

CHAPTER II

LITERATURE RIVIEW

A. Theoretical Review

1. Mastering English Vocabulary at Junior High School

1.1 Definition Mastery of Vocabulary

The Cambridge Advanced Learner's Dictionary (2008) defines vocabulary as all of the words a person knows and uses, as well as all of the terms in a specific language or subject. In a similar definition, (Hatch and Brown, 1995) define vocabulary as "the particular set of phrases an individual is familiar with and can use in a language." These definitions may give the idea that vocabulary is a straightforward concept, but this perception will quickly go as one discovers that vocabulary includes not just

single words but also multiword phrases, idioms, and even sentences.

Hatch and Brown (1995) quote Haycraft stated that receptive and productive vocabulary are the two categories of vocabulary. When a term is spoken in context, learners can recognize and understand it, but they are unable to produce it in their own words. This is the language that students see or come across when reading material, but they don't utilize it when speaking or writing. (Webb, 2009). Words that students can accurately pronounce, understand, and utilize in their writing and speaking constitute productive vocabulary. It contains the components required for receptive vocabulary as well as the capacity to speak or write when necessary. Therefore, can be understood as an

active process where students generate words to aid in communication. (Webb, 2005).

Junior high school is the level of basic education in formal education in Indonesia which is taken after graduating from elementary school, where English is still one of the compulsory subjects at this level. Students must understand the English abilities and components taught in the English class in order to master the language. Vocabulary is an important aspect of English that students must master in order to master the language.

In one of the SMPN 5 Kota Bengkulu, in seventh grade, a large number of students still struggle with vocabulary. They were unable to react when the teacher requested them to speak in English. Because of their limited language, it was challenging to understand the text's

meaning. They were unable to successfully complete their writing assignments. So, it is reasonable to believe that language is the most challenging subject for students.

Even though it had been in place for a while, the teacher encountered failure and challenges in trying to pique the students' interest and encourage them to utilize English in straightforward practice. It was too common to encounter the circumstance. Vocabulary mastering is essential for success in English since without a lot of vocabulary, it is impossible to use structure or write sentences in English.

Vocabulary is important to learning a foreign language and achieving academic achievement. Limited vocabulary can make it difficult to read, write, speak and listen. Experts have long emphasized the importance of

acquiring a large number of vocabularies in language learning, as Lewis (Maghsodi: 2010) argues that "the single most significant challenge facing language learners is acquiring a large size of vocabularies.

Vocabulary is also important for understanding the lesson and communicating well with others. Students with a lack of vocabulary will have a tough time understanding what is being said. Teaching vocabulary is one of the most important aspects of achieving all four language skills. Similarly, Jordan (1997: 149) states that teaching vocabulary is an important role in teaching English since vocabulary achievement is related to all aspects of language learning and impacts all four language skills. However, teaching vocabulary is

not easy for teachers, and many English teachers are still lacking in creativity.

The teacher must be able to choose and employ a variety of vocabulary-building approaches. Teachers must use a variety of techniques to pique students' enthusiasm in studying English. The choice of teaching technique or strategy is much needed to take into account the material presented, the purpose of the learning, the time available and the number of students, the character of the students and the courses, as well as the issues associated with the teaching and learning process.

1.2 Teaching Vocabulary

According to experts Kimble and Garmazy, as quoted in (Brown, 1984), stated that teaching is a process of guiding a person to learn as well as carry out an action, such as

instructing, guiding learning, and providing knowledge. As a teacher, they will be required to prepare themselves better for teaching so that the results can be successful.

Language teaching includes teaching vocabulary. (Harmer, 1991), teaching vocabulary is certainly more than just introducing new words. To teach vocabulary to students, a teacher must be able to find out the individual students' characteristics. This will allow the teacher to choose appropriate teaching strategies that will encourage student engagement and enthusiasm for vocabulary learning while also improving students' overall English skills.

According to (Nurhayati,2008), there are a variety of factors behind students' struggles with vocabulary learning. First, it was difficult

for students to comprehend meaning of vocabulary. Second, students often have difficulty in remembering all material related to vocabulary. And the last, students often feel confused, how to set vocabulary correctly. The second one came from the teacher. To solve this, teachers should be more innovative in create vocabulary in order to make the teaching and learning process enjoyable, interesting, and feel easier. Teachers can first introduce things, they can see, smell, and play with touch and experience every day. The teacher can utilize media, such as an application on their smartphone, when teaching vocabulary. They can therefore using their smartphone to learn vocabulary in addition to playing games. In this research, the researcher utilizes the Hello English application as a student Vocabulary

teaching media. The use of this media is also assisted by learning while playing methods. (Sri Dewi Agustina, 2012) The benefits of learning while playing methods for students, students will be easier to understand the subject matter being studied because it is presented in the form of games.

1.3 The Technique of Teaching Vocabulary

The following are a few strategies for teaching vocabulary (Brewster, Ellis, and Girard mention, 1992).

a) Using Application, Students will be more motivated to study vocabulary if they are exposed to engaging media or applications.

Using vocabulary-based learning media will be more enjoyable for pupils and will help them feel more comfortable. Students will benefit from their enthusiasm in learning

new vocabulary, like being able to remember and memorize the vocabulary they have learnt. The Hello English application is one of the best ways to teach students vocabulary quickly and easily. Many people find it helpful to learn English, especially in learning vocabulary by using this application.

- b) Using Objects, (Gains & Redman, 1986) stated that when teaching concrete vocabulary to beginners or young learners, the teacher must use real objects that can be seen directly. Like objects from classroom or items brought in from outside. Objects can be used to convey meaning when the vocabulary is composed of concrete nouns.

c) Drawing, both the chalkboard and flash cards can be used as a draw object. If constructed of cards and coated in plastic, students can be using repeatedly in various situations. They can support students in quickly comprehending and realizing the first thing they have learn in the classroom.

Based on the theories described above in detail, the researcher can draw the conclusion that the students ' vocabulary mastery in the context of this study is defined as the mastery of the vocabulary of a language and their ability to use the vocabulary both oral and written, as well as need for appropriate teaching method/technique used by teachers in teaching students new vocabulary. Where there are several indicators that can be taken from the explanation above, the following include: a) a

large vocabulary; b) related to all aspects of language learning; c) limited vocabulary.

2. Hello English Application in Teach English Vocabulary

2.1 Definition of Hello English Application

Maylan (2018) said, Hello English is an education application in smartphone which could help users in understand English. Hello English is a mobile application designed specifically for learning the English language that provides in-depth language proficiency through games and engaging scene. (Hidayati and Diana 2019, 197).

This app's features include lesson explanations and descriptions, lesson quizzes, one-versus-one games that are related to English lessons, and the user earns coins from the games, quizzes, and explanations. These coins serve as both a user achievement and a key to unlocking additional

lessons. This program can help you with communication skills, vocabulary, grammar, spelling, and listening, reading, writing, and reading.

Lieungnapar (2019), Puspitaloka et al (2017), and Sivakumar (2015) had explored and experimented that the Hello English application can help and improve students' English language learning. The best free application to utilize as a medium for learning English for people who wish to increase/improve their English skills, especially vocabulary, is this app, which is recognized as the top education-based software in Asia. Hello English was developed by a company called CultureAlley from India. In this application, we can learn our vocabulary and English skills directly from Indonesian and can also from other languages as

well. More than 24 million people have downloaded Hello English app, in 2016 GOOGLE enthrone Hello English app "best app of 2016" and IAMA called it "Innovative App of 2016."



Figure 2.1 Logo HE App

This application has developed a straightforward and simple method for learning English vocabulary. Along with basic translations, extra images have been created specifically to illustrate activities that are suited for unfamiliar phrases. As you progress through

this software and learn to use it, your English vocabulary will continue to grow.

2.2 Hello English Features in Teach English Vocabulary

At this point of discussion, the researcher will explain some of the features contained in the “HE application” that will be used in teaching vocabulary to students, the researcher also displays its features in the form of pictures.

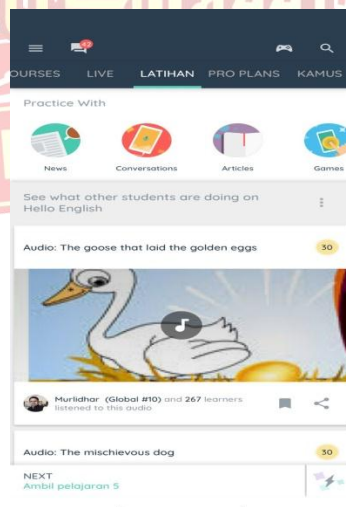


Figure 2.2 HE Features

The following are some of the features of the "HE" app:



Figure 2.3 Article Features

Article: Contains numerous readings that students may use to learn new vocabulary and to learn the meaning of words. Students only need to click on one word, and the meaning of the word is quickly discovered, as seen in the images below.

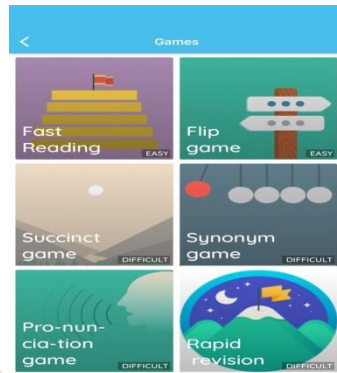


Figure 2.4 Games

Games: Games, feature contains various games that can be played by students learning English. Such as learning vocabulary with the spelling bee game. Where students will arrange or spell words according to the meaning of the words that appear.



Figure 2.5 Subjects

Subjects: There are 450 lessons total, separated into 19 phases in the lesson column. start with the simpler lessons and work your way up. There are practice exercises for word arrangement and speaking exercises with virtual opponents in each of the three types of exercise.

2.3 Advantages and Disadvantages of HE Application

- **Advantages**

- The explanation of the content's material is quite clear, which is an important aspect that is uncommon in other apps.

- You can install this app at no charge.

- This application has more 250 courses that help us learn English with fun.

- This application includes an English dictionary, which supports in the learning of vocabulary and spellings.

- This app has features in the form of English news. This feature is useful for learning new vocabulary. Students can press the word on the news; it will

come out with the meaning of the word.

- Students can learnt at their own pace because in this app they can adjust their level of English. This can improve our confidence in learning English.

- **Disadvantages**

- The problem with this application is that the speaker's voice sounds look like Google Translate, thus it's not ideal for practicing conversations because it's stiff.
- This app, there are several lessons that can be accessed if you spend money on buying coins.

Based on the theories above, researcher can conclude the hello English application for

vocational high school students in the context of this study is a technique used to teach vocabulary in the form of software, which is in the form of an application that is interesting and fun for students and is easy to teach by teachers. In it there are several indicators, namely: a) making it easier to obtain new vocabulary, b) making students enjoy the learning process, c) being able to learn anywhere and anytime.

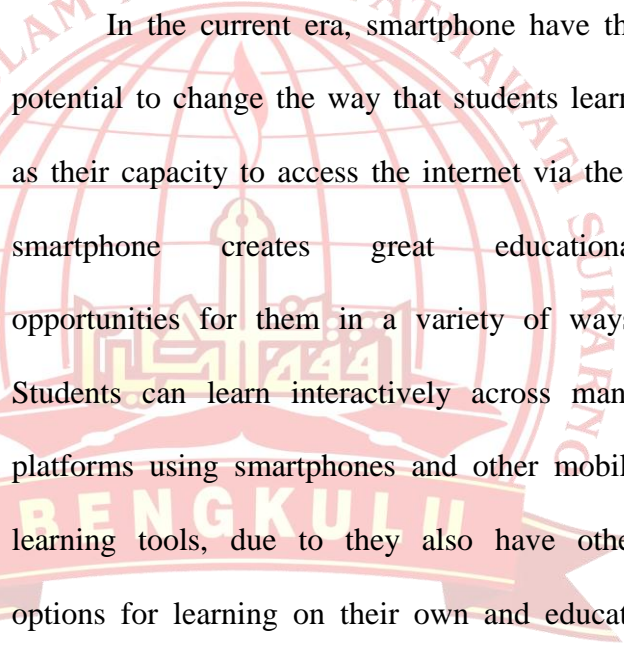
3. Using Smartphone to Teach and Learning at Junior High School

According to (Siahaan, 2010), a smartphone is a cellular phone that has been enhanced with additional features and facilities to become a smart phone. If students make the maximum of the features and applications available on their smartphone, which has a variety of applications, they can improve their

knowledge, including their English Skill. There are several applications that can make it easier for students to learn English and can be downloaded for free by students, for example, a vocabulary learning application, namely Hello English. The use of smartphones to learn English, and especially to study vocabulary, can be considered a new medium of learning.

Many experts and academics believe that incorporating a smartphone into classroom activities can actually improve the learning process. Rao recommended utilizing a smartphone for learning, because the use of computers as learning tools in the classroom is less practical and not all students know how to use them. He added that students can benefit from all of the advantages of smartphone in terms of their learning activities because of their

flexibility. Furthermore, which became a smartphone suitable for use by students as a tool for learning because the smartphone's low price, much smaller than a computer, and can be taken anywhere.



In the current era, smartphone have the potential to change the way that students learn, as their capacity to access the internet via their smartphone creates great educational opportunities for them in a variety of ways. Students can learn interactively across many platforms using smartphones and other mobile learning tools, due to they also have other options for learning on their own and educate oneself.

Currently, a large range of smartphone applications have been created and planned expressly to address "the demands of teachers

and students." (Lo, 2013). Teachers and students can choose the programs that are most suited to their educational needs by choosing from among those that are available for free or that can be purchased online. (Muhammed, 2014).

Smartphone features can be utilized to help with vocabulary teaching and learning in a variety of ways. Students can use vocabulary learning apps on their smartphones, such as the Hello English app, to search for the meaning of new words and verify the pronunciation and spelling of foreign terms (Turgay and Gurluyer, 2017).

Smartphones also support teachers in creating vocabulary activities that allow students to practice foreign language terms in a relevant and innovative way (Patriana Ch, Irawan, Tampubolon, & Pane, 2015). Additionally,

current game and education applications on smartphones can provide students and teachers with new language learning strategies (Alzahrani, 2016). Students can also use their smartphones to download applications, videos, audio files, and text that can help them learn new words both inside and outside of the classroom (Molina, Redondo, Lacave, & Ortega, 2014).

Smartphones are becoming more widely recognized for their capacity to provide students and teachers with the freedom to study language at any time and from anywhere (Keengwe & Bhargava, 2014). Smartphones are equipped with a number of capabilities that allow users to generate instructional content (Hartnell-Young & Vetere, 2008). They have the "ability to address the learners' various learning styles": visual, auditory, and kinesthetic (Keengwe &

Bhargava, 2014). The use of these smartphones contributes to the creation of a student-centered learning environment (Beck & Eno, 2012). They can provide educational materials to students "in a variety of media, such as podcasts, videos, or audio recordings, among many other things" (Keengwe & Bhargava, 2014, p. 744). Smartphones allow students to benefit from authentic learning materials (Popescu, 2011).

One of the smartphone's more influential features is that it allows students to connect to the Internet and access digital information and services to help them acquire English vocabulary (Al-Otaibi, AlAmer, & Al-Khalifa, 2016; Wang, 2015). This technology also encourages self-learning and self-assessment, as well as cooperation between

students. (Al-Said, 2015). (Norris, Hossain, & Soloway, 2011).

Based on the theories above, researcher can conclude that using smartphones to teach and learn for junior high school students in the context of this study means as facilities or supporting media in the learning process in the class. There are several indicators in it, including: a) practical, b) relevant and innovative, c) being able to learn anywhere and anytime.

B. Theoretical Framework

Vocabulary plays a crucial role in learning a language. Students can use speaking, reading, writing, and listening to communicate what they think. Every language, including English, has an overabundance of vocabulary. The majority of students find it challenging to memorize and comprehend hundreds of

English vocabulary. Furthermore, English words are written and pronounced in different ways. They get bored and uninterested in learning as a result.

To address these issues, English teachers in schools must devise novel approaches to assisting pupils in mastering English vocabularies and motivating them to learn the language. Using media in the classroom can be an effective strategy to draw students' attention to vocabulary development and mastery. The ideal aspects of media that teachers should consider are current, engaging, and connected to students' lives. Hello English, a language game application media, is one of the media that fits those criteria.

Hello English is a mobile phone or computer-based English learning application. The features of this software are based on a learning game that can give students a fun approach to increasing their vocabulary.

In the current era, people and mobile phones cannot be separated. As a result, children can use this program to learn not only at home as well as at school.

The researcher believes that using Hello English to boost students' English vocabulary knowledge will be very beneficial, because of the preceding reason. The following is an overview of what will be done by researcher to increasing student vocabulary by utilizing the Hello English application. You can see from the figure below.

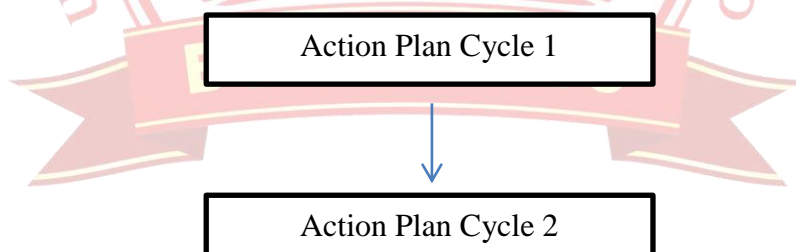


Figure 2.6 Theoretical Framework

C. Previous Studies

Some researchers had reported their researches related to vocabulary mastery and the using of application. These were their findings that include the similarities and differences with the current research.

The first study performed by Hidayati (2019) her research with the title “Students’ Motivation to Learn English Using mobile Applications: The Case of Duolingo and Hello English” did research about using mobile application. She simultaneously compared the application of the Hello English and Duolingo apps. She came to the conclusion that the majority of students utilize Hello English and Duolingo interchangeably. Only a few students choose to use just one Duolingo or Hello English app since they found it difficult to utilize two applications simultaneously. The students appeared to appreciate the superior affordances that these mobile software

products supplied as well. Mobile apps have frequently been praised in literature for their adaptability and usefulness..

The second study conducted Ranta (2019) under the title “The Impact of Technology Hello English Application in EFL Classroom”. By proving the fact that the experimental class had a large rise in student scores, she concluded that the Hello English application was a useful tool for teaching the simple past tense. She came to the conclusion that using the Hello English app as a teaching tool for foreign language instruction may create a fresh, accepting environment in the classroom. The use of technology could increase students' motivation, vocabulary, and academic performance.

The third Yuanita (2019) with the title “The Implementation of Hello English application as English Learning Media to Teach Speaking Skill in

Tourism Major at the Tenth Grade Students at SMK Negeri 1 Karanganyar”. In her research, she came to the conclusion that the teacher divided the application of the material into three parts: pre-teaching, while teaching (which included question and answer steps, information gathering or trial steps, association steps or information processing steps, communication steps), and post-teaching.

All the previous studies were relevant to the researcher's research since they provided explanations of the effects of utilizing the Hello English app. They believed that using mobile applications was a modern technique and one of their preferred learning resources. Starting from the first research conducted by Hidayati (2019), For this first research, the application she used in his research was more than one, namely Duolingo and the Hello English application, while the research that I will do only focus

on one application, namely the Hello English app. Furthermore, for the difference between the second research conducted with Ranata (2019) and the research that will be carried out by me later, namely in Ranata research, the object she researched was focused on the EFL class, while for my research, the object that will be used is class VII students in a Junior High School. Meanwhile, for the difference between the third research and my research, namely in the third researcher conducted by Yuanita (2019), she used Hello English as a learning medium to improve students' speaking skills, while for my research, the Hello English application will be used as a learning medium to increase students' vocabulary.