The Use of Magoosh Application to Enhance EFL College Students' Vocabularies at English Department FBS UNP

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Abstract

There are some ways to enhance students' vocabularies. One of them is using online applications, the Magoosh Application. This study is to determine the efficiency of utilizing the Magoosh application in enhancing the vocabularies of students in the English Department of UNP. An experimental research design was used in this study to investigate the extent to which the use of this application. Also, the instrument of data collection techniques are tests and a questionnaire. 20 students of grade 2021 in K5 class from the English Language Education at Universitas Negeri Padang participated in this study. They were given a pre-test before using Magoosh and a post-test after using Magoosh. Then, followed by 15 questions for the questionnaire. The results showed that students improved from the pre-test to the post-test after using the Magoosh application. The improvement was 24.53%. The tests proved to be higher in the final test. It can be concluded that using the Magoosh application can help students improve their vocabulary. Moreover, from the satisfaction of the students it shows that 63% of the respondents agree that Magoosh helps them to enhance their vocabularies. Thus, the implementation of Magoosh application is usually recommended to be an exciting technique in coaching, gaining knowledge of methods to inspire the students in vocabulary.

INTRODUCTION

Four language skills such as listening, writing, speaking, and reading should be obtained by students. To master those four skills, students need vocabulary to improve their skill.

Since the students have lack of vocabularies, such as Nguyen and Khuat (2003) and Uberman (1998), have discovered that learners are unsatisfied with conventional methods of learning vocabulary, such as repetitive practice, writing several words, or monotonous learning through explanations, resulting in major issues with learning skills.

There are many studies about improving students' vocabularies by applying certain techniques and strategies; using various learmaterialserial, using engaging in learning media; and using online English learning applications. First, studies on improving students' vocabularies by applying certain techniques and strategies have been done by Nurdini & Marlina (2017), Wright (2017), Asyiah (2017), Bai (2018), Neumann, Leu, & McDonough (2020), Damayanti & Sari (2021) and Ghonivita & Pahamzah (2021). Second, studies on improving students' vocabularies by using various learning materials have been done by Fachriyani & Syafe'i (2018), Ulfa & Trisno (2020), Wahyuni & Ratmanida (2020), Hariati (2020), and Ariffin (2021), and Karman & Indriani (2021). Third, studies on improving students' vocabularies by using engaging in learning media have been done by Bahtiar (2017), Bakhti & Marwanto (2018) Aziza & Syafei (2018), Okselina & Anwar (2018), Anwar & Efransyah (2018), Makarim (2018), Sakkir & Usman (2018), Sahrin & Hasan (2019), Saputra & Hadi (2019) and Yulsardi & Ratmanida (2021). Fourth, studies on improving students' vocabularies using online English learning applications have been done by Wu (2018), Santoso & Andriyadi (2019), Sholikhah (2020), Li (2021), Nuralisah & Kareviati(2020), Al-Malki (2020), and Pratiwi & Ubaedillah (2021). However, this research is to complement the previous study on enhancing EFL college students' vocabulary by using *Magoosh* application. The researcher conducted an experimental study entitled "The Use of *Magoosh* Application to Enhance EFL College Students' Vocabularies at English Department".

The development of technology seems to be the answer to the effectiveness of learning English. During this pandemic, students tend to be less motivated in learning and they tend to spend their time with gadgets or mobile. The educational needs of rising populations can scarcely be satisfied in a typical classroom environment in this digital age. To meet those needs, new and improved media are being embraced and used. Using an application in the classroom is an enticing form of media that can help students improve their vocabulary skills. Nowadays, there are numerous applications for students and teachers in learning English. The usage of applications in the learning process can assist teachers to explore more and get new methods of teaching.

The Magoosh application is used by the researcher as the study approach. English applications and media for learners can make them easier. These apps are available for both iOS and Android users. Magoosh app is suitable for EFL college students because it is an online test prep firm that aims to teach the GRE, GMAT, ACT, SAT, TOEFL, and IELTS. This app includes audio pronunciation for each of the 1200 GRE vocabulary terms chosen by an expert teacher. For each word, definitions and examples are provided. There are portions for basic, intermediate, and advanced vocabulary. In addition, completing each level unlocks a harder one with more terms and greater vocabulary. Spaced repetition, a proven memory technique, will be used to repeat the words you do not know until you learn them. This application has been used by millions of students and teachers as instructional media in learning. This research has not been conducted before but many studies were related to extend this research.

METHOD

This study utilized an experimental research design to determine the use of this application (Magoosh) could aid students' language abilities. It is explored as English language learning tool. It's crucial to keep the focus on their progress particularly, especially the development of apps that can be utilized by EFL students. Students who were registered in academic year 2021 at English Language Education Program (ELEP), English Department, Faculty of Languages and Arts, Universitas Negeri Padang were the population of this research. This research is focused on the effectiveness of using apps as a new method in enhancing students' vocabulary in the English Department of UNP, especially in reading class grade 2021. The participant was simplified by choosing K5 as the sample from four classes of ELEP (K2, K3, K4, K5). The class has 34 students but the researcher took only 20 students by using random sampling. The researcher used a lottery to take the sample.

The instrument of data collection techniques are tests and a questionnaire through Google form to determine the aim of the research. In analyzing the data, the first session included a pre-test to assess the students' vocabulary competence. Following a pre-test, the researcher provided daily activity while using the applications as a treatment for this research. The implementation of the treatment was conducted for 20 days. The students were given a post-test after the treatment and saw their improvement after using the application. Then, the students were given a questionnaire to find out the effectiveness of using this application. In analyzing the data obtained, Descriptive statistics were used to calculate the mean and standard deviation of each group on the pre-test and post-test. The paired t-test was used to compare the differences in students' vocabulary before and after using the application. The researcher used SPSS to evaluate the significance of the t-test in determining the difference between the pre-test and post-test of students' vocabulary abilities.

RESULT AND DISCUSSION

Research Finding

1. Classification of Students' Pre-Test and Post-Test Scores

Table 1. Rate Percentage of Students' Pre-Test and Post-Test *Magoosh* Application Scores.

No.	Classification	Score	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	96 - 100	1	5%	2	10%
2	Very Good	86 - 95	1	5%	5	25%
3	Good	76 - 85	7	35%	7	35%
4	Fairly Good	66 - 75	2	10%	4	20%
5	Fairly	56 - 65	1	5%	0	0
6	Poor	36 - 55	6	30%	2	10%
7	Very Poor	0- 35	2	10%	0	0
	Total		20	100%	20	100%

The percentage and frequency of the students' scores are shown in the table. In Pre-test, there were 1 (5%) student classified as excellent and very good, 7 (35%) students as good, 2 (10%) students as fairly good, 1 (5%) student as fairly, 6 (30%) students as poor and 2 (10%) students as very poor. While the post-test revealed that 2 (10%) students were classified as excellent, 5 (25%) students as very good, 7 (35%) students as good, 4 (20%) students as fairly good, and 2 (10%) students as poor.

2. The Pre-test and Post-test Mean Scores and Standard Deviations of Students.

Table 2. The Pre-test and Post-test Mean Scores and Standard Deviations of Students.

Score	*Magoosh*	
	Pre-test	Post-test
Mean	64.4	80.2
Standard Deviation	20.9	13.8

The students' scores were shown on the table, with the post-test being larger than the pre-test. Magoosh scored 64.4 on the pre-test and 80.2 on the post-test. It got improvements from both tests. The improvement of Magoosh was 24.53%.

3. The Students' Improvements

Table 3. The Students' Improvements

Application	Pre-test	Post-test	Improvement (%)
Magoosh	64.4	80.2	24.53%

There are significant differences between the pre-test and post-test. According to the table, the post-test outperformed the pre-test. The pre-test score was 64.4, and the post-test score was 80.2. The improvement from pre-test to post-test could be 24.53 percent.

4. Hypothesis Testing

Table 4. Paired Samples Statistics of *Magoosh* app

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	64.40	20	20.929	4.680
	Post-test	80.20	20	13.802	3.086

The Paired Samples Statistics table demonstrated the descriptive value of each variable in the paired sample. The pre-test mean is 64.40 out of 20 data points. The obtained standard deviation was 20.929, with a standard error of 4.680. The post-test mean is 80.20 out of 20 data points. The

obtained standard deviation is 13.802 with a standard error of 3.086. This shows that the post-test on the data outperforms the pre-test. However, the post-test data distribution range is expanding and the standard error is increasing.

Table 5. Paired Samples Correlations of *Magoosh* app

	N	Correlation	Sig.
Pair 1 Pre-test & Post-test	20	.466	.038

The correlation value in the paired sample shows the relationship between the two variables. For each pair of variables provided, the bivariate Pearson correlation coefficient (with a two-tailed significance test) is used to calculate this.

Table 6. Paired Samples Test of *Magoosh* App

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test – Post-test	-15.800	18.953	4.238	-24.670	-6.930	-3.728	19	0.001

In this situation, the two-tailed significance value was 0.001 (p < 0.05). As a result, the test scores varied greatly. The final test (post-test) was higher in the table above. It may be stated that utilizing the *Magoosh* application can help students increase their vocabulary.

5. Students' Satisfaction after Using *Magoosh* Application
Table7. The Satisfaction of The Students after Using *Magoosh* Application

	Statements	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	Learning vocabulary through *Magoosh* app is easy for me.	0%	0%	20%	65%	15%
2.	Learning vocabulary through *Magoosh* app is convenient.	0%	0%	20%	65%	15%
3.	*Magoosh* apps for vocabulary learning are easy to use.	0%	0%	20%	65%	15%

4.	Learning vocabulary through the *Magoosh* app is not restricted by times and places.	0%	0%	20%	65%	15%
5.	Learning vocabulary through *Magoosh* app enhances my effectiveness in my learning.	0%	0%	25%	65%	10%
6.	Learning vocabulary through *Magoosh* app provides helpful guidance in performing tasks.	0%	0%	21,1%	68,4%	10,5%
7.	I could complete vocabulary tasks through the *Magoosh* app, no matter how difficult it is.	0%	0%	20%	60%	10%
8.	Learning vocabulary through *Magoosh* apps requires significant changes in my existing work routine.	0%	0%	30%	55%	15%
9.	Learning vocabulary through the *Magoosh* app is the same as using other software I have used in the past.	0%	0%	30%	55%	15%
10.	Many new vocabularies that I found on *Magoosh*.	0%	0%	30%	60%	10%
11.	I am willing to learn with *Magoosh* every time	0%	0%	30%	60%	10%
12.	Practising English by using *Magoosh* app makes me more creative.	0%	0%	25%	65%	10%
13.	Practising English by using *Magoosh* app motivates me to improve my vocabulary.	0%	0%	25%	65%	10%
14.	I prefer using *Magoosh* app for improving my vocabulary in comparison to traditional English language learning method.	0%	0%	25%	65%	10%

Based on the data above, most students are satisfied after using Magoosh Application. Most of the students think that learning vocabulary through the Magoosh app provides helpful guidance in performing tasks. This results in 68,4% of the data. They also have the opinion that learning vocabulary through the Magoosh app is easy and convenient and is not restricted by times and places. Also, it enhances their effectiveness in learning. Those statements result in 65% of each.

Discussion

      This study was to assess if the use of the Magoosh application was beneficial in improving students' vocabulary knowledge at the English Department of UNP in year 2021. The researcher utilized tests and a questionnaire to determine the aim of the research. The test was divided into two parts (pre-test and post-test). In the academic year 2021, the population consisted of 20 English Department students.

      In the pre-test, there was 1 student (5%) categorized as excellent and very good, 7 students (35%) categorized as good, 2 students (10%) categorized as fairly good, 1 student (5%) categorized as fairly, 6 students (30%) categorized into poor and 2 students (10%) as very poor. While the post-test showed 2 students (10%) categorized as excellent, 5 students (25%) as very good, 7 students (35%) as good, 4 students (20%) as fairly good, and 2 (10%) students categorized as poor.

      The pre-test mean on *Magoosh* was 64.40 out of 20 data points. The obtained standard deviation was 20.929, with a standard error of 4.680. The post-test mean was 80.20 out of 20 data points. The obtained standard deviation is 13.802 with a standard error of 3.086. This indicated that the post-test on the data significantly outperformed the pre-test. However, the distribution range of the post-test data was expanding, as was the standard error. The two-tailed significance value, in this case, was 0.001 (p 0.05). As a result, the pre-test and post-test scores were significantly different. According to the data analysis in the table above, the tests were higher in the final test. It could be argued that using the *Magoosh* applications can assist students in expanding their vocabulary.

CONCLUSION

      The researcher discovered that by using the Magoosh Application in class, students' vocabulary at English Department FBS Universitas Negeri Padang in the year-2021 students might be enhanced. The data collected from the students was evaluated by the researcher using two tests. The data set included pre-and post-test results. These results indicated that this approach was helpful in increasing students' vocabulary. Because the students had a comparison before and after the treatment, the use of the *Magoosh* Application could increase the students' vocabulary. The students had a lack of vocabulary before the treatment, and the students' vocabulary increased after the treatment by using the *Magoosh* Application. It can be concluded that it was effective as instructional media. The t-test result indicated that the significance value (2-tailed) was 0.001 (p < 0.05). In conclusion, the test results showed a substantial difference. The data analysis shows that the tests were higher in the final test. It can be concluded that using the Magoosh application can enhance students' vocabulary.

      This research shows the way to enhance students' mastery of vocabulary. Here are several suggestions for projected improvements in students' vocabulary mastery. The implementation of the *Magoosh* app is usually recommended to be an exciting technique in coaching gaining knowledge of methods to inspire the students in vocabulary. The professor should provide extra vocabulary support to the students so that they do not have any difficulties when undertaking further exercises. The lecturer must be innovative in order to provide new media and methods for learning about the system.

The students were required to exercise greater vocabulary through the usage of the *Magoosh* app, so their capability in vocabulary advanced properly. The students have to seek advice from the challenges they are having with vocabulary. The students must be brave to explicit their concepts and proportion approximately their opinion.

The researcher must be able to advantage of this study while also utilizing the previous challenge as a connection to undertake the research on vocabulary and for the following researcher had done inside the class since she needed to motivate the students. The researcher ought to be able to expand the usage of *Magoosh* and *Knudge* apps in teaching getting-to-know techniques. The findings of this study can potentially be utilized as further references for future research.

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