THE USE OF MONDLY APPLICATION TO INCREASE SENIOR HIGH SCHOOL STUDENTS' VOCABULARY MASTERY

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ABSTRACT

Vocabulary is an important element in language learning that students have to master. English language learning is greatly influenced by technological advances. Several applications have provided more flexible and accessible means that can be used through smartphones as needed for vocabulary mastery . This study aims to find out how senior high school students can increase their vocabulary mastery through the use of Mondly. A quantitative approach with a pre-experimental design is the method used in this study. The 10th grade students of SMK Tritech Informatika Medan participated in the study.. According to the research findings, the students' mean score was 71.69 on the pretest and 83.53 on the posttest. The t-test with a sig (2-tailed) value of 0.000 or < 0.05 was used to test the hypothesis. Therefore, "Ha" is accepted, and "Ho" is rejected. Thus, it can be concluded that vocabulary learned using Mondly application significantly increased the vocabulary mastery of tenth-grade students of SMK Tritech Informatika.
Keywords: *Vocabulary mastery, Mondly application, Language learning*

INTRODUCTION

Vocabulary is a basic element of language that is necessary for language learning. To help in every aspect of language skills, people need to have a large vocabulary. (Alqahtani, 2015) defines vocabulary is the total number of words that are needed to explain ideas and convey the meaning of the speaker. Learning vocabulary is therefore important for this purpose. Vocabulary is defined as language words that involve particular things, phrases, and clauses with definitions (Clouston, 2013). Moreover, the vocabulary is defined as a set of words containing some letters and their meaning. (Alizadeh, 2016)

(Ismatullayeva, 2020) stated that vocabulary is the primary means to communicate with one another to convey thoughts, statements, and expressions, therefore vocabulary is possible and will continue to be added to students' general knowledge. Furthermore, vocabulary is defined as all the words that students need to know, not only remembering word forms but also understanding their meanings. There are three main learning objectives in vocabulary mastery, namely: 1) Identifying the meaning of an unfamiliar or new word, 2) Continuing the memory of the newly learned word, and 3) Expanding the meaning of the unfamiliar or new word. (Patahuddin et al., 2017).

Some skills that must be learned by English language learners according to (Husain, 2015), there are 4 skills. Namely productive skills consisting of speaking and writing. While receptive skills are listening and reading. Furthermore, there are other components or aspects of English, such as syntax, pronunciation, and vocabulary, that must be learned to improve all four skills.

However a lot of students generally find it challenging to commit a new language to memory, and when they learn it, they need more serious to memorize of it and need longer of time. Moreover, in Senior High Schools in Indonesia, students' lack of vocabulary mastery. It is caused by various problems, they are:

1. Students think that English is a difficult language to learn.
2. Students feel difficult to pronounce words in English. Because the words written are different from what is spoken.
3. English is not the students' mother tongue language.
4. Students feel bored when they learn vocabulary especially English vocabulary.
5. The teacher who teaches English does not use interest strategy or method.
6. The English teacher does not combine between English and Indonesia, so the students hard to understand about the teacher's explanation.

In considering the fact that technology is a reality and is evolving into more intricate and varied forms, it may encourage language learning and increase vocabulary mastery. Based on the problems above, the students' lack of vocabulary mastery. So, it would like to try to increase or learn English vocabulary by using applications. Using the application will rise up students' interest in learning. Students can learn English outside of the classroom as well; they are not limited to sitting for class time. Cause, by using the applications can make students feel a new experience in learning vocabulary. Nowadays, there are many applications that can be used as media in learning vocabulary. The demand for online language learning software has increased significantly over the past five years, and there are now many different language learning applications accessible, such as Mondly. (Fryer, 2020)

Mondly is a simple, fast and fun application for learning foreign languages. English is one of the 33 languages that can be learned with this app. There are daily lessons offered in several categories in this app.(Kawasumi Serena & Ishii Yutaka,

2023). Furthermore, the application's attractive design, which includes good graphics and animations, makes language learning fun and interesting. Another beneficial feature of this application is the voice recognition system or Chatbot, which allows students to save their responses. (Nushi et al., 2024)

Several studies have been carried out to determine the effectiveness of the Mondly application.According to (Hajizadeh et al., 2023), Mondly can serve as a language learning and development platform. Mondly can be an excellent teaching strategy. Students can understand the language whenever they want by accessing digital resources anytime and anywhere. Mondly application is simple to use, and students can access this application. Thus, students feel happy and interested in the learning process.

Another study by(Wahyu Mahendra et al., 2023).Stated students' perspectives on the use of the Mondly application. Students enjoy this application because it has a scoring mechanism that allows them to assess their level of vocabulary mastery. The students claimed that Mondly application challenges and motivates them to learn more vocabulary unconsciously every day than if they did not use it for daily lessons. This situation is the basis of the students' opinion that they should complete their lessons even if there is no assignment from the teacher. Even when the lesson is over, keep using the app to acquire new words.

Previous studies have only focused on investigating how students' perspectives on the use of Mondly application in vocabulary learning. Therefore, this study focuses on find out whether Mondly application can increase vocabulary mastery or not. Especially for senior high school students.

MATERIALS AND METHOD

The method used in this study used a quantitative approach, with a pre-experimental design. This research includes pretest, treatment, and posttest for one group (Creswell & David Creswell, 2018). This study involved 19 students from class X of SMK Tritech Informatika. Students were given a pre-test as part of this research. Afterward, the researcher conducted the treatment through the Mondly application and conducted a post-test to find out whether the student's vocabulary mastery had increased. Researchers used a vocabulary test as the instrument for pretest and posttest. This test intends to assess students' vocabulary mastery.

RESULTS

The research data acquired shows students' vocabulary mastery scores . Pretest and posttest are given to one group. In order to determine whether the mean differences between pretest and posttest were significant, an analysis using SPSS was carried out on the results of both tests. Below is a further explanation of this data:

1. **The total scores of students' vocabulary test**

Table 1 . The total scores of students' vocabulary test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	71.6842	19	6.11058	1.40186
	Postest	83.5263	19	5.29537	1.21484

The pre-test score indicated that students could receive a maximum of 84 and a minimum of 60. The resulting average was 71.6842, with a 6.11058 standard deviation. Meanwhile, the post-test score ranged from 76 to 92, with 92 being the highest possible result. The resultant average was 83.5263, with a 5.29537 standard deviation. The average score for the pretest is 71.69, while the average score for the posttest is 83.53, as can be seen from the figures above. Scores increased from the pretest to the posttest.

2. **Normality test**

Table 2. Normality test

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.205	19	.035	.927	19	.153
Postest	.167	19	.170	.918	19	.105

The Shapiro Wilk normality test has been used by researchers. Shapiro Wilk have developed a formula or method for the determination of data distribution, which has been called the Shapiro Wilk test. The ShapiroWilk method has been shown to be a proven and admissible normality test for small samples. From the table above, pre-test was 0.153 and the post-test was 0.105, according to the Shapiro

Wilk table. This means that the data are always distributed as a result of the significance value being > 0.05.

3. Homogeneity Test

Table 3. Homogeneity test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	.001	1	36	.971
	Based on Median	.002	1	36	.967
	Based on Median and with adjusted df	.002	1	33.299	.967
	Based on trimmed mean	.001	1	36	.972

The p-value is 0.972 on the basis of data analysis in SPSS used to calculate homogeneity. The t-value shall be greater than 0.05 in the case of data derived from a homogenous population. As a result, it is possible to conclude that the variance of the homogeneous population is derived from the same population.

4. Hypothesis Testing

Table 4. Paired sample test

Paired Samples Test

		Paired Differences							Sig. (2-tailed)
					Interval of the				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Pretest - Postest	-11.84211	6.85779	1.57328	-15.14745	-8.53676	-7.527	18	0.000

The table above can be used to find the Sig value. (2-tailed) of 0.000 or < 0.05. As a result, it can be concluded that the average has significantly changed, indicating that the score increased between the pre- and post-test. Ha is thus approved whereas H0 is rejected. This indicates that class X students at SMK Tritech Informatika Medan can increase their vocabulary mastery by using the Mondly application.

DISCUSSION

The findings of this study suggest that the use of the Mondly application can increase students vocabulary mastery. Pretest and posttest data have been used in this study. According with the data description, in order to assess students' vocabulary levels prior to initiation of treatment a pretest score has been used. The pre-test data showed an average score of 71.69. Meanwhile, there was an increase

of 11.84 points compared to the post-test score of 83.53. To determine whether the use of Mondly application affected the improvement of students' vocabulary mastery, a paired sample test was used. 0.000 is the post-test p value, or sig (2-tailed), which is less than 0.05 for sig a. The alternative hypothesis (Ha) is accepted, while the null hypothesis (H0) is rejected.

The results of this research are suitable with (Rahim, 2020)who argued that the use of the Mondly language application can increase students' vocabulary achievement by comparing the score results between the pretest and posttest conducted with and without the Mondly application. This suitable with the study of (Klimova & Polakova, 2020)who suggested that using mobile technology to promote language learning can be beneficial. However, teachers should provide examples to students, explain how to incorporate mobile applications into their learning routines, and motivate students to use devices as learning tools. One effective strategy to help students improve their vocabulary is by using the Mondly application. Therefore, integrating the Mondly application into strategies to improve students' vocabulary acquisition can be beneficial due to its innovative and engaging approach to language learning.

Several factors contributed to the experiment's success. First, students had smartphones, which they were permitted to carry to school for study reasons even before the study started. The second factor was the easy process to get an internet connection. Third, Mondly Application was easy to use. Finally, there were no problems with the application during use. When utilizing this application, most students become more enthused about vocabulary study and feel less bored.

(Leis et al., 2015), found that encouraging students to use smartphones outside of class related to increased English learning. This study showed that some students used the matching feature on their application at home. Most students choose to complete the assignments on the Mondly Application individually rather than cheating their friends. (Rezaei et al., 2014) stated mobile applications provide an excellent platform for students to learn vocabulary. This suggests that the use of applications can motivate students to learn the language.

Focus of using technology in pedagogy is that it tends to enhance learning, motivate and engage students, encourage collaboration, promote inquiry and exploration, and create a student-centered learning culture. As technology provides

more opportunities for teachers and students to customize learning and teaching to individual needs, there is a need to strengthen the integration of technology concepts and applications into school education. (Kingsley, 2019)

Based on the previous discussion, it can be said that class X students of SMK Tritech Informatika Medan can increase their vocabulary mastery by using the Mondly application.

CONCLUSION

The study concludes that an innovative way to make studying English, particularly vocabulary. Using the newest technology, teachers can adapt their teaching methods. One tool for teaching and studying English could be the Mondly application. Students can increase their vocabulary by using the Mondly application for language learning. Students can learn new words and phrases with many features, which include vocabulary exercises, interactive conversations, and daily lessons. All things considered, Mondly might be a useful resource for students looking for an engaging and innovative approach to increase their vocabulary mastery.

The use of the Mondly application can help students increase their vocabulary, based on the results and discussions of the researchers. This can be demonstrated by the average value of students before and after a test, 71.69% and 83.53% respectively. To test the hypothesis using a paired sample test with a significance value (2-tailed) of 0.000. As a result, "Ha" is approved whereas "Ho" is not. In conclusion, the use Mondly application can increase students' vocabulary mastery in class X at SMK Tritech Informatika Medan. The study also recommended that there should be more studies on the use of this application with other language-learning exercises including speaking, writing, and reading.

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