

Chapter 1: Introduction

In this chapter, some topics related to the issue discussed; they are research background, research question, research objective, research delimitation, and research significance.

Research Background

English becomes one of the crucial parts in the world because it is used widely as a spoken language by most of the countries. In Indonesia, English is one of the languages which is included in the curriculum as a foreign language that should be taught in schools. Moreover, as a subject that should be taught in school, English is purposed to develop students' ability in majoring four language skills, such as listening, speaking, reading, and writing. Therefore, the students are demanded to be able to master those language skills by learning the language components, which are sentence structure, pronunciation, and vocabulary.

As one component of language skills, vocabulary is equally important for the students in learning English. It is caused by the role of vocabulary as a basic element for the students in learning the four language skills. It is supported by Alqahtani (2015) cited in Elghotmy & Ghoneim (2016, p.710) who states that vocabulary as the total number of words that are needed to deliver and communicate students' ideas. In associate with this statement, it can be said that the students need to learn a lot of vocabulary in order to learn English and communicate effectively with others.

Based on the observation that the researcher has done when attending the teaching practice program (PPL 2) in SMP N 4 Gorontalo, particularly class VII-8, several problems faced by the students and teachers in the teaching and learning process. The main problems encountered by the students in learning vocabulary are the limitation of vocabulary that they have. For example, when the researcher asked them to introduce themselves, some of them tend to use the Indonesian language to say some English words, such as “Menggambar” for the English word “Drawing” to say their hobby. It is caused by the lack of vocabulary that they have. Besides, their English scores also were at the low level because they are lack of motivation to learn English. Another problem that the researcher found was the learning method that the teachers apply in the classroom. Based on the interview that the researcher has done with some students and English teachers, the learning method which is applied in the classroom was using old methods, such as lecturing method and using the textbook in teaching English without any fun activities. However, those problems can influence the students' vocabulary mastery in learning English. Hence, to increase students' vocabulary, the teacher should provide an interesting media and create fun learning to develop students' vocabulary mastery in the learning process.

One of the media that can be used by the teacher in teaching vocabulary is smartphone application. In this modern society, students can access the learning material easily by using their smartphone. According to Stockwell (2010), the use of smartphones in this era has been affected language teaching studies and practice as well. Besides, Basal et al (2016, p.55) state that the use of smartphone

applications for teaching vocabulary can be more effective than using traditional paper-based activities. On the smartphone, it contains several application games that can increase the students' interest in learning English vocabulary. Therefore, by using smartphones in the teaching and learning process, the researcher believes that it will bring benefits for teachers and students.

Moreover, there are several types of smartphone applications that can be used in teaching and learning English vocabularies, such as *Duolingo*, *Memrise*, *Busuu*, *Hello English*, *FluentU*, *Volt*, *Rosetta Stone*, and *Fun Easy Learn English*. Even though those applications can be used to teach vocabulary, but the researcher attempts to apply the *Fun Easy Learn English* application to teach English vocabulary. According to Rathiga (2017), by using *Fun Easy Learn English* application, it can motivate the students to learn English vocabulary and remember the English word easily. There are several reasons for choosing this application. First, this application consist of six types of game that can build students' interest in learning and their vocabulary mastery can be increased. Second, it is suitable for the students in junior high school, particularly the seventh-grade students. Third, this application is included as an offline game, so that the students can access the game easily in the classroom.

Previously, several researchers have researched to increase students' vocabulary by using several methods. First, a research conducted by Wijaya (2016) entitled "Improving Vocabulary through Duolingo Application in CALL". In his research, the pre-experimental method is used to know the use of Duolingo application to improve the students' vocabulary, especially junior high school

students grade VII at SMP N 1 Bandar Lampung. The result of his study shows that the students' vocabularies are improved by using the Duolingo application. Another research was conducted by Fadhilawati (2016) entitled " Learning and Reviewing Vocabulary through Memrise to Improve Students' Vocabulary Achievement". The objective of her research is to know whether Memrise application can improve the students' vocabulary or not, especially Non-English Department students. Moreover, the result of her study shows that the students' score of pre-test was 60.45 and in post-test were 86.27, which means that the students' vocabulary was improved significantly. Considering the two previous researchers above, it can be seen that students' vocabulary is increased by using a smartphone application, which is Duolingo and Memrise application. Therefore, the researcher proposes other types of a smartphone application to teach students' vocabulary, which is Fun Easy Learn English application.

Related to the explanation above, the researcher attempts to use Fun Easy Learn English application to increase students' English vocabulary. Therefore, the researcher formulates the title of this research, as follows: "Increasing Students' Vocabulary Using Fun Easy Learn English Application".

Research Question

Based on the basic consideration above, the research question emerges in this study is "Can Fun Easy Learn English application increase the students' ability in vocabulary mastery?"

Research Objective

Based on the research question above, the objective of this study is to find out whether the use of Fun Easy Learn English application can increase students' ability in vocabulary mastery or not.

Research Delimitaton

This study is focused on students' ability in mastering English vocabulary, which is noun, verb, and adjective. Based on the syllabus used in SMP N 4 Gorontalo and curriculum 2013 Permendikbud 2016 number 24, the English vocabulary are teach in several basic competences, which are:

- KD 3.5 (mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan be, adjective)).
- KD 3.6 (mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan kalimat declarative, interogative, simple present tense)).
- KD 3.7 (membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan

memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya).

Research Significances

The significances of this study are as follow:

Theoretically, the result of this study is providing more information to all readers about the use of Fun Easy Learn English application in teaching English vocabulary. Practically, students can learn English vocabulary by using this application. For the teachers, they can use Fun Easy Learn English application as one method in teaching vocabulary to achieve the learning goals. In addition, the result of this study can be used as a reference for the future researcher who attempts to investigate the same issue by using this application.