



The Implementation of *Bahasa Inggris Pemula* in Enchancing Students' Vocabulary Mastery Improving

Mira Mail¹, Husnani Aliah^{2*}, Puspa Sari³

¹(Pendidikan Bahasa Inggris/University of Muhammadiyah Palopo, Indonesia).

³(Pendidikan Bahasa Inggris/ University of Muhammadiyah Palopo, Indonesia).

²(Pendidikan Bahasa Inggris/ University of Muhammadiyah Palopo, Indonesia).

*E-mail: ¹miramail@student.umpalopo.ac.id, ²husnani@umpalopo.ac.id, ³puspasari@umpalopo.ac.id.

*Corresponding Author: Husnani Aliah (husnani@umpalopo.ac.id)

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui peningkatan kosa kata siswa kelas XI melalui implementasi aplikasi bahasa inggris pemula di SMK Negeri 4 Kota Palopo, dengan pendekatan kuantitatif dan jenis penelitian eksperimen kelompok tunggal (one group pretest posttest design). Teknik analisis data yang digunakan dalam penelitian ini adalah uji t test. Hasil penelitian diperoleh bahwa nilai signifikansi hasil uji t-test lebih kecil dari 0.05 yaitu 0.000, dan hasil t hitung yang lebih besar dari t tabel yaitu t hitung dengan nilai 5.080 lebih besar dari nilai t tabel yaitu 2.093. Dengan demikian disimpulkan bahwa terdapat pengaruh penggunaan aplikasi bahasa inggris pemula terhadap tingkat penguasaan kosakata bahasa Inggris siswa.

Kata Kunci: Aplikasi *Bahasa Inggris Pemula*, Kosa Kata

Abstract

The purpose of this study was to determine the increase in vocabulary of class XI students through the implementation of bahasa inggris pemula applications at SMK Negeri 4 Palopo City, with a quantitative approach and a single group pretest posttest type of research. The data analysis technique used in this study is the t test. The results showed that the significance value of the t-test was less than 0.05, namely 0.000, and the t-count results were greater than t-table, namely t-count with a value of 5.080, which was greater than the t-table value of 2.093. Thus it was concluded that there was an effect of using Bahasa Inggris Pemula applications on the level of students' English vocabulary mastery.

Keywords: bahasa inggris pemula Application, Vocabulary.

Introduction

Language mastery is very important to improve because humans cannot be

separated from language in social life. Language is the main form of expressing thoughts and knowledge when a person is

in contact with other people. Therefore children need to be introduced to language from an early age. Early childhood language can be developed through 3 educational channels, namely formal, informal and non-formal education.

Mastery of vocabulary is the most basic thing that must be mastered by someone in learning English which is a foreign language for all Indonesian students and society. How can someone express a language if he does not understand the vocabulary of that language. Need answers why vocabulary is taught, including: 1) accurate research on vocabulary can help learners or students develop useful language skills, especially speaking, 2) students or students still have a small vocabulary, 3) students or students and researchers view that Vocabulary is very important in learning a language. Learners think that many of their difficulties in using language skills both receptive skills and productive skills are caused by insufficient vocabulary (Sukanto, 2022).

Vocabulary is one of the components of the English language which has an important role in understanding reading and expressing all ideas in written or spoken form. Everyone will not understand everything they read, write, or speak when they don't know a single word. For that reason, it is very important to build a lot of words because if they do not have sufficient vocabulary mastery, then the English teacher can organize teaching and learning activities. They must deliver the material using appropriate techniques and master the lessons effectively. Especially in learning vocabulary, teachers must allow students to memorize such words in English and groups of new words (Rantika, Pudjiati, & Megawati, 2019).

A person's ability to master a language is closely related to mastery of the vocabulary of the language itself.

Knowing and learning words and their meanings from the language used is very important. If you experience difficulties in understanding a language it could be caused by several basic things, one of which is a lack of understanding of vocabulary. Therefore interacting, communicating and exchanging information requires a good vocabulary. The thing that is often encountered in learning English, especially mastery of English vocabulary, is by memorizing. The method does not provide real evidence in everyday life. Without the application of vocabulary in spoken form (daily conversation) or in writing (such as writing letters) in English, what has been learned is useless (Dwi Magista Putri, Rasmita, 2021).

The next problem or obstacle that causes low student vocabulary in learning English is the use of inappropriate learning models, strategies and techniques. Teachers still use a more teacher-centred approach to lectures. The teacher teaches only according to the steps contained in the textbook, and students never make direct observations of the real conditions around them.

Given that vocabulary mastery is the basis for understanding various knowledge, teachers must create a learning model so that they can learn effectively and efficiently according to the expected goals. The role of the model is to be able to increase the activity of the teaching and learning process as well as to improve student learning outcomes, including to improve children's vocabulary mastery. So, researchers are trying to make it easier for students to learn vocabulary by using the Beginner's English Application so that it is easier for students to use words both orally and in writing (Arios, 2021).

Method

This type of research is Research and Development (R&D), the trial design used

is the One Group Pretest-Posttest Design which is carried out on students. Before the product trials were carried out, in order to determine the initial skill level in critical thinking, the students then worked on the pretest question sheets. Then each student installs the Bahasa Inggris Pemula Application on their smartphone. After the trial was carried out, students worked on posttest sheets to measure the level of ability to memorize vocabulary. The following is a table from the One Group Pretest-Posttest Design:

**Tabel 1. One Group
Pretest-Posttest Design**

Pretest	Treatment	Posttest
O1	X	O2

The population in this study was class XII SMK Negeri 4 Palopo City with a total of 125 students. This population was chosen because the English subject is in the class. Then for sampling that is using purposive sampling. According to (Sugiyono 2010, n.d.) purposive sampling technique is sampling by considering several things. So that researchers obtain samples according to the criteria and can provide relevant information in accordance with the objectives. Respondents in this study were smartphone users who were interested in learning using an English application that could be accessed online. So based on these criteria, students who are suitable for trials using Bahasa Inggris Pemula applications are class XII SMK Negeri 4 Palopo City with a total of 20 students. According to (Arief, 2010) in the implementation of limited trials there were at least 10-20 subjects involved.

The pre-research activity stage was held to find out the problems that occur in the learning and teaching process. The pre-research activities include: (1) observing the learning and teaching process. (2)

giving a pre-test to determine the level of ability to master English vocabulary (Sukanto, 2022). To find out more about the level of students' vocabulary mastery, the researcher used multiple choice questions, then students were asked to answer the questions correctly. The learning result test is an evaluation that is used to determine students' abilities towards the results of the learning process (Arios, 2021). Based on the results of the pre-test questions that have been done by the students, it is evident that they really have a low ability to master English vocabulary.

The experimental class was given treatment, namely learning by using audiovisual media. Pretest (initial test) is given before learning to determine the extent to which students' ability or mastery of the material to be given. Furthermore, a posttest (final test) is given after learning to find out the effect of audiovisual media on the dependent variable (Fa Biola & Patintingan, 2020).

The data collection technique uses test techniques with instruments in the form of pretest and posttest questions. The data analysis technique uses the t-test. The test is used to calculate the effectiveness of the treatment given to research subjects. The results of this data are then analyzed so that the results obtained can show whether the treatment given is effective or not. The data analysis technique used in this study is SPSS and the t-test formula.

Result and Discussion

In this section the researcher describes the findings obtained in the analysis of research data regarding the application of Bahasa Inggris Pemula applications to the results achieved by students, where students are divided into two classes, namely the control class and the experimental class. In order to obtain

positive and significant differences between the experimental class groups, then to find out the effect of using the Bahasa Inggris Pemula application, students are given a pretest before learning is carried out using the application. The purpose of giving this pretest is to find out students' initial abilities related to English vocabulary mastery. After students work on the pretest, then students carry out learning

using the bahasa inggris pemula application. After the experimental class was given treatment (learning with the Beginner's English Application), it was followed by giving a posttest to find out the students' final abilities related to English vocabulary mastery (Fa Biola & Patinting, 2020). Based on the test results that were given treatment and not, the data obtained was summarized in the following table:

Tabel 2. Hasil Pretest dan Posttest kelas eksperimen/kelas kontrol (menggunakan aplikasih Bahasa inggris pemula)

No	Student Name	Mark Pretest	Mark PostTest	Smoothness
1	Al Azhar	40	60	Good
2	Bunga	20	20	not enough
3	Fauzan Saputra	20	40	Enough
4	Hariandi	40	40	Enough
5	Inda permata anne	20	20	not enough
6	Musrika	40	60	Good
7	Muh. Yusuf	20	40	Enough
8	Nabila sari	40	20	Enough
9	Muhammad Farel	20	20	not enough
10	Selpia	40	60	Good
11	Arisal	40	80	Very good
12	Dila	20	60	Good
13	Adel Jaharuddin	40	60	Good
14	Alfa Rezi	40	80	Very good
15	Novi	20	60	Good
16	Rahma wanti	20	80	Very good
17	Rahmadani A.R	40	60	Good
18	Ukasyah Hamzah	20	80	Very good
19	Muhammad Ihwan	20	60	Good
20	Jumia	40	80	Very good

From table 3 the results of the pretest and posttest above we can see that of the 20 samples there were 3 students in the less category, 4 students in the sufficient category, 8 students in the good fluency category and 5 students in the very good fluency category, from these results we can conclude that the ability to master Students' English vocabulary after being

given learning treatment using Bahasa Inggris Pemula applications is increasing.

After the posttest was carried out, a t-test was then carried out to find out whether there was an effect of using Bahasa Inggris Pemula media applications on the level of English vocabulary mastery of class XII students at SMK Negeri 4 Palopo City. The t-test was carried out through the SPSS application.

**Table 3. Hasil Uji T-Test
 Paired Samples Test**

		Paired Differences					t	df	Sig. (2- tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE TEST - POST TEST	-24.00000	21.12619	4.72396	-33.88736	-14.11264	-5.080	19	.000

The results of the t-test in Table 4 show that Sig. (2-tailed) is smaller than 0.05 so that H₀ is rejected and H₁ is accepted. In addition to comparing the significance value (Sig.) of the probability of 0.05, a comparison can also be made between t count and t table for hypothesis testing. (Prof. Ma'ruf Abdullah, 2015) said that if the result of t count is greater than t table, then the difference is significant at a certain level. on the basis of decision making it is known that the value of sig. (2-tailed) of 0.000 < 0.05, it can be concluded that there are significant differences in learning outcomes using the Bahasa Inggris Pemula application on pretest and posttest data.

Based on the table of t-test results, it is known that the t count is negative, namely -5,080. T count is negative because the pretest average value is lower than the posttest average value. T count in the table has a positive meaning, namely 5,080. After knowing the t count, the next step is to find the appropriate t table value. From the t-test results table above, it can be seen that df is 19. In the t table, the value of significance with df 19 is 2,093. Thus, because the calculated t value of 5,080 is greater than the t table value of 2,093, then H₀ is rejected and H₁ is accepted, so it can be concluded that there is an effect of implementing Bahasa Inggris Pemula applications on the level of mastery of English vocabulary in class XII students at SMK Negeri 4 Palopo City .

From the results of the t-test above, we can see that there is an effect of implementing Bahasa Inggris Pemula applications on the level of English vocabulary mastery of class XII students at SMK Negeri 4 Palopo City, this is in line with the results of research (Rokhmawati & Mastuti, 2018) which concluded that vocabulary mastery students' English words increased using the application, this can be seen from the posttest scores which increased after being given learning treatments using the application. Utilization of applications as a result of technological sophistication is able to assist teachers in delivering learning that is more effective, interesting, and efficient.

Similar results were also concluded by (Nursyamsiah, 2021), from the results of his research it was stated that the application of media applications can improve the English vocabulary mastery of SMP Negeri 3 Agrabinta Cianjur students which is marked by increased student vocabulary mastery, both aspects of interpreting words, reading and writing. This was also conveyed by (Widyastuti & Kusumadewi, 2018) from the results of an evaluation of the training on the use of applications conducted, stating that using learning media applications can make teaching and learning activities more effective and varied, thus supporting more modern and interesting teaching activities such as application mobile based.

Conclusion

Based on the research, it can be said that the use of the Beginner's English Application is a medium that really helps students. This application is very useful for students because the concept of this media is learning while playing. This of course will make students feel comfortable and will not feel bored or bored when participating in the learning process. This Bahasa Inggris Pemula Application is very suitable for use in English courses because it will make students more active and focused. The results of the research that has been done on the implementation of Bahasa Inggris Pemula applications in increasing the vocabulary of class XII students at SMK Negeri 4 Palopo City, it can be concluded that there is an effect of learning using the bahasa inggris pemula application on the level of mastery of English vocabulary by class XII students at SMK Negeri 4 Palopo City . From the results of the analysis of existing data also shows that there is an influence of the use of English applications on the level of students' English vocabulary mastery. This is indicated by the significance value of the t-test test results which is smaller than 0.05, namely 0.000, and the t-count results that are greater than t-table, namely t-count with a value of 5,080, which is greater than the t-table value, namely 2,093.

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Author Profile

Mira Mail was born on February 6, 1999, in Palopo, South Sulawesi, Indonesia. She is a

student at University of Muhammadiyah Palopo. Her research interest is in education. She can be reached at miramail6299@gmail.com

Husnani Aliah was born on July 16, 1987 in Enrekang, South Sulawesi, Indonesia. She is a lecturer at University of Muhammadiyah Palopo. Her research interest is English education. She can be contacted at husnani@umpalopo.ac.id

Puspa Sari Puspa Sari was born on July 17, 1986 in Palopo, South Sulawesi, Indonesia. She is a lecturer at University of Muhammadiyah Palopo. Her research interest is Classroom discourse analysis, reading comprehension, teaching and learning technique . She can be contacted at puspasari@umpalopo.ac.id.