

# CHAPTER 1

## INTRODUCTION

This chapter presents the background of the study, the statement of the problem, purpose of study, significance of study, scope of study, definitions of the terms and organization of the study.

### 1.1 BACKGROUND

The essential aspect of learning a language is learning vocabulary. Wilkins, (1972, as cited in Shen, 2003) stated that learning vocabulary is as important as learning grammar, and similarly, he adds that "without grammar little can be conveyed, without vocabulary nothing can be conveyed." (UKessay, 2015). Hence, many language learners see second language acquisition (SLA) mostly a matter of learning vocabulary, and therefore they spend lots of their times on memorizing words and then rely on their bilingual dictionary as a primary communicative resource (Alqahtani, 2015). Also, vocabulary is called a basis for the development of the other skills, for instance: listening, writing, reading, speaking, pronunciation and spelling. Thus, vocabulary has got its central role in learning a language.

Besides, information and communication technology (ICT) has brought numerous benefits to different aspects of life in the 21st-century, especially in teaching and learning. In fact, ICT is fertile of experienced science which differentiates modern lives. Blurton (1999) defined ICT as “a diverse set of technological tools and resources which are used to communicate, create, disseminate, store, and manage information.” It encompasses radio, television, telephones, computers, network, hardware and software, satellite systems and so on, as well as the various services and applications associated with them

such as video conferencing and distance learning” (Khan *et al*, 2015). Furthermore, ICTs are spoken in a particular context, for instance: ICTs in Healthcare, Libraries or Education.

Meantime, English as a Foreign Language (EFL) is engaged with ICT. Kopinska (2013) believed that Technologies are rapidly gaining the attention and interest of teachers and learners in EFL classrooms worldwide. Further, Houcine (2010, in Isisag, 2012) asserted that ICT increases students’ motivation, enhances personal commitment and engagement, Learners’ collaboration and communication. Besides, Web 2.0 technologies have become a ubiquitous component of our daily lives (Wang & Vasquez, 2012) which is used by millions of people to communicate, collaborate, network and entertain through blogs, wikis, social media, YouTube, and games. It is claimed that Web 2.0 tools in many L2 learning contexts have transformed pedagogy, curriculum design, the notion of language learning, and even the research in this field (Wang & Vasquez, 2012).

In line with related Web 2.0 tools, Wiki is a web page which is viewed by anyone who has access to the internet. It can extend, open-ended and interacted collaboratively throughout the internet. Here, the readers are the authors, co-authors, editors and everyone can upload, create a page and link the web pages. In fact, Wiki is an active learning community that helps to share information, creating knowledge and organizing materials which combine a person personality, interactivity, and collaboration. Therefore, wikis are used mostly in classrooms more than others and are significant and efficient.

On the other hand, Indonesia is one of the 20th countries with the highest number of ICT users (Lim and Nugroho, 2011). Thus, massive using of ICT is not shifted well in the school curriculum of Indonesia. Based on Ministry of education and culture (2013) ICT usage in Indonesian schools has repeatedly been reported low (Arzal, n.d.). Though, it is believed that ICT can help Indonesian government to achieve their goal which is called “three pillars of educations development” (Fortunasari, 2016) that ICT must be implemented in teaching subjects to gain the learning and teaching goals (decree no. 65, 2013).

Regarding the related problem above, applying ICT in Indonesian schools is a must. Therefore, this research will be conducted in junior high school to reveal ICT-based learning implementation and instruction effects on students' vocabulary mastery in EFL class. Moreover, this research will disclose using more meaningful ICT integration especially "Wiki" for improving students' skill and performance in EFL class that will help English teachers to figure out their future teaching philosophy based on ICT implementation in EFL classes in Indonesia.

## **1.2 STATEMENT OF THE PROBLEM**

The focus question of this research is "To what extent ICT-based learning affect on students' vocabulary mastery in junior high school?" To clarify the focus issue, these following questions are to be answered:

1. Does the Wiki affect the students' vocabulary mastery in EFL class?
2. How significant is the effect of ICT based learning on the students' achievement in EFL class in junior high school?

## **1.3 THE PURPOSE OF THE STUDY**

Based on the problems stated above, this research covers the following issues:

1. To explore Wiki's effect on students' vocabulary mastery in EFL class in a junior high school, Bandung.
2. To analyze the ICT-based learning significances in students' achievements in developing vocabulary knowledge in class with and without ICT-based learning.

## 1.4 SIGNIFICANCE OF THE STUDY

The significance of the study will stem from the findings of research which will be the following:

1. This study will help to know the improvement of students' vocabulary mastery of both classes with or without ICT-based learning in junior high school.
2. This study will assist to have much more perspective on how to teach English through Wiki in lower level classes in school.
3. This study will help English teachers to figure out their future teaching philosophy based on ICT implementation in EFL classes in Indonesia.
4. This research will assist us to understand the pros and cons of ICT-based learning in junior high school, Bandung, Indonesia.

## 1.5 THE SCOPE OF THE STUDY

The scope of the study will reveal students' improvement in vocabulary mastery through Wiki in junior high school, Bandung. This research is a quasi-experiment. Hence, there are two classes of 7<sup>th</sup> grade, control class (C) and the experimental class (X). Control class will be observed to see whether the class runs on a normal and regular class curriculum or not and the treatment will be conducted in experimental class to implement Wiki and to find out the significant differences in students' achievement in a class with ICT and without ICT-based learning.

## **1.6 DEFINITIONS OF TERMS**

### **1.6.1 ICT-based learning**

In this research, ICT-based learning is called for the teaching based on information and communication technology which covers specifically Wiki.

### **1.6.2 Wiki**

The word “wiki” is derived from the Hawaiian phrase which is wiki-wiki, it means quick. A wiki is a collaborative web site which the content can be edited by visitors to the site, allowing users to easily create and edit web pages collaboratively (Chao, 2007).

### **1.6.3 Vocabulary**

Vocabulary: Hornby (1995) defined vocabulary as the total number of words in a language. Further, Oxford (advanced learners' dictionary) defines vocabulary a list of words with their meanings, especially in a book for learning a foreign language.

### **1.6.4 Mastery**

Oxford (Advanced Learners' Dictionary) defines Mastery as great knowledge about or understanding of a particular thing.

## **1.7 ORGANIZATION OF PAPER**

### **CHAPTER 1**

Chapter one discusses the introduction of the topic, statement of the problems, significance of the study, purpose of the study, definitions of the key terms used in this study and organization of the research.

## **CHAPTER 2**

This section includes the reviewed of the literature which consists of the ICT-based learning in EFL and Education and the effects of ICT on vocabulary mastery of students and furthermore, the review of related research and concluding remarks are presented in this chapter.

## **CHAPTER 3**

This section is talking about the methodology of the study which covers research design, population and samples, experimental and control group, research hypothesis, research instruments, data collection and data analysis.

## **CHAPTER 4**

The discussion and finding are discussed in this chapter which includes the ICT effects on students' vocabulary mastery in EFL class in junior high school.

## **CHAPTER 5**

This chapter of the research is the conclusion and suggestions given to upcoming study on ICT-based learning effects on students' vocabulary mastery in Indonesia.