

**THE USE OF WORDUP MOBILE APPLICATION TO ENHANCE
STUDENTS' VOCABULARY MASTERY**



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**This Undergraduate Thesis was written and submitted in a part-fulfilment of
the requirements for the Undergraduate Degree Education**

**ENGLISH EDUCATION STUDY PROGRAM
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITY OF SULAWESI BARAT**

2025

APPROVAL SHEET
THE USE OF WORDUP MOBILE APPLICATION TO ENHANCE
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ABSTRAK

MUTHIA ARBY: Penggunaan aplikasi mobile WordUp untuk meningkatkan kemampuan kosakata siswa. **Skripsi. Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2025.**

Penelitian ini bertujuan untuk mengetahui apakah penggunaan WordUp mobile aplikasi berpengaruh terhadap peningkatan kosa kata bahasa Inggris siswa serta untuk mengetahui persepsi siswa tentang aplikasi WordUp. Pendekatan kuantitatif dengan metode kuasi experimental digunakan dalam penelitian ini. Sample terdiri dari dua kelas yaitu experimental group (VIII Index 2) yang terdiri dari 18 siswa dan control group (VIII Index 1) sebanyak 18 siswa. Siswa kelas experimental belajar menggunakan aplikasi WordUp sedangkan kelas control belajar menggunakan metode konvensional. Test dan kuesioner digunakan sebagai instrumen untuk penelitian ini. Hasil analisis data menunjukkan nilai rata-rata pada kelas experiment untuk post-test (71.56) lebih tinggi dibanding nilai rata-rata pre-test (42.78). Berdasarkan nilai T-test diketahui Sig. (2-tailed) adalah 0.000 lebih rendah dibanding level signifikan (0.05). Dapat disimpulkan bahwa, hipotesis nol (H_0) ditolak sedangkan hipotesis alternatif (H_1) di terima. Untuk kuesioner menunjukkan hasil persepsi positive terhadap penggunaan aplikasi WordUp dalam pembelajaran kosa kata bahasa Inggris.

Kata kunci: Penggunaan, Aplikasi Mobile WordUp, Kemampuan Kosakata Siswa

ABSTRACT

MUTHIA ARBY: The Use of WordUp Mobile Application to Enhance Students' Vocabulary Mastery. **Undergraduate Thesis. Majene: Faculty of Teacher Training and Education, Universitas Sulawesi Barat, 2025.**

This study aims to determine whether the use of the WordUp mobile application has an influence on enhancement of students' English vocabulary and to find out students' perceptions of the WordUp mobile application. A quantitative design with a quasi-experimental method was used in this research. The sample divided into two classes, namely the experimental group (VIII Index 2) which consists of 18 students and the control group (VIII Index 1) consists of 18 students as well. The experimental class students learned using the WordUp mobile application, while the control class learned using conventional method. Tests and questionnaires were used as instruments for this research. The results of the data analysis revealed that the mean score in the experimental class for the post-test (71.56) was greater than the mean score for the pre-test (42.78). Based on the T-test result, the Sig. (2-tailed) was 0.000, which was less than the significance level (0.05). It can be concluded that the null hypothesis (H0) was rejected while the alternative hypothesis (H1) was accepted. For the questionnaire, the results indicated a positive perception of the use of the WordUp mobile application in English vocabulary learning.

Keywords: Use, WordUp Mobile Application, Students' Vocabulary Mastery

CHAPTER I

INTRODUCTION

A. Background

English become one of the indispensable thing in the era digital now. Many things such as using social media, information on the internet, and in education now related to English and those are the reason about why English known as Universal Language. The Ethnologue data show that there are 1.456 billion people who are speakers of English until 2023 (Ethnologue, 2023). Hence, Indonesia has an English proficiency index score of 469 ranked 81st out of 111 in 2022, which causes Indonesia to enter the low proficiency category (CNN Indonesia, 2022). There are skills and part in English that should be mastered, one of the influential parts is vocabulary.

Vocabulary is the core element for all language skill learner. Vocabulary helps learner to develop their language ability especially for English learner. Hence, without vocabulary, it becomes a challenge for all learners to understand a language. Vocabulary plays an essential role that links the four skills of language all together that can help one to speak easily (Novica et al, 2022). In addition, Prima Sari and Br Sembiring (2019) state that, “To be able to speak, a large amount of vocabulary is also important, because without adequate vocabulary, there is nothing to say”. Vocabulary is key to build up a language and helps students to be able to communicate with others in English.

In SMPN 2 Polewali, the researcher discovered several issues that the students faced during the process of learning English. The researcher found that students’ vocabulary mastery is still lacking. Many of students have trouble to remember and understand the meaning of the words that teacher asked the students to use. Besides, the ineffective learning also cause the lack of interest and awareness students in learning vocabulary. These problem can affect on the difficulty of enhancement students’ vocabulary mastery.

According to the researcher's observation, which are supported by other studies that stated the same problem. A study by Perangin et al. (2021) found some of students struggled in vocabulary, students were unable to memorize and identify the meaning of the words while learning English in class. A study by Afidah and Machfudi (2022) showed that students got difficulties in translating the words into Indonesian and vice versa, they also experienced difficulties in understanding the meaning of words, pronunciation, and misspelling, and also students have less interested in learning vocabulary. A study by Ismail et al. (2022) indicated that the students had low motivation and interest in learning English vocabulary and lack of strategy used in learning vocabulary.

One of the way to increase enthusiasm in learning vocabulary can be done by using mobile application. The Z generation now prefers to use mobile devices with internet access, such as smartphones and tablets, for a variety of online activities. Technology and ICT advancements have increased the use of mobile technology in the educational sector. Around the world, numerous institutions are experimenting with different teaching techniques and use mobile phone to facilitate students' learning. More developed countries are using ICT such as e-learning, distance education, Bring Your Own Devices (BYOD), use of online and social media, student response systems in classrooms, to now game-based learning, Web 2.0, and virtual classroom environments to enhance students' learning experiences with adaptive, collaborative, and hybrid styles of learning (Ahmad, 2020). An example of how technology plays a role in education, especially for vocabulary learning, is the WordUp application.

WordUp is an innovative language learning mobile application that focus on vocabulary. WordUp appears to use spaced repetition to ensure that users recall words over time. Spaced repetition is an efficient vocabulary acquisition approach that involves reviewing and recalling previously taught content at gradually increasing intervals until the information has been learned properly (Nakata, 2015) in (Nushi et al, 2021). In support with (Maenza & Gajić, 2020), "Remember forever" is one of the app's main

principles. The application will check a user's memory of new words until they say, "I remember," after learning them. WordUp claims that, a user has learned a word or phrase for life if they can remember it for a year.

This application created to enhance students' vocabulary mastery that provide with several feature such as vocabulary, AI or Artificial Intelligence, spelling including games. Not only an ordinary app for learning vocabulary like dictionary but also WordUp is the application with plenty of example that taken such as clips of TV shows, stories, movies, songs, newspaper articles, famous figure's quotes and any similar content to bring the enjoyable, captivating and helpful example words for learners. Over 5 million users with several awards in 2020 to 2023 and tons of reviews why the users love WordUp (WordUp, 2023).

Regarding to overcome the problems that researcher mentioned before, this research expected to the use mobile application called WordUp become a solution to assist learners in overcoming their problems when it comes to learning vocabulary. According on that reason above, the researcher interest to conduct research entitled ***“The Use of WordUp Mobile Application to Enhance Students' Vocabulary Mastery”***

B. Problem Identification

According on the scope of the research above, the researcher formulated the research problem that discover in the English learning process as follows:

1. Students have lack in vocabulary
2. The students were unable to understand the meaning of the vocabulary in the learning process.
3. The students bored, confused and difficult to remember vocabulary in teaching learning process.

C. Problem Limitation and Formulation

The research focused on the use of WordUp mobile application to enhance students' vocabulary mastery. The researcher proposed to find:

1. Is there any significant influence of using WordUp mobile application to enhance students' vocabulary mastery?
2. What are the students' perceptions in using WordUp mobile application to enhance students' vocabulary mastery?

D. Research Objective

Based on the research problem limitation and formulation above, the objectives of this research formulated as follows:

1. To find out whether or not the use of WordUp mobile application has significant influence to enhance students' vocabulary mastery.
2. To find out students' perceptions in using WordUp mobile application to enhance students' vocabulary mastery.

E. Research Benefits

The findings of this research are expected to give some benefit theoretically and also practically.

1. Theoretically

The researcher is expected to enhance knowledge and insight while also enhancing students' vocabulary mastery with interactive tool using technology through mobile application in learning process for English education life.

2. Practically

The researcher is expected that student can enhance their vocabulary skill and be able to understand the meaning of the vocabulary in learning process. The researcher also expected the student can feel excited, enlighten, and easy to remember vocabulary in teaching learning process.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

There are several previous researchers that are relevant to this research that assist the researcher to do this research which will be elaborates as follows:

The first previous research conducted by Al-Johali (2019) who have investigated the effectiveness and potential by using mobile application to teach vocabulary in public schools in Saudi Arabia. The research used a descriptive survey, the research was carried out in the academic year 2018 to find out how EFL teachers in Sabia, Jazan, Saudi Arabia felt about using vocabulary applications. There were 113 teachers in the sample. This research used a single instrument, a closed-ended, five-category questionnaire with 25 items, to collect data. The result revealed that learn vocabulary by using mobile applications is a great usefulness in general. This research stated that in order to make vocabulary mobile applications effectively used, the classrooms should be more mobile-oriented and students should be well trained, also the teachers should have both technically and pedagogically competent.

The second previous research conducted by Maenza and Gajić (2020) who have examined the students' perception on the usefulness of this mobile application. This research showed that WordUp mobile application for learning new English words and enhancing vocabulary. This research used qualitative research and students of Singidunum University in Belgrade used as representative sample in this research. The results stated that students desire to use mobile applications to study English vocabulary in a creative and enjoyable way. This research indicated that WordUp is used more frequently than a dictionary. This app is suitable for anyone who want to actively and versatilely enhance their vocabulary in English.

The third previous research conducted by Nushi et al. (2021) who have reviewed about WordUp, an application that develop English vocabulary through exposure to new words in authentic and engaging contexts such as clip of movies, songs, and news programme. EFL learners including five at elementary level and seven at intermediate level used as sample of this research. The benefit of extensive exposure to real-world use of the target words will be discussed in this study. WordUp is suggested for learners above level A1 of the Common European Framework of Reference for Languages (CEFR) who want to learn how to use the material they have learned through real-world examples with the proper application.

The fourth previous research conducted by Idasari and Maknun (2021) who have investigated the use WordUp application as a technology that can be used to introduce vocabulary in writing skills. The method used in this research was a quasi-experimental with two groups conducting pre-test and post-tests. Students in grade eight of SMP Negeri 1 Belitung II participated in this study. 8 Eight meetings were required to conduct the research: two for pretest-posttest and six meetings for treatments. The findings of this research revealed the effectiveness of using Word Up Application on students' writing.

According to the description of the previous research, it is indicated that using the WordUp mobile application shows positive results for English learning. After reviewing previous studies, there are several differences and similarities between previous research and the current research. For the similarities, the previous and current studies explain about WordUp Application. Some of research reviewed WordUp in terms of authentic media and material for teaching English. Hence, the differences between this study are that most of previous study use a different research method, subject of the research and had different English skills. The previous studies used a qualitative method, focused on the teachers' perception and writing skills, while this studies will use quantitative experimental method, students' perception and focus on vocabulary skills. Another differences is

the location and data source of the research. In this research, the population is the second grade of SMPN 2 Polewali.

B. Theoretical Framework

1. Vocabulary

a. Definition of vocabulary

Vocabulary is one of the core in learning English. There will be no language if there are no words. According to Michael Lessard-Clouston (2014), Vocabulary is central to English language teaching because without sufficient vocabulary, students cannot understand others or express their own ideas. Wilkins in (Thornbury, 2002:13) writes that “while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Learners can see the improvement in English with words and expression to develop their communicate with others. That is the reason why vocabulary is so important to understand.

Chappelle & Jamieson (2008) in Lukov (2022) stated that vocabulary has rightfully been called the building block of a language. It is no secret to language learners and educators that vocabulary is crucial thing in developing the foundation for second language acquisition. According to Subaşı (2014) in (Rahmani, 2023) thesedays, it is believed that if a person wants to learn English as a second or foreign language, he must acquire a huge amount of English vocabulary. In the other hand, (Ghalebi et al, 2021) writes that Vocabulary knowledge provides a valuable basis for both subsequent stages of language acquisition and real-life communication, assisting learners to communicate effectively and perform successfully in all related skills of listening, speaking, reading, and writing. As a result, without a proper understanding of vocabulary, students difficult to understand others’ ideas and are unable to express their own opinions as well.

According to several definitions of vocabulary that have been described, it can be conclude that vocabulary is part of the

language that contain set of words that help learners communicate with others. The more vocabulary a learner understands, the more skillful expressions he or she can make.

b. Aspect of Vocabulary

According to Notion (2001), There are some essential aspects with 3 sub-aspects in each that should learners and teachers be aware of when they want to build knowledge and use of vocabulary, namely:

1. Form (spoken, written, and word parts)

The use of words that boost students' vocabulary in English is referred to as this vocabulary learning strategy. A word's form involves its spelling (written form), pronunciation (spoken form), and any word parts (prefix, root, and suffix) that make up this specific item. In the word *uncommunicative*, the prefix *un-* implies a negative, *communicate* is the basic term, and *-ive* is a suffix that implies someone or something that is capable of doing something. This is an example of word parts. They all work together to describe something or someone that is incapable of communicating, or in other words is *uncommunicative*.

2. Meaning (form and meaning connection, concept and reference, and association)

Meaning is the result of the connection between form and meaning. Meaning is about knowing the concept of the foreign word or phrase. Thus, what items and concepts it relates to, as well as any associations that people have when they think of a particular word or phrase.

3. Use (grammar function, collocation, and constraint on use)

One way to figure out the meaning of an unfamiliar word is to look at its context, or surroundings of the word. Use includes grammatical functions of the word or phrase, common collocations, and any usage restrictions, such as frequency, level, etc.

Table 2. 1 The Vocabulary Test

Vocabulary Aspects	Sub-Aspects	Indicator
Meaning	Associations	Students are able to identify the word's synonyms.
		Students are able to identify the word's antonyms.
Form	Written	Students are able to distinguish between the root word and word with prefix or suffix.
Use	Grammatical function	Students understand the correct context for using the word.
		Students are able to answer questions based to the context in the text or conversation.

Adopted from : Nation (2001) cited in (Aulia et al, 2020)

c. Types of Vocabulary

According to Harmer cited in (Sari et al, 2022) vocabulary divided into two types, which are :

a. Receptive Vocabulary

Receptive vocabulary refers to words that learners are unable to produce but are familiar with when they are used in context. Webb (2005) writes that receptive vocabulary refers to vocabulary that students recognize when they see or encounter it in a reading text but do not use in speaking or writing.

b. Productive Vocabulary

Productive vocabulary refers to words that learners understand, can pronounce correctly, and use effectively in speaking and writing. Webb (2005) writes that productive vocabulary can be treated as an active process because learners can produce the words to express their thoughts to others.

d. Difficulties in Learning Vocabulary

According to Thornbury (2004) cited in (Surmanov & Azimova, 2020) the majority common difficulties in vocabulary learning are follows:

a. Pronunciation

Research implies that words that hard to pronounce are harder to learn. Some learners may find it challenging to spell words that contain sounds they are unfamiliar with, for example *regular* for Japanese speakers.

b. Spelling

Spelling and sound mismatches can make words more challenging and are frequently the cause of pronunciation or spelling errors. There are a few noticeable exceptions to the general rule that English spelling is very restrictive. Particularly challenging are words like *foreign, headache, climbing, bored, honest, cupboard, listen, muscle and so on* that involve silent letters.

c. Length and complexity

Learning long words does not appear to be more challenging than learning short ones. Nevertheless, because students are more likely to use high frequency words because they are usually short in English, which increasing their "learnability."

d. Grammar

The grammar of the word can also be challenging, especially if it is different from its L1 equivalent. It can be difficult to remember whether a verb like "*enjoy,*" "*love,*" or "*hope*" is prefixed by the infinitive "*to swim*" or the *-ing* form "*swimming.*"

e. Meaning

Students are likely to confuse the two words when their meanings overlap. As an example, *Make* and *do*: you *do the housework* and *do a questionnaire*, but you *make breakfast* and *make an appointment*.

f. Range, Connotation and Idiomaticity

It is believed that words with a broad range of applications are easier to understand than their synonyms with a more limited range. Therefore, *put* is more general word in contrast to *impose*, *place*, *position* and *so forth*. Additionally, word *thin* is also a nicer option than *slim*, *skinny* or *slender*. Problems might also arise from a lack of understanding regarding the meanings of particular words. *Publicity* might be the opposite of *propaganda*, which in English has negative connotations. Even if *eccentric* does not have a negative connotation in English, the closest counterpart in other languages might simply mean *deviant*. Lastly, it will be harder to use idiomatic expression such as "*make up your mind*," "*keep an eye on*" etc than specific ones like "decide, watch."

e. Kinds of Vocabulary

Vocabulary is defined as a set or collections of words sorted in alphabetically. Sentences contain several words, and the vocabulary includes word collections. Words are classified into several class or referred as part of speech. The following table lists the kinds of vocabulary according to Hammer (2007) namely:

Table 2. 2 Kinds of Vocabulary

Part of Speech	Description	Example (Words)	Example (Sentence atc)
Noun (noun phrase)	Nouns can be the car names of things, library people, places, Lisa activities, qualities, or umbrella ideas. They may also be groups of words that function as a		I recommend this car Meet me at the library I love Lisa I don't need an umbrella

	verb's subject or object.		
Pronoun	a word that is utilized to replace a noun or noun phrase.	him they her She	Look at him ! They keep quiet. Jane's husband loves her . She met him two months ago.
Adjective	a word that describes a noun or pronoun.	attractive better kind best	She's so attractive All of us want a better life! What a kind man! That's the best view from this building.
Verb	a word that describes a behaviour, feeling, experience or condition.	Ride set out be wrote	I like riding horses She set out on her journey We are not amused He wrote a poem
Adverb (adverbial phrase)	a word that adds or clarifies the meaning of an adjective, verb, phrase and adverb.	slowly at home carefully in two days	Please talk slowly . I like baking at home . He listens the podcast carefully . See you in two days .
Preposition (prepositional phrase)	a word that is utilized to point out the connections between other words.	in for of on top of	Put this in the car. I made this for you. Bring me two bottles of water. You'll find it on top of the table.
Determiner	Definite article Indefinite article Possessives Demonstratives	The an a my, your etc. this, that	The student an apple a prince my love of life Look at those people!

		these, those	
	Quantifiers	some, many, few so on.	Few people came to him.
Conjunction	a word that connects sentence, clauses or phrases.	so and but	I don't have a car, so I went by taxi. Fish and chips I like you but you don't.

(Harmer, 2007)

f. Students' Vocabulary Mastery

Vocabulary mastery refers to have a solid knowledge of words. Vocabulary mastery is crucial for the students because vocabulary linked to their experiences and play an essential role to the growth of their language skills. According to Astika G (2015) cited in (Virgana & Lapasau, 2019) students learning English as a second language often struggle with a lack of vocabulary. For second language learners, vocabulary mastery is crucial since an inadequate vocabulary hinders communication and underestimates the importance of vocabulary mastery. The more vocabulary students have, the better they perform their language.

2. WordUp Mobile Application

a. Definition of WordUp

WordUp is a mobile application that helps learners make up their vocabulary in innovative and entertaining ways. WordUp is a vocabulary-building app that created by Geeks Ltd in Geek Foundation, London. Learners can download the application from <https://www.wordupapp.co/> . The learners will redirect to google play store for Android users and App store for Ios devices. The WordUp mobile application according to Course Lounge (2023), Geeks Ltd as an award-winning software company who created WordUp came up with unique way of teaching words in contextualized real-life situations using thousands of short clip from TV shows, news and film with focus on "20,000 most commonly

used words” in order of how useful the words is. WordUp additionally integrates "spaced repetition" concepts to assist recall. Every new word you learn is repeated the next day, week, month, and the next six months. If you forgot, WordUp would remind you the meaning and context again and again (Course Longue, 2023). According to (Maenza & Gajić, 2020) the main goal of WordUp application is to combine innovative ideas with the latest digital technology, in order to facilitate the language challenges people all over the world regularly face. The application creators in their philanthropic vision are to help anyone who need to enhance their vocabulary, both receptive and productive in a modern and creative way without charging them for it.

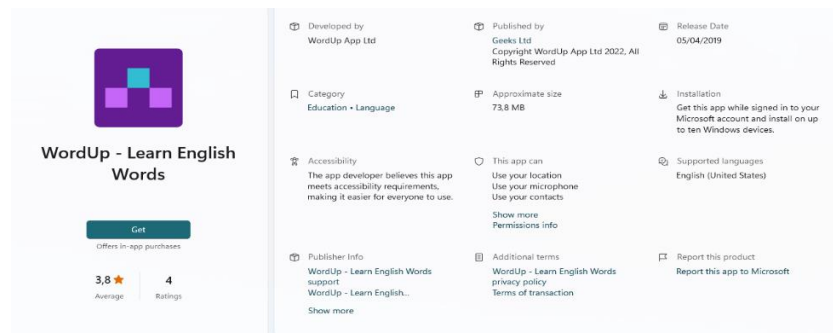


Figure 2. 1 WordUp Application

b. How to Acces WordUp

- a) Install WordUp application on user mobile phone via google play store for Android users and app store for Ios devices.



Figure 2. 2 Install WordUp Application

- b) Open the WordUp app , you have two option between start the app or login the app.



Figure 2. 3 Login the WordUp application

- c) The app will show the user about that accent that user wants to learn or use in the WordUp application.

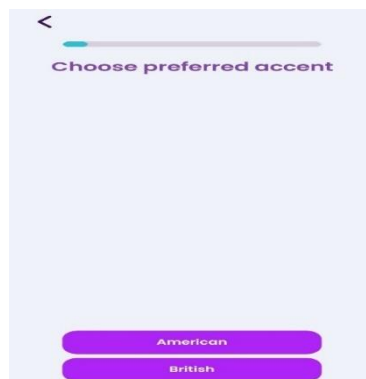


Figure 2. 4 Accent Option

- d) The user should select their current level in knowledge of English.

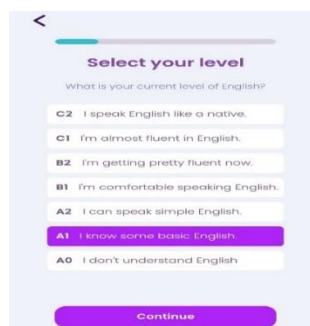


Figure 2. 5 Level of English

- e) Then, select the user's age and tap continue.

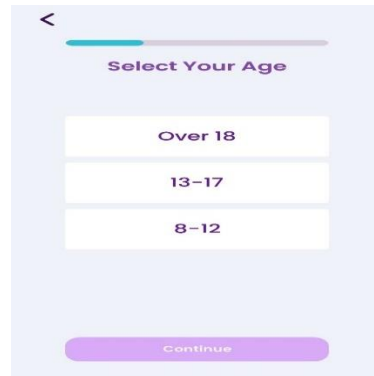


Figure 2. 6 Age of The User

- f) Write down the user's native language and tap continue.



Figure 2. 7 Native Language of the User

- g) The app will ask the user to choose some option about reason why the user want to learn English vocabulary and tap continue.



Figure 2. 8 Reason of Learn Vocabulary

- h) The app asks the user to choose the favorite topic that related to the words that user interest to learn and tap continue.

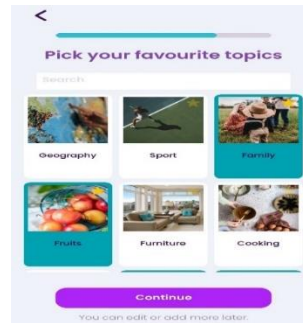


Figure 2. 9 Favorite Topic

i) The brief overview of how the WordUp mobile application

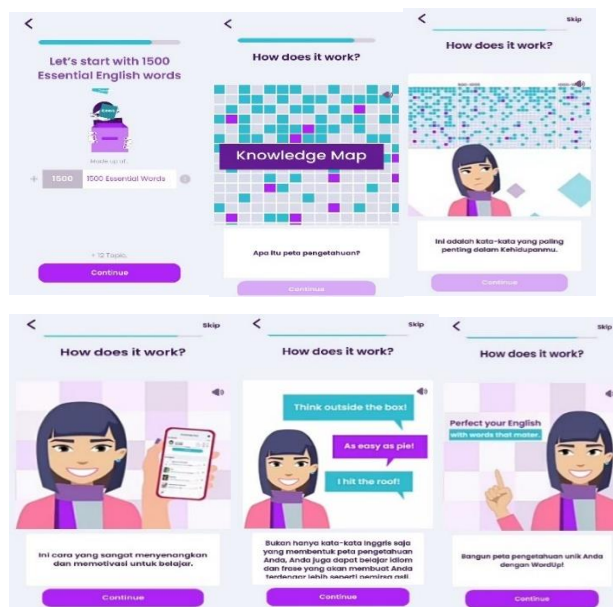


Figure 2. 10 The Works of WordUp

j) Before into the home page of the app, user should choose their favorite celebrity as reference for feature AI or Artificial Intelligence chat and tap continue.



Figure 2. 11 Artificial Intelligence (AI)

- k) Last step, the app will tell to save the progress with option account google or email.

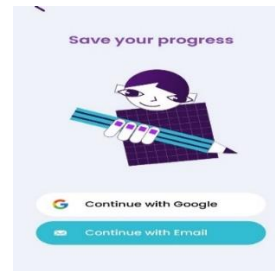


Figure 2. 12 Save Progress

c. Features of WordUp Application

a) The Home Page

There are several features about the application such as search for words, theme of the app, pronounce off/on, settings, the users' interest, sync devices, support and feedback for the app, share to other user and also about the app.

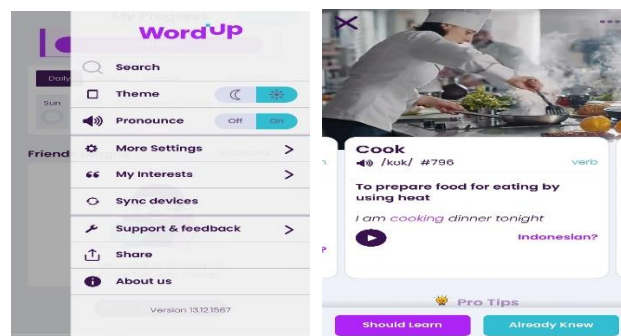


Figure 2. 13 The Home Page

b) Discover

Discover feature provide a pick of a word list based on the user favorite topic such as family, holiday, fruit and also 1500 essential words. this option also shows the user about how many words that already discover when the user open and learn through this app.

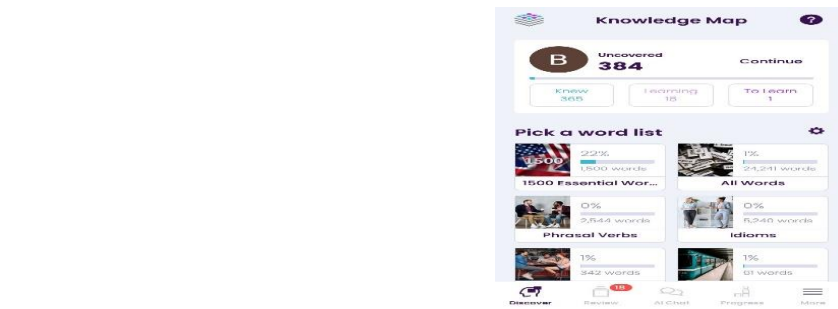


Figure 2. 14 Discover

c) Review

This feature shows the user about how many words that user should review for that day.

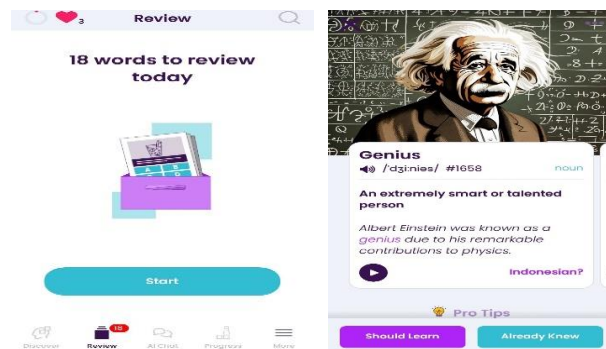


Figure 2. 15 Review

d) Lessons

Lesson feature show some challenge for user to use all correctly words following the topic in the lesson feature. The form of the challenge is chat with AI.



Figure 2. 16 Lessons

e) Practice

This feature provide practice with AI (Artificial Intelligence). The app called AI as Lexi. The user practice about vocabulary, writing and conversation uses the fantasy chat with AI version of the user favourite people.



Figure 2. 17 Practice

f) Progress

This feature show the user about their progress, the time when they should learn vocabulary in this app and also show the near people who use this app.

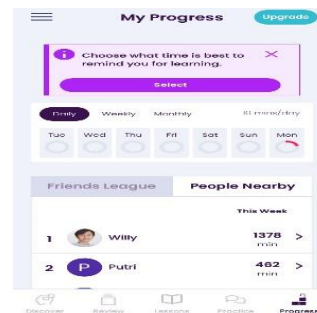


Figure 2. 18 Progress

d. Advantages of the WordUp

The advantages of the WordUp mobile application according to (Nushi et al, 2021) such as WordUp offers a big benefit for English as a foreign language (EFL) speakers all over the world because it not only provides the English definition of the words and actual instances of their use in English, but also the words' translation in the students' native language. Another advantageous feature of this app is the diversity of real-world

examples it provides, which not only makes learning enjoyable for students with various interests and styles of learning but also help them expand their vocabulary in a fun and engaging way. According to (Maenza & Gajić, 2020) the advantages of use WordUp app is to the captivating material of each word for the user, deliver with learn in context or how to use the word in real life, the application with special feature which detects the gaps of users' knowledge and creates a learning plan that focuses on one word, also WordUp can be one of the best activities for learners because WordUp will gather content for consume entertaining news or thing while enhancing learners knowledge.

3. Perception

According to KBBI version VI define the perception is a someone's response or direct reception from something in process to knowing several things through their sense. Zinc, C (2007) as cited in (Fitriani, 2023) stated that perception as the mechanism of interpreting incentives or benefits that come through the sense units by people who implement the sensing process as an enhancement in knowledge. Another definition from Wijaya (2020) as cited in (Hairunnisa, 2023) stated that perception is the process of perceiving that implies a person blending together with the stimulus they are faced with. The process of perception actively influences by the person's thoughts, feelings or emotions and experiences. Human also see their surroundings through perception and interpreted as the respond to it in positive or negative way. This research aimed to explore students' perceptions of the WordUp mobile application in enhancing their vocabulary mastery. It was crucial to understand students' preferences regarding learning styles, interests, feelings, and various other factors that could influence their learning outcomes.

C. Conceptual Framework

The following diagram showed of the conceptual framework for this research as presented below:

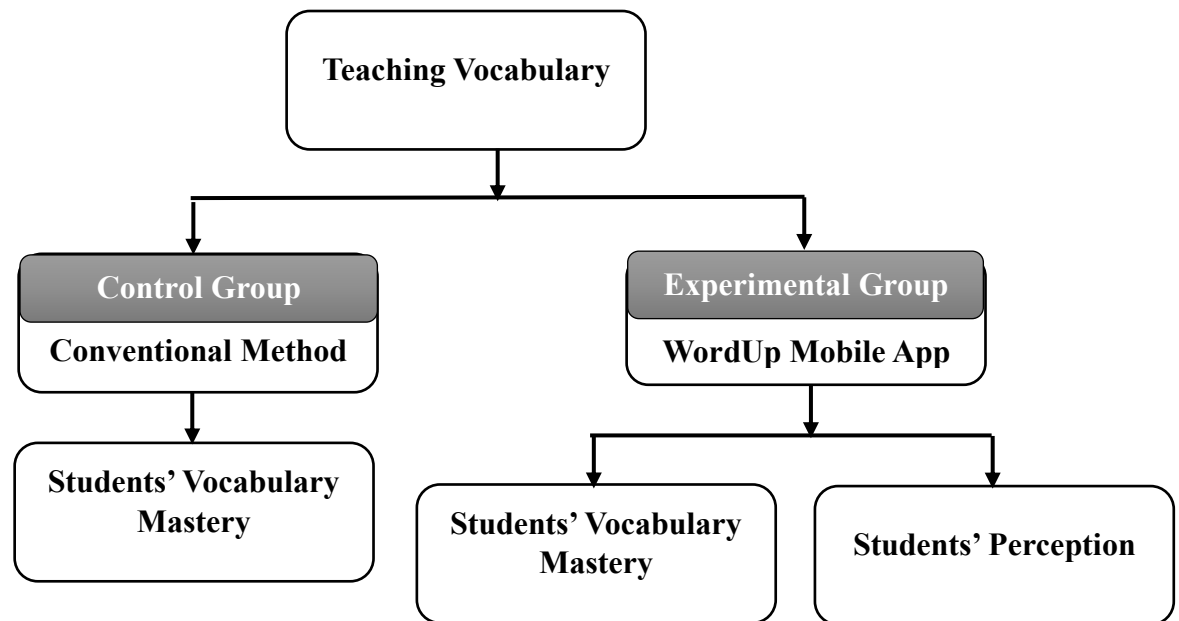


Figure 2. 19 Conceptual Framework

D. Hypothesis

The hypothesis is a temporary answer to the research problem formulation, where the research problem formulation has been stated in the form of a statement sentence (Sugiyono, 2021). The hypothesis of this research were formulated as follows:

1. Null Hypothesis (H0)

There is no significant influence of using WordUp mobile application to enhance students' vocabulary mastery at the second grade students of SMPN 2 Polewali.

2. Alternative Hypothesis (H1)

There is a significant influence of using WordUp mobile application to enhance students' vocabulary mastery at the second grade students of SMPN 2 Polewali.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter, we can draw the following conclusion:

1. The analysis of the data showed a significant influence of the WordUp mobile application in enhancing students' vocabulary mastery, with the mean score for the experimental group in pre-test score was 42.78, while the mean of the post-test score was 71.56. It showed that the mean score on the post test was greater than the mean score on the pre-test. Furthermore, the experimental group's mean score on the post-test (71.56) and pre-test (42.78) was different significantly, as indicated by the paired samples test, which showed that the Significance level (Sig. 2-tailed) was 0.000, a value less than the level of significance (0.05). Calculated results from the hypothesis test showed that the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted. It revealed that there was a significant influence of using the WordUp mobile application in students' vocabulary mastery at the second grade of SMPN 2 Polewali.
2. The results of the questionnaire indicated that students in the second grade at SMPN 2 Polewali had a positive perception of using the WordUp mobile application as an effective tool to help them enhance their vocabulary mastery. The results revealed that students agree that the WordUp mobile application was useful, easy to use and enjoyable application. The majority of students found the WordUp mobile application beneficial for learning English vocabulary, but the mixed responses on several items highlight the importance of further research to identify the factors that may limit the effectiveness of this application for some students.

B. Suggestion

1. For English Teacher

Teachers should be innovative for using the most effective tool and methods to support them in teaching learning process. Following of this research, the researcher recommends WordUp mobile application as an innovative tool when it comes to learn vocabulary that can apply in classroom. On top of that, the WordUp mobile application can help teachers assist students in understanding easily and becoming more enthusiastic in learning English.

2. For Students

For students, according on the findings of this research, students must be more enthusiastic in learning process and would get benefit if they tried to apply this WordUp mobile application since it can help them to enhance their English vocabulary and experience learning in an enjoyable way.

3. For School

The school should create an environment with a positive atmosphere for learning for both students and teachers. Based on this research, applying the WordUp application in English language learning can help them in the teaching process with captivating way in learn English. School should also pay more attention to students to achieve successful learning outcomes.

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