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The Effectiveness of Using Lingokids Application toward Young Learners' Vocabulary Mastery at the Second Grade of SD Islam Aviciena Anyar

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ABSTRACT

This research aims to evaluate the effectiveness of using Lingokids application toward young learners' vocabulary mastery among second-grade students at SD Islam Aviciena Anyar. This research was conducted through a quantitative approach using a quasi-experimental design. The total sample comprised 36 students, with 15 students in the experimental group and 21 students in the control group. The research utilized tests, which were divided into pre-tests and post-tests, as the primary instruments for data collection. Additionally, field notes were used to gather the data. Hypothesis testing was performed using a paired sample t-test conducted with SPSS 25.0. The results revealed a significance value of 0.048, which is below the 0.05, indicating the effectiveness of the Lingokids application. Furthermore, observations recorded in the field notes also demonstrated positive impacts associated with the use of the Lingokids application. Therefore, it can be concluded that the Lingokids application is effective in enhancing vocabulary mastery among young learners in the second grade at SD Islam Aviciena Anyar.

Keywords: Learning Media; Lingokids; Vocabulary Mastery; Young Learners

INTRODUCTION

In Indonesia, the curriculum applied in schools had several changes through the years. It affects many things, including English subjects' position in elementary schools. In 2006, the government applied the KTSP curriculum in which English subject was taught in elementary schools as local content (*muatan lokal*). Then the KTSP curriculum changed to 2013 curriculum that affects the position of English subject, shifting from local content to an extracurricular subject. Hence, the schools can teach the English subject if the schools are fully ready to do it, and vice versa. After that, the English subject was back as local content when the government implemented the new curriculum, namely the *Merdeka Belajar* curriculum. English is taught again in elementary school where it has time allocation of 2 lesson hours per week. The reappearance of the English subject as local content is the attempt to develop *Profil Pelajar Pancasila*, which is the central concept of the *Merdeka* curriculum in developing students' characters (Kusumawardani, 2022).

To master English well, the foremost thing to do for students is to learn vocabulary. Vocabulary is the core component of English language proficiency and provides many bases for how well learners speak, listen, read, and write (Richards & Renandya, 2002). It is an essential component

that students should have to be able to communicate in English well. In addition, learning vocabulary can be started in elementary school since vocabulary is critical factor in literacy development and plays integral role in developing domain-specific knowledge and in supporting reading comprehension (Hoffman et al., 2014).

According to Abuhabil (Abuhabil, 2021), English vocabulary is the most difficult and comprehensive aspect of English for foreign learners to master thoroughly. The statement aligns with the issues that the researcher found based on the result of classroom observations and interview with an English teacher in SD Islam Aviciena Anyar. The observations where the students were asked to mention objects in the classroom by the teacher and the activities of colouring things showed that only 14 of 36 students could do the orders correctly. It shows that only a few students knew the basic vocabulary. Also, students quickly get distracted and bored, and their focus changes from material explanations to other interesting things, such as pencils, toys, or playing with friends in the classroom. It is because the verbal explanation and a whiteboard are the only things that material explanation relies on where the students need interactive learning media to make them focus. Furthermore, from the interview result, the teacher agrees that she rarely uses any interactive or technology-based learning media because of the limitations of the facilities and times.

The researcher found those situations lead to problems among the students. Students' biggest problem when learning English is the lack of vocabulary mastery. It is because the students do not have much exposure to the vocabulary from the environment due to the study time that is only 1 hour a week. Second, English words that differ in how they are written and pronounced become an obstacle young learners face in mastering vocabulary. The last, most of the time, students learn vocabulary through textbooks with the help of teachers' explanations and whiteboards only. The lack of innovation in learning media to deliver the materials makes the students feel bored in the classroom.

Teaching vocabulary to young learners is not the same as teaching vocabulary to teenagers and adults due to the differences in needs, competencies, and cognitive skills (Harmer, 2007). Students in elementary schools prefer involving interactive media such as video, games, songs, and physical activities such as singing and dancing in learning (Permana, 2020). One of the media that covers many interactive and physical activities is Lingokids. It is an application that combines videos, games, songs, and stories to help young learners learn English in fun ways. The goal of this application is to make young learners students know vocabulary with the correct pronunciation of each w ord. Lingokids is supported by many features, such as various animation videos, interactive quizzes, and audiobooks. Thus, with the features mentioned, the Lingokids application offers an easy way to learn English, especially vocabulary, for young learners.

Some earlier studies have proved the effectiveness of Lingokids as a learning media to improve young learners' vocabulary mastery, as shown the following examples. First, Lingokids could be an alternative to teaching English in early childhood (Fadhli, 2018). Second, the use of Lingokids

application as learning media can help increasing students' vocabulary mastery (Damcha & Budiarti, 2022). Third, Lingokids application influences the development of students' vocabulary achievement (Hidayati et al., 2022). And last, Lingokids application encourages students' vocabulary achievement (Setiyaningsih et al., 2023).

This study aims to provide answer to the research question, that is: is Lingokids application toward young learners' vocabulary mastery at the second grade of SD Islam Aviciena Anyar?

METHOD

Research Design

This study was conducted through a quantitative approach. The aim was to prove existing theory by finding the effectiveness of a variable in another variable. Furthermore, this study was conducted through a quasi-experimental design and involved experimental or control groups. The researcher followed the steps of Leavy's (Leavy, 2017) in conducting the research.

Participants

The population of this research was the second grade of elementary school because it met the requirements needed. The second grade is already learning English and is categorized as young learners that fit the target person of the Lingokids application, which is 2-8 years old. The sample of this research was drawn from the population and used a technique sampling called Cluster Random Sampling (CSR). This study included 36 students from the second grade of SD Islam Avicienna Anyar that is divided into 15 students from experimental class and 21 students from control class.

Instruments

The research instrument used in this study was the test divided into pre-test and post-test. The pre-test and post-test aimed to measure the skills, knowledge, or ability possessed by an individual or a group before and after the treatments the researcher gave. The researcher chose a written test in the form of picture-matching items for assessing students' vocabulary.

The total question is 40 that divided into three themes that are animals, fruits, and family members. There are several reasons for choosing picture-matching type of test. First, it is suitable for young learners who barely understand an English sentence, as there are no written instructions. Second, this type of test took quite a fast time to answer all the questions (around 10 minutes). Third, as the second grade of elementary students focuses on developing reading, writing, and counting (*CALISTUNG*), this test is suitable because it involved every aspect. Last, with a total of 40 questions, a matching picture test only took two sheets of paper. In comparison, using other types of tests can cost more than two papers.

Data Collecting

In completing the data and knowing the effectiveness, the data of both classes were collected using pre-test and post-test. The themes for questions in both pre-test and post-test are the same that

is animal, family member, and fruit. The difference is only the question asks about. Moreover, the data for students' response was collected through field note. The field notes can be used to know the students' motivation in learning by analyzing their behavior.

In the data analysis technique, several steps were conducted: normality of the distribution test, homogeneity of the test, and hypothesis testing. After finishing and getting the test result, the result was analyzed by the formula in the research result. For the normality, this study used the software IBM SPSS Statistics 25.0 using Kolmogorov-Smirnov for the normality test. Furthermore, for the homogeneity test, study used the software IBM SPSS Statistics 25.0 to tabulate and submit the data to the SPSS using descriptive statistics. Last, for the hypothesis test, hypothesis testing was used Paired Sample T-test to find out whether the hypothesis was rejected or accepted. The software that was used to do hypothesis testing is IBM SPSS Statistics 25.0.

Data Analysis

For the validity of the instrument, this study used content validity that should fulfil the criteria of the linking syllabus with the test item. Therefore, to achieve the validity content of this study, the researcher asked the English teacher in the chosen school to be the validator in checking the validity content. As for the reliability of the instrument, the researcher used a software SPSS 25 version by using Alpha Cronbach's for the reliability test. The value of Alpha Cronbach's then compared with r_{table} and N, with a significance of 5%.

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RESULT

The results from the test are divided into pre-test and post-test. First, from the pre-test, it was discovered that the average score in the experimental class is 62.2 and in the control class is 63.3. The gap between the average pre-test score for both groups is 1.16, with the control class having a higher score than the experimental class. Furthermore, the post-test average score in the experimental class is 90 and in the control class is 84.5. The gap between the average post-test score for both groups is 5.5. The following table provides the detail information regarding the data:

Table 1. Result of pre and post-test of control and experimental class

	N	Minimum	Maximum	Mean	Std.

					Deviation
Pre-Test Experimental	15	45	82. 5	62.2	11.4902
Post-Test Experimental	15	80	100	90	7.6181
Pre-Test Control	21	52. 5	75	63.3	6.5352
Post-Test Control	21	72.5	100	84.5	7.0984
Valid N (listwise)	15				

After the treatment is given to the experimental class for three weeks meetings, it shows a change between both groups. The average post-test score in the experimental class is 90, while the average score in the control class is 84.5. The gap between the average post-test score for both groups is 5.5, with the experimental class having the higher score. The minimum score in the experimental class is 80, and the maximum score is 100. The minimum score in the control class is 72.5, and the maximum score is 100. In addition, it shows there is a difference between the experimental and control classes after the treatments given. The detail of the result can be seen on the following table:

Table 2. Experimental and Control Students' Score

No.	**Students' Code**		**Correct Answer of Pre-Test**		**Correct Answer of Post-Test**	
	Experimental	**Control**	**Experimental**	**Control**	**Experimental**	**Control**
1.	ASF	AAAA	19	25	36	34
2.	AF	AFRM	24	21	32	30
3.	ANP	ASA	28	30	33	40
4.	DRM	ADP	29	23	40	32
5.	DAM	DA	25	26	39	33
6.	DAF	DSP	19	27	32	32
7.	FSA	FN	28	23	40	30
8.	JMC	GA	22	22	35	32
9.	KS	IZA	30	23	36	32
10.	MFR	KAPS	29	29	37	37
11.	MFA	MMI	33	23	40	34
12.	MNAA	MRF	22	24	32	32
13.	MSA	MBAF	18	29	34	38
14.	MYAB	MAA	21	25	33	35

15.	RAB	MFA	26	25	39	36
16.		MMU		29		35
17.		NNA		25		29
18.		RAS		29		34
19.		RSA		24		38
20.		SE		24		33
21.		TAD		26		34
	MEAN		**25**	**25**	**36**	**34**

The data in the table shows that before the treatments are given, the average students in the experimental class can only answer 25 of 40 questions. The treatments done by the researcher proved that the students in the experimental class could get higher correct questions, which is 36 of 40. In comparison, the average students in control class can only answer 25 of 40 questions but improve to answer 34 of 40 questions.

Table 3. Paired Sample T-Test after Treatment

		Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	PostTestCon-PostTestEx	-6.16667	11.01406	2.84382	-12.26605	-.06728	-2.168	14	.048

From the table above, it shows that the sig. value is 0.048, lower than 0.05 (0.048 < 0.05). It indicates that the H_o is rejected, and H_a is accepted. As the H_a is accepted, it can be concluded that there is the effectiveness of using Lingokids application toward young learners' vocabulary mastery at the second grade of SD Islam Aviciena Anyar.

DISCUSSION

Based on the data that the researcher obtained, the 40 questions as the test are valid through the content validation obtained by the validator that the researcher chose. Furthermore, the test as the instrument is reliable as the value of Alpha Cronbach's was higher when compared to the r table, which is 0.678. In addition, the normality test for both pre and post-test also showed that the tests are

distributed normally. The results show that both control and experimental classes' pre-pest and post-test significance values are higher than 0.05.

During the treatments, most of the students have difficulties identifying the vocabulary because of the differences in how the word is written and pronounced. There are some difficult vocabularies that the students find it hard to pronounce. For example, most of them do not know the word "**UNCLE**" because they pronounced it as /uncele/ rather than /ˈʌŋkəl/. The next word is "**GIRAFFE**", the students pronounced it as /giraf/ rather than /dʒɪˈræf/. The last word is "**AVOCADO**", the students pronounced it as /avocado/ rather than ˌ/ɑː.vəˈkɑː.doʊ/. Therefore, after the treatments given by Lingokids, they have better pronunciation as the Lingokids help them to be familiar with how English word works. This condition is covered by the Lingokids application, which has the feature to pronounce the words while the text is displayed. Finally, the students can pronounce the words correctly after using the application.

The data also showed improvements in students' vocabulary mastery after the Lingokids application was applied as the learning media in the experimental class. The improvements are in the quantity of the young learners' vocabulary. Before the treatments were given, the average of students could only answer 25 questions as part of the material they should have learned in the syllabus. Soon after the treatments are given, the average of students can answer 36 questions, which means some of them can get it all correctly.

Initially, the experimental class had a lower mean score than the control class, but later, the improvement made the experimental class's mean score drastically increase from 62.2 to 90 than the control class, which has 63.3 to 84.5. In addition, the students were attracted as soon as the researcher introduced the application. That also happened in the experimental class, in which the young learners' attention can be gained, and they focus on the material that the researcher taught due to the app's visuals and the music. This condition aligns with the study from Damcha & Budiarti (Damcha & Budiarti, 2022) that Lingokids can help improve a child's English learning skills because the children are attracted to educational videos and games. Furthermore, it also supported with the study from Setyaningsih, Hidayati, & Rahmania (Setiyaningsih et al., 2023) that the students enjoyed the learning process using the Lingokids game, and their attention was focused on it.

The researcher also discovered that there are some benefits for the students after being given the treatments using Lingokids application. The students develop motivation and concentration because using Lingokids as the learning media allows them to be involved in fun and entertaining activities. This can be noticed when the students asked to their parents to download the application and how the students managed to keep their concentration throughout the session of using Lingokids. This condition can be proof for the claim of Lingokids (LINGOKIDS, 2022) that talks about the kids' motivation increasing when they are having fun. Furthermore, it also aligns with the statement of Pinter (Pinter, 2017) that the characteristic of young learners is to enjoy fantasy, movement, and

imagination. In addition, with Lingokids application as the learning media, it allows the students to get many activities that not only require them to watch but also involve all the senses they have since young learners is essential to be given various activities that relate to the different senses (Harmer, 2007).

Furthermore, there is a difference in the mean score between the experimental and control groups after using Lingokids that later can be confirmed through paired sample t-tests that the Lingokids application is effective toward young learners' vocabulary mastery as the learning media. The effectiveness can be achieved due to the characteristics of Lingokids that cover the needs of elementary students in learning style where the students wanted as many as much the learning activities and involving new or different things. This conditiion aligns with the study from Permana (Permana, 2020) that stated the students in elementary schools prefer involving interactive media such as video games and songs and physical activities such as singing and dancing in learning. In addition, the result of this test showed that the sig. value is lower than 0.05, which is 0.00. The result is lower than 0.05, so the H_a is accepted. Finally, because the hypothesis alternative is accepted, it confirms the effectiveness of using Lingokids application toward young learners' vocabulary mastery at the second grade of SD Islam Aviciena Anyar.

CONCLUSION

The purpose of this study was to find out the effectiveness of using Lingokids application toward young learners' vocabulary mastery at the second grade of SD Islam Aviciena Anyar. The results indicated that the Lingokids application is effective toward young learners' vocabulary mastery. The results are gotten through hypothesis testing of post-test from both classes using paired sample T-test in SPSS 25 ver. where the result of significance value is 0.048. From the basis of decision making, if the sig. value is lower than 0.05, it implies that there is effectiveness of using Lingokids application toward young learners' vocabulary mastery at the second grade of SD Islam Aviciena Anyar (H_a is accepted). Besides the statistical data that shows the effectiveness, the responses of students in experimental class reflect positive impacts in the use of the application. The students tend to

Furthermore, besides all the statistical data that shows that the Lingokids are effective towards young learners' vocabulary mastery, the student's responses during the treatments also showed some positive results. With the Lingokids application as the learning media, students' attention can be gained, and students' focus can be maintained during the learning process. They enjoyed the learning process with high enthusiasm. Thus, their achievements also increase.

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