

CHAPTER I

INTRODUCTION

The introduction will cover several sections, they are: Background of the Study, Problem Formulation, Research Question, Limitation of the Study, Research Objectives, Research Benefits, Previous Studies and novelty.

A. Background of Study

Language includes social, cultural, and regional modes of communication. The majority of people use English, which is the official language of many countries. According to Nurshiyam, Learning English is very important because English is used in almost every field of the globalized world, including commerce, tourism, politics, science, and education.¹ In order for Indonesian students to interact and communicate with people in the globalized world, they need to develop their language skills and literacy abilities.²³ Language enables the transfer of ideas within specified situations by combining materials into patterned utterances that allow the individual to do specific activities. Learning English improves skills such as problem solving, memory, multitasking, creativity, critical thinking, cultural understanding and empathy. English improves career prospects, access to resources, and personal and cognitive development, making it a valuable tool for personal growth. English skills that must be mastered by students are listening, speaking, reading and writing.

Listening skill is the first language skill, which involves the process of listening and grasping the speaker's intention so that the listener can understand. According to Vandergrift, listening skills are important because they allow language learners to interact with language messages and develop other language skills.⁴ Listening is tougher than hearing. Her four components of hearing are

¹ Renilza Nurshiyam and Sriati Usman, "University Students' Perception In Learning Vocabulary Through Duolingo," *Journal of ELTS (English Language Teaching Society* 10, no. 3 (2022), 296.

² Dewi Sri Kuning, "Applications Of Social Media to Learn Speaking," *Jurnal Elsa* 18, no. 1 (2020), 77.

³ Nurwahida, Students' Perceptions of Mobile Apps: A Needs Analysis of EFL Learners Nurwahida, 2020, accessed January 9, (2024), 55.

⁴ Larry Vandergrift and Christine C M Goh, *Teaching and Learning Second Language Listening* (New York: Routledge, 2012), 4.

sensing and attention, comprehension and interpretation, memory, and reaction. Saha explains that, Hearing is only the passive act of perceiving sounds; listening is the processing of sounds. Prior to speaking, listening happens naturally. It also happens throughout the early phases of language development in the original tongue and during the naturalistic acquisition of new languages.⁵

Speaking is the main way that speakers and listeners communicate when learning a language, and it is an essential part of the process. According to Indrawati, Speaking is a useful talent since it requires the speaker, listener, message, and response to create meaningful texts. It enables students to acquire English sounds and is frequently viewed as an application of and variation across language and linguistic boundaries.⁶ Strong speaking abilities are crucial for communication as they enable individuals to access a vast array of information from various sources. Zuhriyah state that, speaking ability requires students to comprehend linguistic and sociolinguistic competencies, such as grammar, pronunciation, vocabulary, and speaking style, in order to form words and transmit thoughts verbally.⁷ Speaking is a crucial skill for students, as it is essential in real-world scenarios and daily discussions, shaping their impressions and performance.⁸

Reading can be broadly defined and classified into several types, depending on its aim. Reading for pleasure is a daily practice in which people enjoy reading in many media, such as novels, comics, and tale books. According to Harmer, Reading facilitates language learning by assisting students in understanding and improving their vocabulary, spelling, and writing skills.⁹ Reading is an important life skill that allows readers to access knowledge via written language. It is a proactive procedure with goals that necessitates a strategy for improving language skills and overall reading ability. Reading is a strategic process that requires readers

⁵ Mili Saha, "Teaching 'Listening' as an 'English Language Skill'," *Crossings: A Journal of English Studies* 2, no. 1 (September 1, 2009), 194.

⁶ Indah Indrawati, "Developing Students' Speaking Skill of Grade XI AT SMAN 2 Tolitoli by Using Describing Picture," *JME* 4, no. 4 (2016), 302.

⁷ Mukminatus Zuhriyah, "Storytelling to Improve Students' Speaking Skill," *English Education: Jurnal Tadris Bahasa Inggris* 10, no. 1 (2017), 122.

⁸ Reza Omidvar and Maryam Bahadorfar, "Technology in Teaching Speaking Skill," *International Journal of Multidisciplinary Research Review* 2, no. 4 (2014), 9.

⁹ Jeremy Harmer, *How to Teach English* (England: Longman, 2010), 99.

to foresee text content, select important information, arrange and summarize, track their understanding, fix breakdowns, and align their output with their objectives.¹⁰

Writing is an important ability for second-language learners, and a well-trained language instructor specializes in teaching writing.¹¹ Second language teachers must be fluent in English writing, as both students and teachers must develop this language competence in order to express thoughts, ideas, and other content effectively and productively in written text. Dorothy said that, writing is a crucial communication ability, particularly in high school and college, and it can be challenging to acquire in two languages.¹² Writing is a powerful instrument for engagement that can considerably improve people's lives by assisting them in understanding daily information, presenting thoughts with seriousness, and effectively communicating with unknown people, thereby extending their horizons.¹³ Through interactive games, exercises, and translation tools, technology can enhance comprehension and proficiency in English language learning, making it more complete.

Technology improves everyday life and classroom teaching and learning by offering knowledge, creativity, and innovation, while also making it more entertaining. According to Nafan, teaching languages is changing due to the increased use of technology, particularly social media sites, which have had a huge impact on the learning environment, shifting it from a physical to a virtual one.¹⁴ Technology plays a significant role in education because it enhances the administration, evaluation, and development processes. It encourages students, facilitates independent learning, improves communication between them and their

¹⁰ William Grabe, *Reading in a Second Language* (U.S.A: Cambridge University Press, 2009), 4.

¹¹ Ken Hayland, *Second Language Writing* (New York : Cambridge University Press, 2003), 17.

¹² Dorothy E Zemach and Carlos Islam, *Writing In Paragraph* (Spain: MacmillanPublishers Limited, 2006), 6.

¹³ Robert K Miller, *Motives for Writing, 5th ed.* (New York: McGraw-Hill Companies, 2006), 47.

¹⁴ Nafan Tarihoran, "Using Facebook Group as a Blended Learning Medium in Teaching Cross-Cultural Understanding in Islamic Higher Education," *International Journal on Research in STEM Education* 2, no. 1 (May 29, 2020), 13

teachers, and helps them visualize concepts.¹⁵ By using technology, learning in the classroom becomes more varied because it can use learning media that not only use books but also use technology such as social media or learning applications.

Media greatly improves the educational process in the classroom by enabling teachers to choose relevant resources and raising student engagement. This adaptable tool improves the efficiency of instruction and learning. According to Sartika, media serves as a method of communication, connecting communicator and receiver, providing records and facilitating interaction between the source and receiver.¹⁶ Prabawati said that, media greatly expands the knowledge of teachers, stimulates students' ideas, focus, and aptitude, and makes learning easier for them.¹⁷ Learning English through various media, including technology, is essential for students. This immersive environment improves listening comprehension, vocabulary, and cultural knowledge. Exposure to real-life communication circumstances can help students gain language competency and cultural awareness, hence improving their English language abilities.¹⁸

For learning English, there are several language learning resources available. A few apps offer different functionalities to help with language learning; one such app is Mondly. According to Gokturk, Mondly is a language learning program that teaches basic vocabulary and conversational skills in 33 languages, including English. It is driven by 'gamification' and provides users with an exciting, practical, and successful approach to learning a foreign language. Mondly, which was named one of Apple's top language learning apps in 2015, is aimed toward individual learners, tourists, and business workers with hectic schedules. The program is accessible through the website, the Apple App Store, and Google Play

¹⁵ Anita Rahmah Dewi and Wilujeng Asih Purwani, "Developing English App-Based Mobile Learning as the Innovation of English Learning Media," *IJET* 11, no. 2 (2022), 162.

¹⁶ Ayu Sartika et al., "Developing of Teaching Materials: Using Animation Media to Learning English Vocabulary For Early Childhood," *Indonesian Journal of Research and Educational Review* 1, no. 1 (2021), 10.

¹⁷ Aprilia Prabawati, St Asriati Am, and St Asmayanti Am, "The Students' Perception of The Online Media Used by Teacher in Learning English," *English Language Teaching Methodology* 1, no. 3 (2021), 169.

¹⁸ Xi Chen and Haiying Kang, "Utilization TikTok Application for Learning Oral English," *Journal of Education, Humanities and Social Sciences EPHHR*, vol. 8, (2023), 1643.

for Android. Users gain access to the first unit through a subscription, and Mondly provides a variety of options, including premium all-language lifetime access for \$19.99 and one-month unlimited access for \$9.99.¹⁹

Many past research on Mondly applications for English language learning. Researchers conducted systematic reviews and collected existing research to arrive at their findings. Previous research only tested one of the skills that can be improved when using the Mondly application. One of them is the research conducted by Mufti Haturahma and Juriati who tested the Mondly application to improve writing learning in English classes. Furthermore, research on other Mondly applications differs from this research which uses Mondly applications for English language learning. Previous research used the Mondly application for Arabic language learning conducted in the pesantren area. The results of the systematic review undertaken by the researcher found that the Mondly application has been carried out for research in schools. However, the previous research was not very interesting. Because only one skill was tested in the study, then other studies tested in other languages, namely Arabic. From these results, researchers want to examine the evaluation of the effectiveness of the Mondly application in learning English. Then different from other studies this research will be conducted at the high school level of education. By using the Mondly application, it is hoped that it can help students in learning English skills at school and outside of school. The reason for using the Mondly application in this study is because the Mondly application learning has been thematic. In each chapter of Mondly application learning, not only one skill is taught but all skills. In addition, Mondly app was chosen for this research because it has features that can improve students' English skills. For example, the chatbot feature can be used by students to learn listening and speaking. There are also other features that can help students to learn not only listening and speaking skills but also other English skills.

B. Problem Identification

Students in one of the schools in Ciomas sub-district feel insecure, both

¹⁹ Nazlinur Gokturk, "Mondly Learning Languages," *Proceedings of the 8th Pronunciation in Second Language Learning and Teaching Conference* (2017), 241.

when speaking English in class and outside of class, based on the researcher's observations of students and English teachers. Due to their lack of experience listening to English words, students have difficulty pronouncing the vocabulary correctly and feel less proficient when practicing listening in class. Then students feel insecure when speaking, for fear of being wrong and fear of being laughed at. Students need more listening and speaking practice in class and outside of class; therefore, students need effective learning media to teach students listening and speaking. Then students also lack practice in reading and writing. However, teachers only use monotonous learning media in class, such as lecturing or explaining about a text and together filling in questions. Thus, the practice of English skills that are applied in class is only applied during practical exams.

The Mondly application can be one of the media that can be used by students and teachers at school. With various features that can be used, Mondly can be used anywhere and anytime. Mondly also has features that are very good and effective for learning English. There are features, such as conversations with chatbots, that students can use to practice speaking. In addition, Mondly also has the feature of listening and learning with native speakers' voices that can be repeated by students during learning. To improve writing performance in the Mondly application, there are blank word exercises. Reading can also be learned because there are many texts that students read. This Mondly application can be utilized by students to learn listening, speaking, increasing vocabulary, or other English language skills.

C. Research Questions

1. What are the results of the evaluation of English learning using the Mondly application?
2. How do high school students and teachers perceive the Mondly application for learning English?
3. How do students and teachers experience using the Mondly application to learn English?

D. Limitation of the Study

Researchers provide limitations for this research. These limitations are based on the research that will be examined.

1. This research examines the the results of the evaluation of English learning using the Mondly application for senior high school.
2. This research examined senior high school students.
3. This research examines the subject of English.

E. Research Objective

Researchers show the objectives of this study. This objective is based on the research to be studied.

1. To identify the results of the evaluation of English learning using the Mondly application.
2. To identify high school students and teachers perceive the Mondly application for learning English.
3. To identify students and teachers experience using the Mondly application to learn English.

F. Research Benefits

The learning process in English subjects is strongly influenced by the relevance of research, offering valuable insights for effective teaching and understanding. It is hoped that this research will provide benefits for learning and teaching English in schools.

1. For students, with this research students can feel the benefits of the Mondly application as a medium for their English learning.
2. For teachers, the Mondly application can be used as a learning medium in schools, so that learning English in class can be more fun.

G. Previous Studies

Previous research on a certain issue may be used to evaluate existing knowledge, identify gaps, shape research topics, and offer evidence to back up theories. Analyzing prior research helps to prevent repeating previous work and gives insights into restrictions that influence current study design. Based on the background and so on, researchers found several previous studies that became a

reference for this writing. In writing the previous study, the author used a systematic literature review with the help of searching in Publish or Perish software and google scholar. In this search, researchers found six previous studies that are relevant to the research that will be researched by researchers.

Table 1.1 Previous Studies

Researcher	Publisher	Tittle	Method	Findings
Juriati (2022) ²⁰	THE ACADEMIC: Journal of English Language Education	The Use of Mondly Application As A Media To Increase Students' Writing Ability At Second Grade SD Inpres Tetebatu	pre-experimental method	Students' writing abilities in English are significantly improved through the Mondly Application, a digital media that encourages active learning and adapts to technological developments, enhancing their learning outcomes.
Mufti Haturrahma (2020) ²¹	Bosowa University	The Use of Mondly Application as A Media To Increase Students' Writing Ability Of Eight Grade At UPT SMPN 1 Kepulauan Selayar	Pre-experimental method	The Mondly application significantly improved students' writing skills at SMPN 1 Kepulauan Selayar, with an average score increase from 334 in the pre-test to

²⁰ Juriati, "The Use of Mondly Application As A Media To Increase Students' Writing Ability At Second Grade SD Inpres Tetebatu," *THE ACADEMIC: Journal of English Language Education* 7, no. 2 (2022): 221–227.

²¹ Mufti Haturrahma, "The Use of Mondly Application As A Media To Increase Students' Writing Ability Of Eight Grade At UPT SMPN 1 Kepulauan Selayar" (Bosowa University, 2020):1-80.

				510.17 in the post-test, rejecting the null hypothesis.
Firmansyah, Herdah, and Saepudin (2022) ²²	Journal of Islamic Studies and Society	The Use of The Mondly Arabic Application In Increasing Mastery Of Muḥādatsah Santri Takhasshush Al Urwatul Wutsqaa Islamic Boarding School, Sidrap Fortress	Quasi Experimental Design	Mondly Arabic significantly improved Muḥādatsah Takhasshush mastery, with an average posttest score of 86.00, indicating a positive influence of the application on the dependent variable.
Musa Nushi, Nazila Fattahi, Famaraz Ebn-Abbasi (2023) ²³	The EuroCALL Review	An Evaluative Review of Mondly: A Mobile Language Learning Application	literature study and critical analysis	Six experienced English instructors have evaluated Mondly, finding it beneficial for beginner second language learners despite some drawbacks.
Nuril Fahmiah, H.Syarifuddin	Lugatuna: Jurnal Pendidikan,	Pengaruh Aplikasi Mondly	Pre-experimental method	The Mondly Arabic Application

²² Firmansyah, Herdah, and Saepudin, "The Use Of The Mondly Arabic Application In Increasing Mastery Of Muḥādatsah Santri Takhasshush Al Urwatul Wutsqaa Islamic Boarding School, Sidrap Fortress," *Journal of Islamic Studies and Society* 3, no. 1 (2022): 12–26.

²³ Musa Nushi, Nazila Fattahi, and Famaraz Ebn-Abbasi, "An Evaluative Review of Mondly: A Mobile Language Learning Application," *The EuroCALL Review* 30, no. 2 (January 26, 2024): 69–85.

(2023) ²⁴	Ilmu Bahasa Arab	Arabic Terhadap Peningkatan Mufradat Di Ma Miftahul Ulum Puntir		significantly enhances the learning of mufradat in MA students, enhancing their understanding and mastery of the Arabic language, as evidenced by positive results in the application's correlation test.
Sedigheh Hajizadeh, Ahmed Rawdhan Salman, Saman Ebadi (2023) ²⁵	Research Square	Evaluating Language Learning Applications from EFL Learners' Perspectives: The Case of Mondly	Exploratory research design	Mondly is a promising language learning tool, but its free version lacks level differentiation and certain features.

H. Novelty

Based on previous research, it can be concluded that this research is different from previous research. Many previous studies have examined Mondly applications for specific skills, for example, writing. However, this research will evaluate the effectiveness of the Mondly application for all skills in English, namely listening, speaking, reading, and writing. Then, previous studies mostly used the pre-experiment method. For this study, researchers will use mixed methods to find out the results of the evaluation of English learning using the Mondly application.

²⁴ Nuril Fahmiyah and H Syarifuddin, "Pengaruh Aplikasi Mondly Arabic Terhadap Peningkatan Mufradat Di MA MIFTAHUL ULUM PUNTIR," *Lugatuna: Jurnal Pendidikan, Ilmu Bahasa* 2, no. 2 (2023): 36–43

²⁵ Sedigheh Hajizadeh, Ahmed Rawdhan Salman, and Saman Ebadi, "Evaluating Language Learning Applications from EFL Learners' Perspectives: The Case of Mondly," *Research Square* (2023): 1-16.

Furthermore, previous studies used the Mondly application to improve Arabic language learning. Unlike the previous research, this research focuses on English language research with a senior high school education level. With teachers and students who are participants in this study.