CHAPTER I

INTRODUCTION

This chapter presents Background of the Research, Research Problems, Objectives of the Research, Hypotheses, Significance of the Research, Scope and Limitations of the Research, and Definitions of Key Terms.

A. Background of the Research

To communicate proficiently in English we need to master a large vocabulary, especially for EFL (English as a Foreign Language) students. Vocabulary mastery constitutes a fundamental component of language learning. Proficiency in English requires a comprehensive understanding and command of its vocabulary. Without vocabulary, language would lose its meaning, and without language, vocabulary is just a bunch of words that have no communication function. Richards and Renandya (2002) states that vocabulary is a core component in language acquisition that supports speaking, listening, reading and writing skills[1].

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[1] Jack C. Richards and Willy A. Renandya, eds., *Methodology in Language Teaching: An Anthology of Current Practice*, 1st ed. (Cambridge University Press, 2002) : 255, accessed January 2, 2025, https://doi.org/10.1017/CBO9780511667190.

Therefore, vocabulary mastery plays a very important role because it helps students understand conversations and materials in various situations, both at school and in daily life. From the results of the researcher interview with an English teacher at MAN 1 Tulungagung, it was found that many students still experience difficulties in mastering English vocabulary due to a lack of motivation to learn. Astatia (2019) states that the difficulty is also caused by learning strategies and media that tend to be monotonous and less interesting, thus reducing students' interest in learning vocabulary[2]. Therefore, teachers need to be more innovative in developing learning materials that are more interesting and relevant to the use of language in everyday life, one of which is by integrating technology into the learning process.

Nowadays, technology has become part of students' daily lives. With technology, students can access a variety of original sources, such as news articles, videos, podcasts or native speaker conversations, which provide a more contextualized and immersive learning experience. Erbaggio et al. (2012) emphasizes that the use of technology in foreign language learning has an important role in providing authentic materials for students[3].

Moreover Rogers & Medley (1988) define authentic materials as examples that reflect natural language forms as well as appropriateness in cultural and

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[2] "Astatia, Shara. (2019). Teachers' Difficulties in Teaching Vocabulary at SMP Negeri 2 Jatibarang Brebes (A Case Study of English Teachers at SMP Negeri 2 Jatibarang Brebes)," n.d., 2.

[3] Pierluigi Erbaggio et al., "Enhancing Student Engagement through Online Authentic Materials," *IALLT Journal of Language Learning Technologies* 42, no. 2 (October 2012): 44, https://doi.org/10.17161/iallt.v42i2.8511.

situational contexts, as found in native speakers' use of language[4]. Such materials can increase students' motivation to learn. By reading online posts, comments and discussions on social media, students can discover a variety of vocabulary used in real contexts. They can also understand the meaning of words based on the situation in which they are used, so that they do not just memorize, but also understand the right way and time to use them.

One form of technology that can be used as authentic material is social media. Social media are internet-based digital platforms that enable users to interact, share information, and authentically use language in various contexts, directly supporting vocabulary mastery. Social media itself has various types and functions. Besides being a place for entertainment, social media now also has great potential to be used as a learning tool. One of the popular social media platforms among students that can be used to improve vocabulary mastery is X Application, which was formerly known as Twitter. There are many features in X Application, and one of the features that supports this is threads. Many users have created threads containing their ideas, stories, experience, news, tutorials, tips, and thoughts on various phenomena around them. Threads in X Application consist of a series of interconnected posts on a particular topic. In addition, threads are often accompanied by images, videos and links to make the learning process more interesting and reduce student boredom.

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[4] Carmen Villegas Rogers and Frank W. Medley, "Language With A Purpose: Using Authentic Materials in the Foreign Language Classroom," *Foreign Language Annals* 21, no. 5 (October 1988): 467, accessed January 2, 2025, https://doi.org/10.1111/j.1944-9720.1988.tb01098.x.

Several previous studies have discussed similar topics regarding the use of X (Twitter) in language learning. The first study came from Hasanah and Anugerahwati (2022) showed that twitter can increase achievement in vocabulary at tenth grade students of senior high school, this is shown in the experimental group getting a higher average score than the control group[5]. Students in the control group were categorized as students with "good" achievement, while students in the experiment were students with "very good" achievement. The second research also came from Arumugam et al. (2020) showed that the results of the study found that most EFL students agreed that Twitter plays an important role in EFL vocabulary development at the university level[6]. On the other hand, Azizah (2021) also conducted research on the use of Twitter to improve descriptive text writing skills[7]. The findings of the study showed that Twitter can affect students' writing skills. Not only that, the fourth study was also conducted by Sinaga and Siahaan (2023) at ninth grade student of junior high school[8]. The results of this study showed that the use of Twitter application as a learning media was significantly more effective than

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[5] Uswatun Hasanah and Mirjam Anugerahwati, "Using Twitter to Enhance Secondary school Student's Vocabulary achievement," *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan* 7, no. 5 (May 2022): 175, accessed January 2, 2025, https://doi.org/10.17977/jptpp.v7i5.15248.

[6] Nalini Arumugam and others, 'The Use of Twitter in Learning English Vocabulary: EFL Learners', *International Journal of Academic Research in Business and Social Sciences*, 12.6 (2022) : 1625, accessed January 2, 2025, doi:10.6007/IJARBSS/v12-i6/14163.

[7] "Azizah, (2021). The Influence Of Using Twitter Application Towards Students' Writing Ability In Descriptive Text At The Second Semester Of The Tenth Grade Of MAN 1 Pringsewu In Academic Year 2020/2021," n.d., 67.

[8] Nopaulina Sinaga, Sanggam Siahaan, and Bloner Sinurat, *The Effect Of Twitter Application Teaching Media To The Reading Comprehension Of Grade Nine Students Of Smp Negeri 4 Pematang Siantar On A News Item Text*, n.d., 491.

the lecture-based learning method with newspapers in improving students' reading comprehension.

From several previous studies, X Application has been proven to be effective in language learning, such as reading, writing, and vocabulary achievement at various levels of education. However, previous studies have generally only utilized ordinary tweets, image media and links. To date, there has been no specific research to investigate the effect of using Threads in the X Application on students' vocabulary mastery. In addition, this application has also never been utilized as an authentic material in vocabulary learning at the senior high school in Tulungagung.

Building on the explanation above, the researcher is interested in conducting research on the effectiveness of using Threads in X Application on students' vocabulary mastery of the tenth grade at MAN 1 Tulungagung. The pre-test and post-test focused on vocabulary related to recount text. However, there is no control variable or randomization of sample characteristics in this study because it only includes one group of students. Hopefully, this research will support the learning process in a more interesting way, enabling teachers to help students master vocabulary.

B. Research Problem

Based on the background above, the researcher formulated the research problem as follows: Is the use of threads in X Application effective on students vocabulary mastery of the tenth-grade at MAN 1 Tulungagung?

C. Objectives of the Research

Based on the formulation of the problem above, the objectives of this research is to investigate the effectiveness of using Threads in X Application on the students vocabulary mastery of the tenth grade at MAN 1 Tulungagung.

D. Research Hypothesis

1. H_0 (Null Hypothesis)

The use of Threads in X Application is not effective on students vocabulary mastery of the tenth-grade at MAN 1 Tulungagung.

2. H_a (Alternative Hypothesis)

The use of Threads in X Application is effective on students vocabulary mastery of the tenth-grade at MAN 1 Tulungagung.

E. Significance of the Research

The findings of this research are hopefully able to provide practical benefits and meaningful contributions to several parties as follows:

1. For Students

This research hopefully inspires students to learn vocabulary by utilizing Threads in X Application.

2. For Teacher

For English teachers, this research is hoped to enhance and motivate them to be more creative and innovative in using digital platforms, such as Threads in X Application, as a strategy in teaching vocabulary.

3. Other Researchers

Other researchers can use this study as a useful reference source for further research on the same topic, such as vocabulary teaching.

F. Scope and Limitation of the Research

The scope of this research includes a study on the effectiveness of using Threads in X Application in teaching vocabulary to the tenth-grade students of MAN 1 Tulungagung in the academic year 2025/2026. Meanwhile, the limitation of this research is students' vocabulary mastery, especially vocabulary related to recount texts taken from Threads in X Application.

G. Definition of Key Terms

This research uses certain terms that require definition as follows:

1. Vocabulary Mastery

Vocabulary mastery is a person's ability to understand and use vocabulary precisely and clearly in a variety of situations. Mastery of this vocabulary makes it easier for a person to convey messages, understand reading, or communicate fluently both verbally and in writing.

2. X Application

X Application was previously known as Twitter. X Application is a social media platform where users share information in the form of text, images, videos, and links with a maximum limit of 280 characters in a

single tweet. Twitter has several main features, such as tweets, threads, retweets, likes, reply, hashtags, and mentorship.

3. **Threads in X Application**

   Threads in X Application is a series of posts arranged in sequence to convey more information. Threads are often used to share opinions, personal experiences, knowledge, tutorials, news, or current phenomena that require more detailed explanation.