



The Effect of Using Lingodeer Application on Students' Vocabulary of the Seventh Grade at Mts Darul Ilmi Batang Kuis

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ABSTRACT

There are several factors that affect vocabulary teaching. A creative teacher will use teaching methods that are appropriate to the conditions of the students in the class and can attract them to be more interested in learning English, especially vocabulary mastery. The purpose of this study was to find the significance of Lingodeer Application in teaching English Vocabulary which was observed and analyzed by the seventh grade students of MTS Darul Ilmi Batang Kuis. In this research method is quantitative by taking 60 students as a sample. The population of this study were all students of class VII and the sample of this study was class VII- 1 as the experimental class, class VII- 2 as the control class. The research instrument used was multiple choice. Research on the use of Lingodeer Application and the Lingodeer Application has a significant effect on students' vocabulary achievement. It can be concluded that the use of Lingodeer Application in improving students' vocabulary mastery is affective. The results found in this study were observed t of 8,85 and 1 table of 2.00. This can be stated that there is a significant difference between the vocabulary scores of students who are taught using Lingodeer Application and without Lingodeer Application. It means that Lingodeer Application is quite effective in increasing students' vocabulary achievement.

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INTRODUCTION

English is a means of global communication. The role of English is very necessary for the development of science and technology (IPTEK). Mastering English provides many benefits for students. In Indonesia, English as a foreign language is studied from elementary school to the university level. English has four skills namely listening, speaking, reading, and writing. but before learning these four skills, students must know the vocabulary, because vocabulary is a factor that plays an important role in improving students' language skills.

In learning English as a foreign language, vocabulary is one aspect of foreign language component. If students lack the vocabulary then they will find in difficulty in expressing ideas, feelings, opinions and they would not be able to understand any expressions addressed to them, and also, they will find difficulty in understanding the words heard or the contents of the reading.

Learning English vocabulary has an important role for students. so that students can master language skills. Some vocabulary or expressions can help students to understand the words of others. Alqahtani (2015) said that the most important part of learning foreign languages is vocabulary learning because there are new words that must be emphasized both in books and in class.

Based on the statement above it can be concluded that vocabulary is the basis for learning English. As we know, vocabulary is a basis component that must be mastered by students. but there are still many students who still lack vocabulary. If students lack vocabulary then they will have difficulty in understanding the subject matter given by the teacher. Several factors influence students' lack of vocabulary, namely first, students perceive English as a difficult subject. Second, students still have difficulty in remembering the vocabulary they have learned. Third, students are lazy to open the dictionary. Fourth, the lack of use of media used by teachers.

The new media and strategies are urgently needed for teachers in teaching English to help students to solve the problem. Learning vocabulary by using media can be an alternative technique for learning process. Several media can help students to learn English, such as Lingodeer application. Colorful media and interesting design can make students feel interested and enjoy the learning process.

Vocabulary problems in students must be solved so that students can easily understand learning in class. Based on the problems above, the researcher is interested in conducting a research entitled “ **The Effect of Using Lingodeer Application on Students’ Vocabulary of the Seventh Grade at MTs Darul Ilmi Batang Kuis**”. The use of the Lingodeer application is expected to

overcome these problems and increase students' vocabulary achievement. Using learning media that uses applications will facilitate students in the learning process and make the learning process fun for students.

METHOD

In this research will focus on quantitative research. The design of research is categorized into experimental research. In the method the sample is divided in two groups. There are two groups of student namely experimental group and control group. The experimental group is the group that receives treatment using the lingodeer application. While the control group is the group that learns with conventional way. The design is as the following table:

Table 1. The Design of Research

Group	Pre-test	Treatment	Post-test
Experimental group	X ₁	With LINGODEER	X ₂
Control group	Y ₁	Without LINGODEER	Y ₂

Note :

X₁ = Pre-test experimental group
 X₂ = Post-test experimental group
 Y₁ = Pre-test Control group
 Y₂ = Post-test Control group

FINDINGS

The test was taken from vocabulary test student. The data of this research were students' scores of the pre-test and post-test in control group and experimental group. The scores obtained by students can be seen in the following tables:

Table 2. The Score of Pre-test and Post-test of Experimental Group (VII-1)

NO	Initial Name	Pre-test	Post-test
1	AWS	85	95
2	AA	30	70
3	AR	20	60
4	AS	45	70
5	AFS	60	85
6	ASH	70	100
7	AL	35	65
8	AS	70	80
9	AW	40	75
10	AP	85	100
11	AM	70	90
12	AT	60	85
13	AA	55	75
14	AZ	30	60
15	BA	85	95

16	BDS	80	100
17	AR	60	75
18	AZ	60	65
19	ADK	70	95
20	AJ	55	90
21	AP	60	80
22	ADZ	75	90
23	AHH	55	75
24	ANI	60	80
25	A	55	90
26	AS	60	70
27	AS	55	65
28	AS	55	75
29	CA	60	75
30	CN	55	90
	TOTAL	1755	2420

After collecting the data and scoring the experimental group's answer of pre-test and post-test that the researcher was given to the experimental group. It can show that the total scores of the experimental group test is for pre-test, the experimental group got 1755 and for the post-test they got 2420.

Table 3. The Score of Pre-test and Post-test of Control Group (VII-2)

NO	Intial Name	Pre-test	Post-test
1	BH	30	40
2	DAU	70	75
3	DR	70	80
4	DNZ	70	80
5	DD	70	85
6	FA	70	85
7	FS	70	85
8	FAW	80	85
9	GP	75	65
10	GP	70	85
11	HM	30	45
12	IZ	75	95
13	HM	75	80
14	IZ	65	85
15	IK	45	60
16	KA	70	80
17	CS	80	85
18	CT	85	90
19	DAP	60	65
20	DVA	80	80

21	DCR	95	85
22	DFR	65	80
23	DSF	90	90
24	DA	75	85
25	DA	95	90
26	DNS	70	80
27	DS	85	85
28	FA	95	80
29	FA	95	95
30	FWC	60	80
	TOTAL	2165	2380

The total scores of the control group test is for pre-test the control group got 2165 and for post-test they got 2380.

Table 4. The Differences of Score Between Pre-test and Post-test of the Experimental Group

NO	Initial Name	Pre-test T ₁	Post-test T ₂	T ₂ - T ₁ X ₂
1	AWS	85	95	10
2	AA	30	70	40
3	AR	20	60	40
4	AS	45	70	25
5	AFS	60	85	25
6	ASH	70	100	30
7	AL	35	65	30
8	AS	70	80	10
9	AW	40	75	35
10	AP	85	100	15
11	AM	70	90	20
12	AT	60	85	25
13	AA	55	75	20
14	AZ	30	60	30
15	BA	85	95	10
16	BDS	80	100	20
17	AR	60	75	15
18	AZ	60	65	5
19	ADK	70	95	25
20	AJ	55	90	35
21	AP	60	80	20
22	ADZ	75	90	15
23	AHH	55	75	20
24	ANI	60	80	20
25	A	55	90	35

26	AS	60	70	10
27	AS	55	65	10
28	AS	55	75	20
29	CA	60	75	15
30	CN	55	90	35
TOTAL				665

$$M_x = \frac{\sum x}{N}$$

$$M_x = \frac{665}{30}$$

$$M_x = 22,16$$

Based on the table showed that, the deviation between pre-test and post-test in experimental group is 22,16

Table 5. The Differences of Score Between Pre-test and Post-test of the Control Group

NO	Intial Name	Pre-test T ₁	Post-test T ₂	T ₂ - T ₁ Y ₂
1	BH	30	40	10
2	DAU	70	75	5
3	DR	70	80	10
4	DNZ	70	80	10
5	DD	70	85	15
6	FA	70	85	15
7	FS	70	85	15
8	FAW	80	85	5
9	GP	75	65	10
10	GP	70	85	15
11	HM	30	45	15
12	IZ	75	95	20
13	HM	75	80	5
14	IZ	65	85	20
15	IK	45	60	20
16	KA	70	80	10
17	CS	80	85	5
18	CT	85	90	5
19	DAP	60	65	5
20	DVA	80	80	0
21	DCR	95	85	-10
22	DFR	65	80	15
23	DSF	90	90	0
24	DA	75	85	10
25	DA	95	90	-5
26	DNS	70	80	10

27	DS	85	85	0
28	FA	95	80	-15
29	FA	95	95	0
30	FWC	60	80	20
TOTAL				240

$$My = \frac{\sum y}{N}$$

$$My = \frac{240}{30}$$

$$My = 8$$

Based on the table above, the deviation between pre-test and post-test in control group score is 8.

Based on data above, the calculation is obtained as follows :

$$X = 665$$

$$Y = 240$$

$$Mx = 22,16$$

$$My = 8$$

$$Dx^2 = 2.737$$

$$Dy^2 = 2.239$$

$$Nx = 30$$

$$Ny = 30$$

The data above than was calculated by applying t-test formula as follows :

$$T = \frac{Mx - My}{\sqrt{\left(\frac{Dx^2 + Dy^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$T = \frac{22,16 - 8}{\sqrt{\left(\frac{2.737 + 2.239}{30 + 30 - 2}\right) \left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$T = \frac{14,16}{\sqrt{\left(\frac{4.976}{58}\right) \left(\frac{2}{60}\right)}}$$

$$T = \frac{14,16}{\sqrt{(85.79)(0.03)}}$$

$$T = \frac{14,16}{\sqrt{(2.57)}}$$

$$T = \frac{14,16}{1,60}$$

$$T = 8,85$$

Based on the calculating of the t-test above, it was found that t-test is 8,85.

The researcher used the 5% (0.05) alpha level of significant as usually educational research. Determining degree of freedom (df), with formula:

$$Df = (Nx + Ny) - 2$$

$$= (30 + 30) - 2$$

$$= 58$$

So, in the table (t_t) is 2.00 for 5%

Testing Hypothesis

To test the hypothesis, the formula of the t-test and the distribution table of the t critical value were applied. If the observed is higher than 1-table, it means that

the null hypothesis is rejected and the alternative hypothesis is accepted. The fact of this research showed that the t-observed is higher than t-table ($8,85 > 2,00$). Therefore, H_a is accepted and H_o is rejected. In other words, teaching vocabulary using lingodeer application is more effective than without lingodeer application.

Based on the data analyzed and testing the hypothesis, the research findings of the research effect of using a lingodeer application to improve students' vocabulary.

Achievements were described as the following:

1. The students who were taught using a lingoder application got higher lingoder than the students who were taught without a lingoder application.
2. The t-observed value was higher than the t-table in which t-observed was 8,85 and t-table 2.00 ($8,85 > 2,00$).

DISCUSSION

Based on the findings of research, it was found that students' vocabulary achievement in an experimental class taught by a lingo application was higher than students in the control class taught by a conventional method. From the data I got, the lowest for the pre-test in the experimental group was 30 and the highest was 85.

The lowest score in the post-test was 60 and the highest was 100. The lowest score for the pre-test of the control group was 30 and the highest was 95. The lowest score on the post-test was 40 and the highest was 95.

For the hypothesis using the t-test, it was found that t-observed 8,85 and t-table 2,00. It means that H_a was accepted and H_o was rejected. In other words, the vocabulary learning words by using application in experimental class significantly affected students' vocabulary achievement in grade VII-1. From the result of the research, it can be seen that teaching by using a lingodeer application for learning is more motivating for students and can make students more active because they are interested in the learning model applied.

CONCLUSION

Based on the data analysis, it can be concluded that students' vocabulary achievement by using a lingodeer application has a significant effect, rather than in class the did not applying lingodeer application. The result of the conclusion of the t-test is that the t observed value: 8,85 with degree of freedom (df) 58 is higher than the value of t-table (2.00). In conclusion, those findings imply that the alternative (H_a): lingodeer application on vocabulary achievement is accepted and null hypothesis (H_o) is rejected. Therefore, the effect of applying a lingoorder application has a significant effect on students' vocabulary achievement.

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