

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

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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	20					
(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;

- H₀= 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

The Sig. 2-tailed < 0,005

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

















Research Findings

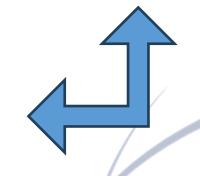
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The guidelines; If the Sig value. (2-tailed) < 0.05, then H₀ is rejected and Ha is accepted.

Conversely, if the sig. (2-tailed) > 0.05, then H₀ is accepted and Ha 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















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