age.⁴ By continuing to harness the potential of technology, we can continue to improve the effectiveness and efficiency of language learning.

English is very important not only for academic need because its mastery is not only limited to aspects of language knowledge but also as a medium of global communication, especially in terms of the economy.⁵ Learning English cannot be separated from mastering the language skills of reading, speaking, writing and listening. And the components of language also include vocabulary, grammar, pronunciation and spelling. All of these components are essential for optimal English proficiency. Learning English cannot be separated from understanding words, so vocabulary is one of the most important components of using English, as vocabulary is likened to a vocabulary. Learning vocabulary is an important role in all language skills.⁶ Anyone who wants to speak, listen, write and even read English well, then increase the vocabulary to support the mastery of these four skills.

Vocabulary is a basic aspect of language learning that affects language proficiency. Vocabulary is the set number of words that make up

⁴ Hani Elmahida and Putri Elbalqis, "THE IMPLEMENTATION OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN ENGLISH FOREIGN LANGUAGE (EFL) TEACHING," *English Education: Jurnal Tadris Bahasa Inggris*, 2021, <https://doi.org/10.24042/ee-jtbi.v14i2.9745>.

⁵ Sri Handayani, "Pentingnya Kemampuan Berbahasa Inggris Sebagai Dalam Menyongsong Asean," *Ikatan Sarjana Pendidikan Indonesia (ISPI) Jawa Tengah*, 2018.

⁶ I P Nation, "Learning Vocabulary in Another Language in Another Language," *English for Specific Purposes*, 2001.

a language⁷ that have meaning in a particular language used to describe objects, activities and ideas that convey information. Vocabulary is the center of language and without sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form.⁸ In addition, learning English vocabulary is a must, because learners who want to be fluent in English must have a large and adequate vocabulary.⁹ Because students master a large vocabulary, the better their language skills are. Conversely, a lack of vocabulary will hinder students' ability to master language skills.

Learning vocabulary can be challenging for students. Building up vocabulary is a complex process that takes a considerable amount of time.¹⁰ Some factors that often cause these problems are difficulty in pronouncing and containing silent words, as well as misunderstanding the meaning. Teaching vocabulary is more than just presenting a new word. In teaching vocabulary, teachers are expected to employ various techniques to make students familiar with the language, enabling them to understand new words more easily. The methods not only help students grasp the meaning of new words easily, but also vary the teaching activity to prevent boredom among students.

⁷ a S Hornby, "Oxford Advanced Learner's Dictionary," *Oxford Advanced Learners Dictionary*, 2005, <https://doi.org/10.2307/3586015>.

⁸ Zhihong Yang. *Learning Words*, July, 2000. London: English Teaching Forum

⁹ Jack C Richards, "Theories of Teaching in Language Learning," *Methodology in Language Teaching: An Anthology of Current Practice*, 2002.p82

¹⁰ Ronald Carter, *Vocabulary: Applied Linguistic Perspectives*, *Vocabulary: Applied Linguistic Perspectives*, 2012, <https://doi.org/10.4324/9780203124659>. p.184

Developing students' interest in learning vocabulary has always been one of the principal challenges for teachers. In addition, to help students master English, many teachers have used various methods and strategies for the same purpose, which are to understand, learn, and remember vocabulary more easily. To select an efficient learning method, there is an attractive, easy-to-use, and user-friendly media that solves all of these problems, and, most importantly, it is offered for free, it is named Language Reactor. It can be used to teach and acquire language in a fun atmosphere.

Several researches have been conducted that are relevant to this research. The first research was conducted by Fakhurririana & Nasrullah (2023) entitled "*A New Concept For Vocabulary Teaching In EFL Classrooms By Utilizing Language Reactor Toolbox On Chrome Extension*" the result of the study showed that the concepting teaching vocabulary utilize LRT is interesting way for teacher to overcome the problem of vocabulary teaching, particularly in students' boredom.¹¹ The second research was conducted by Nasrullah, N. S & Aini, N (2024) entitled "*TED Talk Through Language Reactor In Enriching Students' English Vocabulary For University Level*" the result of the study relevant as the previous research as concepting of teaching vocabulary utilize TED-Talk

¹¹ R Fakhurririana and N S Nasrullah, "A New Concept of Teaching Vocabulary in EFL Classroom by Utilizing Language Reactor Toolbox On Chrome Extension," *International ...*, 2023, <https://jurnalfaktarbiyah.iainkediri.ac.id/index.php/proceedings/article/view/1779%0Ahttps://jurnalfaktarbiyah.iainkediri.ac.id/index.php/proceedings/article/download/1779/698>. p.537-544

with combining LRT can increase students' interest in vocabulary learning, especially for university level.¹² The third research was conducted by Aydin, Karanfil, Zengin (2025) entitled "*Exploring the Role of Language Reactor in English Language Learning: A Metaphor Analysis of Students Perceptions*" the result of this study that using streaming platform such as Netflix with combining AI-driven tools like Language Reactor can provide learners with authentic language exposure as well as interactive features that aid understanding, vocabulary learning and engagement.¹³ The fourth research was conducted by Dizon & Thanyawatpokin (2021) entitled "*Language Learning With Netflix* and now change to Language Reactor with the title "*Language Learning With Netflix: Exploring The Effect of Dual Subtitles on Vocabulary Learning and Listening Comprehension*" the result showed significant positive different in vocabulary learning and listening comprehension after being taught using Language Learning With Netflix a.k.a Language Reactor. The students' that using dual subtitle with language reactor did significantly better than the other two groups who used single subtitle in listening comprehension.¹⁴

¹² Naufal Siddiqi Nasrullah and Nurul Aini, "TED-Talk through Language Reactor in Enriching Students' English Vocabulary for University Level," *Proceeding International Conference on Religion, Science and Education* 3, no. 7 (2024): 485–89, <https://sunankalijaga.org/prosiding/index.php/icrse/article/view/1262.p485-489>

¹³ Tuğba Aydınyıldız, Ferhat Karanfil, and Buğra Zengin, "Exploring the Role of Language Reactor in English Language Learning : A Metaphor Analysis of Student Perceptions" 12, no. 1 (2025): 50–66, <https://doi.org/10.33710/sduijes.1614114.p.50-66>

¹⁴ Gilbert Dizon and Benjamin Thanyawatpokin, "Language Learning with Netflix: Exploring the Effects of Dual Subtitles on Vocabulary Learning and Listening Comprehension," *CALL-EJ*, 2021.p52-65

Although the previous research by Fakhuriana & Nasrullah (2023) has been successfully conceptualized with entitled “A New Concept for Teaching Vocabulary in EFL Classrooms by Utilizing Language Reactor Toolbox on Chrome Extension”, the effectiveness aspect has not been comprehensively tested. Therefore, this research comes to fill the gap by testing the effectiveness entitled “*The Effectiveness of Using Language Reactor Extension Toolbox on Students' English Vocabulary at MTsN 2 Tulungagung*”.

B. Research Problem

Based on the background that has been discussed, the research problem can be formulated as follow:

“Is there any significant difference on students’ vocabulary score with and without being taught using Language Reactor Extension Toolbox on eighth grade of MTsN 2 Tulungagung?”

C. Objectives of The Study

According to the background and formulation of the research problem, the objective of this study is to find out whether there is a significant difference on students’ vocabulary score with and without being taught using Language Reactor Extension Toolbox on the eighth grade of MTsN 2 Tulungagung.

D. Scope and Limitation of The Study

The scope of this study focuses on the effectiveness of using Language Reactor Extension Toolbox on students’ vocabulary. The limitation of this research will be conducted at MTsN 2 Tulungagung, with the subject is the

eighth grade. Also, it involved only in two classes: experimental class and the control class.

E. Research Hypothesis of The Study

The hypothesis of the study is as follow:

1. Null Hypothesis (H_0): There is no a significant difference on students' vocabulary score with and without being taught using Language Reactor Extension Toolbox on the eighth grade of MTsN 2 Tulungagung.
2. Alternative Hypothesis (H_a): There is a significant difference on students' vocabulary score with and without being taught using Language Reactor Extension Toolbox on the eighth grade of English Education at MTsN 2 Tulungagung.

F. Significance of The Study

The significant of this study are:

- a. For the teacher, the research findings will be one of the recommended media to be applied in English teaching to increase students' vocabulary in playful.
- b. For the students, the research findings will be one of recommended media to be applied in English learning to increase vocabulary in a fun and efficient way.
- c. For the future researcher, the research findings will be one of the recommended researchers to be developed according to other perspectives in increasing English vocabulary learning in a fun and efficient way.

G. Definition of Key Terms

1. Effectiveness

Effectiveness is the achievement of targeted results and determines the effectiveness of a variable. The research is considered effective if there is a significant difference in scores between the experimental group and the control group, which is determined by IBM SPSS 27.0 programs analysis that the sig value < 0.05 indicates that there is a significant difference in scores between the control group and the experimental group (H_a accepted). on the other hand, if the value shows sig value > 0.05 , it means that there is no significant difference in scores between the control group and the experimental group (H_a rejected).

2. Vocabulary

Vocabulary is a collection of words that make up a language that has meaning in a particular language used to describe objects, activities and ideas that convey information. Vocabulary is a basic aspect of language learning as the foundation of four skills, namely speaking, listening, writing and reading.

3. Teaching media

Teaching media or often called learning media is anything that can be used to distribute information, stimulate students' thoughts, feelings, attention, and willingness so as to encourage the learning process. it is a tool used by teachers to make subject matter easier to understand, interesting, and memorable for students.

4. Language Reactor

Language Reactor is an extension on chrome was used to display dual subtitle which offers some useful features for vocabulary learning. Those

features include Netflix Catalogue, Youtube Catalogue, Phrase Pump, and Saved Items. Language Reactor is considered part of multimedia, as its browser extensions are designed by utilizing multimedia content such as videos on YouTube and Netflix.