

# BABEL APPLICATION TO IMPROVE STUDENTS' VOCABULARIES

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## ABSTRAK

**Abstrak:** Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan aplikasi Babel untuk meningkatkan kosa kata siswa di kelas X di SMA Negeri 1 Gowa. Penelitian ini menggunakan metode penelitian quasi-experimental. Partisipan dalam penelitian ini adalah dua kelas yang terdiri dari 80 siswa yang terbagi dalam kelompok kontrol dan eksperimen. Kedua kelompok diuji sebelum dan sesudah perlakuan, tes meliputi pre-test dan post-test yang terdiri atas 50 item soal sebagai alat ukur. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan antara nilai rata-rata post-test kedua kelompok, nilai rata-rata kelompok kontrol sebesar 60.25, sedangkan nilai rata-rata kelompok eksperimen sebesar 80.35. Selanjutnya pada uji t, nilai signifikansi kelompok eksperimen melebihi kelompok kontrol, nilai signifikansi kelompok eksperimen sebesar .000, sedangkan nilai signifikansi kelompok kontrol sebesar 1.75. Berdasarkan hasil penelitian disimpulkan bahwa penggunaan aplikasi Babel efektif meningkatkan kosakata siswa kelas X di SMA Negeri 1 Gowa bila dibandingkan dengan metode konvensional.

**Abstract:** This research aims to examine the effectiveness of the Babel application to improve the students vocabularies of class X at SMA Negeri 1 Gowa. This study used a quasi-experimental research method. Participants in this study were two classes consisting of 80 students divided into control and experimental groups. Both groups were tested before and after treatment, the tests included a pre-test and post-test which consisted of 50 items as a measuring tool. The results showed that there was a significant difference between the post-test average scores of the two groups, the control group's average score was 60.25, while the experimental group's average score was 80.35. Furthermore, in the t test, the significance value of the experimental group exceeded the control group, the experimental group's significance value was .000, while the control group's significance value was 1.75. Based on the research results, it is concluded that the use of the Babel application is effective in increasing the students vocabularies of class X at SMA Negeri 1 Gowa compares to conventional methods.

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## A. INTRODUCTION

Vocabulary is the basic requirement to learn English. It conveys meaning of sense through writing and speaking. The importance of vocabulary is to support the mastery of the four language skills, namely listening, reading, speaking, and writing. The ability of students to read and to comprehend the subject is relatively determined by their vocabulary, mastering a foreign language means knowing a lot of words (Lube & Nuraeni, 2020; Sihotang et al., 2017).

The acquisition of an adequate vocabulary is essential for successful second language learners because without an extensive vocabulary mastery, learners will be unable to use the structures and function for comprehensible communication.

People who learn English, they will need vocabularies (Barata, 2020). The ability to communicate thinking could not be established without having enough vocabulary. Many studies have shown vocabulary effects on language skills domains, like oral ability, reading competence and cloze test ability (Dakhi & Fitria, 2019; Salawazo et al., 2020).

Teaching English vocabulary is not only to prepare the students with the list of words and ask them to memorize. The teachers are expected to provide students with rich and exciting exercises which can help them to improve their vocabularies. Teachers have a big role to motivate all students to be aware of the vocabulary that will help them to understand English both spoken and written. as the

result the vocabulary learning strategies are designed to assist learners in facilitating and streamlining their vocabulary learning to achieve optimal goals (Alqahtani, 2015; Bakti, 2017)

Based on preliminary study done through interview dan observation at SMA Negeri 1 Gowa, the researcher discovered the students' vocabulary was still poor, even though they have been studying English since they were in Junior High School. They had the low interest and motivation of learning vocabularies, and the method that was used by the teachers in teaching vocabulary did not support the students to improve their vocabularies. A teacher is demanded to be smart in teaching vocabulary (Alqahtani, 2015; Hariadi, inzta & Amir, Zainuddin, 2014). Moreover, teachers still less used ICT in their teaching which was considered less innovation and creativity on todays students. Moreover there are many virtual platforms that can be used for teachers, such as WhatsApp, Edmodo, Quizizz, Rumah Belajar, Quipper School, Ruang Guru, Google Classroom, Kahoot, Zoom, and so on. Nowadays, they are widely used and installed (Mafrudloh et al., 2021; Mozes, 2020; Santoso & Andriyadi, 2019).

Considering the fact above, the researcher believes the use of technology provide exciting approach to stimulate students in improving their vocabularies. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students, a good teacher should prepare himself or herself with various and up-to-date techniques (Devanti & Amalia, 2018; Susanto, 2017). They are motivated, automatically they can improve their vocabulary mastery, students can use any technology independently in all ways of learning vocabulary. The younger generations of students have always had their phones in their hands, the application will help students increase their vocabularies (Ana, 2018; Tohe et al., 2019). Technology can allow the students to work cooperatively, to compete with their friends, to have strategy, to think in a different way, to share knowledge, to learn from others and from mistakes, to work in a less stressful and to allow the students to have fun (Imran & Nasaruddin, 2021; Mokodompit et al., 2021). Technology has been becoming increasingly important as a tool to assist teachers in facilitating language learning for their students. Teachers can adapt classroom activities

using technology (Hussain, 2018; Nurhikmah et al., 2021).

Realizing some ideas that have been described above, the researcher considers it necessary to investigate it further, particularly, the use of the Bubble application in vocabulary teaching. Therefore, in this research, the researcher aims to examine the effectiveness of the Babel application to improve the students vocabularies of class X at SMA Negeri 1 Gowa.

## B. RESEARCH METHOD

In this research, the researcher applied quasi-experimental design (Mills & Gay, 2019). The students were divided into two groups, experimental group and the control group. The design was formulated as follows:

$$\begin{array}{ccc} O & X_1 & O \\ O & X_2 & O \end{array}$$

The participants of research were tenth grade students at SMA Negeri 1 Gowa, they were selected using cluster random sampling, two of five classes were selected. Both classes consisted of 80 students, divided into control and experimental group, namely 40 students for each group.

The groups were tested before and after treatment, the test included pretest and posttest that consisted of 50 items. The researcher assessed students' tests by applying the following formula:

$$\text{Percentage Score: } \frac{\text{Mean score}}{\text{Ideal score}} \times 100$$

In analyzing data, the researcher employed SPSS 35.0 program for windows. SPSS was used as a tool for collecting data, processing and analyzing data. The researcher used descriptive statistic and inferential statistic in analyzing the data, descriptive statistic, namely the mean, standard deviation and inferential statistic, namely t-test.

## C. FINDINGS AND DISCUSSION

In this section, researcher classified the result of students vocabularies achivements of class X at SMA Negeri 1 Gowa. After analyzing the data, researcher found students vocabularies scores as follows:

**Table 1.** The Pre-test and Post-test results of experimental group

Group	Mean	Std. deviation	Std. error mean	Sig. (2 tailed)
Experimental Group Pre-test	47.40	6.726	1.220	.000
Experimental Group Post-test	80.35	7.945	1.435	

Based on table 1 above, it can be seen that score sig. (2 tailed) < 0.5 or T count > T table is 57.767 > 2.023. It means that there is a significant difference before and after treatment in the learning process using Babbel application. Therefore, it can be concluded the use of Babbel application improves students' vocabularies in the tenth grade at SMA Negeri 1 Gowa.

**Table 2.** The Pre-test and Post-test results of control group

Group	Mean	Std. deviation	Std. error mean	Sig. (2 tailed)
Control Group Pre-test	45.30	6.425	1.035	1.75
Control Group Post-test	60.25	7.175	1.247	

Based on table 2 above, it can be seen that score sig. (2 tailed) > 0.5 or T count < T table is 45.352 < 2.023. It means that there is no a significant difference before and after treatment in the learning process using conventional method in the tenth grade at SMA Negeri 1 Gowa.

The use of Babbel application can motivate students to learn vocabulary because this application make students easy to get new vocabulary in the learning process and enhance the enthusiasm of students during learning process in the classroom. The prevalent daily use of technology in people's lives overall makes the use of technology very relevant to the students and provides a connection that will greatly benefit student teaching (Nasution, 2019; Santoso & Andriyadi, 2019).

Providing stimulus to the students on an ongoing basis can overcome the inability of students

to cope with the learning that has not been mastered, including vocabulary, even though they have different characteristics. are many studies proved that ICT can be effective for vocabulary teaching (Hussain, 2018; Solikhah, 2020). The researcher provides a stimulus to the students that activates all the senses in the individual to learn, Babbel application have a positive impact on the students and can be applied in anywhere and can improve vocabulary of the students and make students interested in teaching and learning process.

**D. CONCLUSION AND SUGGESTION**

Based on the description in the findings, there was a significant difference between the post-test average scores of the two groups, the control group's average score was 60.25, while the experimental group's average score was 80.35. Furthermore, in the t test, the significance value of the experimental group exceeded the control group, the experimental group's significance value was .000, while the control group's significance value was 1.75. Therefore, the use of Babbel application application is effective in increasing the students vocabularies of class X at SMA Negeri 1 Gowa compares to conventional methods . This research has limitations, in terms of time, human resources and ICT facilities, the researcher hopes the further research will cope these limitations.

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