

CHAPTER I

INTRODUCTION

Chapter I outlines research background, identification of problem, research scope, research problem, research purpose and research significance.

1.1 Research Background

English lessons are set up on four basic skills in learning a foreign language. These are listening, reading, speaking and basic writing skills. In order to master those four skills, sub-skills of language play an important role in the learning process. One of the language sub-skills is vocabulary. Vocabulary is an important part of language learning, which receives a great deal of attention across all educational areas, as it encourages the development of all language skills and significantly affects the achievement and progress of students in content areas (Karabacak & Erdem, 2015). The important point for learning vocabulary is the need to learn words in various ways (Amornchewin, 2018) If an individual's vocabulary is richer, the foreign language structure can be better understood. In addition, having adequate vocabulary is necessary for the successful communication (Kassem, 2018).

An integral part of English language learning is learning English vocabulary. If learners expect to understand the language, they should learn more vocabulary and use them in their speaking (Kalati, 2015). In Indonesian curriculum, speaking, listening, reading, and writing are taught as whole but vocabulary is a part of learning that plays as an indicator of each skill of language. Students are expected to identify, understand, and apply new vocabulary. Compared to other

language skills and components, vocabulary is one of the fields that can easily be practiced outside the classroom. Vocabulary knowledge constitutes an important aspect of language development and a fundamental part of learners' general proficiency in a second/foreign language (Nikoopour & Kazemi, 2014). Agca and Özdemir (2013) further stated that the important point of the vocabulary learning is that words of various aspects need to be studied. When the vocabulary of an individual is more abundant, the structure of the foreign language can be understood better. However, Vocabulary learning is a complex and gradual process (Agca & Özdemir, 2013). Many EFL students consider vocabulary the most problematic area of language learning and a real obstacle that threatens their comprehension (Bawa, 2017). Students are not able to communicate adequately in English, although they have taken English courses in their early years. To help students in learning English particularly vocabulary, the use of technology in education is really needed.

Nowadays, the use of technology in education in general and the second language in English (ESL) and the foreign language (EFL) has become popular among educators and scholars as many educational institutions use new technology in traditional classroom environments that includes smart boards, projectors, audio systems and computers. Thus, mobile phones, tablets, computers and many diverse forms of information technologies are in use in today's language learning environments. The invention of wireless technology and the development in mobile technology world have gained much popularity in education field.

In line with that ICT and education are closely related. ICT has contributed to education in many aspects. ICT has assisted teachers and learners in teaching and learning activities in order to achieve objectives of education (Wong & Looi, 2010). There are a variety of forms of ICT available for research and training. One is Computer-Assisted Language Learning (CALL) in schools and universities for many years. However, more and more tasks previously confined to desktop PCs can be performed on mobiles and portables by developing new, powerful mobile phones (Davie & Hilber, 2015). Mobile phone has started to gain popularity and competed with personal computer to meet users' need. The rise of Mobile phone in digital native life is taking place. Language teachers and researchers reacted to this exciting mobile development by promoting the mobile phone for learning languages. The word Mobile-Assisted Language Learning (MALL) was born. Mobile phone has not only served its fundamental functions for communication but also for education support. It provides characteristics, ability and versatility that can be explored for education.

Since the word MALL (Mobile-Assisted Language Learning) is coined, mobile phones have seen an immense rise in. MALL is defined as the use of portable electronic devices such as smartphones and tablets to support language learning (Valarmathi, 2011). The next generation of computer-aided language learning, Mobile Assisted Language Studies (MALL), is a transition from a voluminous desktop or laptop to a portable device that provides the same technical comfort. MALL according to researchers has been associated with some characteristics. A key reason for this growing use of Mobile Assisted Language Learning (MALL) is that mobile telephones are recognized by the student as useful

mini-computers and are mobile technological devices, which are almost always activated (Nobre & Moura, 2017).

The notion of versatility is one of the MALL characteristics. The word is more recently linked to mobile phones. These phones with easy-to-use interfaces, easy access and enhanced data storage and retrieval capability offer a good learning platform (Dashtestani, 2013). This idea provides brand new learning experience for language learners wherever language learning takes place. Students do not always have to study a second language in a classroom. They may have the opportunity to learn it using mobile devices when they desire and where they are. Davie and Hilber (2015) stated that for learning English as foreign language, mobile phone is a good media for drills & practices for vocabulary, English expressions, and practices in English communication.

In 21st century era, learning strategy is also evolving along with the technology processes. Students required to have 4C skills in order to compete in this digital era. 4C skills including critical thinking, creativity, collaboration and communication. Furthermore, with the new student's generation called as Gen Z. According to Santosa (2017), Gen Z are different from students that were born in 1990s, they were born with technology already with them. In line with that mastering vocabulary is also a must in this era in order to be able to communicate efficiently. Providing them with the new approach of learning is a must in order to engage them in the learning process.

Integrating MALL in vocabulary instruction proves to be a promising approach in order to build a collaborative learning. Several studies reveal that learning vocabulary with the help of technology can be more effective than traditional ways. Ou-Yang and Wu (2017) assumed MALL to be an adaptive process level of competence of language students, style of perception and behavior, all contribute to this process. The researcher has therefore developed a system named MyEVA that can use Vocabulary Learning with mixed modes on mobile phones. With this framework for vocabulary instruction, students can understand how vocabulary can influence their style of learning.

Agca and Özdemir (2013) incorporated interactive content into the learning materials and has measured its impact on vocabulary learning. They have also researched the ideas of the students concerning this new learning environment, using 40 students from Gazi University. The participants were divided into two groups at random. 84 vocabulary documents have been selected in the student book. Participants were provided with 2-dimensional Barcode content through mobile phones. It took two weeks for this study. Two weeks later, MALL was found to have a significant impact on vocabulary training of language learners. Vocabulary learning is a lifelong effort that extends beyond the classroom whether it is enabled via a mobile device or otherwise. In short, one must learn new words constantly as technology develops and affects lives. There is still a lack of research that requires quantifying how students work independently for vocabulary education with their mobile devices. In accordance with that scenario, work on MALL in Indonesia has not provided adequate coverage.

Preliminary observation results showed that the 1st semester students, use their smartphone to do others thing outside the learning curve. Smartphone was not fully use to help the students in teaching and learning process. Furthermore, students were having difficulty in expressing their idea. They need to look for words before able to communicate fluently and spontaneously. Vocabulary size test was also conducted during the preliminary observation. The result showed that most of the students is in the Pre-Intermediate level which means they are able to communicate simply and understand in familiar situation with some difficulties. Only few students are in the Intermediate level which means they are able to make simple sentences and they can understand the main points of a conversation but need much more vocabulary.

Based on the consideration above, there is a necessity to increase the researches about the vocabulary learning and teaching processes in our country. Therefore, exploring various approaches to support students' vocabulary acquisition has become a focus of several studies in recent years. This study tries to fill the gap of MALL research in Indonesian context. It investigated the effect of MALL based strategy in teaching vocabulary at English Language Education Department in Universitas Pendidikan Ganesha Singaraja. Previously, many researchers focus only in one mobile application or platform in improving four skills of English language of the students. As the result it gives positive impact for the students' achievement. This present research offers a novelty in investigating the implementation of MALL based strategy in which the activity will combine several mobile application and online platform in teaching vocabulary for higher education students.

1.2 Problem Identification

Vocabulary learning is a complex and gradual process. Many EFL students consider vocabulary the most problematic area of language learning and a real obstacle that threatens their comprehension. Moreover, with the Gen Z students who are more likely to find information on the internet rather than to read their book. Preliminary observation also found that students use their smartphone to do others thing outside the learning curve, students were having difficulty in expressing their idea. Vocabulary size test result showed that most of the students is in the Pre-Intermediate level and few students are in the Intermediate level. Providing students with the new approach of learning is a must in order to engage them in the learning process. Thus, MALL based strategy was chosen to be used in order to engage the students in the learning process.

1.3 Research Scope

This study was limited to the study of investigating the effect of Mobile Assisted Language Learning (MALL) based strategy applied by English lecturer in teaching vocabulary. Moreover, this research investigates the effect before and after the MALL based strategy was implemented in the classroom by the English Lecturer.

1.4 Research Question

Based on the research background above, the research question can be formulated as follows:

“Is there any significant different between the students’ vocabulary mastery who were taught by using MALL based strategy and those who were taught by using conventional strategy?”

1.5 Research Purpose

The objective of this research was investigating the effect of MALL Strategy through Quizizz that is used by lecturer in vocabulary class. Specifically, the objective that needs to be focused more were investigating the students respond before and after MALL strategy was implemented by the lecturer in teaching vocabulary.

1.6 Research Significance

The result of this research was expected to give good contribution in term of theoretical and practical.

1.6.1 Theoretical

The result of this study was meant to make a contribution to the improvement of knowledge; particularly it will offer a contribution to theoretical perception about mobile assisted language learning or MALL approach and its effect to the students’ vocabulary mastery in higher education. This study can be used as reference by next researchers who are inquisitive studying about this matter. Furthermore, this research will provide contribution to the theoretical insights in

teaching English as foreign language (EFL) teaching vocabulary using MALL based strategy.

1.6.2 Practical

The result of this study expected to give positive contribution to the teachers, students and other researchers.

a. Students

The study was useful for students who have difficulty in learning vocabulary in order to have a better understanding of English in particular vocabulary, in the educational program.

b. English Teachers or Lecturers

The teachers can improve knowledge about the latest technology in vocabulary education through this study. The results of this study give the English teacher an inspiration for teaching higher educational students in how to use technology for the teaching strategy. It aimed directly at developing an effective teaching strategy.

c. Other Researchers

The outcome of this study also beneficial other researcher who were doing new research on the subject of mobile assisted language learning or MALL strategy. The result of this study can also lead the researcher to the creation of other research in terms of teaching technology and strategy.