



Using Bright–English for Beginners Application to Enrich Students' Vocabulary

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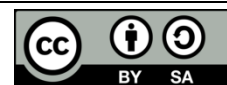
ABSTRAK

Masalah utama bagi pembelajar bahasa Inggris Indonesia adalah kurangnya kosakata. Selama proses belajar mengajar, sebagian besar siswa seringkali membutuhkan lebih banyak waktu untuk menyelesaikan tugas-tugas yang diberikan oleh guru. Siswa harus menerjemahkan teks kata demi kata karena kosakata mereka terbatas. Dibutuhkan waktu yang lama, sehingga pencapaian tujuan pembelajaran kurang efektif. Dalam praktiknya, bahasa itu rumit untuk dipahami siswa. Penelitian ini bertujuan untuk menganalisis apakah aplikasi Bright – English for Beginners dapat memperkaya kosakata siswa atau tidak. Jenis penelitian ini adalah kuantitatif dengan desain pre-experimental design dengan one group pre-test dan post-test. Penelitian ini dilakukan pada siswa kelas VII yang terdiri dari 22 siswa. Metode yang digunakan untuk mengumpulkan data adalah observasi, wawancara, dan tes. Instrumen yang digunakan untuk menganalisis data adalah angket dan lembar pertanyaan dalam menganalisis data yang diperoleh dengan menggunakan statistik deskriptif. Hasil penelitian adalah terdapat perbedaan yang signifikan secara statistik antara pre-test (sebelum perlakuan) dan post-test (setelah perlakuan). Rata-rata skor pre-test adalah 34,62, sedangkan rata-rata post-test adalah 88,25. Prestasi post-test lebih tinggi dari prestasi pre-test. Temuan penelitian ini mengungkapkan bahwa penggunaan aplikasi Bright – English for Beginners secara signifikan memperkaya kosakata siswa. Hasilnya, dapat disimpulkan bahwa aplikasi Bright – English for Beginners secara efektif meningkatkan kosakata siswa.

ABSTRACT

The main problem for Indonesian English learners is the lack of vocabulary. During the teaching and learning process, most students often need more time to complete the tasks given by the teacher. Students have to translate the text word by word because their vocabulary is limited. It takes a long time, so achieving learning objectives is less effective. In practice, language is complex for students to understand. This study aims to analyze whether the Bright – English for Beginners application can enrich students' vocabulary or not. It is quantitative research with a pre-experimental design with one group pre-test and post-test. This research was conducted on class VII students consisting of 22 students. The methods used to collect data are observation, interviews, and tests. The instruments used to analyze the data are questionnaires and question sheets in analyzing the data obtained using descriptive statistics. The study results were that there was a statistically significant difference between the pre-test (before treatment) and post-test (after treatment). The mean pre-test score was 34.62, while the mean post-test was 88.25. Post-test achievement is higher than pre-test achievement. The findings of this study reveal that the use of the Bright – English for Beginners application significantly enriches students' vocabulary. As a result, it can be concluded that the Bright – English for Beginners application effectively improves students' vocabulary.

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1. INTRODUCTION

In his life, man is a social creature. It means that human cannot survive on their own. Human, as social creatures, must be able to interact with another human. Language allows human to communicate with one another (Albaladejo et al., 2018; Khong et al., 2017; Sukenti et al., 2020). The need to communicate with people from other countries is critical to human survival. Language is the most important aspect in the life of all human being (Alfulaila et al., 2019; Alibakhshi et al., 2020). Language is a set of options through which we can communicate certain functions, allowing us to express our worldly experiences, interact with others, and create a coherent message (Haselow, 2021; Singh et al., 2020). Different cultures and geographical conditions resulted in different types of language, giving rise to the world's many languages. Then, human had difficulty communicating with people in other countries. Nowadays, the world's society has agreed on English as the International language. English as an International Language refers to the use of English by people from different countries to communicate with one another (Albaladejo et al., 2018; Liu, 2015; Singh et al., 2020). Society has made it easier

for people to interact and communicate with people on the other side of the world. It implies that we must learn English as thoroughly as possible.

Vocabulary is one of the important aspects that must be mastered by the student before learning English (Albaladejo et al., 2018; Fidiyanti, 2020; Parvareshbar & Ghoorchaei, 2016). We have to master the four fundamental language skills of listening, speaking, reading, and writing. Aside from such fundamental skills, there is one component of language that is the most important, vocabulary. Vocabulary, as Norbert stated, is one of the most important aspects of a language (Basri, 2018; Mahmoudi et al., 2012; Talebi & Marzban, 2015). A person with a limited vocabulary will find it difficult to improve their listening, speaking, reading, and writing skills (Mahdi, 2018; Saedakhtar et al., 2021). Lack of vocabulary may make learning English more difficult (Habibi, 2017; Tivnan, 2015). On the contrary, acquiring a large number of vocabularies can assist someone in listening, speaking, reading, and writing (Dwihartanti & Faizah, 2018; Musa, 2019). The main issue for Indonesian English learners is a lack of vocabulary. It is consistent with the fact that, during the teaching and learning process, most students frequently require more time to complete the assignments assigned by the teacher. They have to translate the text word by word because they have limited vocabulary. It took a long time, so the process of achieving the learning objectives was less effective. In practice vocabulary is difficult for students to comprehend (Basri, 2018; Mahdi, 2018; Mahmoudi et al., 2012). They feel so hard to memorize that because the teacher still use the old method for teaching it through only writing down on the white board and asked them to translate and memorize the words. English is an international language used all over the world, for education, technology, political, and commercial purpose (Habibi, 2017; Mauliate et al., 2019; Tivnan, 2015; Wene & Muljani, 2020).

One way to improve students' vocabulary skills is the use of technology as a learning medium. In this increasingly modern era, known as the Millennials, the advancement of science and technology is accelerating and unstoppable. It is possible that the children have also been using the cell phone. In fact, not a bit children under five use Android on daily activity (Arsyad & Lestari, 2020; Astuti et al., 2017). As technological advancements accelerate, some software application developers compete to develop applications to assist teachers in teaching vocabulary. Bringing technology in the classroom is a very interesting idea for educators to make creative activities in class to help students to understand the lesson (Lara & Bokoch, 2021; Müller & Wulf, 2020; Utami et al., 2018).

Media are generally human, material, or an event that creates a situation to assist the student in gaining knowledge. It refers to anything that can assist someone in obtaining information (Anwaringsih & Ernawati, 2013; Suryadi et al., 2020; Utama et al., 2014). Instructional media are the tools used to transfer the contents of teaching material (Fauyan, 2019; Khan & Masood, 2015; Lee & Osman, 2012). Instructional media as using the power of pictures, words, and sounds to compel attention, help an audience understand ideas and acquire information that is too complex for verbal explanation alone, and to help overcome time, size, and space constraints (Andini et al., 2018; Manurung & Panggabean, 2020). Based on this, instructional media is very helpful in the learning and teaching process. The one function of instructional media is a teaching-supported tool that influences the teacher-arranged climate, condition, and environment (Laksana et al., 2019; Rosalina & Suhardi, 2020; Wulandari et al., 2019). Well, instructional media can greatly assist teachers in making the class more enjoyable and the students more engaged in learning the material.

One application that can be used to improve students' vocabulary skills is the Bright-English for Beginners application. This application is claimed to be a tool to help learn vocabulary in a fun way and can enrich learners with 8 words every day. Bright – English for Beginners is a smart and easy-to-use application designed to help children learn English. This employs superior interval repetition methods as well as Fast Brain memory training techniques. Because it is an interactive form of learning, it is capable of causing users to memorize 90% of the information. “We’ve prepared 38 sets of choices of words in English with various levels of difficulty from beginner to advanced. The exercises are voiced by native speakers. You can choose to hear male or female voices in the application’s settings feature. Memorize at least 200 effective words every month so you can communicate and translate without the help of the dictionary. Bright is guaranteed to increase vocabulary, understand English speech quickly, memorize writing with proper grammar, and improve his or her ability to pronounce. The application adapts to the user's preferences. Teachers can do their jobs, and students will be interested in following along with the lesson (Darihastining et al., 2020; Purnomo, 2014). Teaching vocabulary is difficult because there are so many words to learn. It is critical to establish good working relationships between teachers and students. Teachers must determine the best method to use, the type of vocabulary to teach, and how much vocabulary they want their students to memorize. The findings of previous research also stated that the use of learning media can help students in learning (Novita & Novianty, 2020; Setiawan & Ari Oka, 2020; Widiatmika et al., 2017). So that appropriate learning media can help teachers in learning and make it easier for students to understand the learning material. The purpose of this study is to analyze whether the Bright – English for Beginners application can learn students' vocabulary or not. It is hoped that this application can help students improve English vocabulary.

2. METHOD

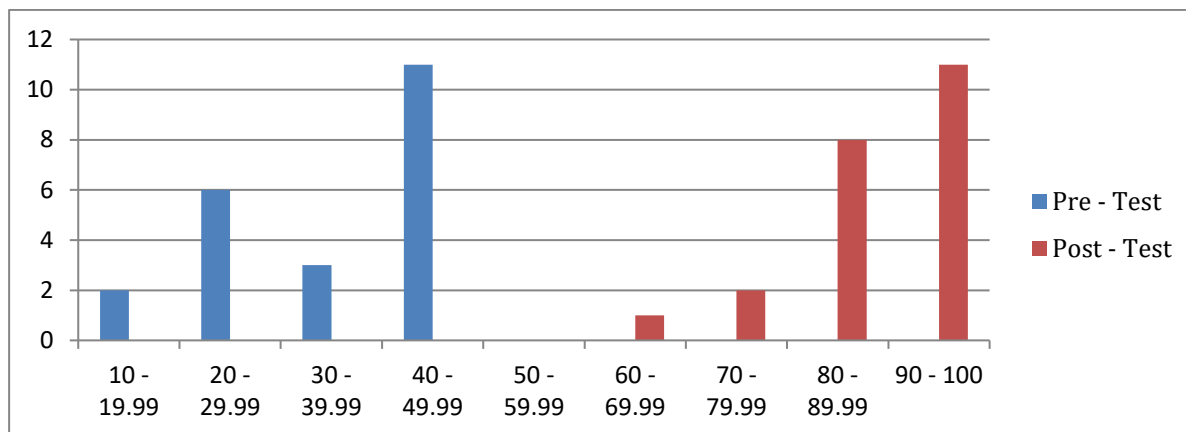
A quantitative research method was used in this study. The quantitative research method was used to analyze the statistical data, which included the pre-test and post-test scores of the students. The methods used to collect data are observation, interviews, and tests. The instruments used to analyze the data are questionnaires and question sheets. Prior to treatment, a pre-test is administered. After-treatment post-test to determine students' achievement after using the Bright – English for Beginners application to teach them. The research design was a pre – experimental design with one group pre-test and post-test design. This research was conducted at one junior high school in Minahasa regency. Seventh grade students consisting of 22 students in this school were involved in the study. In this study, a written test was used to collect data. There were two tests: a pre-test and a post test. The exam consisted of 65 numbers divided into four sections. The first section consisted of 20 questions of multiple-choice answers based on pictures, the second and third sections consisted of 15 questions for each noun and verb, and the final section consisted of 15 items of the matching test. The researcher created the test based on the instructional materials that were taught. In analyzing the obtained data, the researcher used descriptive statistics. The mean score formula was used.

3. RESULT AND DISCUSSION

Result

This is a quantitative study. In this study, the researcher used one class of 22 students as the subject of the study to determine whether or not the Bright – English for Beginners application could enrich students' vocabulary. The study began with a pre-test to determine the students' knowledge prior to treatment. During the treatment, the researcher introduced the students to the Bright – English for Beginners application. He then instructed the students to select a beginner level that best suited their abilities. To ease students, learn vocabulary, the researcher asked them to choose five topics: "at home, in the city, school and university, animal, and top 100 verbs," because these topics are frequently encountered in their daily lives. Bright – English for Beginners application then displays words related to the topics mentioned above. The researcher asked the students to choose eight words that they wanted to learn and memorize. Students are expected to pay close attention to the words they choose, whether they are writing, pronouncing, or translating in Bahasa Indonesia. A native speaker guides the pronunciation, a feature that provides by this application. This Bright – English for Beginners application is an Android application; the learning and training takes place on their prospective smartphone. Students are taught how to pronounce the words that have been chosen during this learning and training process. During the first training, students were asked to choose the Bahasa Indonesia translation of an English word that appeared in this Bright – English for Beginners application and was then pronounced by a native speaker. When the eighth is completed, the training is reversed. Students were asked to choose the English translation of a Bahasa Indonesia word that appeared in the application. In the following training, the native speaker pronounced a word in English, and the students chose the translation of the pronounced word. Students in this training must be able to select an answer in less than 5 seconds.

The chosen topic is one that is frequently encountered in daily life, making it easier for the researcher to explain and relate it to the objects around the students. Students gained a better understanding of the words they learned as a result. The eight previously chosen words are repeatedly practiced until students are confident in their ability to memorize and understand them. The following day, the students returned to select eight words to be taught and trained using the same method. This is repeated for 30 days in a row. After 30 days of treatment with the Bright – English for Beginners application, a post – test is administered to determine the extent to which the students' development has improved as a result of the treatment. The pre-test score is $X = 761.54$ and the post test is $Y = 1941.54$. The data analysis begins with the computation of the frequency distribution of both pretest and post test scores. The calculation of the pre – test scores show that of the 22 sampling students, two (9.09 percent) scored in the range 10 – 19.99, six (27.27 percent) scored in the range 20 – 29.99, three (13.64 percent) scored in the range 30 – 39.99, and eleven (50.00 percent) scored in the range 40 – 49.99. This pre-test has the highest score of 47.69 and the lowest score of 15.38. The frequency distribution of pre-test scores was analyzed. One student (4.55 percent) scored between 60 and 69.99, two students (9.09 percent) scored between 70 and 79.99, eight students (36.36 percent) scored between 80 and 89.99, and eleven students (50.00 percent) scored between 90 and 100. The highest score in the post – test is 96.92, while the lowest score is 66.15. The frequency distribution of pre – test and post – test scores is depicted in picture 1.



Picture 1. The frequency distribution of pre test and post test scores

The chart above depicts the difference between pre – test and post – test data, where the highest score was obtained in the interval 40 – 49.99, i.e., 47.69, and the lowest was obtained in the interval 10 – 19.99, i.e. 15.38. In comparison to the post – test, 96.92 was the highest score in the 90 – 100 range, and 66.15 was the lowest in the 60 – 69.99 range. As a result, it is stated that the post – test is superior to the pre – test. Furthermore, the mean of both pre – test and post – test scores are calculated. The mean of pre – test was 34.62, whereas the mean of post – test was 88.25. This indicates an increase that occurred from pre – test to post – test. This proves that the students’ vocabulary enriched significantly by using the Bright – English for Beginners application. The purpose of this study was to see if the Bright - English for Beginners application could help students enrich their vocabulary. This study is a quantitative study that analyzes data from the pre-test and post-test results. Prior to receiving the treatment, the researcher discovered that none of the 22 students in grade seven achieved a score of more than 50. As many as two students (9.09 percent) received scores in the range of 10-19.99, with the lowest score being 15.38. Six students (27.27 percent) scored in the 20-29.99 range. Only three students (13.64 percent) received scores in the 30-39.99 range. Fifty percent of them (11 students) scored between 40 and 49.99. The average pre-test score was 34.62. This means that the number of vocabularies that is owned by these students is extremely limited. The pre-test and post-test questions total 65 items and are divided into three types of questions: multiple-choice (20 questions) in which students must select the correct answer option based on a picture, then there is a Fill in the blank question, which consists of 30 questions divided into two parts, 15 questions for nouns and 15 questions for verbs, and a Matching test, which consists of 15 questions.

During the pre-test, all students struggled to answer all of the questions. None of them understand what the questions are asking. All of the students speculated in response to the question. After being evaluated, it was discovered that none of the 22 students had studied English in elementary school. Even though English should be taught from an early age, no one can read, write, or pronounce the words in the pre-test questions. English teaching should be introduced to Indonesian children early on. This saddens the researcher because it turns out that English, as a global language, is not taught in elementary schools. However, in this day and age, everyone must be fluent in English. However, proving whether the Bright - English for Beginners application can successfully enrich students' vocabulary is a challenge for the researcher. The students' English vocabulary enriched significantly after a month of treatment. In the post-test, only one student (4.55 percent) received a score in the range 60-69.99, while two students (9.09 percent) received a score in the range 70-79.99. There were 8 students (36.36 percent) who scored between 80 and 89.99, and up to 50% of these seventh-grade students scored between 90 and 100. The lowest post-test score is 66.15, while the highest score is 96.92. The researcher discovered from the student answer sheets that most students still struggled to answer fill-in-the-blank questions because they were in sentence format. Meanwhile, students did not encounter many significant difficulties in the Multiple - Choice questions. It's just that many students still don't understand the distinction between "table" and "desk" because, in their daily lives, students rarely, if ever, see a desk in their house because the majority of their parents are farmers. In the Matching test section, all students can correctly answer all of the questions.

Discussion

The Bright - English for Beginners application teaches students to read, pronounce 8 words every day, and write a word correctly in English. Good learning media are able to channel information to students (Liang et al., 2011; Sulfemi, 2019; Van Alten et al., 2020; Zeptyani & Wiarta, 2020). Meetings will be held four times during November, but students will be able to practice using this application on their own every day. Students were very excited to participate in the lesson at the first meeting because it was their first time learning English through their gadgets. The use of technology as a learning medium can increase students' enthusiasm for learning

(Kim, 2015; Selvi et al., 2020; Van Alten et al., 2020). Students choose words at random from the Bright - English for Beginners application after selecting a level and 5 topics in the form of "school and university, at home, in the city, animals, and the top 100 verbs". The words that appear at the beginner level in relation to the above topic. Students select words at random that they have never seen or understood before to practice in 8 words. Students can pronounce, read, and write the eight words they practiced in the Bright - English for Beginners application after about 30 minutes of practice. The researcher then instructed them to complete the exercise and continue it at home on their own. The researcher also demonstrated how to continue the practice process in the Bright - English for Beginners application, so that students could practice 8 different words over the next few days. He also asked students to write down what words they had practiced in their notebooks so that they could be read again and help students master English. Fun learning activities make it easier for students to absorb information (Andriyani & Suniasih, 2021; Muhammad, 2018; Pratiwi et al., 2021).

The students' development was very noticeable at the second meeting in the following week. The use of learning media in accordance with the characteristics of students can increase students' enthusiasm for learning (Febrian et al., 2019; Latifah et al., 2020; Leatherman & Cleveland, 2020). They displayed the outcomes of their seven days of training, which they had documented in their notebooks. The researcher then put them to the test by having them write down what he said based on the notes that the students had given him. The researcher said it in both English and Indonesian. As a result, the majority of students were able to write down what the researcher said in both English and Indonesian. The researcher also demonstrated to students how to use the English words they had learned in the real world. For instance, when teaching the word "pen," the researcher took a pen and demonstrated to the students that the "pen" they are learning is a pen that they use every day in their studies. After observing positive results, the researcher asked students to continue the exercise on their own or with friends. This learning activity can increase student activity (Hasan & Baroroh, 2019; Leatherman & Cleveland, 2020; Yusup et al., 2016). At the next meeting, the researcher began teaching students basic English sentences. The researcher instructed students on how to construct sentences using simple present tense grammar. Students begin to notice difficulties in learning English here, albeit in the form of simple sentences. Students are overwhelmed when it comes to connecting the words they have learned one by one into a sentence. Students were unable to distinguish between a noun, a verb, and the verb to be. This makes it difficult for them to select the appropriate word to fill the subject, verb, to be, and object structure according to the simple present tense formula. After observing this, the researcher explained and taught the students how to distinguish between nouns and verbs.

It took a long time to teach them to recognize verbs and nouns. Fortunately, the school provided students with a week off to prepare for the semester exams. The researcher used a week to schedule meetings every day for a week to teach students how to construct sentences using the simple present tense formula. The seventh-grade students made positive progress at each meeting. During treatment, students do not feel pressed. Students do not feel overwhelmed by memorizing 8 words every day, so they do not take up too much time and still have time to do things they enjoyed. In his discovery of the magical number, "7, Plus or Minus 2". Human have short-term memory abilities that can store an average of 7 ± 2 objects (Becerra et al., 2021; Johnson, 2020; Swanson et al., 2021). Previously, all students received a score of less than 50; however, after treatment, all students received a score of greater than 50. Meanwhile, the average score of students after treatment was 88.25, up from 34.62 previously. This means that by using the Bright – English for Beginners application, the vocabulary of of these seventh-grade students enriched significantly in just a month.

4. CONCLUSION

This study improved after using the Bright – English for Beginners application. In conclusion, the Bright-English for Beginners application can help students learn their vocabulary. The Bright English for Beginners application makes students more active and enthusiastic in learning.

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