

ACTION RESEARCH ON MOBILE LEARNING AS A MEDIA TO INCREASE ENGLISH VOCABULARY SKILLS

Kartika¹, Dian Arief Pradana², Rizki Nurfida Pambayun³, Imroatul Husna Afriani⁴

^{1,2,3}Univesitas 17 Agustus 1945 Banyuwangi, Indonesia

ARTICLE INFO	ABSTRACT
<p>Article history: Received: July 24, 2024 Revised: July 29, 2024 Accepted: August 9, 2024 Published: August 15, 2024</p> <p>Keywords: Action Research Mondly Vocabulary</p>	<p>This study is a classroom action research (CAR) conducted by researchers to improve the quality of learning. This class action research uses Mondly as an additional learning media in the classroom to learn vocabulary. Mondly is a language-learning app with a range of engaging features. This study selected Mondly as a tool for classroom learning. The subject of this research is class 12b students at MA N.W school, totaling 20 students. This research using data from pre-test and post-test results as well as observations made by researchers and English teachers to measure student participation and engagement. This study was conducted in a limited time to improve students' scores. The researcher found significant results from the pre-test score of 66.4% and the post-test score of 76.8%, which showed a 10% increase in student vocabulary from the average result. The results of the observation also showed an increase in student activity from 65% to 75%, which showed that students were active in answering questions, and also students collected work sheets on time. It can be concluded that this study has progressed in terms of grades and student engagement between the first and second meetings. Conclusively, Mondly proved to be effective as an additional learning medium due to its engaging features, which kept students motivated and active in class. These findings suggest that integrating Mondly into classroom teaching can have a positive impact on students' learning outcomes in vocabulary.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
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<p>Corresponding Author: Kartika English Education Department, Univesitas 17 Agustus 1945 Banyuwangi Jalan Laksda Jl. Adi Sucipto, Taman Baru, Kec. Banyuwangi, Kabupaten Banyuwangi, Jawa Timur 68416 Email: ktika5421@gmail.com</p>	

INTRODUCTION

English education plays an important role in learning in Indonesia, not only for educational purposes but also to support career success. Indonesia is not a country that uses English as its main language, therefore it is necessary to have adequate educational support, and delivery methods that are also suitable for the conditions of students and schools. Learning a new language requires mastering vocabulary to support language success. Mastery of vocabulary in English is very important for listening, speaking, reading and especially in

writing (Hidayati, 2020). In addition to teaching students to know the main vocabulary and terms in the new language, teachers must also provide fun learning collaborations so that students enjoy learning the new language. According to (Jumatri et al., 2022) vocabulary is a collection of words recognized by humans and is part of the language system to be learned in English. Therefore, students must have a comprehensive knowledge of the vocabulary.

In this era, language teaching comes not only from traditional teaching but also from various mobile media. Some problems in mastering vocabulary in students are very diverse ranging from errors in spelling, pronunciation, and choosing the right words in writing and speaking. Based on observations made at MA N,W, the problems found during the learning process are that most students feel that learning English using only books is less memorable, students in the classroom are less active during the learning process in class 12 B MA N,W so that this problem affects their grades. It can be concluded that there needs to be some improvements in terms of learning. Based on the problems that occur, this research uses classroom action research (CAR) as an effort to improve the learning process, and as an effort to increase student activeness in the classroom. Classroom action research is a systematic investigation conducted by researchers, as well as school managers to obtain information about how teachers teach and how students learn (Cohen et al., 2021).

Researchers also use mobile learning (Mondly) as an additional media in classroom learning. Mondly was not used to replace previous learning, but was used in conjunction with in-class learning. Mondly is a multi-language learning app, where users can choose which language they want to learn and for how many minutes a day. Mondly has many interesting features available in the app. Previous research findings state that the purpose of Mondly is to develop vocabulary, pronunciation, grammar and language skills within the app (Hajizadeh et al., 2023). The use of mobile devices for vocabulary learning can provide benefits as it allows students to engage in activities beyond the confines of the classroom, hence the app is conducted as an engaging and easy-to-use medium anywhere and anytime by students. According to (Dwi et al., 2024), The Mondly app is a leading language learning tool, helping students grow their vocabulary, grasp grammar, and attain fluency. Its lessons are crafted to be clear and easy to remember.

Mondly has a positive impact on vocabulary, (Rahim, 2020) found that Mondly was effective in improving students' vocabulary achievement. The researcher focused on the effect of the application on improving students' vocabulary. Mondly application as an additional learning media which is expected to make the classroom atmosphere interesting and communicative, motivating students to be more active in English learning and the learning process, especially in vocabulary and grammar learning.

RESEARCH METHOD

This study uses the method of classroom action research (CAR) with the aim of improving or improving the quality of the learning process. This research was conducted in

one of the MA in Banyuwangi. The subjects used in this study were students of class 12 B MA N.W, which amounted to 20 students. In this study, purposive sampling technique was used. According to Sugiyono (2018: 144) the definition of purposive sampling is a sampling technique with certain considerations. Purposive sampling is used to choose which class will be used for research, and researchers use class 12B from all classes between class 12 A and class 12 B. Data collection methods were carried out by conducting pre-test and post-test, as well as observations at each meeting. The research data analysis method uses quantitative and qualitative techniques. Quantitative techniques are obtained from the average data of pre-test and post-test results, namely data on student vocabulary learning outcomes obtained before and after using mobile learning-based learning (Mondly),

The following quantitative data looks for the average results of student success scores in both the pre-test and post-test, namely by using the following steps:

1. Score each student in answering the pre-test and post-test.
2. The data is calculated using the following formula:

$$X = \frac{\sum X}{N}$$

Where X : Average sought

$\sum X$: Total Score

N : Number of subjects

While qualitative data analysis is obtained through a checklist observation sheet, researchers analyze student actions during learning to provide an overview of the level of understanding of the lesson, students' attitudes or views on the learning methods applied, student activity in participating in learning, attention, enthusiasm for learning, self-confidence, and learning motivation. The following are the indicators that will be assessed during the observation process in each action taken:

Indicator:

1. Student attention when receiving orders
2. Students' seriousness in the learning process
3. Students ask questions in class activities.

4. Students are able to answer questions given by the teacher

5. Students submit worksheet questions on time

6. Students' confidence when speaking English

This research can be said to be perfectly successful if almost all students give positive responses and are actively involved in the learning process of vocabulary learning using mobile learning. Students are said to be active if they fulfill three indicators. Conversely, students are said to be passive if they fulfill less than three indicators. The researcher will make observations during the class action. When giving treatment to students, researchers will also examine how students respond when learning. When learning is carried out, researchers will bring student observation sheets at each meeting to find out the results of student responses to each action.

RESULT AND DISCUSSION

Based on the results of the study, the researcher obtained the following results.

The first finding, the average pre-test and post test results.

Table 1 . Pre-test Post-test Results

category	Total	N	Mean	Percentage(%)
Pre-test	1.329,3	20	66,4	66,4%
Post-test	1.537,7	20	76,8	76,8%

Based on the table above, the researcher provides a category in the form of pre-tests and post test, table $\sum X$ contains the overall value of students obtained from the results of pre-test and post-test work. Table n contains all students who are subjects in this study which amounted to 20, while table x is the average result found by researchers. Researchers obtained average results from each category, namely Pre-test (66.4%) and Post-test (76.8%). So it can be concluded that the table above the average value from pre-test to post-test shows an increase in the performance or understanding of participants after undergoing research. This can be an indication that the intervention or learning carried out in this study is effective in improving learning in the classroom.

The table above shows an increase in students from (66.4%) to (76.4%). These results were obtained from the results of student work in the initial and final tests. Researchers found a significant increase of (10%), so it can be said that this research was successful because it was in accordance with the achievement indicators that the researchers wanted to achieve.

The second finding is observation. The following is a table of observations made by researchers during the research.

Table 2. Observation ceklis result

Meeting	Active student	percentage	Passive student	percentage
1	13	65%	7	35%
2	15	75%	5	25%

Based on the table above, researchers identified the number of active and passive students in each meeting. Both of these meetings the students used mondly as an additional learning medium. Observation at the first meeting was carried out during the learning process. There were 20 students involved in this study. There were 13 (65%) of the 20 students were classified as active. The class started with an introductory session and a joint discussion between the teacher and students. Then the teacher conducted an action to the students to determine the students' ability. The teacher also gave commands to open the app and do the exercise in the mondly, after that students were given worksheets to improve their knowledge of vocabulary. In the second meeting there were changes in students during learning. If seen from the table, the changes in students are very significant compared to the first meeting. In this meeting students have started to actively ask questions about the learning and answer and collect worksheets on time. There were 20 students in this second meeting and 15 (75%) students were active. Students who are active in this second meeting are more than the first meeting, many students are active in indicators Students are able to answer questions given by the teacher and students submit worksheet questions on time.

This study is to test whether mondly can successfully increase vocabulary and student activeness in the teaching and learning process. After conducting research on mondly and analyzing the data, the researcher found two findings to answer the research problem. The first finding found that the average results of students' pre-test and post-test increased, This happened because Mondly provides a different learning atmosphere where students can learn vocabulary more easily. In addition, it also makes them more interested in learning English because they can learn easily and have fun. The second finding is that students' participation in the teaching and learning process increased. The observation of students' participation, there is an increase in the effectiveness of the application of Mondly in teaching Vocabulary. Some fun features in mondly can make it easier for students to get ideas from what they see. This makes students more active and enthusiastic in the teaching and learning process because they have learning experience using mobile learning (Mondly).

They also pay more attention when learning. In addition, the classroom atmosphere becomes so active because they enjoy the learning process. This is supported by the results of observations during the meeting where the average percentage of active students is greater than passive students. the application of using mondly as an additional media in learning, increases their understanding of vocabulary. In accordance with the findings (Wardani & Lubis, 2024) stated, By using the Mondly app for language learning, students can expand their vocabulary. The app offers various features such as vocabulary exercises, interactive

conversations, and daily lessons to help students learn new words and phrases.. In addition, there are also findings from (Khalik & Musytari, 2024) This demonstrates that using the Mondly app for learning Arabic is effective in enhancing speaking skills and improving the mastery of Arabic vocabulary among 7th grade students at MTs Al-Abrar Bulukumba..

Also supported by (Dwi et al., 2024) It indicates a notable improvement in students' English vocabulary and grammar mastery before and after using the Mondly app. Initially, students score poorly, but their scores increase significantly after using the app, demonstrating a clear difference between the pre-test and post-test results. Using mobile learning in learning can help facilitate students to help improve vocabulary. Usually students find it difficult during lessons due to lack of vocabulary. This means that the use of Mondly in the learning process makes students of class XII B more active and improved. Thus, this study found that the use of Mondly as an additional media in learning makes students more active and students' vocabulary increases.

CONCLUSION

Based on the research findings and discussion, it seems that students have a different learning atmosphere. Besides teaching or learning face-to-face in the classroom, students can learn using mondly anywhere. From this study there is a significant difference in the results before using mondly and after using mondly. Before using mondly, researchers conducted a pre-test on students. The pre-test result was 66.4 with an average overall score, after using mondly the researchers found that the number of students who got an average overall score became 76.8. It can be concluded that the use of mondly can improve students' vocabulary. Researchers also found the results of students' active participation in the first to last meeting. First there were 13 (65%) active students, and there were 7 (35%) passive students. In the second meeting there was an increase in active participants because there were 15 (75%) active students and 5 (25%) passive students. So it can be concluded that the use of mondly provides positive results in terms of increased student scores and increased student activeness in the classroom.

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