

CHAPTER 1

INTRODUCTION

This chapter present the background of the study, the identification of problem, the limitation of the problem, the problem of study, the objectives of problem, and the benefits of study.

1.1. Background of the study

Globalization has made English the world's most widely spoken language for trade, education, business, and tourism. It means English is much used by people of different mother tongues and countries of origin as language as a contact in immediate interactions. (Fithriani, 2018: 741). In Indonesia, English has become a required subject taught at all levels, from elementary school to university. It has been stated openly in various official government documents, particularly those relating to education. This language has the potential to become a tool for achieving economic goals, international relations, social-cultural processes, and people's professional development. Than "English is the world's most important language in the world, Because English the most frequently taught second language in the world". (Denning, Kessler & Leben, 2007: 3)

Technology is very helpful for activities in the field of education. Teachers and students can take advantage of technology to develop ideas in teaching and learning activities. The emergence of technological tools has provided new opportunities for self-directed learning. (Jones, 2011: 13).

Teachers must think about and apply creative methods and media that will increase students' motivation in learning vocabulary. As stated by Ashraf "If the game is fun, relax, motivates and increases self-confidence, the interest of students will increase." (Ashraf, Motlagh & Salami 2014: 288). For this reason, school teachers must attract the attention of their students, who are young people who get bored easily. They do use media in teaching, but neglect to support it by learning vocabulary with them. In this case, the teaching of four skills must be taught along with vocabulary for language learners to avoid many problems in learning English.

Vocabulary focuses on the words, so that is why this plays an important role in all language skills. However, vocabulary is not only about learning the meaning of the words, we must also know the function of the words when we must use them in a good situation. If we know the meaning and the function of the words, it can make people enjoy expressing their ideas. If the students are still confused and have a limit on their vocabulary, it will cause big problems.

According to Viera “Vocabulary knowledge is an essential tool for any language skill and can be used to understand written and spoken texts”. Because vocabulary is so vital in language learning, it must be taught to kids. Because vocabulary is a tool that connects all the talents, when some people learn about it, they naturally develop their skills step by step. (Viera, 2017: 90). While according to Achmad vocabulary is the owning system communication of participants which are organized from sounds or phonology regularly to syntactically governing and utilizing to express or to interpret the utterance occurred in communication. (Achmad, Ismail & Abdullah2013: 80)

However, basic vocabulary skills are essential for students to acquire before moving on to other skills such as reading, writing, listening, and speaking. Students must have sufficient vocabulary to communicate effectively. It is impossible to acquire other skills without a strong command of and knowledge of terminology. When learning English, students should be aware of the vocabulary because knowing the words will allow them to experiment with how to use them to express themselves and communicate. Vocabulary and other language characteristics are closely related.

The importance of vocabulary alone is not enough to trigger the practice of English Language Teaching (ELT). It was found that teaching and learning vocabulary was neglected in learning English, especially in the context of Indonesian. Impact The situation above causes the most crucial problem in language learning, namely that students still lack vocabulary. Students' main issue in learning English in the context of EFL has been vocabulary. This issue could be related to how teachers

and students perceive vocabulary teaching and learning, as well as how vocabulary is taught and learned in ELT.

Susanto and Halim stated that “Vocabulary mastery play an important role the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language” (Susanto & Halim, 2016: 173). One of the mediums for teaching vocabulary is to use a MALL-based application (Mobile Assisted Language Learning). Mobile Assisted Language Learning can be defined as use of mobile phones in language learning and language teaching. The use of mobile phones in language learning and teaching is referred to as MALL. Technology gadget can be used effectively as a medium to assist in the teaching of vocabulary. Especially an application-based game that can not only increase a student's vocabulary but also pique their interest in studying vocabulary. Furthermore, according to Yolageldili & Arikan ”The advantages game is that learners are motivated to learn the language when are in a game”. Because helpful games encourage learners to recall words and, ideally, phrases. (Yolageldili & Arikan, 2011: 220)

Therefore, researchers want to see how the influence of the U-Dictionary game application. If the teacher applies it in the classroom, it reaches students from SMP Negeri 2 Lawe Sigalagala. This will be aimed at seeing if it will help them to improve their vocabulary or not. Expected to be a positive atmosphere in class. It can also be an alternative way to maintain students' vocabulary. Based on the explanation above, the researcher intends to conduct experiment research entitled: “*The Effect Of Using The U-Dictionary Game Application On Student’s Vocabulary Mastery In Learning English*”.

1.2. The Identification of the Study

The researcher limits this research to students' deficient in English vocabulary, especially the deficient of students in reading texts whose material in English Vocabulary. Researchers limit the problem to grade seventh grade students of SMP Negeri 2 Lawe Sigalagala.

The researchers want to analyze the deficiency faced by students in vocabulary mastery using the U-Dictionary Game Application focusing on analyzing: greetings, pronouns, family, and work students' difficulties in mastering vocabulary at eight grade students of SMP Negeri 2 Lawe Sigalagala.

1.3. The Limitation of Study

This research is limited to use of Application called the U-Dictionary game and looks at the effect of the Application on students' vocabulary. U-Dictionary game application as a media tool, where there are many features for learning English vocabulary such as levels in learning English vocabulary, so many lessons each level, pronunciation words, example sentences, and games. In this study, researchers focused on the use of Game in learning English vocabulary. The types of vocabulary used in this research refers to Yip and Kwan Online games as a tool for learning to teach English vocabulary, namely content words that have definitions in the dictionary such as adverbs, adjectives, verbs and nouns.

1.4. The Formulation of Study

The researcher structured the problem into a research question based on the above study problems: "Is there any significant effect of using the U-Dictionary Game Application on the student's vocabulary mastery?"

1.5. The Objective of Study

In line with the formulation of the problem above, the purpose of this study is to find out significant effect of using U-dictionary game application on students' vocabulary mastery.

1.6. The Significance of Study

There are two benefits of this research, namely theoretical and practical benefit. The expected results from this both theoretically and practically are:

1.6.1. Theoretical Significance

The results of this study are expected to contribute to science English, especially on vocabulary mastery through games U-Dictionary application. They are also expected to be able to contribute as a solution to these problems learning vocabulary in class.

1.6.2. Practical Significance

1. For Teacher

To input teaching materials, the U-Dictionary game application can be used at learning process as an alternative to ordinary learning. In addition, it also improves the skills and competencies of teachers in carrying out the learning process for make it more interesting.

2. For Students

To help students improve vocabulary skills and can increase motivation in classroom learning.

3. Recommendation for Future Researches

To see how much your vocabulary grows after using the U-Dictionary game application.