CHAPTER I

INTRODUCTION

A. BACKGROUND

This study is intended to discover the improvement in student's academic vocabulary using Mobile Assisted Language Learning (MALL). Mastering vocabulary is really important for the students in learning a foreign language, because it appears in the four skills of language; listening, speaking, reading and writing. That is the reason why the students should know words in learning English or a certain language. Knowing more vocabulary helps students in speaking to communicate with people, write and translate the meaning of words when they define English (Wardani, 2015).

For learners, having large vocabularies make them easier to produce language both in speaking and writing. Thornbury in Wardani (2015) said that having a little grammar something can be conveyed but with a little grammar nothing can be conveyed. It means that without vocabulary we can understand nothing. As vocabulary very important in language learning, learners need to gain more words continually. Because of in enhancing vocabulary, learners need to be diligent and learn it routinely.

As the need of gaining vocabulary is closely related to the effectiveness of time, the teacher has to find the solution to make learner feel easy to remind any words at almost every day. As Jordan (1997: 149) states that teaching vocabulary is such an important task in teaching English because vocabulary mastery relates to all language learning achievements and it concerns to all four language skills. Besides that, mastering vocabulary helps students in comprehending the passage,

as Yusuf and Mesut (2015) on their research said that if students know vocabulary items more, they may do better in reading, then if they are good at reading they will enjoy the understanding of words in English (Sen & Kulelia, 2015).

For this reason, mobile offers a solution for learning vocabulary effectively. Learning through the mobile phone or mobile learning helps the learners with the chance to learn every time and everywhere they need (Miangah & Nezarat, 2012). The compatibility of mobile devices takes along several learning chances for language learners. Mobile technology is fast; therefore it offers the language learners with direct feedback (Afzali, Shabani, Basir, & Ramazani, 2017). The students may learn the language in the bus, outside the classroom, on their spare time and everywhere they want as they need (Miangah & Nezarat, 2012).

This research is conducted in SMAN Jatinangor, Sumedang in which was found problem-related to the finding above. The students are lack of vocabulary and it influences the process of their learning. They have difficulties to understand words of English which also influence to other abilities such in writing and speaking. Considering this problem, vocabulary mastery was really an important basic knowledge in learning a foreign language (Wardani, 2015).

Therefore, this research tries to investigate how effective mobile in enhancing students' vocabulary to help them in understanding various texts. Students used their own mobile to get types of vocabularies everyday by using pictorial annotation that are sent by their teacher through WhatsApp application. The previous research focuses on enhancing vocabulary by word mapping strategy. Therefore this research is different from previous research which is focused on enhancing vocabulary by Mobile Assisted Language Learning.

Considering the problem above this research focused on a topic "Enhancing Students' Academic Vocabulary by Using Mobile Assisted Language Learning".

B. RESEARCH QUESTIONS

From the discussion above, this research has formulated the following questions:

1. How is the students' academic vocabulary before using MALL?

2. How is the students' academic vocabulary after using MALL?

3. How significant is the improvement of students' academic vocabulary using MALL?

C. RESEARCH PURPOSES

1. To find out the students' academic vocabulary before using MALL.

2. To find out the students' academic vocabulary after using MALL.

3. To describe the improvement of students' academic vocabulary using MALL.

D. RESEARCH SIGNIFICANCES

This study is significant as theoretically and practically. Theoretically, this research can increase students' vocabulary acquisition that will help them to expand their ability in various English skills.

Practically, this research provides an alternative way for a teacher in increasing student's vocabulary and facilitates the students to gain more vocabulary for learning English.

E. RATIONALE

Vocabulary plays a big role in second language learning. It is very important thing that can be used for the words in the appropriate field, a language user's knowledge of words and the system of techniques or symbol serving as a means of expression (Wardani, 2015). As the importance of vocabulary, technology can be proven in vocabulary learning as the multimedia ways for teachers to present vocabulary (Taj, Hasan I; Ali, Fatimah; Sipra, Muhammad A; Ahmad, Waqar, 2017). Mobile phones, as one of the technologies bring the development of language learning. It offers a powerful hardware and software, which makes them as capable as a computer so that learning becomes more and more convenient (Basal, Yilmaz, Tanriverdi, & Sari, 2016).

The benefit in mastering vocabulary is helping the students in comprehending English word and also providing them any kind of substance for students produce both speaking or writing English. Mastering words as a second or foreign language are very important because it helps the reader understand the text well and it helps the speaker communicate basic ideas

through vocabulary even if the person does not understand how to create a good sentence grammatically (Razali&Razali, 2013). As Nation (2011) in Alqahtani (2015) states in his writing that vocabulary items is a vital thing in English as a second language (ESL) and English as a foreign language (EFL) learning for all language skills (i.e. listening, speaking, reading, and writing). In production, when somebody tries to express his/her ideas they need to have many words that they can choose to produce (Alqahtani, 2015).

Furthermore, a teacher in the classroom needs to have an effective strategy to teach vocabulary. Techniques that can be used by teachers depend on some factors, such as the affectivity, the strategy and the benefit for the students. One of the strategies is using Mobile Assisted Language Learning (MALL) in increasing student's vocabulary. Mobile language learning focused on the mobility of learners or learning and proposed that the features making mobile learning distinctive from traditional learning are its integration of both movable and embedded technologies, its ability to function in both formal (e.g., classroom) and informal (e.g., zoo) settings, its enhancement of both individualized and collaborative/networked learning, and its capability to transform teacher-centered instruction into learner-center learning (Yao-Ting Sung, Chang, & Yang, 2014).

Regarding the use of mobile device in enhancing student's vocabulary, there are two main characteristics of mobile devices are portability and connectivity. As for connectivity, designing the mobile system must have capability of being connected and communicated with the learning website using the wireless network of the device to access learning material ubiquitously including WhatsApp application and mobile e-mail. Portability enables learners to move mobile devices and bring learning materials (Miangah&Nezarat, 2012).

Additionally, some language researcher and students have admitted that vocabulary acquisition can be mediated through digital tools such as connected mobile device. By presenting some lists of vocabulary through the features on mobile device, students are

introduced to how to learn words beyond their knowledge base within their understanding (Fageeh, 2013).

Based on the explanation above, this research in enhancing students' academic vocabulary is decided to be employed in teaching-learning process. This research uses two kinds of variable, the first is students' academic vocabulary using Mobile Assisted Language Learning as the X variable, and the second is the students' academic vocabulary as the Y variable. The variable studied can be seen in the figure below:
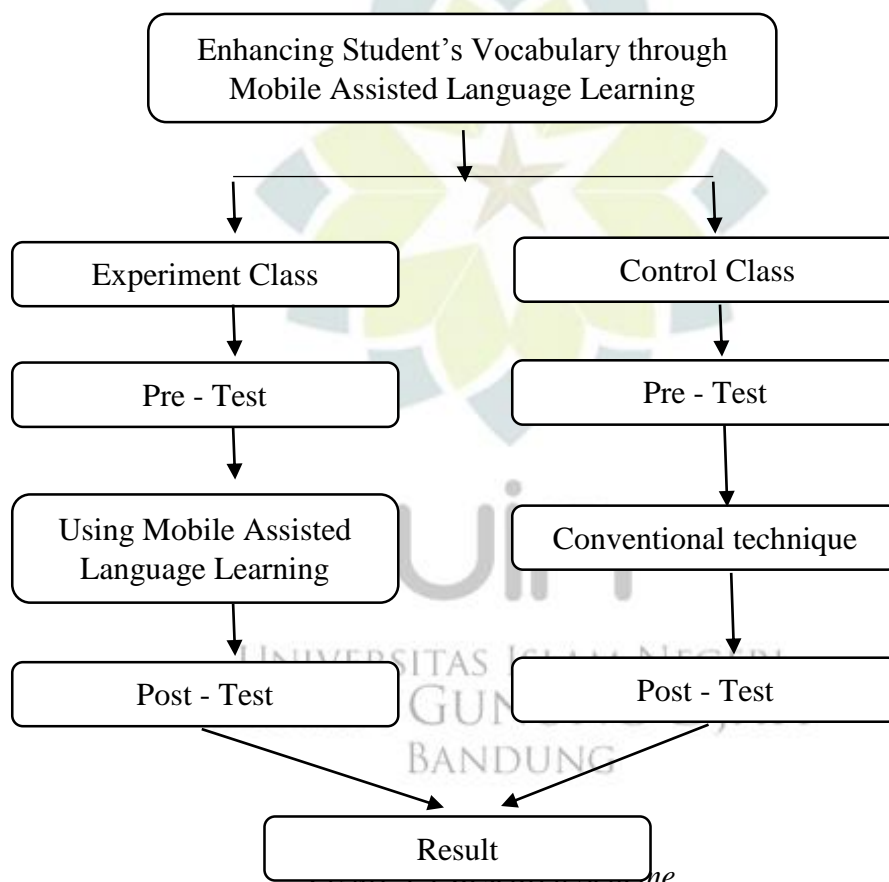

Figure 1.1 Research Scheme

F. HYPOTHESIS

A hypothesis is a tentative statement about the relationship between two or more variables (Chery, 2017). Variable is a factor or element that can be observed and measures and also that can be changed and manipulated (Chery, 2017). However, the writer must also define exactly what each variable is using and what is known as operational definitions.

This research has two variables that will be applied as follow, "X" variable is Mobile Assisted Language Learning as independent variable and "Y" variable is student's vocabulary enrichment as the dependent variable. The relationship of research hypothesis is the effectiveness of using mobile assisted language learning in enhancing student's academic vocabulary.

The hypothesis in this study is an alternative hypothesis (Ha) and the null hypothesis (Ho). The formulated hypothesis is described as follows:

Ha: There is a significant improvement in students' academic vocabulary after using Mobile Assisted Language Learning

Ho: There is no a significant improvement of students' academic vocabulary after using Mobile Assisted Language Learning

G. PREVIOUS RESEARCH

This research was supported by other research's that found in the other place. The researchesare as follows:

A research conducted by Sanaz Jafari and Azizeh Chalak (2016) by a title "The Role of WhatsApp in Teaching Vocabulary to Iranian EFL Learners at Junior High School" discussed about how effective WhatsApp application in vocabulary learning. The research used mixed method design to 60 participants using pre- and post-test to measure how significant the use of WhatsApp in vocabulary learning. The result shows that WhatsApp was an effective tool in vocabulary learning to Iranian EFL learners than the traditional classroom instruction. The means of post-test score of control group and experimental group gave a statistical difference

in vocabulary test. By comparing the scores of learners on pre-test and post-test, it was found that using WhatsApp had significantly affected the vocabulary knowledge of the student. Therefore this research showed that the use of WhatsApp application in vocabulary learning to Iranian EFL Learners gave a significant improvement.

Abdul Aziz I. Fageeh (2013) on his research by "Effects of MALL Application on Vocabulary Acquisition and Motivation" explored the benefits of mobile phone applications to improve vocabulary learning and motivation. This study conducted into 58 students that are divided into two groups (Experiment and control class), using vocabulary test in pre-test and post-test phase. The result shows that mobile device applications harnessed for vocabulary instruction and learning are useful and effective tools. This research also shows that the use of smartphone technology and vocabulary instruction increases the motivation and engagement of most students.

A research by Tayebeh Mousavi and Amin Nezarat by the title "Mobile Assisted Language Learning" in 2012 observed about how effective the use of MALL in language learning. They observed the advantages and disadvantages derived from using mobile technologies for students as well as professionals. The research describes that MALL deals with the use mobile technology in language learning. The student does not always learn a second language in the classroom but they can learn using mobile devices when they desire and whey they are. Learning vocabulary as one of the types of language learning can also be learned by a mobile device. In a study conducted by Chen, et al., (2008) learners are shown a new word as well as pictorial annotation for learning English vocabulary. The result showed that the pictorial annotation assisted learners with lower verbal and higher visual ability to retain vocabulary. As the conclusion, this research showed that MALL can be considered an ideal solution to language learning barriers in term of time and place.

A research by Ahmet Basal, Selahattin Yilmaz, Asli Tanriverdi, & Lutfiye Sari by a title "Effectiveness of Mobile Application in Vocabulary Teaching" in 2016 was explored how effective is using mobile device in teaching vocabulary and learning idioms. A quasi-experimental research design with 50 participants which is divided into a control and experimental group. Based on the posttest results, participants in the experimental group who learned idioms through the use of the mobile application achieved significantly better than their counterparts in the control group with traditional activities, indicating that use of the mobile application was more effective in teaching idioms than the traditional activities.

A research by Fatimah Ali, Muhammad AslamSipra, Imtiaz Hassan Taj and Waqar Ahmad (2017) by a title "Effect of Technology Enhanced Language Learning on Vocabulary Acquisition of EFL Learners" investigated the impact of technology on the EFL vocabulary learning of students at a public university. By using quasi-experimental pretest and posttest control group design, the study conducted on 122 students at the first year at a public university. After six weeks treatment using PCs in the language laboratory and receiving kinds of vocabulary through WhatsApp application, the finding suggested that treatment group was significantly better than that of control group on achievement posttest.

The gap from the explanation of previous researches to this research can be found as follows:

1. The previous researchfocused on how effective is student's vocabulary by using word mapping while in this research isusing mobile device.

2. The previous research used the same method in Saudi Arabia, while this research tries to implement it in Indonesian students.

3. The previous research used Meta-Analysis as the methodology of research, while this research uses quasi-experimental research design.

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