

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

In learning a foreign language, vocabulary is one of elements that links the four skills in English; listening, speaking, reading, and writing. To communicate well in a foreign language, students should acquire an adequate number of words, but also know how to pronounce and use it contextually. Syaputri (2016, p. 2) stated, “The students’ difficulties in learning English is understanding each meaning of words, it is because they tended to open the dictionary and use it shortly without memorize the words”. Also another article, “The biggest problem in learning English is the students get easier to forget the words. They have a problem in vocabulary retention and use it contextually” (Masrurin, 2012). Beside that, every student has different characteristics, interest, and ability. Consequently, they have different learning strategies that were suitable for them. That is why learning strategies in learning vocabulary is very important.

Based on the school that the researcher observed, the students’ interest in learning English was diminished. It was because of the development of technology era, they preferred to use their mobile phone just than learning new words by reading a text book. According to the researcher’s observation in the school, the students’ problem in learning English is because they did not have a lot of vocabulary, so they are not confident to try to speak English. Therefore, if the teacher asked them by using English they always responded by using Indonesian and Javanese. The English teacher only applied lecture method, so there were not any media used in teaching-learning English in the classes. That

is why the technology has an important role to increase students engagement to learn English. Regarding to Ludwig (2018) who stated “The use of mobile app can affect students’ vocabulary performance”.

“Information and Communication Technologies (ICT) can provide a considerable benefit in supporting learning. By using technology in their learning, the students can be active learners. They will be aware of what information they need, why they need it, and how they can get that information” (Huffaker, 2003). “The use of technology is seen as an indicator of a high quality education by many educators, teachers and researchers” (Çakır, 2009). Learning through technology could increase students’ interest in materials they learned. There were so many web sites and so much software used in the learning and teaching process and this helped instructors to draw learners’ attention to the topic being taught in the classroom.

There are enough devices to motivate learners in today’s classrooms, for example, smartboards, tablets, smartphones, computers, projectors etc. It is easy to integrate all of those devices through software and all of them provided a wide range of different modalities for instructors to engage learners in the topic being taught. Duncan (2012) Stated, “Integrating smartphones with the other devices in the class help to enhance individual and group learning outcomes along with enabling more interactive discussions among students”. Using smartphone tools are helpful and practical for the instructors because they can observe the students’ learning (Maurizio Manuguerra, Peter Petocz, 2011). Nowadays, students mastering vocabulary is one of the problems to study English in the classroom activity. Thus, because students’ interest of memorizing new vocabulary disappears, they need a media for improving their interest in memorizing new vocabulary.

Information and communication technology in education is widely used for effective learning throughout the world (Nuri Balta and Duran, 2015). As a kind of information and communication technology, “Socrative” has so many benefits. It has proved to be a useful technology in the field of education. For instance, the results of the study of Coca and J. Slisko (2013) showed that Socrative and smartphones are feasible tools that can facilitate active physics learning in classrooms. T.C. Liu and C. Taylor (2015) indicated that the students’ response systems enhanced students’ engagement with the materials and helped their in-class learning. Furthermore, M. Awedh, A. Mueen, Zafar, and Manzoor (2015) investigated the effect of using Socrative and Smartphones on the collaborative learning of students in computer architecture course in a community college and their results disclosed that collaborative learning and engagement with Socrative through Smartphones in the class improved student learning performance. Based on the previous vocabulary problems, the researcher chose a topic to conduct a study entitled “The Effect of Using Gamified Mobile App on the Students’ Vocabulary Achievement”.

#### B. Limitation of the Study

There were a lot of factors related to students’ vocabulary achievement. This study attempted to describe the students’ vocabulary achievement, where the scope and limitation of the study were limited to the effect of using Gamified Mobile App on the students’ vocabulary achievement which is divided into the subject and object of research.

##### 1. Scope

This research also focused on the use of Mobile app “Socrative” as media in teaching vocabulary.

## 2. Limitation

This research also focused on the students' vocabulary using *Chapter 4* in text book "*Which One Is Your Best Gateway?*" in learning Descriptive text.

### C. Statements of the Problem

Based on the previous study by, Syaputri & Masrurin (2016, p. 3; 2012) the students' difficulties in learning vocabulary were because of translating use of dictionary and there is no strategy to memorize words. Therefore, the researcher wanted to prove the effect of using Gamified Mobile App on Students' Vocabulary Achievement.

Based on the problem stated above and the previous research, the researcher formulated research question as follow: "Is there any significant effect of Using a Gamified Mobile App on Student's Vocabulary Achievement?"

### D. Purposes of the Study

In accordance with the problems above, the purpose of the research was using of Gamified Mobile App on the Students' vocabulary Achievement in the English teaching-learning process. The result of this study : "To prove whether there is or not significant effect of Using a Gamified Mobile App on Student's Vocabulary Achievement".

#### E. Significance of the Study

The result of this research hopefully will give some insights to :

1. the students, to raise students' motivation by giving some challenging learning activity for completing the vocabulary assignment
2. the teachers, teacher should use some techniques or media to increase students' vocabulary achievement by applying Gamified Mobile App.
3. the researcher, the result of this study is expected to give some inspiration for other researchers who are interested in conducting different aspects such as; listening, speaking, reading, and writing especially using gamified mobile app "Socrative".