

## **CHAPTER I**

### **INTRODUCTION**

In this chapter discussed about background of the study, research novelty, research question, the objective of the study, and significant of the study. To know more detail, the researcher explained as follows

#### **1.1. Background of the Study**

EFL can be challenging to learn because it involves studying English as a foreign language in a country where English is not the dominant language. According to Gebhard (2006), EFL can be defined as the study of English by individuals living in places where English is not used as the primary means of communication. He further explains that in such environments, students have limited opportunities to be exposed to English outside the classroom. A similar definition is provided by Harmer (2007), who describes EFL as the teaching of English where students learn the language in their own country or participate in short courses conducted in English.

In education field, particularly language instruction, one significant challenge is the students' lack of interest in studying English, compounded by outdated and generally uninteresting teaching methods (Cameron, 2001). Article 4 Paragraph 4 of the National Education System section of Constitution Number 20 of 2003 emphasizes that education should inspire students, foster creativity, and set examples. Research by Osborn, White, and Bloom, cited in Michelle (2017), highlights that human intellectual development reaches 50% maturity by age 4, 80% by age 8, and full maturity by age 18. This data underscores the need for engaging and effective teaching strategies to improve students' English abilities and interest.

One innovative strategy that has gained traction is the use of technology in teaching English. Ibrahim et al. (2015) noted that game-based learning and other creative approaches are essential. The rising popularity of mobile phones, which now rival personal computers in functionality, offers new opportunities for language learning. Stockwell (2013) explored the integration of mobile technologies into language learning, a field known as Mobile-Assisted Language Learning (MALL). Mobile Assisted Language Learning (MALL) leverages these devices' capabilities, providing a portable and versatile tool for enhancing students' English proficiency (Donna et al., 2021). Applications installed on smartphones can be accessed anywhere, facilitating learning outside the traditional classroom environment (AlQarni et al., 2020). Cochrane (2010) emphasized the potential of smart mobile devices to support both structured learning and spontaneous, learner-generated content. Furthermore, Robert Godwin-

Jones (2011) added the rapid rise of mobile applications and their impact on language learning. He discusses how the portability and connectivity of mobile devices offer unique opportunities for language learners. Godwin-Jones identifies several key advantages of mobile apps, including the ability to provide learners with personalized content, immediate feedback, and the integration of multimedia resources.

Additionally, there is a unique synergy between the advantages of mobile technology and the growing importance of lifelong and informal learning. The researcher hypothesizes that Mobile Assisted Language Learning (MALL) through mobile devices can significantly enhance students' comprehension of English lessons. In developed countries, the majority of language learners now benefit from learning environments that are personalized, engaging, convenient, contextually aware, and accessible at any time and place. The rapid integration of technology into the learning process allows for efficient and flexible education outside traditional classroom settings. This illustrates the critical role of smartphones equipped with educational applications in helping students seamlessly integrate technology into their learning experiences. Such innovative solutions offer a viable method to address contemporary educational challenges and improve English language proficiency.

Based on the researcher's experience in teaching, many students encounter difficulties in learning and speaking English. Speaking is a crucial aspect of language acquisition that enables students to communicate effectively in English. Through speaking, students can express their thoughts, convey messages, and respond to listeners, while also receiving feedback. However, several factors hinder the development of these skills. The primary factor relates to the students themselves. Many lack strong motivation to learn, often perceiving English as an ancillary subject rather than an essential one, especially since it is not the national language. A significant challenge students face in learning English is the limited vocabulary. Vocabulary is a critical component of language acquisition; mastering it allows students to articulate their thoughts and convey messages effectively in English.

To address this issue, the researcher utilized digital technology accessible via smartphones to enhance students' vocabulary acquisition. Technology-based learning is particularly relevant in contemporary education, serving as a medium and cognitive stimulus for students. As Giballo (2019) suggests, technology should function as a mediating tool for cognitive simulation, skill development, and the construction or co-construction of knowledge, thereby fully integrating into the teaching and learning system.

The digital technology utilized by the researcher is the WordUp application. WordUp offers an interactive and context-based approach to vocabulary acquisition, featuring examples from movies, TV shows, music, and more (Gaji, T., 2020). This application aims to make learning enjoyable by providing relevant and engaging content. Unlike other apps, WordUp focuses on the contextual use of words, enriching students' vocabulary through diverse and practical examples. The primary objective of this mobile application is to provide users with the most useful, engaging, and entertaining examples of each word by analyzing content from various sources, including movies, TV series, music, fairy tales, newspaper articles, celebrity quotes, and other engaging materials. A key goal is to make the learning process enjoyable while helping users understand the context and practical applications of each term in everyday life.

In this application, there are several features such as vocabulary, spelling, and games. This mobile application is not a dictionary because this media consisted of material that can make students interested to learn about English specially vocabulary in analyses millions of movies, TV shows, songs, stories, newspaper articles, famous people's quotes and similar captivating material in order to bring the most helpful, exciting and enjoyable examples for each word to its users. Learn English vocabulary using technology considered to be a learning process that is fun for students, attracts students attention, and provides benefits information at once.

While the previous research by Neda Maenza (2020), Musa and Alireza (2021), and Puput Idasari and Lu'luil Maknun (2021) has explored the effectiveness of the WordUp Mobile Application in enhancing English vocabulary and writing skills, there are notable gaps in the literature. Firstly, these studies predominantly employed quantitative methods, focusing on the measurable outcomes of using the application. Consequently, there is limited qualitative insight into the learners' personal experiences and perceptions regarding the application's impact on their language learning journey. Secondly, existing research primarily concentrates on vocabulary acquisition without exploring the broader effects of the application on other language skills such as speaking, listening, and reading comprehension. This study aims to address these gaps by using qualitative methods to delve into the subjective experiences of learners and by investigating the impact of the WordUp Application across a wider range of language skills.

Building on these findings, the current study explores the effectiveness of the WordUp application from the perspective of EFL students. By examining students' perceptions, this research aims to explore students' perception of using Wordup application in learning English.

## **1.2. Research Novelty**

This study offers a new contribution to the field of English language learning by utilizing the WordUp application, focusing on students' perceptions that has been underexplored in previous research. Previous studies by Neda Maenza (2020), Musa and Alireza (2021), and Puput Idasari and Lu'luil Maknun (2021) have evaluated the effectiveness of this application in enhancing students' vocabulary and writing skills using quantitative methods. However, this research presents a different perspective by exploring the subjective experiences of students using WordUp, employing qualitative methods to understand how the application affects their motivation, engagement, and perceptions of the language learning process.

This study not only assesses WordUp as a vocabulary learning tool but also explores its impact on other language skills, such as listening and speaking comprehension, which have often been neglected in previous studies. Through surveys and in-depth interviews, this research aims to uncover aspects that make the application appealing and effective from the students' point of view, including an analysis of its interactive features. The novelty of this research lies in several key aspects that have not been extensively addressed in prior literature.

First, this study goes beyond the quantitative evaluation of the application's effectiveness in enhancing vocabulary acquisition, as frequently done in prior studies, by delving deeper into how the application influences students' motivation and perceptions of English language learning. By using qualitative methods, this research utilizes surveys and in-depth interviews to collect data on students' subjective experiences with the application. This approach allows the researchers to understand how design elements, such as user interface, challenges, and students' expectations, contribute to student engagement and motivation.

Second, the study broadens its scope by evaluating the impact of the WordUp application on various English language skills, including listening, speaking, reading, and writing. While most previous research has focused on vocabulary enhancement, this thesis investigates how the application's features, such as video clips, text transcripts, and interactive exercises, can assist students in understanding and using English in broader and more authentic contexts.

Overall, the novelty of this research lies in its holistic approach to exploring students' perceptions of WordUp as an English language learning tool, considering not only vocabulary enhancement but also its influence on motivation, expectations, and the development of other

language skills. Consequently, this study contributes not only to the academic literature but also offers practical recommendations for educators and application developers in designing and implementing effective and inclusive educational technologies.

### **1.3 Research Question**

Based on study above, this study formulated the following specific research question

1. What are students' perception of using wordup application in learning English?
2. What are students' challenges of using wordup application in learning English?
3. What are student's expectation after learning English by using wordup application?

### **1.4 The Objective of the Study**

Based on research questions above, this study to know specific benefit as follows:

1. To find out students' perception of using wordup application in learning English
2. To find out students' challenges of using wordup application in learning English
3. To find out students' expectation after learning English by using WordUp application.

### **1.5 The Significance of the Study**

This study is expected to be useful, as follows :

#### **1.3.1.Theoretical Significance**

WordUp application can be used as alternative learning in learning English. This application carry out new innovation in learning especially in learning English. Nowday, learning English by using technology is an obligation. The students can be downloaded this application in playstore. The students can learn about vocabulary, writing, and speaking by using WordUp application.

#### **1.3.2. Practical Significance**

- a) For students, the WordUp application can motivate their interest in learning English and improve their English Vocabulary. Besides that, the application is expected to be one of the solutions to helping students learn English, especially English vocabulary. By using modern technology, students participate in contemporary learning in accordance with the technological age, making it easier for students to study anywhere and anytime without the need for formal time. This makes students learn happily and calmly without coercion.
- b) For teachers, learning media is the most important thing in teaching. There are many problems faced by teachers when teaching in the classroom. What makes it difficult for teachers to teach is that students have difficulty understanding the lessons conveyed by the teacher, so the subject matter is not conveyed to them. For that, we need the right strategies

and media to teach students in the classroom, especially English. The WordUp application is one of the recommendations that can be used as a medium for teaching English. The WordUp application offers several platforms for learning English, such as listening, reading, speaking, and vocabulary. On this occasion, the researcher offers the WordUp application as a medium for teaching English vocabulary. Besides that, this application can increase teacher innovation in teaching EFL classroom.

- c) For readers, it can be used as supporting knowledge and can be applied to teaching and learning languages. This can also be one of the recommendations for learning English, not only in English vocabulary. In this WordUp application, you can learn the basics of English, such as listening, speaking, pronunciation, and vocabulary. If the reader is interested in researching this application, maybe the reader can do a comparison or research related to this application. Hopefully, what the researcher presents in this research can be useful for many people.

This study encompasses several key discussions related to the use of the WordUp application in English language learning in the classroom, based on students' perceptions. The discussions are organized as follows:

**Chapter I :** This chapter provides the background of the study, research novelty, objectives, research questions, and the significance of the research.

**Chapter II :** This chapter contains the literature review, including explanations of Mobile-Assisted Language Learning (MALL), perceptions, and the use of WordUp.

**Chapter III:** This chapter covers the research design and methodology, including the research design, participants, data collection, and data analysis.

**Chapter IV:** This chapter presents the findings and discussion of the research.

**Chapter V:** This chapter includes the conclusions and recommendations