

CHAPTER I

INTRODUCTION

1.1 Research Background

There is a basic aspect in a language, called vocabulary. Vocabulary is a piece of knowledge about the meaning of words (Hiebert & Kamil, 2005). They define vocabulary as an essential language component in language skills. Another earlier definition stated that vocabulary is an important aspect of language development (Nunan, 2005). Nunan (2005) defines vocabulary as the list of words that have their meaning. From those definitions, vocabulary concerns a set of words that have meaning in a particular language. Vocabulary is an essential thing that should be considered to learn in acquiring new languages, especially for Indonesian students. According to Sudarmawan et al. (2022), vocabulary is a substantial aspect of other language skills, including speaking, writing, listening, and reading, as the four core skills. Therefore, vocabulary is a thing that is important for someone's language learning. Consequently, choosing suitable media, tools, and strategies is crucial in facilitating the students' teaching and learning of vocabulary.

The richer vocabulary someone has, the more they can read, write, converse, and understand other people. Nurhaliza and Fakhurriana (2023) mention that a person needs to have good vocabulary knowledge to be more able to communicate. It can show how well they have good language skills. They add that learning and mastering lots of vocabulary is needed to understand and comprehend the context being discussed, both in oral and written form (Nurhaliza & Fakhurriana, 2023). Learning and mastering vocabularies allow someone to communicate effectively in

every situation. Conversely, someone who has a low vocabulary level could find it more difficult to transfer their understanding in, say, or writing. Therefore, vocabulary will help someone be more confident in communicating about something.

The phenomena of Indonesian students need help to learn vocabulary. It is because they were unfamiliar with the words. Some students could easily frustrate when they learn a new language without knowing the meaning of the words. They become bored with the lesson and suddenly lose motivation to learn a new language. This phenomenon is shown by the data from Sudarman et al. (2022), which mention that Indonesian students recently found it hard to recognize some essential words in English. The result of this is also proven by the study from Sudarman and Chinokul (2018), which shows that teenagers have a low vocabulary level. Sudarman et al. (2022) emphasized that Indonesian students, especially teenagers, need to receive more vocabulary in terms of size or depth of knowledge. As a result, Indonesian students may need help to use English correctly. The lack of vocabulary frustrates the students in the early stage of learning a new language. The problem arises and is proven by the Indonesia English Proficiency Index (EPI) data that has remained relatively the same over the years. This data makes the students in the early stage should be pressed.

Due to the lack of vocabulary, students may need help in learning a language. One of the struggles is impacting students' learning motivation. Learning motivation is an effort and desire to learn (Gardner, 2001). Learning motivation is growth to any emotional condition in which someone has to do several things to reach the target (Filgona et al., 2020). Some points state the importance of

motivation, such as making students want to learn, making students reach the goal of the study, making students want to gain lots of sources to support their study, and making students more engaged and actively join the lesson (Filgona et al., 2020; Tarazi & Arafat, 2021). Therefore, learning motivation is needed in the learning process.

However, much data indicates that students in the ESL context are demotivated. Studies in Indonesia found this phenomenon. The qualitative study found that the lack of motivation to learn English in Indonesia is due to the environment (Thuan, 2021). It was found that the use of English is monotone in the classroom. Based on the preliminary study, it is also because most of the teachers at the beginner level have yet to graduate originally and have mastered English. Then, it affected the way students pronounce, grammar, and vocabulary. The need for more vocabulary in Indonesian students can also be seen in the data from PISA 2023. The data shows that Indonesian language achievement does not gradually change over time. One of the causes is that students need more motivation in learning. Due to that, some studies mention using good media to teach English (Hasan et al., 2022; Filgona et al., 2022; Paramita et al., 2022). The use of technology is suggested in order to solve the problem.

The rapid growth of technology has affected the educational field (Paramita et al., 2022). Since the hit of COVID-19 and the effect of technological revolution 4.0, technology has dramatically supported someone's language learning (Hasan et al., 2022; Paramita et al., 2022). Hasan et al. (2022) add that technology can help students enhance their knowledge. They emphasize that the benefits accommodate one skill and other related skills and sub-skills. Mursyidin et al. (2022) also stated

that utilizing technology, especially in acquiring English, will help someone develop their abilities in learning English, especially vocabulary mastery. Also, utilizing technology in EFL teaching may increase students' motivation to learn. Therefore, integrating appropriate technology as a medium in teaching a language offers a benefit.

Jeong (2022) found that the use of technology in language learning, such as in terms of CALL, is actively impacted. Then, the existing term of MALL is formulated (Li et al., 2022). The acronym of that term is called mobile-assisted language learning (MALL). The definition of mobile-assisted language learning is the result of the integration between mobile learning and language learning (Azli et al., 2018; Li et al., 2022; Bin Zou et al., 2020). Mobile-assisted language learning is technology in personal devices (Godwin, 2011). Godwin emphasizes that the word mobile means easy to carry anywhere. Therefore, mobile-assisted language learning is technology as the more straightforward form of computer-assisted language learning. Zou and Yan (2014) stated that MALL allows students to learn independently. It means that students can generate and learn new language skills independently. Looking at the definition by Zou and Yan, Godwin's theory (2011) mentions that MALL has excellent potential to be implemented in EFL/ESL students.

Regardless of the recent skill on 21st-century skills, the new regulation of the Merdeka curriculum suggests integrating technology into Indonesian language teaching. It can be seen from the regulation Permendikbudristek No. 262/M/2022, which states that the activities and assessments in the Merdeka Curriculum are used to support the media. By implementing technology in language learning, students

can acquire lots of information and knowledge in various learning processes. Then, it affected the learning atmosphere to be more fun, interactive, and innovative by involving technology. Moreover, the use of technology as a regulation in the Merdeka curriculum makes the students know the culture of being more independent, changing, and sharing in every learning process.

Modern information and mobile technology should remind ESL/EFL teachers about this pressure (Huffman & Hahn, 2015). So, based on the benefits of MALL explained before, it can affect students' learning outcomes (Li et al., 2022). It oversees language learning, both formal and informal. It also can be done collaboratively or independently. Li et al. (2022) determine the benefits of MALL. First, MALL can solve the problem with limited time since MALL can be accessed anywhere and everywhere. Second, MALL may increase students' 4C skills as the pressure of the 21st century skills. Third, MALL presents learning can be in various models. Fourth, it allows students to learn individually or together. Last, it allows students to do autonomous learning based on their needs. Based on that, it can be drawn that learning through MALL is suitable for today's generations.

Certain previous related studies have revealed the use of the technology in language learning. One of them is the study that discusses the utilization of MALL in learning Arabic for ESL students in Saudi Arabia (AlQarni et al., 2020). This study found that mobile-assisted language learning gives several offers to second-language students. They found that mobile-assisted language learning gives students an opportunity to learn with authentic materials and be more self-directed. Their study also concluded that most ESL students and teachers used mobile-assisted language learning called WhatsApp and YouTube. Here, technology in the

form of mobile-assisted language learning can facilitate both teachers and students to improve learning quality.

As mentioned before, the primary source of problems for Indonesian students in learning English is vocabulary mastery, which affects students' motivation to learn (Dewi, 2021; Sudarman et al., 2022). The more students have knowledge about vocabulary, the more motivation of learning they have and affected other language skills (Dewi, 2021). The sources of knowledge suggest that teachers need to spend extra time, strategies, and media to overcome these issues. Thus, the teacher needs to find appropriate media that can be a solution for learning vocabulary in or outside the classroom and can make the students desire to learn without feeling directly. Based on several suggestions, using MALL can be the best way to assist students' learning outcomes since MALL is a media that can be accessed anywhere and anytime. The use of MALL shows a significant effect on students' academic achievement, especially in improving students' vocabulary mastery as well as their motivation to learn. The MALL is believed to be an alternative since teenagers nowadays like to learn through technology. Teaching vocabulary through mobile-assisted language learning (MALL) could be a suitable medium for learning new words autonomously both in and outside the class. So, the students focus on the material and enjoy learning new words using technology.

The problems of this research need to be investigated further. The problem of this research can be seen not only from the previous studies but also in the observation of high school students. Preliminary observation found that the teacher mainly provided the lesson based on the book. As Sudarman et al. (2022) mention, Indonesia's English textbook provides 400 words annually. It is an exciting topic

that needs to be explored more due to the limited study in integrating MALL for teaching vocabulary and its use to encourage students' learning motivation.

From those explanations, using applications in English language classes will increase students' language ability. It starts by increasing proficiency, ability, and knowledge. Integrating technology in language classrooms offers various varieties (Nurhaliza & Fakhurriana, 2023). In line with the Indonesian regulation, it also mentions that educational media facilitate knowledge from any sources in a practical and efficient way. This way can bring the students' manner to be more enthusiastic after participating in the lesson. Therefore, it can be beneficial for students' source of knowledge and motivation.

Cake application is one of the kinds of mobile applications for language learning. Under the Cake Corp, this application was published in March 2018. Cake Application offers video examples of every day to facilitate someone's ability in practice languages. Utilizing the Cake Application brings alternative choices in facilitating students' language learning. The Cake Application is a new tool for learning several languages. It contains a lot of activities such as listening and watching several videos, speaking some words and phrases, practicing dialogue, fill-the-gap activity, and translating some vocabulary from the first language to the second and target language or vice versa (Momeni, 2022).

Moreover, the Cake application also offers many quizzes for checking and reviewing the material we have already learned. It offers practices around vocabulary, speaking, and listening. The activities provided by this application can make learning fun. The Cake App provides many activities that energize students while learning the language (Redjeki & Muhajir, 2022). Additionally, this

application allows users to choose the video based on their themes and preferences (Momeni, 2022; Redjeki & Muhajir, 2022). Based on several related studies emphasized that in gaining new languages, one's better to learn with practice (Cabrera-Solano et al., 2020; Nibucha & Lakehal, 2021; Silalahi, 2019). By doing some related activities in the Cake Application, learners can quickly know, memorize, and use the set of words or expressions. Studies on the Cake Application reflected that this application is an effective tool in facilitating student self-directed learning. The students feel more motivated to learn because its user-friendly platform offers simple, authentic material and comprehensive English learning features. In line with that, Wilson and Sutrisno (2022) found that Cake Application is a gamification-based learning can increase students' learning motivation. Therefore, this Cake Application is suitable to be integrated in English language learning.

Utilizing the Cake Application in EFL class makes students learn English that is more applicable in day-to-day interactions. Moreover, the results of Octavianita et al. (2022) found that learning vocabulary through Cake Application is facilitated by vocabulary pictures. It is really suitable for learners in the early stage of learning. As Ratminingsih and Budasi (2018) mention, the learner at the initial age likes to learn visually rather than through text. This activity makes students feel satisfied with learning at the introductory stage. Additionally, picture story reading and filler test features can be adopted at the introductory stage to make them ready to know and understand several words (Momeni, 2022: Octavianita et al., 2022).

Some studies revealed the use of Cake Application in English learning, and they found that students like to use Cake Application in their English learning context (Chotimah, 2022; Fitria et al., 2021; Hapipah et al., 2021; Suryani et al., 2021; Yanthi, 2020). Further, Khuong and Ngoc (2021) said that Quizlet and Cake Application is better to implement in an English learning environment. Next, Mursyidin et al. (2022) and Tawali and Kamarudin (2022) reveal that using digital media like Cake Application can engage students' motivation. Oktaviani et al. (2022) describe implementing Cake Application for students' speaking skills. They conducted the study by using a literature approach. Similar to Octaviani's study, Gusti et al. (2022) also found that the Cake Application significantly impacted students' speaking skills.

The above studies were conducted to find the effect of Cake Application on language skills, especially for speaking. Briefly, some researchers suggest utilizing the Cake Application in the English learning process and supporting the learning. Those previous studies focus more on the one skill of the language. Those studies suggest further research on the different aspects of using the Cake Application. There are limited studies that explore the effect of the Cake Application on students' vocabulary and its effect on students' learning motivation. Therefore, to fill the gap in those related studies, this study wants to explore the aspect of vocabulary and learning motivation more. The previous studies have been explored qualitatively by investigating perceptions on using the Cake Application or conducting a literary review. This study is planned to gain the data by using a different research design, called quantitative-quasi-experimental research, with a population of junior high school students. Based on those explanations, previous studies have yet to explore

the use of the Cake Application for both vocabulary and learning motivation. Therefore, this study wants to gain a deeper understanding of that aspect by conducting research with different types of data analysis. Thus, this study is entitled "The Effect of the Cake Application on Junior High School Students' vocabulary Mastery and Learning Motivation."

1.2 Problems Identification

From the research background, it can be identified as follows.

- 1.2.1 The integration of technology in language learning is needed as the new regulation of *Kurikulum Merdeka*
- 1.2.2 Lots of studies stated that students' struggle in learning English due to the lack of vocabulary mastery
- 1.2.3 Students may face problems due to the lack of vocabulary mastery which can affect their learning motivation
- 1.2.4 The use of technology is needed in language learning is still in low pressure
- 1.2.5 Preliminary study found that mostly teacher use textbooks and limited to implement technology during class.

1.3 Research Limitation

This research is limited to finding the effect of using the Cake Application on junior high school students' vocabulary mastery and learning motivation.

1.4 Research Questions

Based on the research background and problem identification stated before, this research has three research questions as follows.

1.4.1 Is there any simultaneous significant effect on the use of the Cake Application on seventh-grade students' learning motivation and vocabulary mastery?

1.4.2 Is there any significant effect of the use of the Cake Application on seventh-grade students' learning motivation?

1.4.3 Is there any significant effect on the use of the Cake Application for seventh-grade students' vocabulary mastery?

1.5 Research Objectives

This research is conducted to:

1.5.1 Find whether there is a simultaneous significant effect on the use of Cake Application for students' vocabulary mastery and learning motivation

1.5.2 Find whether there is a significant effect on the use of Cake Application for students' vocabulary mastery

1.5.3 Find whether there is a significant effect on the use of Cake Application for students' learning motivation

1.6 Research Significance

1.6.1 Theoretical Significance

This research contributes in the form of the theoretical concept of vocabulary mastery which is perceived from phrasal verb, word meaning, and word classes in the topics of food and drink, things in the house, and preposition. This study also gives knowledge about the Cake Application

which offers fun learning which can affect students' motivation both in external and internal motivation in TEYL of EFL context.

1.6.2 Practical Significance

1.6.2.1 Teachers

Teacher may enrich the knowledge about the gamification as a technique and media in teaching vocabulary. In this study, it is the Cake Application which can enhance fun learning atmosphere to motivate the students to more engaged during learning.

1.6.2.2 Students

EFL students can learn vocabulary in a fun way so they do not face frustration during learning. The results of this study are expected to motivate and improve students' vocabulary mastery.

1.6.2.3 Other Researchers

Other researchers with the same interest could use this research as a reference for using mobile-assisted language learning, especially Cake Application, to improve students' vocabulary mastery and motivation.

1.7 Definition of Key Terms

1.7.1 Conceptual Definitions

a. Vocabulary Mastery

Vocabulary mastery is knowledge about the meaning of words (Hiebert & Kamil, 2005). Vocabulary comprises six forms: word classes, word family, word formation, multi-words, collocation, and word meaning (Thorbury in

Hiebert & Kamil, 2005). Therefore, vocabulary mastery is an ability to know, understand, and use the vocabularies in a language.

b. Learning Motivation

According to Gardner (2001), learning motivation is a combination of efforts and desires to achieve the purpose of language learning. In line with that, Garrison (2005) adds that motivation is a quality that motivates someone to do something to get their target. Also, based on several researchers, motivation is assumed to be someone's emotional condition that affects language learning success. Therefore, motivation is someone's ability to reach their learning goals.

c. The Cake Application

The Cake Application is a kind of digital learning media for learning languages. Digital learning media is a media which provides material by electronic system or computers (Setiawan et al., 2015). The Cake Application contains with materials to support the learning process (Momeni, 2022). A Cake application is a kind of technology which was developed in South Korea and provides with the audio-visual, network services, and as the user-friendly mobile learning app (Dewita & Mariana, 2022; Momeni, 2022; Paramita et al., 2022; Redjeki & Muhajir, 2022). Thus, the Cake Application provides the target user with an authentic material with a native speaker.

1.7.2 Operational Definitions

a. Vocabulary mastery

Vocabulary mastery in this study refers to the results of seventh-grade students in their vocabulary tests. The test will be used at post-test and developed based on the school textbook and exercise. The test covers word classes, phrasal verb, and word meaning consist of 24 questions.

b. Learning Motivation

Students' learning motivation in this study is assessed through questionnaires. The questionnaires were developed to modify the Motivated Strategies for Learning Questionnaire (MSLQ). The questionnaire is in the form of a Likert Scale on a 4-point range and consists of 26 questions.

c. The Cake Application

The Cake Application is implemented in this study to check the effect on student's vocabulary mastery and learning motivation. The Cake Application in this study is seen as the media for learning. The activity of fill the blank, listening comprehension, and parroting. This application is a digital media in the form of game-based learning. The Cake Application provides the exercises for vocabulary mastery through some features like personal dictionary like phrasal verbs, word meaning, and word classes.

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Review

2.1.1 Vocabulary Mastery

2.1.1.1 Definition of Vocabulary

Vocabulary is a familiar thing in learning a new language. Vocabulary is commonly defined as a set of words someone uses (Lestari et al., 2022). A brief definition from Hiebert and Kamil (2005) shows that vocabulary is a list of words that have meaning in a particular language. They emphasize that vocabulary is the knowledge of words' meaning and words itself (Hiebert & Kamil, 2005; Nunan, 2005). Nunan (2005) adds that vocabulary is knowledge that aims to vary particular meanings. Therefore, each vocabulary has its own meaning and interpretation for something. Also, vocabulary is a word that an individual uses while communicating (Muslimin & Surjono, 2018). Sudarman et al. (2022) define vocabulary as a word arranged alphabetically, complete with the meanings and explanations about that. Based on those definitions, vocabulary is a set of words that have meaning and are used to communicate in a particular language.

2.1.1.2 Forms of Vocabulary

Hiebert and Kamil (2005) divide vocabulary into two forms. The form is called oral vocabulary and print vocabulary. They define oral vocabulary as a set of words used for oral communication. The oral communication here is used for speaking or reading (Hiebert & Kamil, 2005). Meanwhile, print vocabulary is a set of words whose meaning can be recognized when someone writes or reads