

# THE EFFECTIVENESS OF “BRIGHT-ENGLISH FOR BEGINNERS” APPLICATION IN IMPROVING STUDENTS’ VOCABULARY

(Centre, Capital Letter, Bold, 16 (pt) Book Antiqua, Maximum 14 words, Without line separation)

First Author <sup>1</sup>Cyrila Zahra Tsania, Second Author <sup>2</sup> Farah Syifa Mutiara, Third Author <sup>3</sup> Resa Diah Gayatri, Fourth Author <sup>4</sup> Khomarudin

e-mail: <sup>\*1</sup>[aliryc743@gmail.com](mailto:aliryc743@gmail.com), <sup>2</sup>[farahsyifa333@gmail.com](mailto:farahsyifa333@gmail.com), <sup>3</sup>[resadiahgayatri@gmail.com](mailto:resadiahgayatri@gmail.com), <sup>4</sup>[khomarudin@syekhnmurjati.ac.id](mailto:khomarudin@syekhnmurjati.ac.id)

Affiliation <sup>1,2,3,4</sup> Institut Agama Islam Negeri Syekh Nurjati; Cirebon; Indonesia

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## ABSTRACT

Lack of vocabulary is the main problem for Indonesian students who learn English. One of the things that makes learning English difficult is the lack of vocabulary. In order that, the technology development in this current era can be used as a way to improve students’ vocabulary. There are many software or applications on phones and laptops that provide learning English. The purpose of this research is to analyze whether the “Bright-English for Beginners” application be able to increase students’ vocabulary or not. This type of research was included in the type of quantitative research with a group without treatment (control group) and a group with treatment (experimental group) which carry out a pre-test and post-test. Before giving the treatment, both groups were given a pre-test. After giving the treatment, which is an experimental group are taught by “Bright-English for Beginners” application and control group without it, the researcher gave a post-test. The results of this include 1) There is a relevant improvement for the group with treatment (experimental group) from the pre-test (before treatment) and post-test (after treatment), 2) There is a significant difference between students’ vocabulary utilizing “Bright-English for Beginners” application and without using it, 3) Vocabulary learning using the “Bright-English for Beginners” application has been proven to be more effective than using the usual method.

Keywords: Vocabulary, Improving, Bright-English for Beginners, Application.

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## INTRODUCTION

In the current era, the technology revolutions 4.0 are conquering the world. Over time, technology in the virtual world is evolving very rapidly, in the form of human, machine, and data connectivity, all already everywhere. Above all, the spread

of the coronavirus (Covid-19) has extended to all corners of the world. Technology is widely used by several countries to learn, especially English. Technology and education comprise the "Sociotechnical" system. The term "social technology" recognizes that technology and society build on each other. Technology influences social relations, which influences the development and acceptance of technology (Loveless and Williamson, 2013). However, humans are still social beings who depend on interactions with other humans. Language concede people to liaise with each other (Albaladejo et al., 2018; Fidiyanti, 2020; Parvareshbar and Ghoorchaiei, 2016). The ability to communicate with people from other countries is one of the necessities of life in this era. Language is the most important aspect in everyone's life (Afulaila et al., 2019; Alibakhsi et al., 2020). Language is a set of choices that can be used to express everyday experiences, interact with others, and communicate certain functions that can create coherent messages (Haselow, 2021; Singh et al., 2020). Different cultures and geographies have different kinds of languages. At that time, it was difficult for people to communicate with people from other countries. Today, the world community has established English as an international language. English is a very important language because it is a world language (Pandjaitan, 2021). English as an international language appertain to the use of English by people from various countries to liaise with each other (Albaladejo et al., 2018; Liu, 2015; Singh et al., 2020). This means that we need to learn English as completely as possible.

Vocabulary is one of the most important elements for understanding curriculum material, especially in learning a foreign language (Heidari et al., 2012). Vocabulary is an important aspect that students must master before learning English (Albaladejo et al., 2018; Fidiyanti, 2020; Parvareshbar Ghoorchaiei, 2016). It will be difficult for people with a limited vocabulary in improving their speaking, listening, writing and reading skills (Mehdi, 2018; Saeed Akhtar et al., 2021). Lack of vocabulary makes learning English difficult (Habibi, 2017; Tiffnan, 2015). Conversely, expanding vocabulary can help people to listen, speak, read and write (Dwihartanti Faizah, 2018; Musa, 2019). When learning English, students need to memorize vocabulary to master English (Panjaitan et al., 2021). Lack of vocabulary is a major problem for Indonesian students learning English. Many students have difficulty learning English, especially memorizing English vocabulary (Budiarta, 2021, (Suwana, 2017). Students have such a

hard time to remembering some vocabulary because the teachers are still teaching them the old method of just writing the vocabularies on the blackboard and asking them to translate and memorize the words.

The present disaster education curriculum is using traditional teaching methods that emphasize theoretical and conceptual learning. How to engage students and give experience are the two main issues presented by this methodology (Tsai, 2014). Utilizing technology as a teaching tool is one technique to help children with their vocabulary. A highly intriguing notion for instructors is to incorporate technology into the classroom to create engaging activities that will help students to understand the lesson. Digital technologies were perceived as reflecting antushiasm and supporting how people lived and worked around the world. Digital technology is thought to be at the core of all these recent changes (Selwyn: 2013). Many students are confused by the applications that are accessible on computers, smartphones, and other gadgets when it comes to using technology to learn English. The importance of the Android smartphone, which has numerous installed applications, in the sphere of education is crucial as a tool to pique students' interest in acquiring vocabulary by provoking their thoughts, emotions, and attention. Many students now use Android to learn English in all contexts. Through their android, they frequently meet English. As a result, children may participate in and pay attention to their schoolwork.

The section of Android apps for education has a lot of content. One of the features in these Android applications is English education. Using software or applications on computers or mobile devices can assist in learning English. Several English language learning applications, include Elsa Speaking, Duolingo, Oxford's Dictionary, etc. These application learn English in various ways and with various characteristics.

The researchers of this study use the "Bright-English for Beginners" application to enhance students' stock vocabulary. It is believed that using this program will make learning vocabulary enjoyable and will improve children' English learning. This makes use of Fast Brain memory training techniques as well as improved interval repetition approaches. It can help users memorize 90% of the material because it is an interactive

learning method. The exercises are voiced by native speakers. Every month, commit at least 200 useful words to memory so you can interact and translate without consulting a dictionary. "Bright-English for Beginners" application is believed to add students' stock vocabulary, pick up speech English fluent, memorizing a text with correct grammar, and develop their pronouncing skills. The purpose of this research to examine whether or not students' vocabulary can be learned via the "Bright-English for Beginners" application. It is intended that this application can help students in expanding their vocabulary in English.

## **METHODOLOGY**

According to Sugiyono (2012), the research technique is scientific way to gather data for the purposes of explaining, verifying, developing, and discovering knowledge, theory, and for analyzing, resolving, and predicting issues that arise in daily life.

The researchers used experimental research technique to carry out their work in this study. Quantitative experimentation is the type used. It is employed in the study of a particular population or sample. The sampling is picked randomly.

The quasi-experimental approach was adopted in this study. According to Sugiyono (2014:77), quasi-experiments are conducted to obtain group controls for use in research. To determine the sample for this study, researchers used random sampling. There are two groups involved in this study. Whereas the control group is instructed without using the "Bright-English for Beginners" application, the experimental group is instructed applying it.

Researchers administer tests to students in order to determine the effectiveness of vocabulary learning using the "Bright-English for Beginners" application, and they compile the data to organize the scores. The test's data was collected to determine "The Effectiveness of "Bright-English for Beginners" application in improving students's vocabulary results. The researchers employ two tests to examine the data in order to determine any variations in the scores of Group with treatment (experimental group)

and Group without treatment (control group) students as gathered from the pre-test and post-test.

## DISCUSSION

Test's results are described in the table below:

### 1. Group with treatment

Table 1.1. Result before and after the test

No.	Name	Pre-test	Post-test
1.	CZ	60	100
2.	RD	60	90
3.	FS	50	90

### 2. Group without treatment

Table 1.2. Result before and after the test

No.	Name	Pre-test	Post-test
1.	MS	80	80
2.	N	40	50
3.	KN	60	60

The researchers use the following formula to explain the differences between teaching vocabulary with "Bright-English for Beginners" application and without "Bright-English for Beginners" application:

#### a. Pre-test average

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

Which is:

$$\bar{X} = \text{Mean}$$

$$\sum x = \text{Pre-test sum}$$

$$N = \text{Group sample}$$

Table 1.3. Differences score of Pre-test between Group with and without treatment

No.	Group without treatment (Control)	Group with treatment (Experimental)
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1.	80	60
2.	40	60
3.	60	50
$\Sigma$	180	170
$\bar{X}$	60	56,66

$$\bar{X} \text{ control group} = \frac{180}{3} = 60$$

$$\bar{X} \text{ experiment group} = \frac{170}{3} = 56,66$$

b. Post-test average

$$\bar{Y} = \frac{\Sigma Y}{N}$$

Which is:

$$\bar{Y} = \text{Mean}$$

$$\Sigma Y = \text{Post test sum}$$

$$N = \text{Group sample}$$

Table 1.4. Differences score of Post-test between Group with and without treatment

No.	Group without treatment (Control)	Group with treatment (Experimental)
1.	80	100
2.	50	90
3.	60	90
$\Sigma$	190	280
$\bar{Y}$	63,33	93,33

$$\bar{Y} \text{ control group} = \frac{190}{3} = 63,33$$

$$\bar{Y} \text{ experiment group} = \frac{280}{3} = 93,33$$

The following formula is used by the researchers since they know of the differences between vocabulary students who are taught using “Bright-English for Beginners” and those who are not:

1. Group with treatment

Table 1.6. Gain Score of Pre-test and Post-test of Group with treatment

No.	Name	Pre-test	Post-test	D
1.	CZ	60	100	40
2.	RD	60	90	30
3.	FS	50	90	40
$\Sigma$		170	280	110
Average		56,66	93,33	36,67
Min		50	90	40
Max		60	100	30

Pre-test average = 56,66

Post-test average = 93,33

Gained score average (D) = 36,67

## 2. Group without treatment

Table 1.6. Gain Score of Pre-test and Post-test of Group without treatment

No.	Name	Pre-test	Post-test	D
1.	MS	80	80	0
2.	N	40	50	10
3.	KN	60	60	0
$\Sigma$		180	190	10
Average		60	63,33	3,33
Min		40	50	10
Max		80	80	0

Pre-test average = 60

Post-test average = 63,33

Gained score average(D) = 3,33

The pre-test results reveal that there is no change of the students' vocabulary between group with treatment and without treatment prior to the use of a different technique to treatment. The group without treatments pre-test mean was 60, while the experimental group was 56,66.

## CONCLUSION

Based on the quantitative research findings, it can be said that the "Bright-English for Beginners" application is effective in increasing students' vocabulary in the following ways:

- 1) The experimental group significantly outperformed the control group on both the pre- and post-tests. This shows that the application is effective because it raised the score for the experimental group from 56.66 to 93.33.
- 2) The vocabulary of students who use "Bright- English for Beginners" and those who do not differ significantly.
- 3) "Bright-English for Beginners" application has been shown to be a more effective way for teaching vocabulary to students than conventional methods.

Not only the "Bright-English for Beginners" application can be improving students' stock vocabulary, it can also make students learn actively and enthusiastically.

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