

**THE EFFECT OF USING DAILY LEARN ENGLISH APPLICATION IN
IMPROVING STUDENTS' VOCABULARY MASTERY**



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ABSTRAK

IDUL FITRI: Pengaruh Penggunaan Aplikasi Daily Learn English dalam Meningkatkan Penguasaan Kosakata Siswa. **Skripsi. Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2023.**

Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh signifikan atau tidak terhadap penggunaan aplikasi Daily Learn English dalam meningkatkan penguasaan kosakata siswa. Selain itu, tujuan dari penelitian ini adalah mencari pendapat siswa mengenai penggunaan aplikasi *daily learn English* dalam meningkatkan penguasaan kosakata. Metode penelitian ini menggunakan quasi-experimental design. Subjek penelitian siswa kelas VIII SMP Negeri 5 Tinambung dengan jumlah 75 siswa. Teknik pengambilan sampel pada penelitian ini menggunakan teknik random sampling yang berjumlah 25 siswa untuk kelas kontrol dan 21 siswa untuk kelas eksperimen. Pada kelas experiment, penelitian menggunakan aplikasi Daily Learn English dalam mengajar untuk meningkatkan kosakata siswa. Sedangkan, peneliti menggunakan metode konvensional di kelas kontrol. Dalam pengumpulan data, peneliti menggunakan test dan kuesioner. Kemudian, peneliti menggunakan SPSS versi 20 untuk windows dalam menganalisis data. Berdasarkan hasil dari perhitungan analisis data bahwa skor rata-rata post-test di kelas eksperimen lebih tinggi dari kelas kontrol ($45.0400 < 70.1905$) dengan kategori cukup sedangkan di kelas eksperimen dengan kategori bagus. Dengan demikian, dapat disimpulkan bahwa penggunaan aplikasi Daily Learn English efektif dalam meningkatkan penguasaan kosakata siswa. Terakhir, hasil dari data kuesioner menunjukkan bahwa penggunaan aplikasi daily learn English dalam belajar sama seperti bermain game dengan nilai rata-rata 85% dengan kategori sangat setuju.

Kata Kunci: Aplikasi Daily Learn English, penguasaan kosakata siswa

CHAPTER I

INTRODUCTION

This chapter consists of background, problem identification, problem limitation and formulation, research objective, and research benefit of study.

A. Background

Vocabulary is an important tool to communicate with people. According to (Alpino, Susanto. 2017) vocabulary is a basic of one learns a foreign language. Besides, vocabulary is the first need to learn a language which considered as one of thing to be success in learning language. It is also supported by (Syafrizal, 2018) vocabulary as one of English component and it's very important to be learned by students who want to master the four skills language. Which have to know some vocabularies to support in learning language, especially learn English. So without mastering vocabulary, the students cannot communicate with each other and difficult in understand the material learning.

Vocabulary plays a great role in language learning as learners would face difficulties in language learning if learners have insufficient vocabulary knowledge Diana, F. (2019). The advent of new technologies has encouraged the development of mobile assisted language learning (MALL) and the increase in mobile applications for vocabulary learning. Furthermore (Garzon, Juan. 2023) the use mobile learning for educational that must be included to help students acquire English skills, where using active learning technique, students construct knowledge, it efficient way to promote multiple abilities when learning a second language. Several studies conducted on the use of mobile phones for vocabulary learning also learning towards positive as far as learners' acceptance and experience are concerned. In terms of language teaching, the use one of applications has opened new windows of chance, innovatively shaping the method instructors teach and students learn.

The researcher was interested in applying "Daily Learn English" application in this study because it was based on the researcher's barrier in learning English at the first semester of the college. There, the researcher felt very basic in English skill of her classmates. Where, some of her classmates are

fluency in writing and speaking English. From there, the researcher asked one of them who was fluent in writing and she said that “She joined a Facebook English group, there recording voice or taking video in speaking English and replying to every post by the members of the group”. However, the researcher did not like this method. So, she started searching in the Google Play Store about applications to learn English and found several applications. Then, she tried to use Mahir Bahasa Inggris, Hello English and others. After comparing, the researcher found the *daily learn English* application, since she had used this application in the third semester and she was confident that the *daily learn English* application could improve students' English language skills. This application has several features for learning English, such as video lessons, audio lessons, essential words, essential phrases, and speaking practice with materials, and it can be used offline. In addition, this application has some games, sound effects, and music that can be set when playing.

However, the reason the researcher was interested in studying second-grade students at SMP Negeri 5 Tinambung was based on her experience teaching second-grade students at SMP Negeri 5 Tinambung during the second Teaching Assistance program at the University of Sulawesi Barat from August to December, 2022. The researcher found some problems; the first was that students have low motivation in learning English. Secondly, students lack vocabulary, so they cannot understand the lesson. In addition, based on her observations of the teaching and learning process, some students were not interested in learning the English subject and did not pay attention to the explanation material provided by the teacher. So, the researcher assumed that students need more motivation and fun learning media to achieve their learning goals. The lack of vocabulary created a barrier that discouraged students in learning English (Putri, 2019). Thus, it was a big challenge for teachers to find an effective and efficient strategy for teaching vocabulary. Consequently, teachers can help students memorize words better to improve their vocabulary achievement. They mentioned that they were always not motivated to learn new vocabulary. Therefore, to overcome these problems, the researcher was interested in applying this application, expecting to solve the problems above.

This study was important to improve students' vocabulary mastery in using mobile application. Using a mobile application can make students more interesting in learning. In many countries, learning English vocabulary via mobile phones can improve language competence (Wu, 2015). More than 200 mobile apps on Google Play for learning English as a foreign language (EFL) vocabulary, both contextually and literally (Ozgur, Celik. 2018). So mobile learning is a model learning that utilizes technology information and communication.

Currently, there are a lot of ways to improving students' vocabulary one of them is using application on smartphone. Yudhiantara & Nasir (2017) showed that students had positive attitude toward mobile phone to support classroom process. And (Rouse, 2022) explained that the Information and Communications Technology (ITC) is the convergence of computing, telecommunication should be accessed, secured, processed, transmitted and stored. So, this matter disclose the facilities for teachers to innovatively create a media study that can help students understanding. According to (Altun, 2015) Technology has positive effects on teaching English to raise students' motivation and language awareness.

Moreover, Daily Learn English is a mobile application that provides various features that can be used to facilitate learners in learning English especially vocabulary. Teaching vocabulary uses *daily learn English* application can motivate EFL learners learning vocabulary. Teaching using this application will also help the teacher to shorten the time and facilitate the teacher in finding teaching material. The features of this application are video lesson, audio lesson, essential words, essential phrase and speaking practice which many has several materials in it and can be used offline. So the teacher does not need to prepare or download the material herself. This study is to identify the effect and students' perception of using *daily learn English* application in improving students' vocabulary mastery. It hopefully can improve students' vocabulary mastery. This study refers to students in Junior High School level.

Considering the explanation above, the researcher was interested in conducting a quasi-experimental study entitled ***“The Effect of Using Daily Learn English Application in Improving Students' Vocabulary Mastery”***.

B. Problem Identification

This research was to identify students' problem in having vocabulary mastery. Based on the explanation of the background, the problems as follows:

1. Students have low motivation in learning English.
2. Students have lack of vocabulary, so students can not understand the lesson.

C. Problem Limitation and Formulation

The researcher focused on the effect of using *daily learn English* application in improving students' vocabulary mastery. The problem formulation of this study as follows:

1. Is there any significant effect of using *daily learn English* application in improving students' vocabulary mastery?
2. How is students' perception of using *daily learn English* application in improving students' vocabulary mastery?

D. Research Objective

Based on the background, problem limitation and formulation, the purposes of research objectives were follows:

1. To find out the significant effect of using Daily Learn English application in improving students' vocabulary mastery.
2. To find out students' perception of using Daily Learn English application in improving students' vocabulary mastery.

F. Research Benefit

The research benefit is described in some aspects namely:

- 1) Theoretically

This research is expected to contribute in teaching process as the recommendation to teachers who apply Daily Learn English application in improving students' vocabulary mastery as literature. In addition, this research

hopefully can be a reference to other researchers as literature in applying Daily Learn English application.

2) Practically

This researcher hopefully can help the students in improving their vocabulary mastery by using Daily Learn English application. It hopefully can overcome students' problem in learning vocabulary.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

Some researchers have done studies relating about using Daily Learn English application in improving students' vocabulary mastery. Those researchers could help this study.

The first previous study was conducted by Anugrah, Sumardi & Supriyadi (2019) titled "Integrating "Daily Learn English Application" to Teach Speaking Skill in EFL Classroom". The generation who is raised in the digital world has come to believe learning meant to be loud, colorful, and energetic. Teachers who want to reach out to this generation need to use media to grab attention. Teachers must be adaptive, which means that they must begin to believe that integrating technology is an effective way of teaching. This research is aimed at investigating teacher's belief and practice on the integration of "Daily Learn English" Application to teach speaking skill in EFL classroom. To reach the objective, a case study on an individual teacher was used in this research. Data collection techniques of the research were Interview and observation. The result indicated that the teacher believes that integrating "Daily Learn English" Application could facilitate the teacher in creating an active, creative and fun teaching-learning process and there was no discrepancy between belief and practice as the teacher has been integrating this application in the classroom.

Another study was conducted by Chan (2017) "Investigating the Use Mobile Applications in Everyday Language Learning". The development of mobile phone applications has created a multiplicity of additional effort dances and new ways of learning. In particular, mobile language learning applications such as online dictionaries and *Google Translate* combined with the technical effort dances of smartphones and tablets are creating a new relationship between mobile learners and smart devices. In this exploratory study, a mixed method research design was used to understand how youth in Malaysia use their smart devices for learning languages and to uncover the extent of these learning

experiences in their daily lives. 337 participants took part in a survey of their language learning experiences using mobile learning applications. Additionally, phenomenological interviews were conducted with 12 participants over a period of four months to uncover the lived experiences of their language learning. This paper presents the preliminary findings of the study which suggest learning is serendipitous, fragmentary and purposive; dependent on function and purpose. The findings may yield new understanding that may prove useful in its implications for formal and informal learning.

The third, Gangaiamaran & Pasupathi (2017) also conducted the research titled “Review on Use of Mobile Apps for Language Learning”. There is a rapid increase in adoption of mobile technology for language teaching and learning. Mobile Assisted Language Learning (MALL) provides easy access for any learner without the constraints of both place and time. In Mobile Learning, devices like smartphones, iPod, tablet, laptop, iPad are implemented to scaffold language learning. Numerous apps are developed and utilized for those who learn English as a second language. This paper focuses on the classification of mobile apps based on primary, secondary and tertiary learners. Reviewed articles and dissertations were concentrating on implementation, analysis, evaluation of the mobile apps for language learning. These studies also discussed the design, method, theory and pedagogical features that underpin the current mobile apps. Since these apps are developed to enhance the language skills of the learners, emphasis should be primarily made on the acquisition of language skills such as listening, speaking, reading and writing skills through mobile technology. Thus the finding shows that listening skills are better acquired through apps more than that of other language skills.

The next study was “Daily English Conversation Application as Teaching Media to Enhance Students’ Listening Comprehension at SMP Negeri 35 Makassar” conducted by Benyamin, Kristina (2021). This research is aimed to find out whether teaching listening by using Daily English Conversation application for learning English can improve students listening comprehension at the nine grade of SMP Negeri 35 Makassar. The writer applied pre-experimental

by using one group pre-test and post-test design with quantitative approach. The population of this study was the nine grade of SMPN 35 Makassar in the academic year 2020/2021. The writer used cluster random sampling technique. The number of samples was 27 students at class IX.1. The data were obtained from listening test and questionnaire. After conducting the research, the researcher concludes that the used of Daily English Conversation application can increase students listening comprehension, it is proved by the mean score of the students" in pre-test and post-test. The result of the research shows that Daily English Conversation application had significantly enhance students" listening comprehension after did treatment. The mean score improved from 60.93 in pre-test to 83.15 in post-test. It indicated that the alternative hypothesis (H1) was accepted and, of course, the null hypothesis (H0) was rejected. It means that Daily English Conversation application could enhance the students" listening comprehension in learning English at SMP Negeri 35 Makassar.

Then, a study done by Lailatussifa Ritonga (2020) entitled "The Effect of English Vocabulary Application on the Students' Vocabulary Mastery at the Grade MTS Hifzhil Qur'an Medan. The objective of this study is to find out whether or not there is significant effect of *English Vocabulary* application on the students' vocabulary mastery at the eighth grade of MTs Hifzhil Qur'an Medan. This research was a quantitative research with quasi-experimental design. It was carried out in the eighth grade of MTs Hifzhil Qur'an Medan under academic year 2019/2020. The total number of population was 235 students and the researcher took 25 students for experimental class and 25 students for controlled class which means 50 students as total of the sample. In collecting the data, the researcher used tests in the form of multiple choices as the instrument. The tests were pre-test which was given before the treatment and post-test which was given after the treatment. Then, the data obtained were analyzed by using t-test in SPSS V.25 with 5% (0.05) significance level. Further, the researcher found that the mean score of post-test in experimental class was higher than controlled class ($79.60 > 72.20$). The t-test result also presents that t_0 (2.422) was higher than the table in the significance level 5% (0.05) with the degree of freedom 50 is 2.00856. Therefore, the $t_0 > \text{table}$ generated that H0 (null hypothesis) was rejected and Ha

(alternative hypothesis) was accepted. The calculation of the effect size was 0.78 which in the range of effect criteria included to moderate effect. Thus, *English Vocabulary* application has significant effect on the students' vocabulary mastery at the eighth grade of MTs Hifzhil Qur'an Medan.

The gap between this research and previous related studies are lie on: 1) The first previous study that used interview and survey in collected the data (qualitative method). Then, the previous study focused on teaching speaking skill where the conducted in college level as sample of research. However, this study used quantitative method with quasi-experimental and this research focused on the effect of using Daily Learn English application in improving students' vocabulary mastery. In addition this research conducted in junior school level. 2) The previous study by Chan (2017) that this researcher used mixed methods (quantitative and qualitative). 3) Third study focused on the review the classification of mobile application as media to teaching English, 4) The study from Kristina Benyamin (2021) that used pre-experimental design where taught by using Daily English Conversation application and focused on increasing the students' listening comprehension. 5) The last previous study that which this research conducted in MTS Hifzhil Qur'an Medan and used Vocabulary application in taught vocabulary, while this research applied daily learn English at eighth grade students of SMP Negeri 5 Tinambung.

B. Theoretical Framework

1. Definition of Vocabulary

Vocabulary is an important tool to communicate with people. So without vocabulary can not be understand what the meaning of. According to Indriani (2016), vocabulary is an element of language which considered as one of important thing to be mastered by students in learning a foreign language. It is also supported by William (2011) that vocabulary can be defined as words that must be known to communicate effectively; word in speaking (expressing vocabulary) and words in listening (receptive vocabulary), an extensive research body exists on teaching and learning vocabulary.

Vocabulary is the collection of words that an individual know (Hariyanto & Fariska, 2019). Furthermore, Nunan (Salam &Nurnisa, 2021) explains that vocabulary is a list of words in target language to be mastered as an initial competency. In addition the highlights that ‘words’, ‘vocabulary’ and ‘lexis’ are examples of terms that are commonly used in the literature. Vocabulary can be defined as phrases taught in a overseas language. Hatch and Brown (Bawawa, 2020), they say that "vocabulary is the basic or important part of building a language, plays a very basic role in terms of communication".

Vocabulary is the basis of acquiring a second language (Afzal, 2019). In other words, the first skill that a language learner must acquire in order to learn a language, particularly English, is vocabulary (L, Sadapotto, & Anwar, 2022). Then, teachers have an important role to introduce them to a large amount of unknown vocabulary. Grogan in Setiawan & Wiedarti (2020), the new vocabulary is successfully introduced if they are not interested to learn them. It is the teacher’s responsibility to use effective media that can make the interest in learning (Santosa & Andriyadi, 2019). Furthermore, learning media is an important foundation that functions as a complement and a vital part of the success of the learning process (Wulandari, Widyaningrum, & Arini, 2021). Mastering vocabulary becomes a problem in which motivated students will try to find a solution for it while unmotivated students do not even want to learn vocabulary.

2. Importance of Vocabulary

Vocabulary can be defined as words that must be known to communicate effectively; word in speaking (expressing vocabulary) and words in listening (receptive vocabulary), an extensive research body exists on teaching and learning vocabulary (William, 2019). Vocabulary is the most important aspect to master English. Lacking vocabulary is making difficult to speak, write, listen and read. Students need to master vocabulary to improve their English language, because vocabulary is basic language skill for how well students listen, speak, read and write (Putri, 2019). Having much vocabulary is making students easier to arrange words to be a good sentence and it is the main thing to have in learning language.

3. Vocabulary Mastery

Vocabulary mastery is receiving process of foreign language that happened intentionally or unintentionally (IntanPutri, Yosi 2019). Students' vocabulary mastery is effort and performance of students' to gain or teach English vocabulary that is supposed through media teaching and learning process. In learning vocabulary, if students learn new words individually, it will not increase their vocabulary mastery. Asking to student memorize a list of English word is wasting time and it may not be an effective way to master vocabulary. It is caused when students memorize many words quickly, they will lose that vocabulary quickly too. They just need learn a new word that used with context and with referring something that will be expressed.

The researcher also needs to know limitation of total words that must be mastered by students, in order to make easy to finish this research. According to Robert Lado in Putri (2019), an American linguist, he was approximated number of words which must be mastered by English students in order to speak English fluently are 2000 words, to listen and write are 3000 words and about 7000 words to be able to understand English Literature propitiously. Based on Richard (2009), typical vocabulary targets for general English course are different, there are: In Elementary level (Elementary school) were 1.000 words, in Intermediate (Junior high school) are 2000 words, in Upper Intermediate (Senior high school) are additional 2000 words and in advanced level (College) are additional 2000+words.

This study was held in Junior high school which the students should master 2000 words. It will be difficult to students to master the words if they don't pay more attention. So, the teacher should have a good strategy or method in teaching vocabulary to make students more interesting in it.

4. Testing Vocabulary

There are several types of testing vocabulary as follow: 1) Multiple choice, is useful to distinguish between the following two major kinds of multiple choice vocabulary items. 2) Sets (associated words), in this case, many of difficulties

arising from the testing of collocations are avoided by the testing of words sets. In such test the students' familiarity with range of association as measured. 3) Matching items, one of the matching items is a mixed bag tense form. 4) Completion technique, it looks like cloze procedure and modified fill-in passage, where the students requires to completed the omission letter to make words or to fill in blank with words (Intan Putri, Yosi. 2019).

5. Learning Vocabulary

Learning vocabulary as teachers need to teach vocabulary and grammar in the classroom. According to (Restrepo Ramos, 2015) learning vocabulary is the process acquiring building blocks in second language acquisition. Another said (Matsouka, W. & Hirst 2010) learning vocabulary is an important aspect of academic study. So in low, learning new vocabulary involves the following factors: 1) Exposure - read/listen more, focus on vocabulary, review vocabulary notebooks. 2) Depth of processing - look up words in a dictionary, listen to teacher explanations. 3) Involvement - focus on words which are needed most. 4) manipulation - try to use the word in speaking/writing, do exercises. 5) Attention - pay attention to new vocabulary. 6) Time - spend time studying vocabulary.

6. Teaching Vocabulary Using Technology

Tirtayani, Marga, Lestari (2017) have opinion that in the globalization era, teaching and learning process should be created as technology developing runs. To get optimal benefits from technology, teachers must be able to mix and mix the technology with strategic steps so that the goals to be achieved can be achieved properly (Dewi, Halimah, & Kurniawati, 2021). One of the technology based teaching and learning applications is application in mobile phones. The use of technology in education will resolve the constraints of space and time, disseminate information more easily and efficiently, and ensure that the communication delivered is in accordance with the learning objectives (Halimah, Nurviyani, Saepulah, Helimie, & Wandawati, 2022).

Based on, Khaerunnisa &Izzah (2021) explained that digital era has led us to transform the educational habit, from analog to digital. The indicators of digital development are many applications easily found on mobile device. Albantani and

Madkur in Khaerunnisa & Izzah (2021), one of the mobile device is mobile learning. According to Kukulska-Hulme & shield mobile learning is portable device for learning, anywhere and anytime (Pratiwi, Sudirman, Nariyati, 2020), besides that Matra(2020) defined that Mobile learning is a simple media that help English language learners learn more about language. Some features giving some information how to know more knowledge independently. Deris & Shukor (2019) mentioned Mobile learning in language learning is a simple device for supporting learners study English language.

Moreover, the application can be easily downloaded by learners and used as their needs. Ambara (2016) also believed that mobile learning can overcome for the language learners boring in learning in the class. They can develop their competence and skill by using simple media. This media supports the teaching and learning needs in this era. Richards and Renandya in Aisyah (2017) stated that the vocabulary plays the crucial thing in students' foreign language learning and language proficiency (learning to speak, listen, read, and write). Mastering vocabularies will support the students' mastery in four English competencies (listening, speaking, reading, and writing). Devi (2012) suggested to reach English vocabulary mastering is every time practice. The English learners should give many occasion and stimulation to practice their new vocabularies either in English text or English context.

7. Daily Learn English Application

a. Definition of Daily Learn English Application

Mobile phone is one type of mobile devices that have many applications as media to help the teaching-learning activities in EFL classrooms. One of the mobile applications that teacher used for support teaching and learning process is *daily learn English*. It is one of the mobile applications used by the teacher as a media to facilitate her in teaching speaking skill for EFL learners (Sumardi, 2019). This application provides various features that can be used to facilitate learners in learning English especially vocabulary. Teaching vocabulary uses "Daily Learn English" application can motivate EFL learners learning vocabulary. Teaching

using this application will also help the teacher to shorten the time and facilitate the teacher in finding teaching material. The features of this application are video lesson, audio lesson, essential words, essential phrase and speaking practice which many has several materials in it and can be used offline. So the teacher does not need to prepare or download the material herself. As an example, in the 'essential words' feature, it contains several words. Then, in 'audio lesson', it contains several short conversations with specific characters that can be used by the teacher to ask her learners to knowing new words to improve their vocabulary.

There are a lot of English dialog for you to learn, TFlat (2015) such as: 1) Learn English by conversation daily will be easier. It's free and can be used offline. 2) Chat to learn English. Chatting to foreigners and exchange languages. 3) Listen to the English conversations then practice speaking yourself. You can speak English daily with a specific character to improve your speaking skill every day. 4) Bookmark your vocabulary then play game with them. You will learn English word quickly. With English games, children are able to learn English by playing kid games. 5) You can translate words by online English dictionary right in the app.

b. How to get Daily Learn Application

- 1) Download and install *daily learn English* application in the Play Store of your smartphone.

<https://play.google.com/store/apps/details?id=tflat.co.hoctienganh>

- 2) Choose one of essential menu would to learn
- 3) Choose level would to learn
- 4) Download topic that would to learnt by offline
- 5) Directly, can learnt or play games the vocabulary



Figure 2.1 Daily Learn English Logo

c. The Procedure of Using Daily Learn English Application in the Classroom

The base teaching of used *daily learn English* application is exceptionally clear. The exercises are compact in courses and restated some of the characteristically drills. The teachers can choose the specific topic of the course which appropriates to the lesson plan or syllabus. Here, the courses build on each other so the learners are introduced to words and concepts at the right point in the essential programs. And then, this application had explanations for every course which can be easily understood by the students or the user. These are the steps of using Daily Learn English application:

a. Open the application

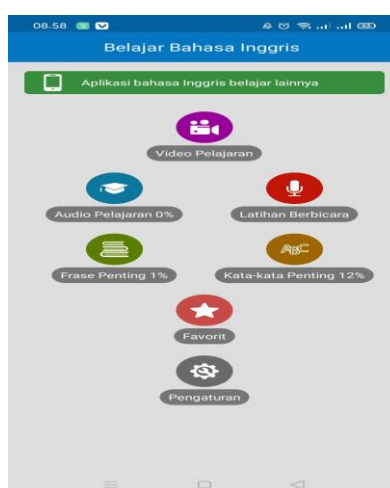


Figure 2.2 The kinds of topic

There are 6 menus, such as: favorite words, essential phrases, audio lesson, video lesson, practice to pronounce, essential words, and a setting menu available in this application. Every lesson has a lot of English vocabulary and there are 18 lessons in essential words. Audio lesson are 100 levels and video lesson 7 levels but every level has much branch can learn by the user. So these lessons good if want to achieve the advance level of English brilliance. Fortunately, this application supply daily lesson reminder so the user would not forget to learn new vocabulary every day when they open it.

b. Choose Essential Words

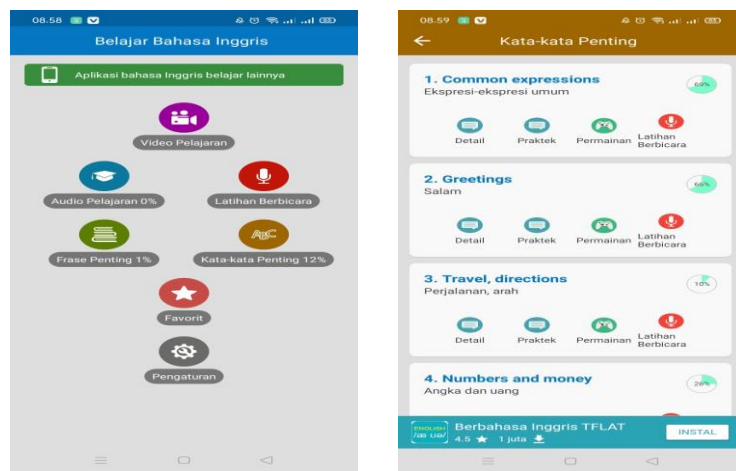


Figure 2.3 The features of Daily Learn English menu

c. Choose Game

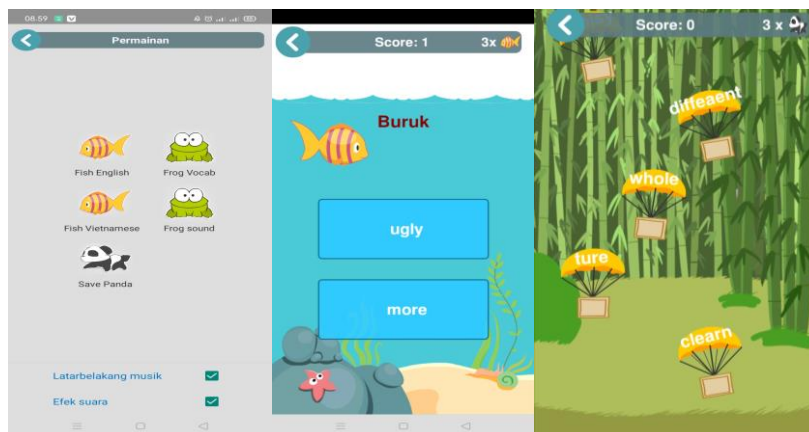


Figure 2.4 The features of the essential word menu

There are 5 games in this application, namely: 1) Fish English is matches Bahasa to English Word, 2) Fish Vietnamese is matches English to Bahasa word which available in the screen, 3) Frog Vocab is arrange the alphabet which available in the screen to be a correct word, with specified time, 4) Frog Sound is arrange the alphabet based on the audio sound, 5) Save Panda is choose wrong word which available in the screen with quickly before lost one by one or don't get score.

d. Choose Practice

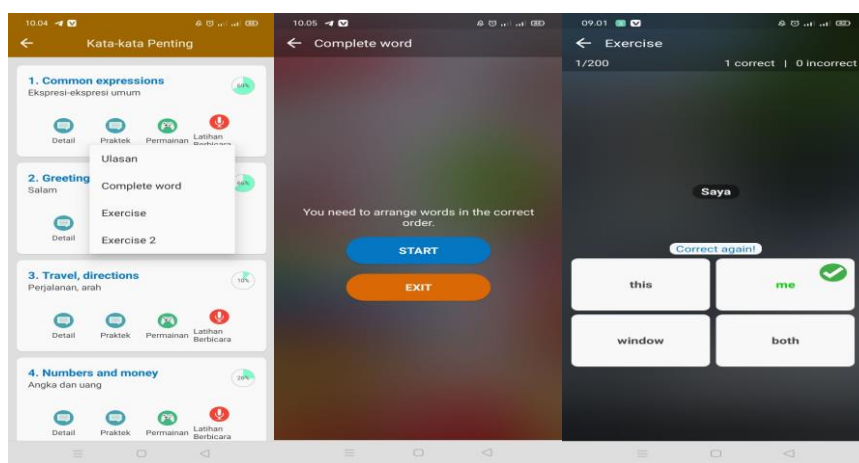


Figure 2.5 The item of exercise in essential words menu

These practice are test vocabulary skill by learnt, where practice in complete word is to test skill to compose word or called vocabulary. Exercise 1 and exercise 2 are test skill in memorize vocabulary which choose 1 correct word of 4 words to guess the Indonesian meaning.

9. Perception

a. Definition of Perception

Perception is a cognitive process of selecting, analyzing, organizing, interpreting, and integrating stimuli of any kind of information received by someone that is meaningful and different from one another (Sahrawi, 2017:172). Perception can be defined an action that initiate from the five stimuli, then manage, analyze and interpret the information so that it understands what has

been sensed. According to (Robbins & Judge, 2013) perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. And other word from Sven Hoffmann (2016), perception refers to perceiving a stimulus directly. Which, perception needs to answer question such as its function, how this function can be described in an algorithm of input and output, and how perception is implemented as neuronal activity.

Therefore, students' perception is action of applying mobile application in improving their English vocabulary. The students' perception is important because perception as the process of how the information is acquired through sensory receptor (e.g. eyes, ears, nose, and skin) which is transformed into a perception of what we think, see, hear, smell, taste or touch. So that is way perception being an important thing to increase the teachers' motivation to teach in learning process. And then, the purpose of this study is to know how students' perceptions of the use of *daily learn English* application in improving students' vocabulary mastery, which develop on the basis of students' needs, and describe its and weaknesses in learning process.

b. Types of Perception

There are two types of perception, such as positive and negative perception, by Lee et al. (2016:228). Both explained in the following description:

1. Positive Perception

The Positive perception is the perception that describes all information knowledge (known or unknown) positively. In addition, positive perception is the positive interpretation that involves humans evaluating something around them. In this case, if someone has a positive perception, they will accept and support the perceived object. And also positive perception is an assessment individual of an object or information with a positive view or as expected from the object perceived or from existing rules (Robbins, 2002:14).

2. Negative Perception

Meanwhile, the negative perception is the perception that describes information (known or unknown) negatively or not suitable for the perceived object. In other words, negative perception is the negative interpretation that involves humans evaluating something around them.

c. The Process of Perception

Based on Walgito (2004) the process of perception occurs in the following, those are:

1. Physical process is the first process when an object receives stimuli through the sensory organs or receptors. The receipt of the stimuli by the sensory organs is a natural process.
2. Physiological process is the second process of sending stimuli to the brain by sensory organs.
3. Psychological process is the third process of changing the stimuli in human brain to get meaningful interpretation of stimuli. Thus it can be said that the last step of the process of perception is the individual aware of what is seen, heard, or touched.

C. Conceptual Framework

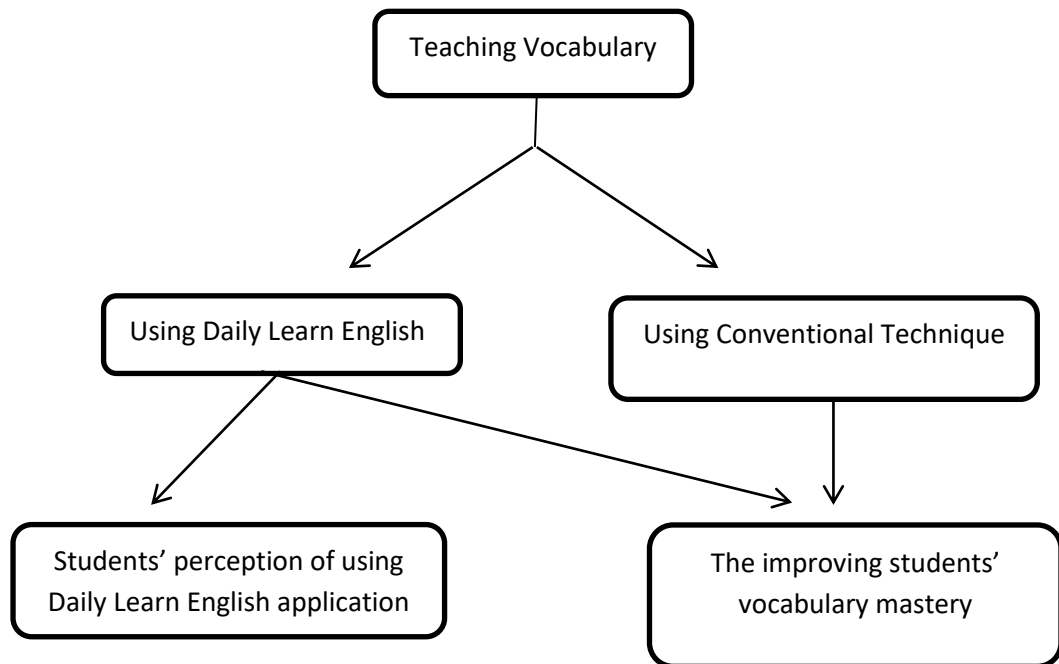


Figure 2.6 Conceptual Framework of Research

From this conceptual framework, the researcher gave students pre-test and taught vocabulary common expressions, time and dates, travel of directions and communication difficulties by using application. The learning process used experimental class research. Then, the researcher applies Daily Learn English Application as method in the experimental class and uses conventional technique in the control class. After that, the researcher examines the students by giving them a post-test to know students' progress in vocabulary mastery after doing treatment and giving the questionnaire to know the students' perception of using daily learn English application in improving students' vocabulary mastery of class experimental group.

D. Hypothesis

According to (Sugyiono: 2017) the hypothesis is a temporary answer to the formulation of research problems, where the formulation of the research problem has been stated in the form of a question sentence. The hypotheses are as follows:

1. H_0 : There is no effectiveness of using Daily Learn English Application in improving students' vocabulary mastery.
2. H_1 : There is effectiveness of using Daily Learn English Application in improving students' vocabulary mastery.
3. H_0 : Using Daily Learn English application can not help to improve students' vocabulary mastery
4. H_2 : Using Daily Learn English application can help to improve students' vocabulary mastery.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter present the conclusion of the finding and suggestion of the result in using Daily Learn English application to improve students' vocabulary mastery.

A. Conclusion

1. The effect of Daily Learn English application in improving students' vocabulary mastery.

Based on the finding and discussion of this study, the researcher concluded that Daily Learn English application was a significant effect to improve students' vocabulary mastery at eight grade SMP Negeri 5 Tinambung. It can be seen from the finding which showed the difference between the mean of control class was (45.0400) while in experiment class was (70.1905) after the researcher conducted the treatment. Thus, means of the mean scores in experiment class was higher than control class. And then, his can be shown by the Sig (2-tailed) is $0,000 < 0,05$, that means there is a significant effect of using Daily Learn English application in improving students' vocabulary mastery.

2. The students' perception of using Daily Learn English application in improving students' vocabulary mastery.

From the result of the questionnaire by students' perception, it can be concluded that Daily Learn English application can increase the students English skill, thus found the mean score was 82,1% as strong agree with the statement if this application really help students to improve their English vocabulary mastery. Besides that there were 85% as the strong agree of 'Using daily learn English application likes playing a game', which this application make more interest to students in learning English then conventional method, it based on the data of students' respondents. In addition the statement 'I can learn vocabulary any time using Daily Learn English application' with a percentage was 83,3%. So, this means that students already to know more about it and learn English through application of daily learn English.

B. Suggestion

Based on the conclusion above, the researcher puts some suggestion and recommendation after conducted Daily Learn English application that students enjoy or technology can bring the learning to be more attractive to students, they tend to prepare to practice directly by this application. For the clearly, the researcher presented as follow:

1. The student must to find out what make more motivation to learn English. There a lot of media to support and motivation in their English learning process. Daily Learn English application is very useful to increase English skill, especially English vocabulary. It was found the result of students' respondents, that there more agree to use this application.
2. For English teachers, in learning process should be able make students more interesting with the lesson. Which must to find out the creative and current strategy or media in improve their English skills. Daily Learn English application is easy to use and there several features to influence listening, reading, writing skill. In addition, the researcher suggest to the English teacher of SMP Negeri 5 Tinambung for playing music song in English learning because the students' had a lot of like listening music too. So, they could be apply English song where have video, audio in Daily Learn English application can playing in the class.
3. For literatures, who are interested in apply Daily Learn English application can try to another level of learn through different topic of learning to demonstrate the effect of using Daily Learn English application on the students' vocabulary mastery. However, they can also try to conduct further research in another of English skills because from the observation, the researcher found that this application have affect in other skills in English such as reading, speaking and listening.

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