

## CHAPTER I

### INTRODUCTION

#### A. Background

In learning English, the fundamental element to be learned is Vocabulary. Vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings (Alqahtani, 2015:26). That is why vocabulary is the foundation to support foreign student language learning. Vocabulary is the first step to learning a language.

Vocabulary has a big role in language learning particularly for foreign learners. There are some serious problems when students learned a foreign language, one of them is the difficulty that students face when they are building the vocabulary. (Zalmansyah, 2013:263) And there are still many teachers who are not realizing yet the importance of vocabulary learning for the foreign young learner. Priyono found that students' limited vocabulary has been the main problem for students in learning English in the EFL context. This problem may have something to do with how teachers and students perceive vocabulary teaching and learning as well as how vocabulary is taught and learned in the practice of ELT. (Priyono, 2004:17-28)

According to Depdiknas 2006, Junior High School students are expected to master 1500 words to help them understand and be able to use the four language skills (Rita, 2019 :4). Rita in her research in SMPN 1 STM Hulu found that the students only master about 200-500 words, counted from they are at the seventh grade until they are the eighth grade. We can discern that students' vocabulary mastery is still far below the standard.

Since the Covid-19 pandemic, the schools have been closed and the teaching-learning process is set as online learning. The learning process at school is the best public tool in an effort for improving knowledge and skills (Caroline, 1979:4). There are a lot of students who admitted that they did not understand

English subjects at school at all, online learning caused a lack of students' enthusiasm and more because the learning method that teachers used is monotonous. A lot of students chose to ask other people to accomplish their assignments and some used an online application to cheat, such as bot on telegram, brain, etc. If this continues to happen there will be a gap in knowledge between this generation. No matter how much deviation Indonesian students receive because of loss of time studying at school still, in the end, students will get a disadvantage which is losing the knowledge they should get (Rizqon, 2020:397).

The lack of vocabulary mastery made students difficult in understanding the lesson and lack the spirit to study English. Furthermore, the learning process held online caused students' learning achievement to plummet. Learning achievement is the level of student success in learning the subject matter in school that is expressed in the form of scores obtained from the result of tests on a particular subject matter (Dewi, 2020:199).

Besides, there are still plenty of teachers who used traditional learning methods which are not suitable to apply in online learning. Mostly the teachers just used the WhatsApp application to deliver the material and likewise to give assignments to the students which made the learning process unattractive and decreased students' interest in studying. In this pandemic and digital era teachers are required to be able to maximize technology and think creatively to stimulate students' interest in learning. Southerland mentioned that Junior High School teachers should gain their students' attention because the student at this age is easily bored (L. Southerland, 2011:1).

Similarly what happened in MTs. Al-Faaizun Watang Palakka. After the pre-observation had been taken in MTs. Al-Faaizun Watang Palakka the researcher found the lack of vocabulary and the students' English development declined during online learning from home.

To avoid problems will occur in English lessons thus in teaching the four skills namely: speaking skills, listening skill, writing skills, and reading skill. The teacher should teach along with vocabulary.

Teaching using mobile learning is a must in this era and this situation. Teachers have to be creative in utilizing technology to maximize the learning process. Moreover, the students are the Z generation. Z generation was born when technology was already available. It's what makes this generation have this generation's high-tech, flexible, smarter, and tolerant culture (Ranny, 2018:63)

Plenty of applications can be used to support the English lesson and are certainly interesting to use. They are: U-Dictionary as an online dictionary, Hallo for speaking, Duolingo, Busu, and many more.

In this research, the researcher applied the Hello English Application as an alternative to teaching and learning English, particularly in teaching vocabulary. As an alternative to improve students learning achievement in MTs. Al-Faazaiun Watang Palakka.

Based on the background, the researcher is interested to conduct a study entitled "The Influence of Hello English Application Towards Students' Learning Achievement in Vocabulary Mastery at The Eight Grade of MTs. Al-Faaizun Watang Palakka"

## **B. Problem Identification**

The researcher provided the following information about the problems to be used as research material based on the background:

1. Students' English development and vocabulary development suffered as a result of online learning from home.
2. Students struggle to understand the lesson and are less enthusiastic about learning English when they lack vocabulary mastery.
3. Teachers use traditional learning methods.

### **C. Research Question**

Based on the background above the researcher formulated the research question of the research as follows: "Does Hello English Application has an influence towards student's learning achievement in vocabulary mastery?"

### **D. Research Objectives**

Based on the problem statement above, the objective of the research is the influence of Hello English Application towards students' learning achievement in Vocabulary Mastery at the eighth grade of MTs. Al-Faaizun Watang Palakka.

### **E. Research Significance**

The result of this study is expected to provide the following benefits:

- a. Theoretically, this research is expected to be a good reference to know the influence Hello English Application towards students' learning achievement.
- b. Practically, this research is expected to be one of the sources of knowledge and information for all people:
- c. For the teachers, this research is expected to help teachers to find a new alternative to teach vocabulary in a fun way and to help them to improve their teaching method.
- d. For the students, this research is expected to help students in enriching their vocabulary in a fun way. So that, it can improve their learning achievement. Due to, Z generation loves technology.
- e. For the next researchers, this will be a comparative study for reference materials.

### **F. Research Scope**

The use of media in learning could support in teaching methods. In this day and age of rapid technological advancements, students can learn to use technological media, one of which smartphone-based learning via a learning application. The use of learning applications enabled students to learn independently and more freely as they explored the knowledge they desire to

master. The use of Smartphone-based learning application also allows students to learn more relaxed and gain knowledge without even realizing it. In this instance, the researcherconcreted on the Hello English Application in the eighth grade of junior high school.