

Lingodeer Application: Does It Improve Student's Vocabulary Mastery At Junior High School?

By:

Dellyna Rahmawati

Advisor: Yuli Astutik

Universitas Muhammadiyah Sidoarjo

January, 2024.

Introduction

1. The importance of vocabulary mastery in learning English for Indonesian students. This research refers to the view of Richard & Renandya (2002) which states that vocabulary mastery provides the basis for various aspects of language skills, such as listening, reading, writing, and speaking.
2. The challenges faced by Indonesian students in acquiring mastery of English.
3. The technology can be an effective tool in improving English language learning. This is supported by previous works such as Alzahrani and Roberts , Munoz et al., and Tiara et al. In (2021) which highlight the potential of technology in improving English language learning.

Research Questions

Does the use of the Lingodeer application have an impact on increasing vocabulary mastery for students' writing skills at one of the Islamic Junior High Schools in Sidoarjo?

Method

Research Design : The researchers used a Qualitative method

Research Setting : One of the Islamic Junior High School in Sidoarjo seventh grade (20 students)

Data Collection : The researchers used a one group experimental design (Pre-test, experiment class, Post-test)

Data Analyzing : The researchers use the SPSS statistical program to analyze pre-test and post-test score with paired sample t-test

Research Findings

Table 1. Pre-test and Post-test Scores

	N	Minimum score	Maximum Score	Sum	Mean	Std. Deviation
Pre-test Score	20	60,00	92,00	1396,00	69,8000	9,40101
Post-test Score	20	76,00	92,00	1662,00	83,1000	5,44736
Valid N (Total students.	20					

- The pre-test results involved 20 students.
- Pre-test scores:
 - Minimum score: 60
 - Maximum score: 92
 - Average score: 69.80
- The average pre-test score is below the school's minimum standard (75), indicating that students' vocabulary understanding is still weak.
- After intervention, the post-test results showed improvement:
 - Average post-test score: 83.10
 - Minimum score: 76.00
 - Maximum score: 92.00
 - Students have met the minimum standard, and their ability to achieve curriculum goals has improved.

Research Findings

Formulation of Research Hypothesis;

- H_0 = There is no average difference between Pre-test and Post-tets learning results which means there is no influence on the use of Lingodeer applications when learning English vocabulary
- H_a = There is an average difference between Pre-test and Post-tets learning results which means that there is an influence on the use of Lingodeer applications when learning English vocabulary.

Table 3. T test results
Paired Samples Test

	Mean	Std. Deviantion	Std. Error Mean	95% Confidence Interval of the Defference		t	df	Sig. (2-tailed)
				Lower	Upper			
PRETEST POSTTEST	-13,30000	8,87990	1,98561	-17,4559	-9,14408	- 6,698	19	,000

The Sig. 2-tailed < 0,005

Research Findings

Table 3. T test results
Paired Samples Test

	Mean	Std. Deviantion	Std. Error Mean	95% Confidence Interval of the Defference		t	df	Sig. (2-tailed)
				Lower	Upper			
PRETEST POSTTEST	-13,30000	8,87990	1,98561	-17,4559	-9,14408	- 6,698	19	,000

The guidelines; If the Sig value. (2-tailed) < 0.05 , then H_0 is rejected and H_a is accepted.

Conversely, if the sig. (2-tailed) > 0.05 , then H_0 is accepted and H_a is rejected.

The Sig. 2-tailed $< 0,000$

Research Implication

The use of applications such as Lingodeer shows that technology can be an effective tool in improving students' vocabulary mastery in English writing skills. This encourages educational institutions to better utilize technology in the learning process to enrich the student learning experience.

Conclusion

- The results of data analysis show that the use of the Lingodeer application is effective in improving students' English vocabulary writing skills.
- There was a significant increase in vocabulary understanding scores, with the average post-test score meeting the school's minimum standard

Referensi

- Renandya, W.A., & Richards, J.C. (2002). *Methodology in Language Teaching*. New York : Cambridge University Press.
- Alzahrani, S., & Roberts, L. (2021). The effect of visuospatial designing elements of zoomable user interfaces on second language vocabulary acquisition. *The system*, 96 (1). 1-30, <https://doi.org/10.1016/j.system.2020.102396>
- A. D. Tiara, M. A. Rahman, and C. Handrianto, “The Students` Perception About Use of Duolingo Application for Improving English Vocabulary,” *International Journal of Education , Information Technology and Others (IJEIT)*, vol. 4, no. 4, pp. 690–701, 2021, doi: 10.5281/zenodo.5775915.
- Muñoz, C., Pujadas, G., & Pattemore, A. (2021). Audio-visual input for learning L2 vocabulary and grammatical constructions. *Second Language Research*, 00(0), 1-25, <https://doi.org/10.1177/026765832110157>

