

THE USE OF ENGLISH 345 APPLICATION IN LEARNING VOCABULARY



SKRIPSI

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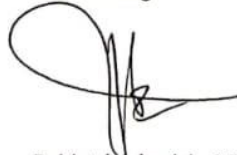
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ABSTRACT

Vocabulary can be defined as a set of alphabets arranged in a dictionary consisting of one word that has meaning. Vocabulary has an important role in English teaching programs. It can be seen that vocabulary appears in every language skill teaching (listening, reading, writing and speaking) as well as aspects of language form (phonology, structure). Based on initial observations, the vocabulary mastery of 8th grade students of Mts Husnul Khatimah polewali, Polewali Mandar district, is not optimal. The formulation of the problem in this study is how the process of using the English 345 application in learning vocabulary for 8th grade students of Mts Husnul Khatimah? The purpose of this study was to find out how the process of using the English 345 application in learning vocabulary for the 8th grade students of MTs husnul khatimah.

This research uses descriptive qualitative research with student research subjects. Data collection tools that the authors use in this study are questionnaires, interviews and observations. By using this analysis, the researchers presented the results of the study that the application of English 345 is a more effective way than learning vocabulary in the usual way. Students show their good response while using the application. They seemed interested, happy and active using the application.

Keywords: English 345 Application, Learning Vocabulary

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CHAPTER I

INTRODUCTION

A. Background

Education is a longlife necessity. Every person needs education to what extent and where ever. Education has an important role in guiding humans toward a goal of high value. Based on permendiknas no. 20 (2003), education is a conscious and planned effort to create the learning environment and learning process so that learners actively develop the potential to have the spiritual, religious, personality, intelligence, noble morals, and skills that they need, society, nation, and country.

Language is a communication tool that is used by people to interact with one another. There are 2 kinds of language, they are verbal and non-verbal languages. Verbal language is a language that use a word whether spoken or written. It is the most used communication in relationships between human through words. They express their feelings, emotions, thoughts, ideas, intentions, relaying facts, data, and information and explaining them, exchanging feeling and thoughts, and argument. Then, Non-verbal language is a language which delivery neither word nor voice, but through gestures that is often known by sign language or body language. Non-verbal language may be also made through eye contact, the use of objects such us clothing, and the use of symbols (Pratama and Priyantoro, 2017).

In the 21st century, in the age of globalization there are at least 7000 languages in the world. The most widely spoken language is English. English is the most widely spoken language in the world because it has been appointed as an international language. English is an essential language for young people to learn and master. There are many benefits in having English skill, both passive and active. Having English-language skills can help to facilitate the search for more information, communicate and interact easier, and have greater association with the global world.

Everybody knows that English comprises of four skills. They are listening, speaking, reading and writing. Besides skill, generally the language component consists of three. They are grammar, vocabulary, and pronunciation. To be understood and accepted as English learners, these three components must be studied correctly (Royadi, 2014).

Vocabulary has an important role in English. Without adequate vocabulary, students will have difficulty developing in learning English. Susanto (2017) stated that vocabulary is a crucial aspect in learning a language. It is almost impossible to learn a language without vocabulary. Even communication between human beings is based on words. Learning vocabulary requires different processes and ways to have adequate vocabulary. Vocabulary learning can be developed by using a variety of teaching techniques so that students will be interested in learning English vocabulary.

Based on my preliminary research at Mts Husnul Khatimah with the English teacher and according to the researcher experience at the time of practical

field experience (PPL) students lack significantly on vocabulary. So, when the researcher asked the students about English vocabulary, they were difficult answering. Many students think that learning vocabularies is a difficult thing, so that their interests in learning vocabulary is less. As well as the result of early observation with English teacher in Mts Husnul Khatimah, the researcher obtained the previous score of English subject was low than any other subjects.

One of vocabulary teaching technique is by using media, so that students can have more motivation for learning words without feeling overwhelmed because they are in this case experiencing two things at once: learning while playing. Learning vocabulary requires a media to make the learning process interesting and enjoyable. Media is a tool used to channel information normally used in teaching process so that the desired learning can be accomplished properly (Selvianah et al, 2020). The using of media will increase the probability that students will learn more and the knowledge will retain better in their mind. If a teacher applies learning vocabulary using an application game called “*English 345*” it may be helpful to increase students understanding English vocabulary especially noun. *English 345* is a game application which is found in play store application. The application contained many vocabulary, especially nouns. It is not only provides many vocabulary, but also contained menu that can train spelling and listening. Based on the observation result, the researcher wants to do a research with the title “ The use of *English 345* application to improve students vocabulary”

B. Problem statement

Based on the background description above, the problem that will be considered in the research namely “how is the *English 345* game application used in teaching vocabularies?”.

C. Objective of the research

Based on the design of the problem above, the purpose of the research is to know the process of learning vocabulary through the *English 345* application in eighth graders

D. Significances of the research

The significances of the research in this research are:

1. Theoretical benefits

First, this research is expected to supplement vocabulary references and literature review. Second, the results of this research are expected to be beneficial for the development of the study model. In addition, enrichment and support for the learning model application, particularly the vocabulary study with the *English 345* application.

2. Practical benefits

There are several practical benefits by doing this research. First, students, the results of this research may allow students to obtain materials at a level of ability. Second, teachers can apply as an input to be developed and reconsidered so as to improve the quality of teaching more effectively so that the actual educational goals can be achieved as expected. Third, school, as an

input material for the improvement of learning so as to help achieve the results of teaching as hoped. Fourth, the researcher, it is used as an experience of writing scientific works and the results of this research can be one of the basis for thinking to the rest of the researchers in order to carry out the study.

E. Scope of the research

Limitation on a problem are used to avoid both distortions and deductions in order to make the research more direct and easier in the discussion so that the research purpose will be achieved. Therefore, the researcher limits himself only regarding the “English 345 application and vocabulary (noun)”. The noun in question is basic noun that are usually often studied by junior high school students they are Alphabets, Numbers, Colours, Shapes, Body, Wheather, Clother, Fruit, Vegetable, Animal, Object, Foods, Transports and Country.

CHAPTER II

LITERATURE REVIEW

A. Previous studies

Hidayat has conducted a research entitle “Improving students vocabulary achievement through word game” (2016). This research was done based on the preliminary study which indicated that the students felt difficulties in learning English because of the lack of vocabulary. The result of this study shows that word game can help students to memorize the vocabularies easier, motivate students and make them more interested in learning vocabulary.

Mansur and Fadhilawati (2019) did a research focusing on applying Kahoot to improve the senior high school student vocabulary achievement. This objective of this study was to show that the use of Kahoot as media in teaching and learning vocabulary particularly in “introducing oneself” could improve the student vocabulary achievement. They found that the improvement on the students’ achievement was supported by the students’ positive attitude toward the use of Kahoot in teaching and learning, which the score improved into 84.58 from 59.23 when it was in the pre-test.

Umasugi et al (2018) in his thesis entitle “The scramble game in improving students vocabulary at the seventh grade of Mts LKMD Sawa”. The purpose of this research was find out whether the use of scramble game there are any different significant improvement of students’ vocabulary and to find out the motivate between the pre-test and post-test of the students’ vocabulary after they have been treatment. The result of the research was the use of scramble game in

teaching vocabulary improved the students' vocabulary and it can be concluded that the using of scramble game is effective to be implemented in improving the students' vocabulary and students' interested to learning vocabulary through scramble game.

Ajisoko (2020) has conducted a research entitle "the use of duolingo apps to improve English vocabulary learning". The purpose of this study is to explore the use of duolingo apps in improving student's vocabulary in Borneo university of Tarakan. The result of this study found that duolingo is an effective and interesting media. Students showed excellent responses toward this apps. This apps also can eliminate boredom in learning and also encourage students of new idea in learning.

Based on the previous findings studies above, it seems that there are many ways to improve the students vocabulary. In this research, the researcher will use English 345 aplication as teaching media to improve students' vocabulary. According to what the researcher already get in one of subject when he was in class that students are happier and easy to understand about vocabulary when they use a games media in learning vocabulary so that the researcher use a English 345 application as the teaching media. English 345 aplication can be used in android phone. The difference of this research with the previous researchs ist he media that used to improve the students' vocabulary. Then the similarity of this research with the previous researchs are the language component that will be improved which is vocabulary.

B. Some pertinent ideas

1. Concept of Vocabulary

a. Definition of vocabulary

Vocabulary is a language component in English that can enhance all skills. Without vocabulary the students will be difficult to improve their language skills. Such as communicate to foreigner, writing and reading English literature and etc. According to Susanto (2017) vocabulary is crucial to be to be mastered by the learner in order to understand the language, vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings.

Hiebert and Kamil (2005) explained that Vocabulary has a special place among others components. Vocabulary is not a development skill or one that can ever be seen as fully mastered. Vocabulary is the knowledge of meanings of words. The expansion of vocabularies is something that across a lifetime.

Febrisma writing (2013) that claimed that vocabulary are an informed component of the meaning and usage of words in languages. The wealth of words of a speaker, a writer, or a language. Vocabulary sustain the speaker to express their opinions, ideas, and feelings in communication.

Tambunan and Sibuea (2018) stated that vocabulary was collection of word that could be used by a person in profession to express their mind. It

means that vocabulary was the total number of word that someone own in expressing a language in communication.

By looking at the expert exposure above, it may be concluded that vocabulary are the sum total of words that a person or a speaker has. This vocabulary plays a vital role in language teaching, as vocabulary mastery has a powerful impact on language skills. The more words a person has, the more adept his language will be. With the mastery of these words enables one to have a more skillful writing, such as writing a narrative. Writing requires a great deal of words to convey information or message to its readers.

b. kinds of vocabulary

There are many kinds of vocabulary. Tawali (2018) said vocabulary are divided into four kinds, they are:

1. Speaking vocabulary is a vocabulary that a person or group use to express his ideas orally.
2. Writing vocabulary refers to vocabulary that are commonly used when writing.
3. Listening vocabulary refers to someone who understands a vocabulary they hear.
4. reading vocabulary is a vocabulary found in written form.

Waskita (2017) stated that there are two types of vocabulary, both active and passive words. Active vocabulary refers to words that students

can understand, pronounce correctly, and be used constructively in speaking and writing. Whereas passive words refer to words that students can recognize and understand when they read or hear when someone speaks. Furthermore, they did not use the words in speaking or in writing.

Hiebert and Kamil (2005) said vocabulary is divided into two types they are oral vocabulary and productive vocabulary. Oral vocabulary is the set of words which we know the meanings when we speak or read orally. Oral vocabulary consists of words which the meaning is known when we read or write silently. Productive vocabulary is words collection that an individual can use when speaking or writing. They are words that are familiar, well-known and used frequently. Conversely, receptive, or recognition, vocabulary is that set of words for which an individual can determine meanings when listening or reading

Based on the explanation by the experts above, researchers concluded that vocabulary were divided into four parts. There were speaking, reading, listening, and writing. This proves that vocabularies are very influential in developing into four skills in English as foreign languages.

c. The importance of vocabulary

Vocabulary is very important in communication. Especially people communicate by using words. If a person wants to be able to communicate in a certain language, he must know about language vocabulary. We will find words when we are learning reading, pronunciation, structure, and dialogue. There is always a verbal item to be studied in all the English

textbook in the class in addition to reading, structure, dialogue and pronunciation. From the foregoing it is clear that if students do not have enough words, they will not understand the English text well.

Blachowicz and Fisher (2004) explained that The importance of mastering vocabulary include, encouraging to play with and explore words, actively teaching students new vocabulary, helping students build strategies to learn new words, and encouraging students to read widely.

Ur (2012) state that learning vocabulary is crucial because it is mainly the vocabulary which carries meanings. You can usually convey what you want to say through vocabulary alone, with minimal grammar but not the other way around.

Based on the definition above, it is clear that vocabulary is an important factor in learning English, even in all languages. Thus, the teacher must have a good method of getting students interested in easy English speaking. Learning vocabulary requires a lengthy process, from knowing, remembering, and understanding words. When we learn or are taught about vocabulary, we must repeat those words day by day continually.

Vocabulary will benefit all language skills. A student who is less vocabulary will find difficulty in the language learning process and have little success to develop their other language. Having sufficient words from a foreign language makes it easier for them to learn all such linguistic abilities as speaking, reading, writing, and listening.

2. Concept of learning media

a. Definition of learning media

Nurmadinah (2016) stated educational media or learning media is an object that can be sensed, especially sight and hearing, both internal and external the classroom, which is used as a liaison tool (media communication) in the process of teaching and learning interactions to improve the effectiveness of student learning outcomes.

Tafonao (2018) said learning media is a tool in the teaching and learning process to stimulate thoughts, feelings, attention and abilities or learning skills so that they can encourage the teaching and learning process.

Jannah (2009) claimed Learning media is everything that can be used to express messages (learning materials), so that it can stimulate attention, interest, students' thoughts and feelings in learning activities to achieve certain learning goals.

Based on the explanation above, it may be concluded that learning media is anything that can be used to convey messages or information, ideas in the form of teaching materials to students by teachers in the teaching and learning process so that they can stimulate students' attention and interest in learning.

b. kinds of learning media

Pakpahan et al (2020) explained that there are 3 kinds of learning media, they are visual media, audio media and audio-visual media. visual

media is media that can only be seen. This type of visual media seems to be the most frequently used by teachers in early childhood education institutions to help convey the content of the educational theme being studied. Audio media is media that contains messages in auditive form (it can only be heard) that can stimulate children's thoughts, feelings, attention, and willingness to learn the content of the theme. While audio-visual media is a combination of audio media and visual media or commonly called visual-hearing media.

Ajar and PPG (2010) stated that there are 3 kinds of learning media. First, media of view is related to the sense of sight. In general, teaching media in the form of visual aids can be said that they are useful in relation to motivation, memory and understanding. Second, Audio media is related to the sense of hearing. The message conveyed is poured into auditive symbols, both verbal (into words / spoken language) and non-verbal. Third, The most complete language teaching media is the media of hearing and view (audio-visual), because with this media there is a process of mutual assistance between the listener's senses and the sense of sight. These types of media include television, VCD, computers and language laboratories.

Alwi (2017) said that learning media is divided into three types, they are audio media, visual media and audio visual media. Audio media is media that uses the sense of hearing as an intermediary in conveying media content or relies on sound alone in its use. Visual media is media that uses the sense of sight as an intermediary or in delivering media content. Audio visual media is media that combines the senses in audio media and visual media.

Audio-visual media uses the senses of sight and hearing as intermediaries in conveying content.

By looking at the explanation above. The researcher concludes that the media is divided into 3 namely visual media, audio media and audio visual media. each of these types of media uses the senses of sight and hearing as a tool to attract students' interest in the learning material.

c. The benefits of learning media

Karo-Karo and Rohani (2018) claimed that the benefits of media in learning are: (1) Submission of subject matter can be uniformed. (2) The learning process becomes clearer and more interesting. (3) The learning process becomes more interactive. (4) Efficiency in time and energy. (5) Improving the quality of learning outcomes student. (6) The media allows the learning process to be done anywhere and anytime. (7) The media can foster a positive attitude of students towards the material and the learning process. (8) Changing the teacher's role in a more positive and productive direction

Istiqal (2018) said that the benefits of learning using media are: 1) generate interest/motivation. 2) attract students' attention. 3) overcome the limitations of space, time and size. 4) activate students in learning. 5) streamlining the provision of stimulation for learning;

Muhson (2010) stated that the benefits of learning media are: 1) Media can make abstract subject matter more concrete 2). Media can also overcome the constraints of space and time limitations 3). Media can help

overcome the limitations of the human senses. 4). Media can present learning objects in the form of rare and dangerous objects or events into the classroom. 5). Lesson information presented with the right media will give a deep impression and be stored longer on students.

Based on the definition above, researcher concluded that the use of learning media can facilitate the learning process and optimize learning outcomes for that as educators should be able to choose and develop the right media so that the learning process can run more effectively and efficiently. A well-designed learning media will greatly assist students in digesting and understanding the subject matter.

3. English 345 Application

The *English 345* application is a game application found at the play store, which is the first release on October 5, 2016. It was a leaning media for students who wanted to learn about English vocabulary especially noun. It is a combination of learning and playing which appropriate for students who want to increase their vocabulary. It is also very easy for anyone who wants to download it because the application is free, low storage, and low data usage .



This game has a lot of menu, they are:

a. Learning

This part is a menu of learning the vocabulary. this section contains of 14 themes: alphabets, numbers, colors, shapes, parts of body, weather, clothes, fruit, vegetable, animal, object, foods, transports, and country. Each themes consist of some vocabularies.



b. Play game

This menu includes pictures of the nouns that is displayed in the “learning menu”. This menu consists of multiple choice question with 4 options. The students are asked to choose the best answer based on the picture



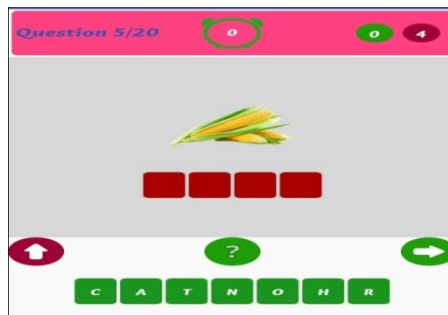
c. Listen

The “play game” menu and “listen” menu are almost same. The differences are the type of question and the option. The form of the question in “Play game” menu is picture form and the form of the option is a written form. while In “Listen” menu, the form of the question is an audio question and the form of the option is a pictures. In this menu, the students are asked to guess what they listen.



d. Quiz

The form of the question in this menu does not use a multiple choice question. it is providing a picture with a set of jumble letters. The point of this question, the students are asked to rearrange the letter into the correct word based on the picture.



e. Drag word

In this menu, the students are asked to match a picture with the word. The picture and the word are arranged. The students can drag the word into the correct picture.



f. Piano

This menu is a fun menu which the content of this menu is to entertain the students. It contains instruments of music such as piano, guitar, flute and gamelang.



CHAPTER III

RESEARCH METHOD

A. Research design

Research is essentially an effort to find the truth. Researcher must be able to understand and use the correct methods in that research to get a good research result and accountable for their truthfulness. The choice of research methodology of a scientific study is essential because it talks about the systematic workings and solutions of a researcher action. This research is designed using qualitative research. Bogdan and Biklen (1997) stated that qualitative research is descriptive. The data collected will take the form of words or picture rather than number. The written results of the research contain quotations from the data to illustrate and substantiate the presentation. The data included interview transcripts, field notes, photographs, videotapes, personal document, memos, and other official records. The approach used is an empirical approach, the subject of the study making direct field observations.

B. Research participants

The object of this research was eighth grade learners of Mts Husnul Khatimah on Polewali, Polewali Mandar regency, West Sulawesi. There are three classes at eighth grade, the researcher chose students randomly. Then the research subject was the researcher that act as a teacher of English to the research object during the research.

C. Instruments of the research

Data in this research was collected by questionnaire, observation and interview. The techniques are described in the following scenarios:

1. Questionnaire

Questionnaire is a data collection device that contained a number of questions about materials explained in learning process that have to be answered honestly by students as research subjects, what they feel about the question or statement in each given item used to find out the process of English 345 application to improve students' vocabulary. The questionnaire used intervals rate 5 namely strongly agree, agree, undecided, disagree, and strongly disagree.

2. Interview

Interview is a form of communication between two or more people involving someone who gets information from another, by asking questions, based on a specific purpose. Interview can be interpreted as a method used for interview with research subject in order to accumulate data.

3. Observation

Observation is data collection technique, which researcher make observations directly to the object of research to look closely at the vocabulary learning activities of eighth grade students in Mts Husnul Khatimah.

D. Procedure of collecting data

Technically, the data collecting procedure was applied as the following procedures:

1. Questionnaire

The students was given a questionnaire about students' response in using English 345 after doing treatment. The treatment is to collect them somewhere simultaniosly. As for the treatment process the first day through the last day of treatment which is approximately three days. Students were taught to master the procedure of using the application and provide direction regarding using of the menu. There are 12 statements in this questionnaire, each of which is divide into 6 positive statements and 6 negative statements. Collecting data from questionnaire is needed to know and to understand the students' response by filling the answer from questionnaire that was given by researcher to the students. The question items were divided into positive items and negative items.

2. Interview

After giving the questionnaire, the researcher interviewed several students. There are 9 interview questions with using purposive sampling technique. Purposive sampling is a technique for sampling data source with certain considerations, for example the person is considered to know best about what we expect.

3. Observation

The observer paid attention the overall data obtained in learning process after giving treatment, get the result after giving questionnaire and doing

interview to find out how the process of English 345 application in learning vocabulary by using observation checklist.

E. Technique of data analysis

The data analysis techniques used in this research is qualitative data analytics, which define and interpret information obtained in the field from informers. This analysis links the fact, data and information, and then the data obtained was analyzed and it is expected that an image revealed the research problem. So after data is collected in this research, it is further analyzed using interactive model analysis. They involve three related components in determining the end result, they are data reduction, data presentation and conclusion.

a. Questionnaire

The data analysis of questionnaire used Likert Scale and analyzed in percentage to see the students' response in learning vocabulary using English 345 application. The statement of each instrument items of Likert Scale are divided into positive statements to negative statements as follows

Likert scale

POSITIVE STATEMENT		NEGATIVE STATEMENT	
Score	Category	Score	Category

5	Strongly agree	1	Strongly agree
4	Agree	2	Agree
3	Undecided	3	Undecided
2	Disagree	4	Disagree
1	Strongly disagree	5	Strongly disagree

Sugiyono (2007:135)

b. Reduction data

Reduction data related to narrowing the data region to collect. This is important because the more narrow the focus of the data being collected are the deeper the data obtained. To reduce data means summarize, to select principal matter.

c. Data presentation

Compilation data from the data reduction are presented in the text form, and it is described in the form of a narrative that allows research conclusions to be made.

d. Conclusion

The initial conclusion that presented are tentative and it is changed if solid evidence is not found at the next stage of data collection. So it is hoped, in this conclusion it is possible to find a new discoveries that have not previously existed.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter describes several research findings as a result of research from data collection and data processing found in the field. All of data obtained by the researcher certainly in accordance with the problem that is the focus of the research. The research results obtained from the field are described and analyzed as a basis for obtaining conclusions from the initial objectives of the research.

1. Result of questionnaire

The result of this positive statement shows that the total frequency score is 788 or it gets an average score 4. The score was taken of the result of accumulation in statement 1, statement 2, statement 3, statement 4, statement 9 and statement 11. Therefore, based on the result of the total frequency score and average score, it can be concluded that the students agree to all of positive statement about the English 345 application. The researcher described the more details as follows:

Positive statements	Frequency					Total Frequency Score	Average
	SA	A	UD	DA	SDA		
	5	4	3	2	1		
Statement 1	16	14	-	-	-	136	5
Statement 2	13	17	-	-	-	133	4

Statement 3	18	10	-	2	-	134	4
Statement 4	9	21	-	-	-	129	4
Statement 9	8	19	3	-	-	125	4
Statement 11	11	19	-	-	-	131	4
						788	4

Based on the results of students' responses in positive statements. It can be concluded. In the first positive statement namely "*English 345 application is useful for increasing vocabulary*". There are 16 students who answered "strongly agree", 14 students who answered "agree", and no one answered on points "undecided, disagree and strongly disagree. When the overall score is summed based on the respective scores on each frequency, It is found that the total frequency score on the first positive statement is 136 or it gets an average score of 5. Based on the results of the average score, it can be concluded that students strongly agree on the first positive statement.

The second positive statement is "*The content and appearance of the English 345 application is interesting to learn*". The researcher found that the total frequency score on this positive statement is 133 or an average score of 4. There are 13 students who answered "strongly agree", 17 students answered "agree", and no one answered on the point "undecided, disagree and strongly disagree". When the overall score is summed based on the respective scores on each frequency, Based on the results of the average score, it can be concluded that students agree on the second positive statement.

The results of the average score in this next positive statement "*English 345 application increase my curiosity in learning vocabulary*" is 4 or the total frequency score in this statement is 134. The result was found based on the total frequency score which are There are 18 students who answer "strongly agree", 10 students who answer "agree", 2 students who answer "disagree", and no one answered on the point "undecided and strongly disagree".

The fourth positive statement that is "*Vocabulary contained in the English 345 application is easy to understand*". There are 9 students who answered "strongly agree", 21 students who answered "agree", and no one answered in the point "undecided", disagree and strongly disagree". When the overall score is summed based on the respective scores on each frequency, it is found that the total frequency score on the fourth positive statement is 129 or it gets an average score of 4. Based on the results of the average score, it can be concluded that students agree on the fourth positive statement.

In the fifth positive statement namely "*English 345 application makes it easier for me to learn vocabulary*". There are 8 students who answered "strongly agree", 19 students who answered "agree", 3 students who answered "undecided", and no one answered on the point "disagree and strongly disagree". The result of overall score based on the respective scores on each frequency found that the total frequency score on the this statement is 125 or it gets an average score of 4. Based on the results of the average score, it can be concluded that students agree on the fifth positive statement.

The sixth positive statement is "*The menus contained in the English 345 application are very interesting*". There are 11 students who answer "strongly agree", 19 students who answer "agree", and no one answered the point "undecided, disagree and strongly disagree". If the overall score is summed based on the respective scores on each frequency, it is found that the total frequency score on the sixth positive statement is 131 or it gets an average score of 4. Based on the results of the average score, it can be concluded that students agree on the sixth positive statement.

As a conclusion from all the results of the positive statements, it was found that the students liked the application as a vocabulary learning media. They thought that the application really provided benefits to their learning process. They also gave responses describing that the application has interesting content and appearance, the vocabulary contained in the application is easy to understand, the application makes it easier for them to learn vocabulary and each menu contained in the application has its own attraction. As a result of the learning process, the students felt that their enthusiasm for learning and curiosity about vocabulary had also increased.

The result of the negative statement shows that the total frequency score is 745 or it gets an average score 4. The score was taken of the result of accumulation in statement 5, statement 6, statement 7, statement 8, statement 10 and statement 12. Therefore, based on the result of the total frequency score and average score, it can be concluded that students disagree all of

negative statement about the English 345 application. The researcher described the more details as follows:

Negative statements	Frequency					Total Frequency Score	Average
	SA	A	UD	DA	SDA		
	1	2	3	4	5		
Statement 5	-	-	-	17	13	133	4
Statement 6	-	5	-	14	11	121	4
Statement 7	-	-	-	21	9	129	4
Statement 8	-	1	4	18	7	121	4
Statement 10	-	3	-	23	4	118	4
Statement 12	-	-	3	21	6	123	4
						745	4

Based on the results of student responses on negative statements. It can be concluded, in the first negative statement namely *"The use of English 345 applications is difficult to understand"*. There are 13 students who answered "strongly disagree", 17 students who answered "disagree", and no one answered on points "undecided, agree and strongly agree". When the overall score is summed based on the respective scores on each frequency, it is found that the total frequency score in the first negative statement is 133 or it gets an average score of 4. Based on the results of the average score, it can be concluded that students disagree with the first negative statement.

The second negative statement is *"There are some vocabulary in the English 345 application that make me confused"*. The overall score based on the respective scores on each frequency found that the total frequency score in the second negative statement is 121 or it gets an average score of 4. There are 11 students who answer "strongly disagree", 14 students who answer "disagree", 5 students who answer "agree", and no one answered on the point "undecided and strongly agree". Based on the results of the average score, it can be concluded that students do not agree with the second negative statement.

In the third negative statement that is *"The pictures contained in the English 345 application are not interesting and boring"*. Researcher found there are 9 students who answered "strongly disagree", 21 students who answered "disagree", and no one answered on points "undecided, agree and strongly agree". If the overall score is summed based on the respective scores, it is found the total frequency score in this negative statement is 129 or it gets an average score of 4. Based on the results of the average score, it can be concluded that students disagree with the third negative statement.

The results of the average score in fourth negative statement *"English 345 application does not increase my understanding of vocabulary"* is 4 or the total frequency score on this negative statement is 121. The result was found based on the total frequency score which are There are 7 students who answered "strongly disagree", 18 students who answered "disagree", 4 students who answered "undecided", 1 students who answered "agree" and no

one answered on the point "strongly agree". It can be concluded that students disagree with the fourth negative statement.

In the fifth negative statement namely *"The vocabulary contained in the English 345 application is not suitable for 8th grade students"*. There are 4 students who answer "strongly disagree", 23 students who answer "disagree", 3 students who answer "agree" and no one answered on the point "undecided and strongly agree". If the overall score is summed based on the respective scores on each frequency, it is found that the total frequency score on the fifth negative statement is 118 or it gets an average score of 4. Based on the results of the average score, it can be concluded that students disagree with the fifth negative statement.

The last negative statement that is *"The types of questions in the English 345 application are not interesting and less varied"*. The researcher found that the total frequency score in the sixth negative statement is 123 or it gets an average score of 4. It was found based on there are 6 students who answer "strongly disagree", 21 students who answer "disagree", 3 students who answer "undecided" and no one answered on the point "agree and strongly agree". Based on the results of the average score, it can be concluded that students disagree with the sixth negative statement.

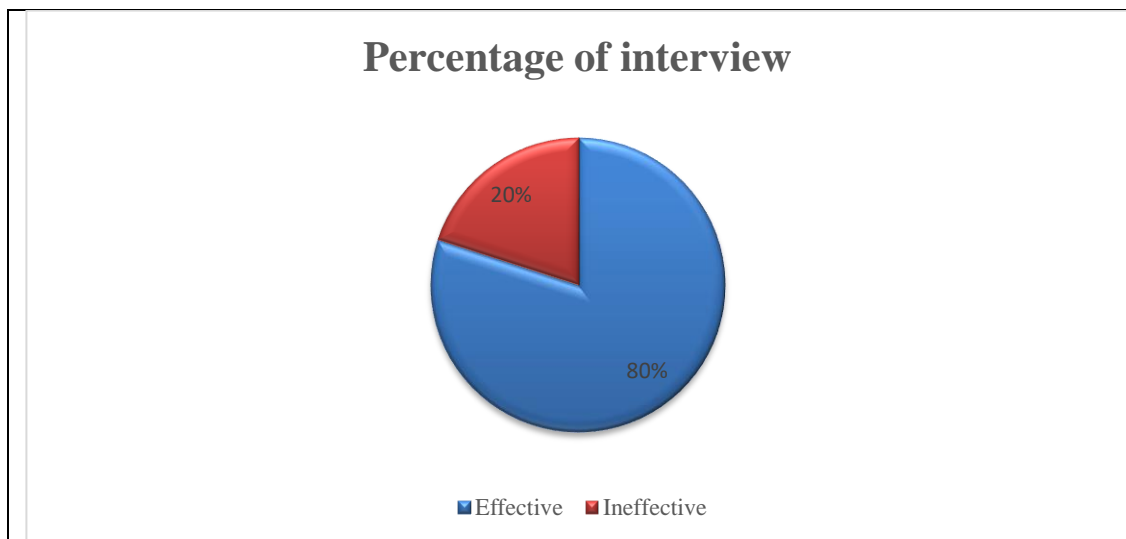
As for the conclusions on the overall results of the negative statements, the researchers found that the average student gave a negative response to the negative statement or in another word that the students did not support the negative statements which stated that the use of the application was difficult to

understand, the vocabulary used was difficult to understand. The contents is confusing, the content and the appearance of the application is boring, the types of questions are not interesting and do not vary, the application is not suitable for 8th grade students and the application does not increase their understanding of vocabulary. Thus, it can be said that the average student does not agree with the negative statement.

Based on the conclusions from positive statements and negative statements, it can be concluded that a deeper conclusion is that the results of positive statements are in line with the results of negative statements, this is because the average student supports the positive statement which means they like the application and the average student does not support the negative statements regarding the application or they do not agree with the negative statements which means they reject the negative statements related to the application or indirectly say that they are interested in the application. Therefore, it can be said that they are very supportive and like learning English vocabulary by using the English 345 application.

2. Results of interview

Based on the results of interview after using the English 345 application for eighth grade students in learning vocabulary at Mts Husnul Khatimah Polewali, the researcher found that there are 80% students confirm that the use of English 345 application is effective. Meanwhile there are 20% students confirm that the use of English 345 application is not effective. The researcher describes in more detail the interview process as follows:



a) Student 1 (NY) said:

“I like this application. especially on the "play game" menu. Learning vocabulary using this application feels easier than learning in the usual way. This is my first time learning vocabulary by using the application”.

The researcher concludes the results of the interview above, that the English 345 application is quite useful for the informant in learning vocabulary, especially noun vocabulary. His development was seen when he was able to answer questions on each menu by getting more correct answers than he had previously done.

b) Student 2 (FR) said:

“I like this application, how to play this application is easy to understand. the menu that I like the most is "learning and play game". This is my first time learning vocabulary by using the application. Learning vocabulary by using this application is more

fun. However, this application has a drawback which is that there are some images that I do not understand”.

It can be concluded that the English 345 application is very useful for the informant in learning vocabulary. His development can be seen when he is able to answer the questions on each menu by getting the most correct answers from his friends and the fastest in answering the questions.

c) Student 3 (BHD) said:

“I really like this application, how to play this application is easy to understand. the menu that I like the most is "play game". Learning vocabulary by using this application is easier and more fun because I feel like playing. I feel that this application is useful to increase my knowledge of noun vocabulary”.

It can be concluded based on the results of the interviews above, The English 345 application is useful for the informant in learning vocabulary. Her development can be seen when he is able to answer questions on each menu better and faster than before and get many correct answers.

d) Student 4 (MS) said:

“I like this application, especially the "play game and drag word" menu. Learning vocabulary using this application feels easier and easier to remember because it looks attractive with so many pictures”.

The researcher concludes the results of the interview above, that the English 345 application is quite useful for the informant in learning noun vocabulary. His development was seen when he was able to answer questions on each menu by getting more correct answers than he had

previously done and also increasing his motivation to learn about vocabulary.

e) Student 5 (RG) said:

“I don't like this application because I don't like English. but I think this application is important, how to play this application is quite easy to understand. This is my first time learning vocabulary by using the application. The difficulty I found in this application is that in this application everything is in English and there is no translation in Indonesian”.

The researcher concluded the results of the interview above, The English 345 application was not useful for this informant in learning nouns, The informant said that he did not like English. His development is not seen, he is just able to answer a little questions on each menu. Even though there are not many correct answers, at least the informant has a little extra vocabulary from what he has learned in this application.

f) Student 6 (NAB) said that:

“This application is important to increase vocabulary especially nouns. But I don't like this application because I don't like English. but if I have to choose what menu I like the most is the “learning” menu. This is my first time learning vocabulary by using the application. I don't think there is any problem with this application. how to play this application is easy to understand”.

The researcher concluded the results of the interview above, The English 345 application was not effective for the informant in learning nouns, The informant said that he did not like English. It is seen when he is just answer a little of questions on each menu. Even though there are not

many correct answers, at least the informant has a little extra vocabulary from what he has learned in this application.

g) Student 7 (AFA) said that:

“This application is interesting, fun and easy to apply. This application is not only useful for adding vocabulary about nouns, but also useful for increasing our motivation in learning vocabulary. the menu that I like the most is "learning and play game". Learning vocabulary by using this application is easier and more fun”

It can be concluded that the English 345 application is useful for these resource persons in learning vocabulary. Her development can be seen when she is able to answer questions on each menu better and faster than before and get many correct answers. not only that, She also said that this application was also able to increase her motivation to learn about vocabulary.

h) Student 8 (N) said :

“The content and appearance of the English 345 application is interesting for vocabulary learning, so this application is easy for users to understand. I think the vocabulary in it is very suitable for class VIII students. I like this application especially in the "play game" menu”.

The researcher concludes From the results of the interview above, The English 345 application is useful for the informant in learning vocabulary, especially noun vocabulary. His development was seen when he was able to answer questions on each menu by getting more correct answers than when he first used the application.

i) Student 9 (H) said that:

“This is my first time learning vocabulary using the application. I like the pictures in it. I think this application is important because how to play this application is easy to understand, especially since this application is offline so we can play it anytime. the menu that I like the most is (learning and play game)”.

It can be concluded from the results of the interviews above that the English 345 application is useful for the informant in learning vocabulary. The development was seen when he was able to answer each question on each different menu by getting more correct answers than before.

j) Student 10 (MAA) said that:

”An important application for me to increase my English vocabulary. This application is interesting for me to learn. How to play this application is also easy. This is my first time learning vocabulary by using the application. The difficulty I found in this application is that in this application everything is in English and there is no translation in Indonesian”.

The researcher concluded that the English 345 application was quite useful for the informant in learning nouns, The informant said that he like English. His development is seen when he is able to answer questions on each menu. Even though there are not many correct answers, at least the informants have a little additional vocabulary knowledge from what they have learned in this application and most importantly with this application the informants feel that their motivation to learn about vocabulary also increases.

3. Result of observation

At this observation step, the researcher was accompanied by a friend who was appointed as an observer in the implementation of vocabulary learning using the English 345 application. This learning process took 3 days. The following is an explanation of the learning process as follows:

The first meeting in learning vocabulary using the English 345 application is starting by introducing the application to students, learning how to apply the application and explaining the contents of each menu about what are the learning menu, play game menu, listen menu, quiz menu, drag word menu and piano menu. The introduction of this application aims so that students may be familiar with the application, what students can find in that application and it also aim that students can understand the application both in understanding concepts and increasing students' vocabulary. In this first meeting, the students are still unfamiliar with the application, so the atmosphere of class is still not conducive or tend to be noisy because the students asked each other about the use of the application. The activeness of the students is also not visible, they are still shy about asking about anything they do not understand. However, the students could not hide their feelings of happiness and interest in the application. The cheerfulness on their faces is occasionally seen when they are using the application.

At the second meeting, after introducing and providing directions regarding the application of the English 345 application on the first meeting, the teacher gave the students a free access to use the application regarding

what menus they wanted to play. The teacher only play a role in guiding and supervising the activities that students do. The teacher will only provide direction to students if they question something they do not understand in the application. The teacher occasionally play with students so that students feel comfortable and open to teacher so that students carry out activities freely and purposefully.

In this second meeting, the class atmosphere is more conducive than the first meeting. They are no longer seen asking each other about the use of the application, the students seem to have gotten used to and understand the use of the application. Their activity has also begun to show. They have been brave to ask their teacher something they don't understand, whether it's a picture that they don't understand or a type of question they forget about how to play it. At this meeting, there were some students who did not bring mopbile phone, so the teacher had to lend their mobile phone to them in turn. Interestingly, the activeness of the students was also very clear when they scrambled for each other to use the teacher's mobile phone that was lent to them to play the application. Their behavior, indirectly illustrates that they really like the application, feel happy and interested in learning vocabulary with the application. Their response in this meeting was also very good. Although there were some of them who did not seem happy with the application, but the rest showed a good response, they seemed to really enjoy learning vocabulary with the application and their activities in asking about the application showed that they responded well to learning vocabulary. - words using the English application 345

At the third meeting, the teacher asked the students to try to answer the questions in each menu that they had learned in meetings one and two, starting from the play game menu, listen menu, quiz menu and word drag menu. The method used by the teacher in this test is that the teacher approaches the students one by one and asks them questions using the English 345 application. Each student is given the opportunity once to answer all the questions on each menu until they are finished. At this meeting, they seemed enthusiastic in waiting for their turn to play, occasionally they were seen fighting each other in playing the application. This illustrates that, in addition to students feeling interested and happy in playing the application, their motivation to learn vocabulary also increased from before. This also led to a positive response to the application of English 345 in vocabulary learning that students were actually not lazy in learning vocabulary, but they tended to be lazy in the way the teacher used in learning vocabulary. This can be seen in the process of learning vocabulary using the English 345 application. The students look happy and active in the learning process.

B. Discussion

In this section, the researcher discusses the results of the study in order to answer the research question "how is the application of English 345 used in learning vocabulary". This section is divided into 3 sections. The first section is how the menus in the English 345 application are used. The second section is how the atmosphere in the class when the application is used. The third section is how the students respond when using the application.

1. The process of the English 345 application is used in learning vocabulary

The researcher implemented the English 345 application in the practical stage. First, the researcher explains what English 345 is and how to use it. Second, the researcher explains each menu contained in the application. Then after that, the researcher asked the students to download the application into their mobile phone and start playing it. In the early stages of using the application, one of the menus, namely the learning menu, does not display the entire contents. Therefore, the researcher guides the students how to open all the contents so that students can learn all the vocabulary.

The next stage after learning the learning menu is to play the play game menu. The content contained in this menu is in the form of multiple choice questions where users are asked to answer the illustrated questions provided above the answer choices. At this stage the researcher asked the students to play the menu several times with the aim that they are able to save some of the vocabularies they had learned into their memory.

The use of listen menu also uses multiple choice questions. The difference with the play game menu is that if the play game menu has questions with pictures, in the listen menu the pictures is in its choice and the question is in the form of audio about words in one of the pictures in the answer choices. Similar to the play game menu, in this menu the researcher also asked the students to play the menu as much as possible so that they can indirectly know the vocabulary they had learned without memorizing the vocabulary. In addition to learning vocabulary, this menu can also train students' listening.

This quiz menu is different from the previous menus. In this menu, users are asked to arrange random letters into a word that matches the image provided. In the learning process this time the researcher came to the students one by one and asked them to arrange the words that were available on each of their mobile phones. The students think that this menu is the most difficult menu among other menus because they do not have the opportunity to guess the answer as in the case of multiple choice questions. However, this menu is useful not only for adding vocabulary but also for practicing spelling of English vocabulary for students.

The last menu is a drag word. This means that this menu asks the user to pair a word with a picture that matches the word. This menu contains 6 words and 6 images. In this activity, the researcher asked students one by one to come forward to the researcher to play the menu. This was done because there were some students who did not bring mobile phones.

2. Student's atmosphere in class

The initial view of students when the application was first introduced to them. they did not seem very interested in the application. Based on the checklist observations, the activeness of students in the learning activities from the first meeting to the third meeting increased. In this case, the activeness of students is seen from their attitude in learning activities. For example, at the first meeting, the class atmosphere was still not conducive, some of them were often noisy in the learning process and also they did not look active when using

the application. They tend to ask things they do not understand to their friends rather than to researchers.

At the second meeting, the learning activities were slightly more conducive when compared to the initial meeting. At this meeting, the class atmosphere was a little calmer because some of them already understood about using the application so they no longer asked each other. Their activities have also begun to be seen, it can be seen when they are no longer shy when asking something they do not understand about the application and they are also not afraid when researchers ask to come forward to see their progress in these activities.

Fortunately, at the third meeting, there was a significant change. They began to show great interest in the application. It is known that when researchers try to test their abilities, researcher asks them to come forward one by one in front of the researcher. The researcher didn't expect their response to be so good. They are no longer appointed one by one to come forward, but they are fighting each other to be the first to test their skills after learning the application. It is in line with the results of Hidayat's research (2016). Which is at the first meeting the students and teachers were still awkward or not so interested in using the word game as his application media. However, at the next meeting students felt happy and enthusiastic when using the application. It can be concluded that both applications require a process to make users understand the application in order to attract their interest in using it.

In addition, according to the results of the questionnaire, statement number 11 relates to student interest in the application. The statement is "the menus contained in the English 345 application are very interesting". There were 11 students who answered strongly agree and 19 students who answered agree. That means students are very interested in the English 345 application.

3. Students' responses

a. Students become happy in learning vocabulary

The first students' response to the application was they were happy to learn vocabulary. At first they said that they did not like learning English, especially when they asked to memorize vocabulary. But finally after introducing the application, their opinion changed. They become fond of learning vocabulary by using the application. This finding is supported by previous research by Mansur and Fadhilawati (2019), which find that students really like to review the material given by the teacher. They also think that using media (kahoot) in learning vocabulary as a medium for learning vocabulary makes them happier in learning vocabulary. This is also in line with the results of interviews with several students who said that learning English vocabulary using the application was easier when compared to using the usual method such as going to the teacher one by one to deliver their memorization.

b. Students become interested in learning vocabulary

The second response is that students become interested in learning vocabulary. This can be seen from their enthusiasm when playing the application. Their serious faces in playing the application illustrate that they are really interested in this application. It may be caused because most of them said that this was their first time learning vocabulary using game-based application media. They even said that their teacher very rarely gave them vocabulary. Therefore, when they get a vocabulary learning activity like this, they immediately respond by showing their interest in the application. This finding is supported by Hidayat's research (2016) which says that "word game" as his application media that he uses helping students memorize vocabulary more easily, makes them more interested in learning vocabulary and motivates them to be more diligent in learning vocabulary. It can be concluded that the English 345 application and word game have the same role in increasing students' interest in learning vocabulary.

c. Students can already correct their initial mistakes when playing the English 345 application

During the initial observations made by the researcher, the researcher saw that the ability of the students in class VIII was still low. Researchers tested their abilities several times by asking English about objects around the classroom. However, as a result, they still find it difficult to answer this question. Even though, it can be said that this is something that is very basic to know for 8th grade students. This is also evident when the researchers first

introduced them to this application and invited them to answer the questions, the results obtained were still lacking.

However, after using the application for a few days, their vocabulary skills gradually increased. It is known that when they first played the application, on average, they were only able to correctly answer less than ten questions for 90 seconds. However, by the time they played the game on the last day of class research, some of them had been able to answer more than ten correct answers. This is in line with Umasugi et al (2018) which said that there are two success criteria in their research, namely the first is an increase in students' vocabulary and the second is student's interest in the teaching and learning process using the application. This is evidenced by the increase in learning outcomes using the application.

This is also related to their response to the results of the questionnaire statement number 1 which states "English 345 application is useful for increasing vocabulary". Where the result there are 16 students who answered strongly agree and 14 students who answered agree.

d. Students have difficulties in using the English 345 application.

The next response is that students have difficulties when using the application. There are two things that make it difficult for them. The first is that this application is not accompanied by an Indonesian translation. All the contents are in English, so they can only know the meaning of the word through the images provided for each word. Then the second difficulty is that sometimes, there are some pictures that are not clear and do not match, so they

have difficulty in guessing the word. These difficulties were also often mentioned during the interview process. But the real difficulty is that students must have a mobile phone to play the application. If they don't have a mobile phone, they can't play the application. As in the case in the research process, there were some students who did not have a mobile phone, so those who did not have a mobile phone had to take turns with their friends. The response above is inversely proportional to the results of research from Ajisoko (2020). Which is in the results of his research, students did not find difficulties when using the Duolingo application. They think that the duolingo application helps them find new ideas and better understanding.

e. Students ask when something is not understood

The last response is that students ask about things they do not understand when using the application. Their activeness in asking questions was only seen in the second meeting. At the first meeting they were still embarrassed to ask maybe because this was the first meeting so they still felt awkward to ask. However, at the second and third meetings they seemed to have been active in asking questions about things they did not understand. Something they often ask about is the pictures they don't know about and the contents of each menu in the application.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research on the use of the English 345 application as a media in learning vocabulary, especially nouns. Then the following conclusions can be drawn:

1. Constraints in using the English 345 application as a learning media

The main obstacle in the process of learning vocabulary using this media is the supporting facilities for the learning process such as mobile phone that must be owned by students. If you don't have a mobile phone, the learning process is less effective because you have to take turns with friends who have mobile phones. Another obstacle is the lack of students' understanding of the content or pictures contained in the application because the application contains pictures and words in English and there is no translation in Indonesian.

2. The use of the English 345 application as a media for learning vocabulary is very helpful in the process of learning vocabulary. The teacher has an important role in determining the application used for the learning process and choosing the English 345 application to be used in class VIII according to the situation and condition of the students in the class. The advantage of the English 345 application is that it is easy to use, free and does not use a lot of storage. There are various menus that can be played on this application that can support the process of learning vocabulary, especially nouns. Learning to use this

application can also be done outside the classroom after downloading it to a personal mobile phone.

B. Suggestion

Based on the results of research on the use of the English 345 application as a media for learning vocabulary. So some suggestions are put forward to teachers, students and researchers themselves as follows:

1. It is expected that teachers can encourage students' enthusiasm to explore learning media in any subject in order to improve students' ability to master various learning media and improve students' ability to use computers and technology in learning.
2. It is expected that teachers who teach in the classroom should be able to create learning media that do not yet exist or develop existing media to be better so that it is easier and in accordance with the wishes of students in conveying learning.
3. It is necessary to conduct trials or further research to determine the efficiency and effectiveness of interactive learning media that have been created to determine the improvement of student learning outcomes using the created learning media.
4. Students who will conduct research as a condition for obtaining a bachelor's degree should consider design research and learning using interactive media in the world of education.

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APPENDIX

A. Questionnaire guidelines

Angket/kuesioner respon peserta didik

Terhadap aplikasi 'English 345'

Nama Sekolah :

Nama Siswa :

Kelas :

Jenis kelamin :

PETUNJUK !

1. Jawablah pernyataan di bawah ini sesuai dengan pendapat atau pendirianmu
2. Jawablah pernyataan di bawah ini dengan jujur, karena tidak berpengaruh pada penilaian pelajaran ini.
3. Berilah tanda *checklist* (✓) pada salah satu jawaban yang menurut anda anggap paling sesuai.

Keterangan :

SS = Sangat Setuju

S = Setuju

RR = Ragu-ragu

TS = Tidak Setuju

STS = Sangat Tidak Setuju

No	Pernyataan	Jawaban				
		SS	S	RR	TS	STS
1	English 345 application bermanfaat untuk menambah kosa-kata					
2	Isi dan tampilan dari English 345 application menarik untuk di pelajari					
3	English 345 application menambah rasa ingin tahu saya mempelajari kosa kata					
4	Kosa-kata yang terdapat di English 345 application mudah di pahami					

5	Penggunaan English 345 application sulit di pahami					
6	Terdapat beberapa kosa-kata di dalam English 345 application yang membuat saya bingung					
7	Gambar-gambar yang terdapat di dalam English 345 application tidak menarik dan membosankan					
8	English 345 application tidak menambah pemahaman saya mengenai kosa kata					
9	English 345 application membuat saya lebih mudah dalam mempelajari kosa-kata					
10	Kosa-kata yang terdapat pada English345 application tidak sesuai dengan siswa kelas 8					
11	Menu-menu yang terdapat di dalam English 345 application sangat menarik					
12	Jenis-jenis soal pada English 345 application tidak menarik dan kurang bervariasi					

B. Interview guidelines

1. Apakah Anda paham penggunaan aplikasi tersebut?
2. Apakah belajar kosa-kata dengan menggunakan aplikasi English 345 menjadi lebih mudah?
3. Menu apa yang paling Anda sukai?
4. Apa manfaat aplikasi ini bagi Anda pribadi?
5. Apakah Anda pernah menggunakan aplikasi lainnya dalam mempelajari kosa-kata?
6. Jika Anda tidak suka aplikasi ini, kira-kira apa yang menyebabkan Anda kurang suka aplikasi tersebut?
7. Apa kekurangan aplikasi ini menurut Anda?
8. Kesulitan apa yang kamu hadapi dalam menggunakan aplikasi ini?
9. Seberapa penting aplikasi ini menurut Anda?

C. Instruments observation

No.	Aspect to Observe	Criterion	Yes	No
1.	Menus Used	1. Using learning menu 2. Using play game menu 3. Using Listen menu 4. Using quiz menu 5. Using Drag word menu	✓ ✓ ✓ ✓ ✓	
2.	Atmosphere In The Class	1. Student's behaviour from noisy became condusive. 2. Students became active	✓ ✓	
3.	Students' Response	1. Students became happy in learning vocabulary 2. Students bacame interested in learning vocabulary 3. Students can correct their mistakes if they make mistakes. 4. Students have difficulty used the application 5. Students asked when they have no idea during used application	✓ ✓ ✓ ✓ ✓	

D. Documentation













