CHAPTER I

INTRODUCTION

A. Background of the Study

Vocabulary is an important element for mastering English, because to master a languange, of course students must learn thousand of words. Students must have a lot of vocabulary to master English. Vocabulary knowledge is often known as vocabulary depth which brings speakers to understand the extent of a word (Maskor & Baharudin, 2016). In short, vocabulary knowledge is knowledge of vocabulary components, lexical organization, receptive and productive mastery and fluency. It is not just knowing a word, but also having to understand aspects of the process and word construction (Schmitt, 2014).

Alqahtani (2015) stated that "In English as a second language (ESL) and English as a foreign language (EFL), vocabulary learning items play an important role in all language skills, namely, listening, speaking, reading, and writing". From this statement, it means that vocabulary is a very important and necessary aspect in learning English skills.

In fact, students' English vocabulary mastery still needs to be improved, especially in reading skills. For example, when the teacher gives reading texts to students, students tend to have difficulty understanding the meaning of the text. The lack of students' vocabulary mastery can hinder them to learn new vocabulary. This is due to the lack of interest and motivation of students to learn English, and also the lack of creativity of teachers in creating fun learning, causing students to feel bored (Ansarnur, 2021). Not only that, students often have difficulty memorizing vocabulary and are afraid of learning grammar (Pan et al., 2015). This usually happens because of the lack of interest and motivation of students to learn English which will certainly have an impact on the weak mastery of vocabulary.

In improving English language skills, students need something new in the learning process, student can master English easily if they have motivation and are interested in learning English. Olowo (2020) mentioned that with so many media that educators can use in learning activities, they facilitate students to be more interested in learning materials. Teachers must be able to create creative and fun learning strategies in order to increase students' interest and motivation in learning English. This is in line with the study of Nurhayati and Samiati (2018) that as stipulated in the 2013 curriculum, teachers are required to find fun media and active methods in solving students' intelligence problems.

It is necessary to apply fun media that can improve students' vocabulary achievement. Siregar et al., (2020) stated that the games in the Hello English application has various features that can improve the students' comprehension with English in every meeting, and gave an effect of increasing the students' competency in learning English. Not only that, there has been a study dealing with Hello English application. Anugrah (2021) used the Hello English application to make students more fluent in speaking skills, and the results stated that the Hello English application was effective in enhancing students' speaking skills. In addition, in previous study by Satriani et al., (2019), it is stated that Hello English application had a good impact on students' vocabulary achievement, because in their research, students feel enthusiastic in the vocabulary learning process.

Despite above studies about the use of the Hello English application, little work has focused on students' perspectives of using the Hello English application in vocabulary learning. Therefore, this study aims to explore students' perspective of using Hello English application in learning English vocabulary.

B. Limitation of the Study

This study was limited to explore the perspective of using Hello English application in learning vocabulary by 9th-grade students of SMP PGRI 1 Buduran. The English skills used in this research was limited to reading narrative text.

C. Statements of the Problem

Based on the background of the study above, the problem can be formulated as follows:

What are the students' perspectives on using Hello English application in learning English vocabulary?

D. Purpose of the Study

Based on the statements of the problem, the purpose of the study is as follows:

To explore the students' perspectives on using the Hello English application in learning English vocabulary.

E. Significance of the Study

a. Teachers

It is a expected that the teachers can improve their performance and professionalism in teaching English, as well as their creativity and innovative power in designing learning programs (lesson plan).

b. Students

It is expected that the students can increase their interest in learning English vocabulary.

c. Other researchers

It is expected that this study can be a refererence for other researcher to conduct the research regarding the topic.

F. Definition of Keyterms

a. Hello English Application

The Hello English application is an online

English learning application that can allow learners to learn English and have interactive lessons with topics of English conversation, vocabulary, and grammar developed by Culture Alley (Anugrah, 2021).

b. **Vocabulary**

Vocabulary is all the words that are known and used by certain people. Vocabulary is one of the keys that students must understand if they want to have good knowledge in the four English skills (Sinaga & Pasaribu, 2020).

c. **Perspective**

Perspective is how someone views and evaluates something based on their point of view and experience (Oxford Languages, 2021).

d. **Student's Perspective**

The student perspective is the student's view of learning objectives, learning content, teaching methods, assignments, and assessment (Cohen et al., 2018).