# **CHAPTER I**

# **INTRODUCTION**

 This chapter presents the background of the study, statement of the problem, the objective of the study, the significance of the study, scope, and limitation, and definition of the key term.

* 1. **Background of The Study**

 In era of globalization, English is becoming important to be learned. Because English is an international language and therefore the students’ need of mastering English is giant. In learning better English, students require a highly competent English teacher who has the ability to teach English properly by using good media that can help students learn English language especially on vocabulary. In mastering English, a learner should consider elements of a language or component such as; structure, pronunciation, spelling and vocabulary.

Vocabulary is one of language aspects that are very important for communication English. If we have less vocabulary, we will not understand what people say. Vocabulary is needed to improve the four language skills the consist of listening, vocabulary, reading and writing. However, by the means of using a dictionary, students are found to be more willingly to learn new and unfamiliarwords by themselves, although it seems some specific training are needed how to use dictionaries.

Writing is one of the important ways to learn English language that involves students’ ideas into the written text. Writing courses must relate with the student’s necessary. It can be seen in their daily activity, such as when they want to write short text for example : letter, invitation, or article and others that it goes to genre of text like descriptive text, recount text, narative text, Descriptivetext, hortatory expositin text and the another (Amalia & Sisbiyanto, 2016). Sometimes, most of them get difficulties to put their thought about it in their writing. They have ideas about it but they less knowledge of correct structure and usage of good sentences.

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 There are many ways that have to be applied in the learning process to drill English especially in writing descriptive text such as media. Some of the visual media are movies or cartoon, cards, photographs, pictures and etc. the researcher applies mobile dictionary as media, to help students’ vocabulary mastery in writing skill and the reason is to make students more interests and more motivated to learn the lesson. Besides that, mobile Dictionary can give motivate the students to teaching learning process. Mobile dictionary minimizes the problems tackled by the student in their vocabulary class including vocabulary problems to write a sentences(Tanasy, 2017).

 Mobile dictionary is a kind of knowledge that takes place with the help of mobile devices and only means learning anywhere and at any time. While at the beginning, mobile learning absorbed on the part of mobile technologies and devices in education. Mobile Dictionary can give motivate the students to study and increase teaching learning process. Mobile dictionary minimizes the problems tackled by the student in their vocabulary class including vocabulary problems in writing skill. In this case, any movable such as moveable media player devices, tablets, and mobile phones donate to mobile learning. In this research, the researcher used mobile phone as media learn vocabulary in writing skill

(Taleb, 2012).

 According to Al Hamdani (2013)mobile dictionary has advantages to use offline media and can use in anytime and anywhere but mobile dictionary has disadvantages in the learning process such as cost issues, device size, battery life, inter-stage compatibility, and usability.Based on the theory adoptedabout Mobile Dictionary could impact on the students’ vocabulary and the mobile dictionary is very good in vocabulary, therefore, the researcher would like to investigate the students given by Mobile dictionary have better vocabulary ability than those taught by the mobile dictionary.

The reasons of Mobile Dictionarytechnique could be other and appropriate technique.Through teaching and learning process to applying mobile dictionary technique, the students were given chances to share their thinkingand ideas with each partner in thinking time session. Not only those chances but also the students could expand the sharinginto a whole- class discussion. They were able to know their specialty and faintness of vocabulary in writing skill.

 Therefore, the researcher would like to investigate the students given by mobile dictionary have better vocabulary in writing skill than those taught without mobile dictionary at the eight grade of SMP Kanzul Ulum. Based on the statements above, the researcher will conduct this research by the title “The Impact on the Students’ Vocabulary Mastery in Writing Skill atEight Grade of SMP Kanzul Ulum”.

* 1. **The Statement of the Problem**

Based on the contextual of the study, the researcher formulates the declaration of the problem: Do the students taught by mobile dictionaryhave better vocabulary mastery in writing skill than those taught without using a mobile dictionary at eight grade of SMP Kanzul Ulum?

## Objective of the Study

In line with the statement of the problem, the objective of the studyto investigate the impact of mobile dictionary on the students’ vocabulary mastery in writingskill at eight grade of SMP KanzulUlum.

**1.4 Significance of the Study**

This study has two significances in theoritically and practicaly as follows:

Significance tetorialityfinding in this study was expected to be relevant and usefulin that findings were expected to motivate the students to be better vocabulary mastery in writing skill. Provide significant information for the English teachers in their attempts to decide mobile dictionary in teaching vocabulary ability in senior high school.

Significance practically; the result of this study could be implemented inMobile Dictionaryteaching vocabulary skill in senior high school for the students interesting and understanding in vocabulary.

## 1.5 Scope and Limitation

The scope of this study, theoretically focuses on the students are used Mobile Dictionary achieve better in vocabulary mastery in writing skill than book dictionary while the practically, this research focuses at the Eight Grade of SMP KanzulUlum.

 The limitation of this study, practically focuses apply media of Mobile Dictionary at the Eight Grade of SMP KanzulUlum. But here, not all of students have Mobile Dictionary and this is become obstacles to students vocabulary mastery.

**1.6 Definition of the Keyterms**

To avoid making mistakes and misunderstanding, the definition of the keyterms as follows:

1. Teaching vocabulary mastery

 Vocabulary is one of the most obvious components of language and one of first things applied linguistic turned their attention. Vocabulary plays important roles in mastering English. Vocabulary refers to all words in the whole language used in a particular variety.

1. Mobile Dictionary

Mobile dictionary is a kind of knowledge that takes place with the help of mobile devices and only means learning anywhere and at any time.

1. Writing skill

Writing is process time of thinking and creating ideas, opinions, feelings and thoughts by using the students’ knowledge and vocabulary.

1. Mobile Learning

Mobile learning is a method of learning which influences on the mobile device’s transportability and affordability.

1. MALL ( Mobile Assisted Language Learning )

Mobile assisted language learning is a teaching method which uses the mobile phone technology as a way ofemphasizinglearner centeredness and independence.