

## **CHAPTER 1 INTRODUCTION**

### **A. Background of The Study**

Vocabulary is one important part that must be learned in learning languages, especially in English. Cameron, (2001:73) stated that vocabulary plays an important role for learners in accepting a language, and as one of the knowledge areas in language. Furthermore, the vocabulary is a central role in language learning, because it can be used to develop other skills such as listening, writing, reading, speaking, pronunciation and spelling. Alongside the vocabulary is a central role in language learning, Alqahtani (2015:23) observes that many students used bilingual dictionaries to overcome most problems in the second language by learning to memorized vocabulary also and as a fundamental source for their communicative communication to learn the second language (SLA).

Based on the Alqahtani stated, there were some difficulties faced by students to learned vocabulary in SMPN 8 Gresik. The first is that students easily forgot the words when they had learned. But not all students remember words easily, depending on the ability of each student. Several factors that make it easy for students to forget words are the difficulty of pronunciation, spelling and meaning of more than one. The second is student interest. There were many students do not pay attention when the teacher presents the material because the learning process is boring so students are not interested in the material and do not give feedback during the learning process. The traditional method that is commonly used in Indonesia is that the teacher only asked students to translate the second language into their native language and memorize it.

Attention more in vocabulary teaching is needed because vocabulary is important in second language proficiency. The teacher should prepare all components such as media, materials, and teaching methods in the teaching and learning process well. However, not all teachers prepare well. The teacher usually ignores

one or two components. For example, they prepared material based on lesson plans well, but they do not use media or teaching methods in the right place. So it can make the teaching and learning process ineffective and students will be confused about what the teacher explain.

According to Ogott & Odera (2012:787) shows that the study found that more than 85% of teachers did not use media or technology as a support during learning process, while 80% of them said that the use of media and technology was very helpful in the learning process. Given the importance of this, teachers as facilitators in schools must be able to implement technology-based learning using media.

However, some difficulties faced by students can be overcome in various ways. One of them by using media Lectora Inspire. Mas'ud (2012:1) said that "Lectora Inspire produced and released in 1999 by Trivantis Corporation founded by Timothy D Loudermilk. In 2011, Lectora obtained 5 awards in innovative E-Learning products, Authoring Tool, best presentation tool, and best e-learning technology".

There are several advantages of Lectora Inspire software, such as can display moving images, music, and having unique template. In addition Lectora Inspire also provides a variety of evaluation, such as multiple choice, right/wrong, and matching questions. Another advantage from Lectora Inspire is result product of learning media is using HTML, Single File Executable (.exe), CDROM format so that users can use the learning media without install Lectora Inspire software first.

Akbarini, et al (2018:81) stated the result in their research is the Lectora-Inspire based interactive learning media improves the students learning outcome effectively. The mean score of learning outcome gained shows that the students respond to Lectora Inspire based interactive learning media positively.

However, focus on this study is to know the effects using Lectora Inspire as tool to deliver vocabulary with interactive and interesting to help on student vocabulary achievement.

**B. Limitation of the Study**

The present study focused to study about the effect of using lectora inspire apply in teaching vocabulary about things in the classroom, living room and kitchen, in order to build up students vocabulary mastery.

**C. Statement of Problem**

Based on the problem above, the researcher would like to have: Is there any effect of using lectora inspire media on students' vocabulary achievement?

**D. The Purpose of the Study**

Based on the researcher question above, by using technology based learning media such as lectora inspire expected to help students easy to remembering the words and it can built up their interest on mastering vocabulary. The purpose of the study as follow: To find out the effect of using lectora inspire media on students' vocabulary achievement

**E. The Significance of the Study**

From this study that has been conducted by the researcher can be seen that there are some benefits that can be taken by the reader, especially for the teacher and students.

For teachers

It would give them a description about how to teach and to attract the students to learn about English especially vocabulary learning, they would not be stuck only in some particular teaching strategies. The use of media, in this context "Lectora Inspire" could be a good alternative or variation in teaching vocabulary, where it would make the students enjoyed following the lesson.

For students

The using media in the learning process especially lectora inspire can make learning more interesting for students so that students give full attention to the teacher and the material that given to students becomes easier for students to accept.