CHAPTER I
INTRODUCTION

A. Background of study

English is the most widely used international language in the world so that mastery of English is widely used in various fields to establish cooperation in the fields of education, politics, economy and nation culture. According to Aghni, English is the oldest language that has a very rapid vocabulary development, reaching 8,500 words per year[1]. This number of vocabulary is a benchmark whether yes or not a language is considered an international language. Support for making English the unifying language of the nation because English is the oldest language that has been mastered by a third of the world's population.

According to Sandra, English as the international language used in the education system in many countries because the level of ease of pronunciation in English can make it a tool to communicate between people of different nationalities.[2] English is one of common language that used in Indonesia education. Despite of English has been defined as a language that has a low level of difficulty, it does not make the teaching or implementation of English work perfectly. English as a foreign language has been taught in Indonesia, from the level of Kindergarten, Elementary, Junior High, High School and at other levels of education such as Vocational High School. This is an added value for mastering English. Based on the experience of researcher in field observations when the researcher did the 'Introduction to

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[1] Aghni et al, "Character education in English subject: Teachers' perceptions and strategies", *JEES Journal*, Vol. *5*. No. 2, (October, 2020), 128.

[2] Sandra Lee McKay, "English as an international language: What it is and what it means for pedagogy", *RELC Journal*, Vol. 49. No. 1, (January, 2018), 10.

the School Field' or PLP (*Pengenalan Lapangan Persekolahan*) in different school, the researcher found problems in learning English in the classroom.

According to the facts found at every level of the education unit, certainly there are some problems related to the implementation of English learning. In other words, there are also some students who have problems in learning. The first problem is students do not understand the meaning of an English sentence because students have a negative assumption that English is a difficult language to understand. The second problem is students do not get a supportive environment in learning English even though language is a habit, where a supportive environment can make students trained to be confident in using the English they have learned in order to further improve their mastery of the language. The third problem is students have limited vocabulary and grammar. Meshari stated that vocabulary limitations are experienced by students due to the lack of media in delivery which leads to the lack of information received by students during the learning process.[3] The limited vocabulary that students experience can be resolved slowly by utilizing the internet. It is undeniable that the internet is very important in this digital era, the role of social media is gradually getting higher in society. The function of social media has also become more biased over time. Especially now that students or most teenagers cannot be separated from social media. The first function of social media for teenagers is that it can be used as a place to socialize. Needless to say, social media keeps people connected. Both near and stretched by distance and time. The next function of social media can be a place where many creative ideas can be found.

However, students can also find many creative ideas on social media. Lots of new innovations that have sprung up on social media. Students can

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[3] Meshari Alharti et al, "The use of social media platforms to enhance vocabulary Development in learning a new language: A review of the literature", *Arab World English Journal (AWEJ) Special Issue on CALL*, Vol. 10, No. 5, (July, 2020), 319.

add vocabulary through various activities that are available on the internet, such as game applications or even social media that uses English as the mechanical language. [4] One of the social media applications that can be used as a tool to help student learning is Interpals. Interpals is social media such as Facebook that connects students who are interested in finding out more about foreigners by sending messages to various people from various parts of the world. Interpals media can also be used to meet new friends for language practice, make new friends, learn languages directly with native speakers and more precisely, this application is free of charge. Interpals media is expected to be an alternative media that can solve student problems in order to obtain important information on learning activities, making it easier for students to communicate with other students or teachers if there is learning material that has not been reached outside of learning hours.

Compared to using Facebook, it is easier for students to meet native speakers by using Interpals media. Improving English vocabulary can be done in various ways. One of the most popular ways is to engage in direct English conversation. This method will force students to increase their vocabulary so that they can give an effective chat. Based on this, researchers are interested in conducting research on the theme of The Effectiveness of Interpals media for Students' Vocabulary Enrichment for 2nd grade of Accounting at SMK Nurul Huda Baros.

B. Identification of Problem

Based on the description above, various problems can be identified are students' English writing skills are still lacking, passive behavior of students in class and the application of learning method is still monotonous.

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[4] Ariantini et al, "Integrating social media into English language learning: How and to what benefits according to recent studies", *NOBEL: Journal of Literature and Language Teaching*, vol. 12, no. 1, (April, 2021), 92.

C. Limitation of Problem

From the identification of the problems mentioned above, there are various kinds of complex problems in the learning achievement of students' mastery the vocabulary. Based on the identification of the problem, the researcher limits the problem to The Effectiveness of Interpals Media for Students' Vocabulary Enrichment for 2nd grade of Accounting at SMK Nurul Huda .

D. Statements of Problem

Based on the background of the problem, problem identification and term boundaries, the problems that are the center of attention in this study can be formulated as follows : Is there a significant difference in students' learning outcome in mastery of English vocabulary between those taught using Interpals media and those taught using conventional media?

E. Objectives of Study

Based on the problem above, the objective of this study is to find out whether there is a significant difference in learning achievement in mastery of English between students who are taught using Interpals media and students who are taught using conventional media.

F. Significance of Study

This research is expected to provide benefits for several parties, including the following:

1. For schools, this research can be used as a tool to mastering vocabulary and the empowerment of modern technology.
2. For teachers and student teacher candidates, this research can be a guide for using learning media to improve in mastery of vocabulary.
3. For researcher, this research can be an useful tool for gaining research experience and as a first step to carry out further research.

G. Previous Study

There are several previous studies that are relevant to this research including a thesis written by Ryan Scott Bartlett of Brigham Young University in 2014 entitled 'Virtual Escapes and Intercultural Explorations: How Members of Interpals Are Using Their Online Community as a Window to the World'. [5] The study aimed to examine the various ways in English-speaking, so the Interpals members use their community to interact with people from different geographic locations and cultural backgrounds. This research used qualitative method. The result of study is Interpals was a good classroom, participants demonstrated that the community is a place where they can teach and learn foreign languages, which helps them feel more connected to people from all over the world. Some participants also admitted to using Interpals as a tool for teaching and showing other members how things are going. Interpals facilitates interaction between members who come from cultural, political, and religious backgrounds that differ greatly from one another. The conclusion is Interpals creates a contextual picture of how members of a particular community are able to experience different from their own expectation. The similarity between Ryan's research and the author's research is using Interpals to see the facilities and to find out how to use Interpals reaction, which is an online media that rarely used by people. The difference between Ryan's research and the researcher's research is the respondents. Ryan uses 17 community members in Interpals while the researcher uses the students from SMK Nurul Huda Baros.

As for another study from Russia written by Radzhabova (Master's Student, M. Akmulla Bashkir State Pedagogical University) and Gergel (PhD in Philology, Associate Professor, Department of English, Bashkir State

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[5] Ryan Scott Bartlett, "Virtual Escapes and Intercultural Explorations: How Members of Interpals Are Using Their Online Community as a Window to the World", *Byu Scholarchive*, Vol. 3, No. 6, (December, 2014), 8.

Pedagogical University) in 2021 entitled 'Gender differences in self-presentation of English speakers (based on the material of the English dating site) "Interpals". The purpose of study is knowing the difference vocabularies between the women and men have. This study used qualitative and quantitative method. The result of study is the interested in the use of neutral and common vocabulary 51.95% of women and 58.45% of men which means that men are more formal in all situations so men have more vocabularies but women are more active in chatting. They also found that there are texts where slang expressions and informal ways of conveying thoughts meet in roughly the same amount as texts that are free from elements of everyday speech. [6] From the explanation above, it can be concluded that women is more active than men however men is more formal and there are new vocabularies, both formal and informal used in the Interpals app or website. The similarity between the russian group research above and the researcher's study is conducting research to find out the vocabulary used by people who have dialogue with each other in Interpals. The difference is the russian group examined how broad the vocabulary was used between men and women in Interpals, and the author used it for the learning media to teach the students.

Interpals is an application that is rarely used in Indonesia, therefore no previous research on Interpals has investigated it. There may be research but only a small part of the Indonesian population. Researches on Interpals are widely studied in Russia. So it is quite difficult to reach or understand more deeply because the written language is quite complicated. There is no research on English education conducted using the application or website

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[6] Aishat Gusenovna. Radjabova and Olga Vitorovna Gergel, "Gender Differences in Self-presentation of Native English Speakers (Based on the Material of the English-Language Dating Site 'Interpals')", *Prepodavatel XXI vek*, Vol. 2, No. 2, (March, 2021), 387.

yet. So it is very likely that this is the first time this research has been investigated.

Research using vocabulary mastery used in Susilawati's research in 2019 entitled The Effectiveness of Facebook Towards Students' Writing Recount Text and Vocabulary Mastery. The aim of the study is to find out whether Facebook can increase students' knowledge in writing recount text and how Facebook is able to improve students' vocabulary. This study used quantitative method. Based on the result of the analysis is Facebook can increase students' insight in writing recount text and vocabulary as well. The hypothesis testing of the research result conclusions were drawn: There was a significant effect of facebook on students' writing skills and mastery of multivariate vocabulary. This is evidenced by the value of Fcount = 6.416 and sig. = 0.003 <0.05. There is a significant effect of facebook on students' writing skills. This is evidenced by the value of Fcount = 12,936 and sig.= 0.001 < 0.05. (3) there is a significant effect of facebook on vocabulary mastery. This is evidenced by the value of Fcount = 9.703 sig. = 0.003 <0.05.[7] This study can be concluded that the students get a new vocabulary through Facebook, so it can make them more fluent in writing recount text. The similarity between this study and the researcher is to examine the effectiveness of students' vocabulary mastery by using a chat application. The differences are in the applications used, there are Facebook and Interpals.

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[7] Susilawati et al, "The Effectiveness of Facebook Towards Student's Writing Recount Text and Vocabulary Mastery", *Bahtera: Jurnal*, Vol. *18*, No. 2, (July, 2019) 145.