

THE USE OF THE *LINGODEER* APPLICATION IN ENHANCING STUDENTS' VOCABULARY MASTERY

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Abstract

This research aims to reveal the implementation and responses of students using the *Lingodeer* application as a medium used by students to find students' vocabulary gains after they use the *Lingodeer* application in class 7B of SMPN 01 Konang, Bangkalan, East Java Province, through qualitative research. The *Lingodeer* application was chosen because it provides a variety of interactive and engaging language learning features, which can be accessed by students anytime and anywhere. The research method used is a case study with data collection through field note observation, interview, and documentation. The result showed that the *Lingodeer* application could enhance students' vocabulary. Observation during teaching and learning activities showed that students were more enthusiastic and active in the learning process. Interviews with students revealed that they felt more motivated and interested in learning English using the *Lingodeer* application because of the interactive and fun learning medium. Documentation also supports this finding, showing an enhancement in the number of vocabulary words that students mastered after using this application. This research concludes that the *Lingodeer* application is effective in enhancing students' vocabulary and can be a useful tool for teachers in teaching English. It is recommended that teachers consider using learning applications like *Lingodeer* to create a more dynamic and effective learning experience. Next research could explore the use of this application in other language skills as well as its long-term effects on students' language proficiency.

Keywords: *Vocabulary; Learning Media; Lingodeer Application.*

Abstrak

Penelitian ini bertujuan untuk mengungkap tentang implementasi dan respon siswa dengan menggunakan aplikasi *Lingodeer* sebagai media yang digunakan siswa untuk menemukan perolehan kosa kata siswa setelah mereka menggunakan aplikasi *Lingodeer* pada kelas 7B SMPN 01 Konang, Bangkalan, Provinsi Jawa Timur, melalui pendekatan kualitatif. Aplikasi *Lingodeer* dipilih karena menyediakan berbagai fitur pembelajaran bahasa yang interaktif dan menarik, yang dapat diakses oleh siswa kapan saja dan di mana saja. Metode penelitian yang digunakan adalah studi kasus dengan pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa siswa yang menggunakan aplikasi *Lingodeer* mengalami peningkatan dalam penguasaan kosakata. Observasi selama kegiatan belajar mengajar menunjukkan bahwa siswa lebih antusias dan aktif dalam proses pembelajaran. Wawancara dengan siswa mengungkapkan bahwa mereka merasa lebih termotivasi dan tertarik untuk belajar bahasa Inggris menggunakan

aplikasi *Lingodeer* karena metode pembelajaran yang interaktif dan menyenangkan. Analisis dokumentasi juga mendukung temuan ini, menunjukkan peningkatan jumlah kosakata yang dikuasai siswa setelah menggunakan aplikasi ini. Penelitian ini menyimpulkan bahwa aplikasi *Lingodeer* efektif dalam meningkatkan penguasaan kosakata siswa dan dapat menjadi alat bantu yang berguna bagi guru dalam mengajar bahasa Inggris. Disarankan agar guru mempertimbangkan penggunaan aplikasi pembelajaran seperti *Lingodeer* untuk menciptakan pengalaman belajar yang lebih dinamis dan efektif. Penelitian selanjutnya dapat mengeksplorasi penggunaan aplikasi ini dalam keterampilan bahasa lainnya serta pengaruh jangka panjangnya terhadap kemampuan berbahasa siswa.

Kata kunci: Kosakata; Media Pembelajaran; Aplikasi *Lingodeer*.

INTRODUCTION

Vocabulary is a collection of words used by someone in a language. In learning English, vocabulary includes all the words a person knows and can use in speaking, writing, listening, and reading. Vocabulary is considered very important in learning English. Vocabulary is a basic language and a component that must be mastered in learning English and is very important for English language learners. Without mastering vocabulary, students have difficulty understanding language, and students are also more flexible in carrying out oral or written conversations, understanding texts, and even writing texts. Enthusiasm for learning can encourage greater levels of processing and vocabulary development, freeing up cognitive resources and increasing the learner's ability to learn and retain more vocabulary (Cancino, 2023).

One of the reasons why most students find English lessons difficult is because students do not know much vocabulary. Students can be said to be capable of learning English if they have more vocabulary. Teachers have an important role in the learning process to improve students' vocabulary. Therefore, teachers must be able to choose methods, strategies, techniques, or learning media that students like and are interested in so that students are also enthusiastic about learning

vocabulary mastery. Surely a teacher uses media for learning but sometimes forgets to enhance students' vocabulary.

Enhancing vocabulary is not an easy thing for students; some students are very lacking in vocabulary mastery. This is because students are passive when learning English, as well as a lack of motivation and lack of teacher interaction during learning. So, students will easily get bored, lose motivation, and even be reluctant to take part in learning. In the preliminary research, the researcher found something at SMPN 01 Konang that indicated that students' vocabulary needs to be improved and every meeting must find new vocabulary. Not a few students still have difficulty developing vocabulary, and English teachers must think about applying the right media to improve student vocabulary and to overcome this by using learning media that keep up with the times. By using interesting and innovative learning media, it will increase students' enthusiasm for learning.

One learning application that can increase the vocabulary accessed in technology is *Lingodeer*. *Lingodeer* is an application that contains 11 languages that can be learned and consists of complete material such as grammar, increasing vocabulary, reading, speaking, listening, and writing with adjustable ability levels, namely beginner, intermediate, and advanced. By using the *Lingodeer* application,

learning becomes more interesting and enthusiastic about learning because this application is conceptualized as learning while playing and can be accessed anytime and anywhere. Students are more interested in learning by using learning media such as the *Lingodeer* application rather than learning English without media. Usually, teachers only teach by asking students to do worksheets, so students are lazy about studying and don't understand what they are learning at all. The *Lingodeer* application is very easy to use, and the steps for using it are easy to understand. It's not just books or materials that make them get more vocabulary in fun.

Several studies have been carried out regarding previous findings by several researchers. Many studies have been carried out regarding application learning media used to improve students' skills in learning English. There are several studies related to this research. One of the studies on the use of applications is Nursaqian (2023) with the research title "The Effectiveness of *Lingodeer* Application Toward Students' Vocabulary Mastery." This research focuses on the effectiveness of the *Lingodeer* application on students' vocabulary mastery. Researchers used quasi-experimental research. The results showed that the experimental class that received treatment showed a higher average score than the average score of the class that did not receive treatment. Another research by Ajisoko (2020) entitled "The use of *Duolingo* apps to improve English vocabulary learning." This research focused on exploring the use of the *Duolingo* application in improving student vocabulary at Borneo University of Tarakan. The results obtained from this research were that 17.5% of students agreed that *Duolingo* made students interested in learning vocabulary, while 3.0% of them disagreed. This shows that *Duolingo* facilitates

students in understanding and practicing their vocabulary mastery.

Therefore, the researcher is interested in knowing the use of the *Lingodeer* application as a learning medium to improve students' vocabulary with the title "The use of the *Lingodeer* application in enhancing students' vocabulary mastery."

METHOD

In this research, the researcher used qualitative research as a method to analyze a case study that occurred in one of the Junior High Schools in Konang, Bangkalan, East Java Province. According to Sugiyono (2018), qualitative method is a method used to analyze natural objects. Nursaqian (2023) and (Nation, 2022) stated that qualitative research is used to investigate problems and develop a deep understanding of a phenomenon. Qualitative research is research whose results are not obtained through quantification, statistical calculations, or the use of numerical measures Alifiarti et al. (2023). This research discusses the *Lingodeer* application learning media to improve vocabulary in junior high school as research, therefore the researcher chose to use qualitative research.

Qualitative research is researching whose results are not obtained through quantification, statistical calculations, or the use of numerical measures. Qualitative information consists of non-numeric data, utilizing words, documents, and images. The main purpose of qualitative research is to explore and discover the setting as it is. Qualitative research products are generally reports that are narrative in nature and have very detailed and clear descriptions. Because the purpose of a case study is to describe a situation or phenomenon as it is, not manipulating or giving treatment. Phenomenon as it is, not manipulating or

giving certain treatment to the object of research.

The researcher used three instruments in this study, namely field notes, observation, in-depth interviews, and documentation. Firstly, field notes observation which included to observe the place, actors, and activities. This involved the students' performances and the media used by the teacher in teaching English. Secondly, semi-structured interview, as one of the categories of in-depth interviews that are not restricted in their use of implementation rather than using structured interviews. Thirdly, documentation, is not only pictures taken by the researcher but documents such as lesson plans.

FINDINGS AND DISCUSSION

In this section, the researcher would describe the research findings that were gotten from the result of the research. The necessary data was gathered from three sources: observation, interview, and documentation. This data was organized using a coding sheet to facilitate understanding and discussion. The detailed data is presented below:

Observations were conducted twice, namely the first observation on May 15, 2024, at 09.00–09.30 and the second observation on May 22, 2024, at 08.30–09.00. From the first observation, the researcher observed the teacher introducing the new media, *Lingodeer*. It is a learning application designed to help students learn foreign languages through a structured and interactive approach. While discussing, remembering, and reviewing the previous lesson given by the teacher. In the previous lesson, the teacher taught about descriptive text. Some students forgot the material and needed about 1-2 minutes to get the memory of the previous material.

After that, the teacher tells the students to open the application that has been downloaded through the Google Play Store on the students' cellphones. The teacher explains in detail the main features of the app, such as lessons, quizzes, listening exercises, reading exercises, and speaking exercises. The teacher then asks the students to choose the level that suits their ability level, but the teacher asks the students to start learning from the beginner level to the advanced level.

Furthermore, the teacher explains that the special modules available on the application focus on teaching vocabulary. These modules are divided into various topics, such as numbers, colors, family, food, clothes, and many other things. Each module introduces new vocabulary through quizzes, pictures, text, and audio. Students listen to the teacher's explanation on how to use the application. Some students begin to understand how to use the *Lingodeer* application, while others are still a little confused.

Then, after students know the features of the *Lingodeer* application, students immediately try to use the *Lingodeer* application while understanding each feature that will be used for the learning process. Students asked the teacher several things that they did not understand. For example, how to start the lesson, how to see the results of what they have learned, and so on. The teacher explained again while practicing the steps, and students followed each step that the teacher delivered. When there are students who miss the teacher's explanation, they ask friends who already understand to use the application.

In the first observation, the teacher only introduced the *Lingodeer* application and told the students how to use it. The teacher also asked the students using two languages about what they felt about learning using

this application; when asked using English, students did not understand, so no one answered. Then the teacher asked again using Indonesian, and students answered while cheering fun. The teacher asked again what you got from learning using this application. Students answered aloud the names of animals such as dog, cat, bird, rabbit, pig, owl, and others.

In the second observation, the researcher observed at 09.00–10.00 o'clock. The teacher took approximately 2 minutes to remind me of the previous lesson. The teacher gives a brief introduction to today's lesson. Explaining the benefits of learning new vocabulary and how *Lingodeer* can help learning. The teacher asks the students to choose the vocabulary module that has been determined as today's learning.

The teacher gives students 15-20 minutes to complete the vocabulary exercises independently. Students can use the audio feature to hear the pronunciation of the word and the visual feature to see pictures that help remember the vocabulary. During the exercise, the teacher monitors students, provides assistance, and ensures all students are actively engaged. After the exercise is complete, the teacher holds a discussion session. Ask students to share the words or phrases they have learned and how they understand them.

The teacher gives the students the opportunity to ask about the vocabulary that they do not understand because they rarely hear or even use it, so that students have difficulty dealing with it when practicing, such as the words his, her, turtle, and pet. The teacher explains about the types of animals, subject, object, and possessive adjectives.

In this second observation, the researcher used 30 minutes for observation and 30 minutes for conducting interviews. After that,

the teacher asked students what they felt after learning using the *Lingodeer* application. Almost all students answered that they were happy and liked learning using this application. Some students asked the teacher if they would learn using this application again. The teacher said that students are free to use the application anywhere, and the teacher can see their learning progress using the progress tracker feature in the *Lingodeer* application. The results of the observations made by the researcher during the teaching and learning activities using the *Lingodeer* application at the school are recorded in the field notes.

Based on the results of interviews with five grade VII B students of SMPN 01 Konang, the students' responses during the interview were quite good about the topic, and they were eager to learn using the *Lingodeer* application again. This was shown when students asked the teacher and researcher when they could use the *Lingodeer* application. In addition, the application is effective for teaching vocabulary, making learning more interactive, and ensuring students get a well-rounded learning experience. The students can also gain mastery of their vocabulary.

The majority of students enjoyed using *Lingodeer*. They stated that this application makes learning English more enjoyable than conventional methods. In addition, in interviews, some students said that the app is interesting because there are fun and interactive features that can attract interest in learning and enrich vocabulary. This was conveyed by the fifth students, as in the conversation below:

R : How do you feel about using this application?

S (5) : It is interesting because it is easy to use. I also find it easier to add new

vocabulary, which can be accessed using a cellphone.

From the interview above, it shows that the *Lingodeer* application is useful and beneficial for students in junior high school to learn English. In addition, this application is considered easy to use and makes it easier for students to get more vocabulary by doing quizzes and exercises in this application. That way, when they get new vocabulary, they try to keep remembering by taking notes, following the interview results:

R : What do you do when you find new vocabulary?

S (2) : I record the new vocabulary and example sentences in my notebook and even make my own sentences using the new vocabulary.

R : How do you gain mastery of new vocabulary by using this application?

S (2) : Following all the features in the app and intensely continuing to use the *Lingodeer* app even at home in order to strengthen vocabulary comprehension.

That is, from the interview results, each student has their own solution and knows how to do it when they find new vocabulary and strengthen their understanding while using the *Lingodeer* application. One of the solutions is by taking notes. This can strengthen their memory because when taking notes, they also remember, and if at any time they forget, they can reopen the notebook. Students are also keen to use this application because the features contained in it can strengthen their vocabulary mastery. Here's the conversation:

R : What makes you interested in using the *Lingodeer* application?

S (3) : I like this application because there are interactive features and visual images that make learning more interesting so that learning is not boring.

The results of the interview above state that students feel more interested in learning using this application. Because it has gamification features such as points, and daily challenges increase their enthusiasm to continue learning and achieve targets. They can also see the progress or acquisition of the vocabulary they learn every time they use the application. So that it can increase their interest in learning English lessons, as stated in the following interview:

R : Does using *Lingodeer* increase your interest in learning?

S (5) : Yes, I like using this application; I feel that it increases my interest in learning English, even though I am actually lazy with the lessons, but using this application makes me interested in practicing in this application.

In the results of the interview above, one of the samples told researchers that usually the teacher provides material only by using textbooks and writing. The teacher used quite a boring method. Basically, the teacher writes the material on the blackboard and explains to the students that the lesson is about descriptive text and family members. After that, students have to remember the lesson at home, and sometimes the teacher gives exercises or homework. The student said that it was boring to learn English, which is a difficult language for them, by using textbooks only.

This section focuses on answering the research questions previously mentioned in the first chapter. Based on the results of this research, the researcher found that the

purpose of this research was to find out the implementation of the media used by students to improve vocabulary using the *Lingodeer* application and find out the students' responses using the *Lingodeer* application. From there, the researcher provides further interpretation and discussion as follows:

In the first and second observations, the researcher found that students not only liked using the *Lingodeer* app but also showed very positive results. There was an enhancement in interest in learning and a strong interest in learning English. Before using the *Lingodeer* application, the average student hardly added any vocabulary at all in each meeting. In fact, in one month, they could only recognize around 10–20 new vocabulary words. However, after the introduction and use of the *Lingodeer* app, the number of vocabulary words that students mastered increased dramatically. Now, they are able to learn around 20–50 new vocabularies every month. In fact, in every meeting, students always get new vocabulary that enriches their understanding of English. This shows that the use of the *Lingodeer* application in developing students' vocabulary mastery adds to students' learning interest and engagement in learning English.

Nurdaqian (2023) said for foreigners, learning a new language will be very difficult if they do not master the vocabulary. Vocabulary has the main role of all languages, so it must be taught to learners. Therefore, it is important for a teacher to be able to encourage students to increase their interest in learning. Some researchers also say that learning vocabulary is more important than grammar because, without knowing vocabulary, it is difficult to learn grammar. Likewise, SMPN 01 Konang students use the *Lingodeer* application to improve their vocabulary mastery.

Lingodeer application is one of the digital learning media that is packaged interactively.

According to Susila (2023) *Lingodeer* is a very comprehensive learning media application, where the application has a variety of techniques and is also up-to-date in learning, especially vocabulary. This is an attraction for student interest in learning because this application has audio and visual features that help students understand and easily remember the pronunciation of vocabulary and its meaning after listening to the audio, quizzes, and image illustrations provided.

By using this application, the majority of students gave positive feedback on the use of this application. They felt that learning by using the *Lingodeer* application was more fun and less boring. In fact, they also said they were happy and wanted to continue learning using this application. Because students become more independent in learning. With this application, students can learn anytime and anywhere, especially since this application is easily accessible through cellphones and using the internet. This increases their independence and sense of responsibility in the learning process.

Akbar et al (2022) said students' response to the use of the *Lingodeer* application is very pleasant, and students' interest in learning English is increasing compared to only learning with the lecture method and assignments. It also happened in students of SMPN 01 Konang. Based on the interview, the students' showed very positive response to the use of *Lingodeer* applications in English learning. The students' enjoy the interactive and engaging learning process; they feel more motivated and experience improvement in vocabulary acquisition skills. The application also supports students' independence in learning, provides time flexibility, and increases their confidence in using English. These results show that *Lingodeer* can be

an effective and useful tool in the language learning process at school.

CONCLUSION

Based on the research findings and discussions, it can be concluded that this result of the study answered the research questions. Based on the interview, the students' showed very positive response to the use of Lingodeer applications in English learning. They enjoy the interactive and engaging learning process, feel more motivated, and experience improvements in vocabulary acquisition skills. Using the Lingodeer application as a media on vocabulary for VII B grade students effectively enhances students' ability to enhance vocabulary. It happened because Lingodeer is a medium that has many interesting features, such as visual images, listening, word completion, grammar, and speaking, so that students learn to be more interactive and easy to understand and remember. The students' enjoy the interactive and engaging learning process; they feel more motivated and experience improvement in vocabulary acquisition skills.

The application also supports students' independence in learning, provides time flexibility, and increases their confidence in using English. The implementation of the Lingodeer application increased students' interest in learning English compared to only learning with the traditional method and assignments. These results show that Lingodeer can be an effective and useful tool in the language learning process at school, and students have acquired more vocabulary as a result. This is evident from their ability to answer questions posed by the teacher in all the sessions.

The strengths from this research are that the researcher found that the media, which

is the Lingodeer application, is useful media for junior high school because it can attract students' interest in English by the features it contains and enrich students' vocabulary. Besides, the disadvantage is that in the media used regarding this research, there are still some learning themes that still require a premium subscription, and to do the next lesson, one must pass the trial in the previous lesson. It can be limited in this research.

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