

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the problem**

The English language was the first foreign language in Indonesia. Most of the schools or courses provide English as one of the lessons. Vocabulary is the essence of English language teaching. Whether it is a first, second or foreign language. Richard and Rodgers state that Vocabulary is one of the most important aspects of foreign language learning (Nurchurifiani et al., 2021). Mastery of English vocabulary plays an important role in communication skills, text comprehension, and understanding of English subject matter. Therefore, the mastery of vocabulary cannot be ignored by those learning English as a second or foreign language.

However, many vocational students experience difficulties in mastering English vocabulary optimally. This can be caused by various factors, including inappropriate lack of study time, lack of learning resources that are adequate, and less interest in learning because they do not use supporting media and only use traditional teaching techniques in delivering material in class. Besides there students dependence on mobile phones during learning is becoming an increasingly common phenomenon in today's educational environment. Smartphones provide easy access to a variety of entertainment and social media apps that can distract students from the classroom learning process. Notifications from these apps are often a distraction that disrupts students' focus during learning. Therefore, students' dependence on mobile phones during learning can be a barrier to achieving optimal learning outcomes. It is important for educators and educational institutions to develop effective strategies for managing smartphone use in the classroom to ensure that students remain focused and engaged in the learning process effectively.

When the researcher did the preliminary study in the class, the researcher discovered that more over half of when the teacher was teaching, the students in the class did not contribute to the learning process such as by listening to the teacher's explanation of the material being explained, they preferred to converse with their classmates, and also had a dependency on their smartphones, which then diverted their focus on learning by playing games or playing social media and replying to message

notifications. As a result, their enthusiasm for studying English remains low. From the observations, the researcher found that there were 3 classes in the Post Harvesting Technology for tenth grade, with a total of 95 students. The school applies the odd-even absent system in face-to-face learning. In addition, the researchers also conducted a pre-survey of students' scores on English vocabulary with the following results:

**Tabel 1.1 Data English Vocabulary Score of Tenth Grade Post Harvesting Technology of SMK N 2 Metro**

No.	Score	Classification	Students	Percentage
1.	80-100	High	21	22%
2.	66-79	Medium	30	32%
3.	0-65	Fail	44	46%
Total			95	100%

*Source: The English teacher of tenth grade Post Harvesting Technology of SMK N 2 Metro.*

From the data above, it can be explained that 21 students scored 80-100 in the highest category with a percentage of 22%, then 30 students scored 66-79 in the medium category with a percentage of 32%, and 44 students in the lowest score category with a percentage of 46%. Based on the interpretation above, there were still many low category students in vocabulary mastery.

There are many reasons that make students difficult or even discouraged in learning vocabulary. After conducting an initial survey in the classroom, the lesson becomes one of the factors that make students lazy because if they want to know the meaning of a word they use an instant way through Google Translate. In addition, there are some external factors such as school facilities that cannot be utilized optimally, making students bored while studying at school, unattractive learning environment, and lack of media use in learning. In addition, there is no specific way to master vocabulary. Therefore, students need learning that can build their enthusiasm and motivation to learn vocabulary mastery. It is hoped that the use of interesting media can create a pleasant learning atmosphere and make students enthusiastic during the learning process.

In the digital era, the use of technology in learning has become a necessity. Another of the benefits of using technology in English language learning is that it engages students in new ways (Van et al., 2021). One technology that can be utilized is English learning applications such as Promova. Vocational High Schools (SMK) as middle education institutions in Indonesia, have their own challenges in impact students' mastery of English vocabulary. In this case, the use of Promova application as an English learning tool in vocational schools can be an effective solution. Promova is a language-learning app that covers the world's most spoken languages. Different activities in Promova support users in developing their speaking, listening and reading skills with flashcard-style vocabulary guides. Quizzes and game-like word puzzles provide further practice. Promova offers a variety of interesting features, such as vocabulary exercises, tests, and games that can impact students' English skills in a fun and interactive way. However, how effective the use of Promova application is in impact English vocabulary acquisition in vocational schools still needs to be researched further.

Therefore, researcher hopes research on "The Effect of Using Promova Application in Vocabulary Mastery for Post Harvesting Technology at SMK N 2 Metro" can have an impact on their English vocabulary. By understanding the impact of using the app, it is expected to provide a clearer view of the potential of technology in impact English learning outcomes at the vocational level, as well as provide input for the development of more effective learning strategies in the future.

## **B. Identification of the Problems**

Based on the background of this research, the problems identified are as follows:

1. Students vocabulary mastery is still low, because students experience a lack of learning time regarding at the vocational high school level prioritizing or having more practical learning hours in the majors taken.
2. Students have limited knowledge of vocabulary because a lack of learning resources and only get the vocabulary they wrote in the textbook.

3. Students have less interest in learning because they do not use supporting media and only use traditional teaching techniques in delivering material in class.

### **C. Limitation of the Problem**

The problem of this research is limited on teaching vocabulary using Promova application in tenth grade students, majoring in Post Harvesting Technology at SMK N 2 Metro.

### **D. Formulation of the Problem**

Based on the background of the study, researcher formulate the following research questions:

1. Is there any effect of using Promova application to the mastery of English vocabulary for tenth grade students majoring in post harvesting technology?
2. Is there any significant differences when using Promova application to the mastery of English vocabulary for tenth grade students majoring in post harvesting technology or not?
3. How are students perceptions when using Promova application media for Vocabulary learning?

### **E. Objective of the Research**

Based on the research of the question above, this research aims to:

1. To find out whether there is an effect of using Promova application to the English vocabulary mastery for tenth grade students majoring in post harvesting technology.
2. To find out whether there is significant differences when using the Promova application to the English vocabulary mastery for tenth grade students majoring in post harvesting technology or not.
3. To find out students perceptions of Promova App as an English vocabulary learning media for tenth grade students majoring in post harvesting technology.

## **F. Scope of the Research**

Based on the problems and objectives described above, especially the problem of students who do not master English vocabulary, the researcher conducted a study entitled "The Effect of Using Promova Application on Postharvest Technology Vocabulary Mastery at SMK N 2 Metro" The researcher uses all the vocabulary in the part of speech section, which involves tenth grade students majoring in post harvesting technology.

## **G. Significance of the Research**

The results of this research are expected to be useful for:

### 1. For English teachers

It adds a more effective and efficient reference to insights and teaching experiences. It also helps teachers to solve the difficulties encountered by students and becomes one of the learning media that teachers can use to make the student's learning process more active with more interesting learning techniques.

### 2. For students

Provide student learning motivation and renew learning technique in vocabulary mastery. By using Promova application will make them feel happy and enjoy when learning English in class or at their homes. Then, it can solve their problems in understanding the meaning of words in sentences, because the teachers use appropriate media in teaching them as if it is like something new to them. Therefore, students can use Promova application anywhere and anytime as it will help them memorize vocabulary and can be used in daily communication.

### 3. For researcher

To increase more understanding and practice in scientific thinking and to determine whether teaching vocabulary with the Promova application is feasible.