



The Effect Of Vocabulary Application In Teaching Students' Vocabulary Mastery

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ABSTRACT

This research is aimed to determine the effect of Learn English Vocabulary application in teaching students' vocabulary mastery at the First Grade of MTs Nurul Yaqin Dawi-dawi. The design of this study was a quasi-experimental using an on-equivalent control group design. The variables of this study consisted of two variables, namely learn English vocabulary as the independent variable and students' vocabulary mastery as the dependent variable. The samples in this study were students of class 7a and 7b of MTs Nurul Yaqin Dawi-dawi. Class 7a consists of 28 students consisting of 15 boys and 13 girls and class 7b consists of 34 students consisting of 12 boys and 22 girls. The research instruments learn English vocabulary application and vocabulary test. Data collection techniques were pre-test, treatment, and post-test. It was found that there was an effect of learn English vocabulary application in teaching students' vocabulary mastery at the First Grade of MTs Nurul Yaqin Dawi-dawi. This can be seen from the average value of the post-test (83.14), which is higher than the average value of the pre-test (50.36). The results showed that $T\text{-test} > T\text{-table}$ ($10.781 > 2.052$). The alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected, means that there is significant effect between the use of application and students' vocabulary achievement.

Keywords: *vocabulary application; quasi-experimental; vocabulary mastery*

1. Introduction

As English for young learners in Indonesia shows many problems, teacher management classrooms must be focused (Roslina, 2023), like managing students' vocabulary in the classroom. Vocabulary knowledge has a vital role in language skills. The basis of language forms is words. It means that a person cannot communicate effectively or express ideas without sufficient words, which is called vocabulary. Qiu (2016: 18) says vocabulary is considered a brick of English. Sedita (2005:1) stated that vocabulary is one of the five core components of reading instruction essential for successfully teaching children how to read.

This statement is supported by Alqahtani (2015:25), who says vocabulary is the total number of words needed to communicate ideas and express the speaker's meaning. In line with that, Majaga and Ohoiwutun (2013:1) said that several English skills must be mastered by students, namely speaking, listening, reading, and writing. This means that English vocabulary is needed in many aspects. Richards and Renandya (2002:255) said, "*Vocabulary is a core component of language proficiency and provides many of the foundations for how good learners speak, listen, read, and write.*" Vocabulary is a critical aspect of learning a new

language. According to Nikijuluw (2020), vocabulary is a core and significant component of language proficiency and provides much of the basis for how learners speak, listen, read, and write. For that reason, teachers need to be in touch with students with appropriate teaching and learning strategies (Roslina, 2021).

Later, Hamer and Rohimajaya (2018) stated that there are two kinds of vocabulary: passive and active. Passive and receptive vocabulary can be understood only through listening and reading. Active and productive vocabulary involves knowing how to pronounce a word, write and spell it, and use it in correct grammatical patterns along with the words that usually collocate.

Another, Swan in Urdianto (2017) stated that some kinds of vocabulary based on the part of speech can be divided into three classes: noun, verb, and adverb. A noun is a type of word that represents a person, thing, or place, like mother, apple, or chair. A concrete noun is something you can see or touch, like a person or car. An abstract noun is something you cannot see or touch, like a decision or happiness. You can count a countable noun (for example, bottle, song, pen). You cannot touch an uncountable noun (for example, water, music, money). A verb is a type of word that describes an action or a state of being, like wiggle, walk, run, jump, do, have, or think. An adjective is a word that describes something (a noun); some adjectives are big, cold, blue, and silly. One particular type of adjective is an article, a word that introduces a noun and limits or clarifies it; in English, the indefinite articles a, an, and the definite article is the. Moreover, an adverb is a word that tells "how," "when," "where," or "how much; some adverbs are easily, warmly, quickly, mainly, and freely. Learning English becomes difficult without vocabulary mastery (Hendra, 2023). It is a severe problem for students because they have to remember a large amount of vocabulary to achieve fluency. Because of their limited vocabulary, students could not achieve language skills - listening, speaking, reading, and writing- well. They cannot express their feelings in spoken and written form effectively. The more words students can remember, the more chances they have to master English. Balla (2018) said that teaching English in schools is essential academically and practically in several aspects of learning, such as using English for various purposes, not limited to business goals, communication, or literature reading. Many learners have inadequate vocabulary and fail to reach the minimum word level (2000 words) of the five-word level (Lateh et al., 2018). The word level consists of high-frequency vocabulary, which is also used to measure students' ability in English communication. The students' lack of mastery in English writing skills is influenced by the lack of vocabulary mastery and the limited ability of students to use vocabulary effectively for communication purposes (Ashrafzadeh & Nimehchisalem, 2015).

Media is usually used as additional support in teacher-centered teaching. The latest are computers and smartphones with applications for English language teaching and learning. The latest are computers and smartphones with applications for English language teaching and learning. We can use educational smartphones, computers, websites, or both to utilize up-to-date media (Smaldio et al., 2011). One way to overcome some difficulties in learning English is for teachers to have appropriate learning techniques and media so that students can enjoy learning English, especially when mastering vocabulary. Winkel (2007) and Lamiada (2023) stated that media can make vocabulary learning more fun and exciting.

One of the apps that can be used to teach vocabulary is the Learn English vocabulary application. Learn English vocabulary application is a learning model that utilizes information and communication technology. In this learning concept, mobile learning brings the benefits of teaching materials that can be accessed at any time and attractive visualization of the material (Bakri et al., 2021). Mobile learning provides learning material that can be accessed anywhere and at any time with an attractive appearance in Liana (2018). This application consists of various listening, writing, reading, and speaking activities. This application is beneficial for increasing vocabulary Nata (2023). Learn English vocabulary application types and those to be used in this research are as follows in the following picture. English for young learners in Indonesia shows many problems, and teacher management classrooms need to be focused (Roslina, 2023), like managing students' vocabulary in the

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The steps to access the using of application learn English Vocabulary application are

1. Open the play store application to install the Learn English vocabulary application,
2. Type the name of the learn English vocabulary application,
3. Open the earn English vocabulary application and select the category you want to study,
4. The vocabulary appears, and you can also listen to the vocabulary and understand its meaning by clicking on the picture.

When students want to test their understanding after learning from this application, students can choose a test provided by the application. For example, this tests their listening. Students can click on listening, and in this test, they listen to the audio and match it to the picture, then choose whether the audio is *True* or *False*.

Theoretically, this research aims to determine and test the effect of the use of “Learn English vocabulary application; the results of this study can be used as input for the teaching and learning process of English, especially for teaching vocabulary in junior high school. Practically, the author is expected to be able to contribute to English teachers' essential techniques in supporting the teaching process, especially vocabulary goals, and is one of the alternative techniques that English teachers can use in teaching vocabulary. For students, learning vocabulary using English vocabulary applications provides motivation, so students can quickly learn it and students can improve their skills in English vocabulary.

C. Methodology

This research aims to determine the students' vocabulary mastery using learning English vocabulary application in the first-grade MTS Nurul Yaqin Dawi-dawn. This research used a quasi-experimental research method. Sugiyono (2016) stated that the quasi-experimental design is the development of a proper experimental design that is difficult to implement. Muijs (2011) stated that quasi-experimental research is very suitable for seeing the effect of an educational intervention, such as a school improvement program or a project to improve certain elements. Quasi-experimental designs collect numerical data that must be analyzed mathematically to explain cause and effect. This research design was the non-equivalent control group design with a quasi-experimental design type.

There were two variables in this research, namely, independent and dependent variables. The independent variable was the main variable, which the researcher used to investigate the teaching of students' vocabulary. Independent of this research was the method of teaching vocabulary; it was the application of learning English vocabulary. The dependent variable was the variable that was observed and measured by the researcher to determine the effect of the independent variable.

The population population is first-grade students of MTS Nurul Yaqin Dawi-dawn. Sugiyono (2016) stated that the population is a generalization area consisting of objects or subjects with specific characteristics and qualities determined by researchers to study and then draw conclusions. The number of students who served as the population in this research was 62 students. The researcher took one class as the sample of the research. It can be seen in the following table..

Table 1.1: The Population of the Research

No	Class	Male	Female	Total
1	7A	15	13	28
2	7B	12	22	34
	Total	27	35	62

The sample would be a subject of individuals from a given population in the research field. In this research, especially for the quasi-experimental design, the researcher took the sample through purposive sampling. Arikunto (2013) stated that the sample is a part or representative research population. This means that each individual has the same probability of being selected, and the selection of one individual does not affect another. The researcher used two classes, namely class 7A, as a sample of 28 students.

In collecting the data, the researcher used a test as the instrument; instrument tools are used by researchers when conducting a research method. Some instruments were tests, questionnaires, interviews, observation, rating scales, and documentation. In quasi-experimental research, there were three procedures: pre-test, *treatment*, and *post-test*.

The validity of the test and reliability of test validity were measured by the level of accuracy between the data that occurs in the object of research and the strength report by the researcher. This research used the SPSS version 22 program to test the validity as

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$$r_{xy} = \frac{n\sum XY - (\sum X)\sum Y}{\sqrt{(N\sum X^2 - (\sum X)^2)(N\sum Y^2 - (\sum Y)^2)}}$$

Where :

N : number of Samples

$\sum X$

: score item

$\sum Y$

: total scores

r_{xy} : correlation coefficient

The reliability test on the instrument aims to determine the extent to which it can be trust as a measuring instrument. The degree of consistency of an instrument was the reliability of Abidin (2011). Reality relates to the question of whether an instrument can be trust according to predetermined criteria. If an instrument was a retested at different times with the same group, it produced the same test results. The reliability test was calculating using SPSS version 22.

$$a = \frac{K}{K-1} + \left(1 - \frac{\sum S_i^2}{S_x^2}\right)$$

Where:

a = coefficient describing the degree of reliability test

K = number of question items

S_i^2 = variance of each question item

S_x^2 = total variance of the test

After collected pre-test and post-test, the researcher compared the scores from the pre-test and post-test. Then the data analyzed and determine by statistical calculations with the t-test formula at the significance level and get a score. The *T-test* in this research used to test the results of the difference in the average scores between the experimental class and the control class, whether there was a difference or not. After giving post-test and pre-test to the students

the researcher calculating the students' scores by using the formula: $\text{Score} = \frac{\text{Gain Score}}{\text{maximum score}} \times 100$ then to classified the score of the students' of pre-test and post-test are:

80-100 = very high

60-80 = high

30-60 = enough

0-30 = low, and the value of scoring for each item of the test is using as follows:

No	Criteria	Score
1	Correct	1
2	Incorret	0

In calculting the mean score of the students the research used formula as follows:

$$\bar{x}_i = \frac{\sum x_i}{n_i}$$

Where :

$\bar{x}_i$ = Average count of class 1 treat result

$\sum X_i$ = Number of test score grade 1 students

n_i = Number of grade 1 students

And to find out the standard deviation with the formula: $SD = \frac{\sqrt{x^2}}{n}$

Where:

SD = Standard deviation

n = total of sample

X = percentage

The research hypothesis: if H_1 was accepted means learn English vocabulary application has an effect on students' vocabulary mastery; but if H_0 was rejected means learn English vocabulary applicaton has no effect on students' vocabulary mastery.

D. Findings and Discussion

The subjects in the experimental class were 28 students, and the pre-test was done. By using SPSS, it was found that the average score (mean) achieved by students was 50.36, the middle value in a sorted list of numbers (median) was 50.00, the most frequently occurring value in the data set (mode) was 50, and the number that measures the spread of a group of data against the average value of the data (standard deviation) was 20.500, where the lower the standard deviation, the closer to the average. In contrast, if the standard deviation value is higher, the range of variation of the data is more comprehensive, or the data values are more varied. Meanwhile, the highest score was 90, and the lowest was 23.

The frequency distribution of pre-test scores in vocabulary mastery through learning English vocabulary application with the experimental class showed that there were 19 students (68%) who had scored 0-50, 4 students (14%) who had scored 51-70, 2 students (7%) who had scored 71-85 and 3 students (11%) who had scored 86-100. From the statistical data, the pre-test scores in the experimental class werewere divided into four categories:: excellent, good, enough, and poor.

The experimental class was a class that was taught using learning English vocabulary application in vocabulary mastery. The subjects in the experimental class were 34 students, and the pre-test was done. The result of the pre-test

using SPSS was known that the average score (mean) achieved by the students was 68.68, the middle value in a sorted list of numbers (median) was 76.00, the most frequently occurring value in the data set (mode) was 76, and the number that measures the spread of a group of data against the average value of the data (standard deviation) was 18.659, in which the lower the standard deviation, the closer to the mean, whereas if the value of the standard deviation is higher, the more comprehensive the range of variation of the data or the more varied the value of the data, while the highest score was 23, and the lowest score was 93.

Frequency distribution of pre-test scores in vocabulary mastery through learning English vocabulary application with the control class that there were seven students (21%) who had scored 0-50, 8 students (23%) who had scored 51-70, and 12 students (35%) who had scored 71-85 and 7 students (21%) who had scored 86-100. From the statistical data, the category of the pre-test scores in the control class was divided into four categories, namely excellent, good, enough, and poor.

A post-test of the experimental class aimed to determine the result of students' vocabulary mastery after treatment. The result of the post-test by using SPSS was known that the average score (mean) achieved by the students was 83.14, the middle value in a sorted list of numbers (median) was 84.50, the most frequently occurring value in the data set (mode) was 76, and the number that measures the spread of a group of data against the average value of the data (standard deviation) was 12.560, in which the lower the standard deviation, the closer to the mean, whereas if the value of the standard deviation is higher, the more comprehensive the range of variation of the data or the more varied the value of the data, while the highest score was 100, and the lowest score was 50.

The frequency distribution of pre-test scores in vocabulary mastery through learning English vocabulary application with the control class was known that there was one student (4%) who had scored 0-50, 2 students (7%) who had scored 51-70, 11 students (39%) who had scored 71-85 and 14 students (18%) who had scored 86-100. From the statistical data, the pre-test scores in the experimental class were divided into four categories: excellent, good, enough, and poor.

A post-test of the control class aimed to determine the result of students' vocabulary mastery after treatment. The result of the post-test by using SPSS was known that the average score (mean) achieved by the students was 71.56, the middle value in a sorted list of numbers (median) was 76.00, the most frequently occurring value in the data set (mode) was 56, and the number that measures the spread of a group of data against the average value of the data (standard deviation) was 16.002, in which the lower the standard deviation, the closer to the mean, whereas if the value of the standard deviation is higher, the broader the range of variation of the data or the more varied the value of the data, while the highest score was 93, and the lowest score was 33.

The frequency distribution of pre-test scores in vocabulary mastery through learning English vocabulary application with the control class was known that there were four students (11%) who had scored 0-50, 8 students (24%) who had scored 51-70, 15 students (44%) who had scored 71-85 and 7 students (21%) who had scored 86-100. From the statistical data, the category of the post-test scores in the control class was divided into four categories, namely excellent, good, enough, and poor. The comparison of the pre-test and post-test scores of the experiment is shown in Figures 1, 2, and 3 below.

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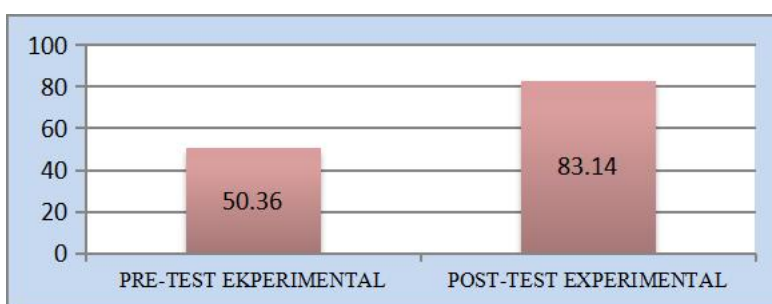


Figure 1: Comparison between experimental class on pre-test and post-test score

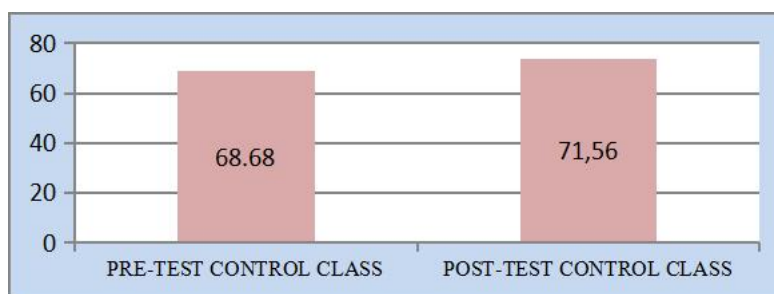


Figure 2: Comparison between control class on pre-test and post-test score

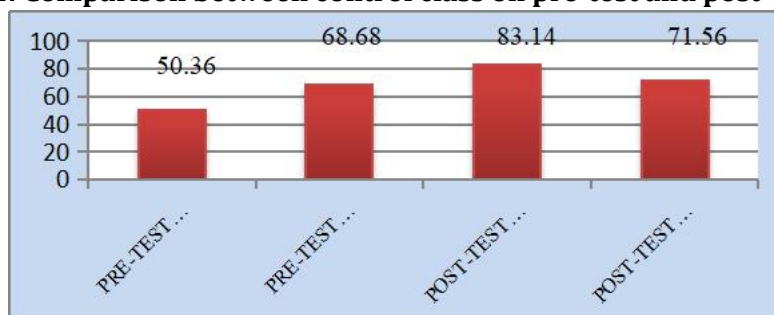


Figure 3: Comparison between experimental and control class on pre-test and post-test score

The results of this study indicate that there is an influence on student's vocabulary mastery from the pre-test and post-test after being given treatment with the application. This can be proven by looking at the average value of the experimental class's pre-test and post-test, which is 50.36 and 83.14, while the average value of the pre-test and post-test of the control class is 68.68 and 71.56. The t-test result is 10.781, and the critical value of the t-table is 2.052. Since the t-test was higher than the t-table, it indicated that after receiving treatment for the English vocabulary application, the experiment class achieved better results. Therefore, the researcher concluded that using English vocabulary applications for students positively affects vocabulary mastery of the first grade of MTs Nurul Yaqin Dawi-Dawi.

E. Conclusion

Based on the findings and discussion, it can be concluded that referring to the result of this research, it was obvious that learning English vocabulary applications contributed to the vocabulary mastery results, and there was a positive effect on the learning process. The comparison between the pre-test and the post-test of the experiment class indicated that both classes had an effect. However, the effect significantly more influential based on the list of students' scores in the experimental class because the post-test of the experimental class was found to be higher (83.14) than the pre-test (50.36), the pre-test and the post-test of the control class were (68.68) and (71.56), which mean that there was a significant effect of the learn English vocabulary application in teachstudents'nts' vocabulary mastery at the first grade of Mts Nurul Yaqin Dawi-dawi after being given with the treatment. The result also could be seen from the t-test at a significant level (α) of 0.05. The result showed that t-test ($t\text{-count}$) > $t\text{-table}$ ($10.781 > 2.052$). The null hypothesis (H_0) was rejected. This meant that the alternative hypothesis (H_1) was accepted because English vocabulary application had English vocabulary application significantly affected students' vocabulary mastery in the first grade of Mts Nurul Yaqin Dawi-Dawi.

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