THE EXPLORATION OF STUDENTS' PERCEPTIONS OF USING THE EWA APPLICATION FOR LEARNING ENGLISH VOCABULARY AT SMA NEGERI 15 PADANG

THESIS

Submitted as Partial Fulfillment of the Requirements to Obtain Bachelor of Education (B. Ed) in English Language Education

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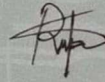
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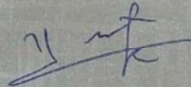Padang,   Agustus 2024

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**The Exploration of Students' Perceptions of Using the EWA Application for Learning
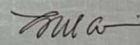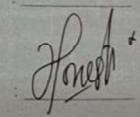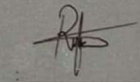English Vocabulary at SMA Negeri 15 Padang**

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ABSRACT

Zahra, Afifah. (2024). *The Exploration of Students' Perception of Using the EWA Application for Learning English Vocabulary at SMA Negeri 15 Padang.* **Faculty of Language and Arts, Universitas Negeri Padang.**

This research aimed to explore students' perceptions of using the EWA application as a learning media in learning vocabulary. The research employed a descriptive qualitative approach to depict the experiences of the research subject. The research participants were 32 senior high school students of eleventh in 2023/2024 the academic year. The data were collecting by using questionnaires and interviews. The findings showed that majority of students had positive perception in using the EWA application for learning vocabulary. In addition, students felt interested and motivated in learning English, especially vocabulary, because it provides exciting pictures, video, and games that makes them enjoy using it anytime and anywhere. Besides that, the data revealed that students encounter challenges with their internet connection while using the application. Therefore, teachers and schools play a crucial role in helping students utilize their educational application such as EWA as learning media in the process of learning English vocabulary. It was recommended for students to be able in utilizing EWA inside or outside the classroom and for next researcher can utilize the EWA app in other language skills through a wider sample.

Keywords: *Students' Perceptions, EWA Application, Learning Vocabulary*

ABSTRAK

Zahra, Afifah. (2024). *Eksplorasi Persepsi Ssswa tentang Penggunaan Aplikasi EWA untuk Pembelajaran Kosakata Bahasa Inggris di SMA Negeri 15 Padang.* **Facultas Bahasa dan Seni, Universitas Negeri Padang.**

Penelitian ini bertujuan untuk mengeksplorasi persepsi siswa tentang penggunaan aplikasi EWA sebagai media pembelajaran dalam mempelajari kosakata. Penelitian ini menggunakan pendekatan kualitatif deskriptif untuk menggambarkan pengalaman subjek penelitian. Partisipan penelitian adalah 32 siswa SMA kelas sebelas tahun ajaran 2023/2024. Pengumpulan data dilakukan dengan menggunakan kuesioner dan wawancara. Hasil penelitian menunjukkan bahwa mayoritas siswa memiliki persepsi positif dalam penggunaan aplikasi EWA untuk mempelajari kosakata. Selain itu, siswa merasa tertarik dan termotivasi dalam mempelajari bahasa Inggris, khususnya kosakata, karena menyediakan gambar, video, dan permainan yang menarik sehingga mereka senang menggunakannya kapan saja dan di mana saja. Selain itu, data tersebut mengungkapkan bahwa siswa menghadapi tantangan dengan koneksi internet mereka saat menggunakan aplikasi. Oleh karena itu, guru dan sekolah memainkan peran penting dalam membantu siswa memanfaatkan aplikasi pendidikan mereka seperti EWA sebagai media pembelajaran dalam proses pembelajaran kosakata bahasa Inggris. Disarankan bagi siswa untuk dapat memanfaatkan EWA di dalam atau di luar kelas dan untuk peneliti selanjutnya dapat memanfaatkan aplikasi EWA dalam keterampilan bahasa lainnya melalui sampel yang lebih luas.

Keywords: *Persepsi Siswa, Aplikasi EWA, Pembelajaran Kosakata*

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CHAPTER I

INTRODUCTION

A. Background of the Study

In learning English, the basic thing that learners must develop is the ability to understand vocabulary. If they do not have a good vocabulary, students will have difficulty learning English. Vocabulary mastery is considered to be one of the key factors that determine whether or not English learners succeed (Rambe & Pahlevi, 2022). It is essential to learn English vocabulary to be successful as a professional (Amirul et al., 2023). The reason why vocabulary is learned first is because vocabulary does not have the rules like grammar (Syafawani, 2023). Also acquiring knowledge of vocabulary is crucial for mastering reading writing, speaking, and listening (Afna, 2018).

By mastering the vocabulary, learners will be more understand every word used for reading; they can use some vocabulary to produce sentences or texts, they can express or convey something to other people, and also understand the conversation or English song. In some ways, people often say that learning a new language means you have to learn its vocabulary because it is one of the most important parts of a language. A strong vocabulary is an important tool for the promotion of communication skills, reading ability, good intercultural communication, and intellectual competence which all contribute to professional growth and advancement (Brooks et al., 2023). Therefore, people who want to improve their English skills have to learn more vocabulary.

Although vocabulary is important, there are still some problems or difficulties in understanding and mastering it. One of the most difficult things for any student to do while studying a foreign language is to become proficient in vocabulary (Afna, 2018). Some studies found that many students have graduated from school with little proficiency in the use of English. A study by Afidah & Machfudi (2022) found that the factor is the lack of vocabulary. The results showed that students find it difficult to pronounce words and choose the correct meaning of the words, they still get confused when using a word or even if they have an idiomatic expression. Typically, textbooks and teacher-given vocabulary are the only one ways that students expand their vocabulary during classroom lessons (Daulay, 2021). When students come across numerous unfamiliar vocabularies in a text, they ask teacher to clarify their definitions and usage.

Furthermore, these problems are serious and students have many difficulties because students still learn from memorization. Learning by memorization is learning that only tries to remember new information without assimilating new knowledge with concepts that already exist in the cognitive structure (Hardjosoesanto and Siswanto, 2014). Another statements by Hardjosoesanto and Siswanto (2014), they stated that learning by memorizing three to four times is most effective for remembering vocabulary in English. However, remembering more than four times is not effective for remembering vocabulary in English. Memorizing repeatedly will make a person retain the information they receive and prevent the information contained in short-term

memory from being lost quickly. Sometimes student will feel bored when they have to memorize many times and need a new innovation for learning.

In education, learning innovation is finding new ways to reach the abilities of all students. Glassman & Opengart (2016) revealed that most researchers agree that creativity and innovation are the main things that determine the success or failure of a person or organization. Setiawan et al. (2021) agree that learning innovations have a major influence on students' enjoyment of learning, which has a direct and considerable impact on their academic performance. Even though English has been taught and utilized in Indonesian formal schools for a long time, the outcomes are still unsatisfactory since so few of the graduates can converse effectively and eloquently (Karmala, 2019).

Based on observation conducted during teaching practice from July 10, 2023, to December 20, 2023, students' mastery of vocabulary was unsatisfactory. By having a limited vocabulary, the students will find difficulties in mastering vocabulary. It can be seen when learning English by displaying various texts, many students do not understand the meaning of each word. According to Gushendra (2017), english is a language that is considered challenging to learn in school because it requires several skills that students must acquire, including writing, pronunciation, and vocabulary, which is very different from Indonesian. Apart from the lack of vocabulary mastery, students are also faced with a lack of knowledge about the use of technology in learning English. They only rely on books and teachers who explain the material in class. Learning English, especially vocabulary, is not enough to learn from

school, but it can be supported by technology. To overcome this, it is highly suggested to have technology support for learning media.

In this day and age, we can learn what we want to learn by using technology. Technological improvements and globalization era have made it possible for people to communicate and connect with others worldwide (Amirul et al., 2023). The constant advancement of technology and information surely affects nearly every facet of existence (Taufan & Wicaksono, 2022). Technology has many important roles in learning English by utilizing various technologies with the use of applications as a media for learning. The application can assist language learners in concentrating on a variety of learning objectives, such as vocabulary, entertainment, and language proficiency (Taufan & Wicaksono, 2022). In addition, different levels of skill including beginner, intermediate, and higher-level learners may also be available in the applications (Klimova & Polakova, 2020). According to Tiara and Rahman (2021), the teacher can utilize the application as a technique to improve the methods of education and teaching. By utilizing technology, the students become more familiar with gadgets because they always use them in daily life. Therefore it is possible for students to use vocabulary applications to improve their ability to learn vocabulary, but there is little research on how students feel or think about learning vocabulary in using applications.

One of the technologies that can support learning vocabulary is using EWA application. Using this application is very easy and practical, making it easier for students to study anytime and anywhere. EWA application is not

limited by age and anyone can use this application freely. Not only students can use this application, but also can be used by children and adults who still have minimal English skills and have the desire to learn seriously. This application is equipped with very cute features and characters so it makes students interested in learning. EWA application has become an interesting technological tool for effective English learning, especially vocabulary. However, to be successful in understanding vocabulary, students must first understand their level of vocabulary mastery. Some words may be simple for some people, but difficult for others.

Some previous scholars have researched the use of applications to learn English especially vocabulary such as Duolingo application, Hello Talk, Cake, and Hallo English (Amirul et al., 2023, Taufan & Wicaksono, 2022, Wahyuni et al., 2022, Rambe & Pahlevi, 2022). In this context, the researcher is interested in studying students' perception of learning English vocabulary using the EWA application because students see it as a modern, good, and exciting media that is appropriate for today when they have access to the internet and technology. In addition, students can choose different vocabulary according to their interests at anytime and anywhere so that in the future they can develop motivation and positive attitudes when learning effective vocabulary (Tiang-uan, 2022). Previous research only focused on other applications, but only a few have researched the EWA application. Therefore, the researcher is interested in exploring students' perceptions of using the EWA application for learning English vocabulary skills.

B. Identification of the Problem

Based on the background of the problem above, some problems can be explored regarding learning vocabulary such as difficult to become provicient in vocabulary, lack of vocabulary, difficult to pronounce words and choose the correct meaning of the words. To support learning, students can utilize application. Therefore, the researcher does the research on students' perceptions of using the EWA application for learning English vocabulary at SMA Negeri 15 Padang.

C. Limitation of the Problem

Based on the identification of the study above, the research focuses on exploring students' perception in using the EWA Application for learning English vocabulary at SMA Negeri 15 Padang.

D. Formulation of the Study

Regarding on the limitation of the study, the researcher formulated the research question as follow: "what are the students' perceptions of using the EWA application as the media for learning English vocabulary?"

E. Research Questions

Based on the aforementioned background, the following are the research question: What is the students' perception of using EWA application for learning English vocabulary?

F. Purpose of the Research

The purpose of the research is to explore the students' perception of using the EWA application for learning English vocabulary of grade 11 students at SMA Negeri 15 Padang.

G. Significance of the Research

This study aims to explain the theoretical and practical benefits

1. Theoretical Benefits

This study is intended to improve English vocabulary through learning-based applications especially the use of EWA application for the students. This researcher hopes that the reader will gain new knowledge about how to learn English vocabulary from application based on students' perceptions on using the EWA application to improve English Vocabulary as the result of the research.

2. Practical Benefits
a. For Learners

The use of technology especially learning-based application can be an effective media for enjoyable learning because it can be accessed or downloaded in gadgets anywhere and anytime.

b. For next researchers

This study can help future researchers explore the use of learning-based applications especially applications that focus on learning other languages as a learning media.

H. Definition of Keys Term

1. Perception

Perception is the process of people knowing or analyzing an object objectively with the help of the senses or sensory devices based on their experience in certain situations.

2. Vocabulary

Vocabulary is all the words available to the speaker or writer, which are used in language in groups, individually, in a field of study, and some expressions for effective communication with another person.

3. EWA Application

EWA Application is an application that has a unique method where this application provides topic-based online courses, short movies, story books, and games.