The Effectiveness of FluentU Application on Students' Vocabulary Mastery

Fani Rahmadini[1] and Syafitri Ramadhani[2]
[12]Universitas Negeri Padang
Correspondence Email : fanirahma567@gmail.com

Abstract

The purpose of this research is to identify the effectiveness of FluentU application in improving students' vocabulary mastery at the tenth-grade students. This is a pre-experimental research design. The population of the study was tenth-grade students at SMA N 2 Sungai Limau. The population consist of 171 students that are classified into five classes. X FASE E 5 was selected as a sample through cluster random sampling method. The total number of the students in this class is 34 students. The research is conducted in six meetings. The researcher used pre-test and post-test to collect the data. The instrument of this research is vocabulary test. There are 25 questions with multiple choice questions. The result of the study shows that the significant value of the two-tailed paired sample t-test was less than 0.05. It means that the null hypothesis (H_0) in this research was rejected and the alternative hypothesis (H_1) was accepted. It proved that the use of FluentU application to improve students' vocabulary mastery is effective.

INTRODUCTION

Vocabulary is one of important things in English learning process as foreign language in order to master four English skills; listening, speaking, reading, and writing. As Zhihong (2000) states that without vocabulary, learner could not communicate or express ideas effectively. It can be stated that vocabulary has a crucial role in English learning process. Vocabulary mastery can assist students easily in

communicating their ideas in both speaking and writing form. On the other hand, those with a limited vocabulary will struggle to understand the text and communicate their idea both orally or written form. According to Griva (2009), vocabulary learning has been considered fundamental and inseparable aspect of teaching. It means that having less vocabulary might retard students in learning English as foreign language. Thus, teachers have the vital role to help students in mastering vocabulary in learning process.

Teachers present the topic in teaching and learning vocabulary in many ways. Media is one of the ways that teachers can use in order to teach vocabulary in learning process. As Munir (2016) states that media is an effective way for teaching and learning vocabulary. Media are tools that are used in order to facilitate teachers deliver material in learning process. Teachers also plays a major role in teaching vocabulary by using media to encourage students in improving their vocabulary mastery. It is supported by Aba (2019), who states that teachers need a creative mind when using various media to teach vocabulary.

Pictures, audios, or videos are some examples of such media used by teachers in learning process in order to teach vocabulary. Nowadays video is the most frequently used by teachers through the projector so that students can watch it. In this digital era, students already have smartphone so that they can use it in the classroom to watch video or search some learning material that support learning process in learning vocabulary. According to Bennett et al. (2008), developing learners' knowledge and skills relevant to computer technology promotes equality of opportunity regardless of learners' background. As the use of technology in education, a lot of new smart devices and digital applications become available to academics.

FluentU application is one example of such technology that can assist teachers in improving their students' learning experiences both inside and outside of the classroom. FluentU is the one of the online language learning applications, allowing students to feel themselves in real-world video snippets such as movie trailers, music videos, vlogs, and short learning videos. This application also provides transcription on each video so that students will be helped to understand the video they are watching. FluentU is customized to make things related to language learning less difficult and more fun for both teachers and students." (Kamil, 2021).

Some of schools in Indonesia have used mobile applications as media in some lessons especially English lesson since they apply Merdeka Curriculum. However, there are some schools that are still not familiar with the use of mobile applications in the learning process. One of schools is SMA N 2 Sungai Limau, where it is one of schools in the region of Padang Pariaman district especially in Sungai Limau. That is way the researcher want to conduct the research about using FluentU application in this school.

This is the first study conducted using FluentU application as media in improving students' vocabulary mastery. However, there are many previous studied using mobile application as media. A study by Ajisoko (2020) shows that the use of Duolingo Apps could improve students' English vocabulary. It was proved by the increase at students' score on vocabulary test. Nurhasanah (2020) proved Socrative Application is effective for formative assessment on students' vocabulary mastery.

Therefore, the researcher wants to know the effectiveness of FluentU Application on vocabulary mastery of the tenth-grade students in senior high school. This study is expected to improve their vocabulary mastery using FluentU application especially in five classes of word: verb, noun, pronoun, adjective, and adverb. In addition, this research is expected to be beneficial for English teachers for alternative media that can be used in teaching vocabulary in improving students' vocabulary mastery.

LITERATURE REVIEW

The Importance of Vocabulary
Learning vocabulary is an important part of learning a language as a second or foreign language. According to Cameron (2001), at the most basic level, vocabulary is essential to learn a foreign language because it allows students to accumulate usable words.

Type of vocabulary

Productive vocabulary
Active vocabulary is another name for productive vocabulary. A productive vocabulary is a collection of words that a person can use when writing or speaking. These words are well-known, familiar, and used frequently (Kamil & Hiebert, 2005)

Receptive vocabulary
Receptive vocabulary or passive vocabulary is a collection of words that an individual is capable of comprehending and assigning meaning to when listening or reading. These are vocabulary terms that are unfamiliar to students and less frequent in use (Kamil & Hiebert, 2005)

Part of Speech

Noun
Ruth (2005) states that a noun is a term that describes anything, such as an object, a person, a location, or even a feeling. Elliott (2020) defines a noun as a word that names a person, place, thing, idea, or quality.

Pronoun
Pronoun is a word that used to replace a noun (Khairani,2019).

Verb
verb is a word that expresses an action, occurrence, or state of being (Crystal ,2010). Halliday & Matthiessen (2014) argue that a verb is a word that delivers meaning in a sentence through its connection with other words.

Adjective
Cornilescu and Giurgea (2013) say that adjectives have the following distributional and morphological properties: (1) they can modify nouns; (2) they change for gender, number, and case, taking on the value of the head noun; and (3) some adjectives can also be used in predicative positions, in which case they agree with the subject.

Adverb
According to Kempson et al. (2001), adverbs are part of a larger system of meaning formation in language. Adverbs, according to this theory, are more than just modifiers of other words; they add to the continuous interpretation of a phrase by revealing the speaker's goals, beliefs, and assumptions.

Teaching vocabulary

Teaching vocabulary using object
Learning this method can help students remember words better because pictures and items are easy to remember, and visual aids can help students remember words (Susanto, 2017). Objects in the classroom or those carried in by students can be used.

Teaching vocabulary by drilling, spelling, and active involvement
Drilling is used to familiarize students with the word form, particularly how it sounds (Susanto, 2017). According to Reed (2012), the primary method of spelling entails the process of memorize words. It is important to think about word spelling because English sound does not always tell you what a word means.

Teaching vocabulary using drawing and picture
It is possible to draw things on both the whiteboard and the flash cards. Using pictures to teach language helps students connect what they already know to a new story and learn new words at the same time. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs. Students can better understand and remember a word when they have visual aids to help them (Susanto, 2017)

Teaching vocabulary using mime, expressions and gestures

The phrase "mime or gesture" is helpful if it stresses how important facial expressions and body language are for conversation (Alqahtani, 2015). Different types of teaching gestures: hand gestures, facial expressions, pantomime, body movements, etc. They can either gesture or represent something, and as long as they are clear and easy to understand, they help students figure out what a spoken word or phrase means (Susanto, 2017)

Teaching vocabulary using enumeration and contrast

An enumeration is a list of all the things that are in a group, in the order that they are found. It can be used to show what something means. In other words, this method is useful when a word is hard to show clearly (Susanto, 2017).

Teaching vocabulary through guessing from Context

Alqahtani (2015) states that there are two types of contexts. The first type is the context within the text, which includes the morphological, meaning, and syntactic information in a certain text. The second type is the general context, also called non-textual context, which is what the reader already knows about the subject being read. Learning from context not only includes learning from extensive reading, but also learning from taking part in a conversation, and learning from listening to stories, films, television or the radio (Nation, 2001).

Teaching vocabulary using mobile application

Çelik et al (2018) state that Vocabulary applications are classified into two types: literal and contextual vocabulary applications. While some applications attempt to teach vocabulary within a context by promoting cognitive abilities such as inference or guessing, others simply attempt to teach the literal meaning of the words through bilingual lists or flashcards.

FluentU Application

FluentU Application is one of mobile application for learning English language. It is a learning language video such as movie trailers, music videos, vlog, short learning videos, and others. FluentU uses video tutorials for learning the language. This tool uses quizzes to help users to improve their vocabulary, and videos are also used to help users to develop their vocabulary through quizzes (Naidu, 2020). This is supported by Kamil (2021) who states that FluentU application can be used to teach vocabulary because there are videos on many genres such as economic, art, and etc by categorizing to the language level to examines appropriateness for the class. In this study, the researcher limited to type of video on FluentU application only short learning video in

order to improve students' vocabulary mastery. A short learning video is a video that explains some topics and includes vocabulary such as noun, verb, adjective, etc. In conclusion, FluentU application is video based-learning that can help students to improve their vocabulary mastery.

RESEARCH METHOD

The design of this research is pre-experimental design. The sample of this research is X Fase E 5 class consisted of 34 students by applying cluster random sampling. This study used test (pretest and posttest) as the research instrument to collect the data. There are 25 questions using multiple-choice questions with four possible answers: A, B, C, and D. In the first meeting, the researcher gave pretest to the students to get the data about their ability in vocabulary. Then, the researcher gave treatment to the students in four times. The post-test has been done in the last meeting in the same question as pretest. The post-test was given to measure the students' improvement after having the treatment.

The researcher used sample paired t-test to compare the result of the students' pretest and posttest in order to see the significant different before and after using FluentU application. After the researcher got the data of the pretest and posttest scores, then it was calculated by using SPSS 25. Normality test also conducted using SPSS 25 to measure the test was normally distributed. The data can be said normally distributed if the sig higher than 0.05. After the data showed is normal, t-test was calculated to see the significant of the data. Hypothesis test criteria was used to draw the data of this study as follow:

1. H_0 is accepted if $t_0 < t_{table}$ with the Sig. (2-tailed) 5% > (00.5)
2. H_1 is accepted if $t_0 > t_{table}$ with the Sig. (2-tailed) 5% < (0.05)

RESULT AND DISCUSSION
Data description, Finding, Discussion
After giving the pre-test and post-test to the students, the researcher used SPSS 25 to calculate the normality of the test. The data can be said normally distributed if the sig > 0,05. After calculated the data, the significance value of pretest is 0,375 > 0,05 and posttest is 0,258 > 0,05 it means that the data of both pretest and postest is normally distributed. Then, the researcher used paired sample t test to analyse the data in this research. The researcher calculated the data using SPSS 25, the result shows that the mean score of pre-test is 49,7647 and the mean score of post-test is 55,4118 (see table 1). It means that there is any different mean between pre-test and post-test after using FluentU application. The result of t-test calculation can be seen in the table below:

Table 1.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	49.7647	34	18.40135	3.15581
	POSTTEST	55.4118	34	15.48042	2.65487

Table 2.

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PRETEST - POSTTEST	-5.64706	7.44223	1.27633	-8.24378	-3.05034	-4.424	33	.000

Based on the result of t-test above, it shows that the sig. (2 tailed) is 0,000. So, it can be used to get the basis decision in independent sample t-test. Based on the basis of getting decision in independent sample t-test, if sig. (2-tailed) < 0,05 H_0 is rejected and H_1 is accepted. It can be concluded that the use of FluentU Application is effective on student' vocabulary mastery in SMA N 2 Sungai Limau.

The table 2 above also show the mean difference is 5.64706, that refers to students' score between pretest and posttest after using FluentU Application with the confidence interval different is 8,24378 to 3,05034 (95% Confidence interval of the difference lower upper). T value is the result of t-test. Degree of freedom (df)= n-1 (34-1=33). Based on the result table above, t_{count} = 4,424 with df = 33 on level significance 0,05. According to the value t_{table} = 2,042, t_{count} > t_{table} = 4,424 > 2,042. It means that the use of FluentU application is effective on students' vocabulary in SMA N 2 Sungai Limau.

Discussion

From the result above, the significance value of two tailed paired sample t-test was smaller than 0.05. it is indicated that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. Based on the alternative hypothesis (H_1), the use of FluentU Application is effective on students' vocabulary mastery in SMA N 2 Sungai Limau. The result of the study is in line with the study conducted by Kamil in 2021. Kamil (2021) found that FluentU application can be used to improve vocabulary mastery of the student trough video learning. FluentU application provides learning

video such as movie trailers, music videos, vlogs, and short learning videos that can help students to improve vocabulary mastery.

In this research, FluentU application is one of many other mobile applications that helps students to improve their vocabulary mastery. The result of the study is related to several other researchers that conducted study about using mobile application to improve students' vocabulary mastery. Basal (2016) found that the use of mobile application is successful in improving students' vocabulary mastery. Wijaya (2019) also found that using mobile learning to teach English vocabulary can help students to learn more efficiently and it proves in improving vocabulary mastery of the students. The two related studies show that using mobile application is effectively in improving students' vocabulary mastery.

Using FluentU application not only can be used to improve students' vocabulary mastery at senior high school, but also on other educational level such as junior high school students. In a study conducted by Ritonga (2020) who teach vocabulary to students by using English vocabulary application, the result indicates that English Vocabulary application has significant effect on the students' vocabulary mastery at the eighth grade. Ginting (2021) also proved that the use of mobile application gives effect on the students' vocabulary mastery at the eighth grade of JHS level in Indonesia EFL context. The study conducted by Ritonga and Ginting indicate that mobile application can also be used in junior high school students.

On the other hand, the use of FluentU application not only work on vocabulary mastery, but also other English skills. Wongsuriya (2020) found that the use of mobile application has significantly improved pronunciation of the students. All the students revealed that mobile application helped them in improving pronunciation ability. A study by Alzatma (2020) also found that mobile application is highly affected to improve English Speaking Skills. It shows from the different means score of the students before and after using mobile application in improving English speaking ability.

In conclusion, the use of FluentU application can helps students to improve vocabulary mastery effectively. FluentU application can also be applicated in any other English skills. English learning activity using FluentU application not only can be implemented in senior high school, but also in other educational level.

CONCLUSION

After conducted the result of the effectiveness of FluentU application on students' vocabulary mastery of the tenth-grade students in SMA N 2 Sungai Limau, it can be concluded that the use of FluentU application is effective on students' vocabulary mastery in SMA N 2 Sungai Limau. FluentU application provides learning video on vocabulary that is needed by the students. Based on the finding of the research, this application is one of such mobile applications that helps the students in

improving their vocabulary mastery through short learning video. It is proved by the score of students' post-test that is increased compared to the score of students' pretest. It can be seen from the mean score of post-test that is higher than the mean score of pre-test. the researcher suggests teachers using FluentU application as alternative media in teaching vocabulary to improve students' vocabulary mastery.

Then, the researcher suggests other researchers to conduct study about the use of FluentU application on the same or different elements or English skills. The researcher also supports other researcher to use this study as a reference for relevant study in future research.

REFERENCES

Ajisoko, P. (2020). The use of Duolingo apps to improve English vocabulary learning. *International Journal of Emerging Technologies in Learning (iJET)*, *15*(7), 149-155.

Aba, L. (2019). Flashcards as A Media in Teaching English Vocabulary. *Al-Lisan: Jurnal Bahasa (e-Journal)*, *4*(2), 170-179.

Alqahtani, (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, III (3), pp. 21 -34.

Alzatma, A. A., & Khader, K. (2020). Using mobile apps to improve English speaking skills of EFL students at the Islamic University of Gaza. *Linguistics*.

Basal, A., Yilmaz, S., Tanriverdi, A., & Lutfiye, S. A. R. İ. (2016). Effectiveness of mobile applications in vocabulary teaching. *Contemporary educational technology*, *7*(1), 47-59.

Bennett, S., Maton, K., & Kervin, L. (2008). The 'digital natives' debate: A critical review of the evidence. British Journal of Educational Technology, 39(5), 775–86. https://doi.org/10.1111/j.1467- 8535.2007.00793.x

Çelik, Ö., & Yavuz, F. (2018). An extensive review of literature on teaching vocabulary through mobile applications. *Bilecik Şeyh Edebali Üniversitesi Sosyal Bilimler Dergisi*, *3*(1), 56-91.

Cornilescu, A., & Giurgea, I. (2013). The adjective. *A reference grammar of Romanian*, *1*, 97-174.

Crystal, D. (2010). A dictionary of linguistics and phonetics. John Wiley & Sons.

Elliott, R. (2020). *Painless grammar*. Barrons Educational Series.

Griva, E. (2009). Young learners' vocabulary strategies emplyoment in a foreign language. Retrieved August 4, 2017, from: http://ressources-cla.unv-fcomte.fr/gerflint/SEeuropeen2/griva.pdf

Gupta, A., & Gupta, N. (2022). *Research methodology*. SBPD Publications.

Ginting, R. S. B., & Fithriani, R. (2021). Using the Hello English Application in the EFL Classroom: Its Efficacy in Helping Students to Master Vocabulary. *KNE Social Sciences*, 592-600.

Kamil, M. L., & Hiebert, E. H. (2005). Teaching and learning vocabulary. *Teaching and learning vocabulary: Bringing research to practice*, *1*, 76-77.

Kamil, S. A. (2021). Exploring The Role of Updated Technology in University English Language Classroom. *Psychology And Education*, *58*(1), 5647-5655.

Kempson, Ruth, Wilfried Meyer-Viol, and David Cann. (2001). "The Dynamics of Language Use: Functional and Contrastive Perspectives." CSLI Publications.

Khairani, M. (2019). EFFECTIVE TEACHING THE PARTS OF SPEECH IN A SIMPLE SENTENCE. *International Journal of Islamic Education, Research and Multiculturalism (IJIERM)*, *1*(1), 39-49.

Munir, F. (2016) The Effectiveness of Teaching Vocabulary by Using Cartoon Film Toward Vocabulary Mastery of EFL Student. *Journal of English language teaching and linguisticts, 1.*

Nation, L. S. P. (2001). *Learning Vocabulary in another language.* Cambridge: Cambridge University Press.

Nurhasanah, F. (2020). *The Effectiveness of Socrative Application for Formative Assessment in Teaching Vocabulary at SMA Muhammadiyah 1 Ponorogo* (Doctoral dissertation, IAIN Ponorogo).

Reed, D. K. (2012). *Why teach spelling?* Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Ritonga, L. (2020). *The Effect Of English Vocabulary Application On The Students' Vocabulary Mastery At The Eighth Grade Of MTs Hifzhil Qur'an Medan* (Doctoral dissertation, Universitas Islam Negeri Sumatera Utara).

Susanto, A. (2017). The teaching of vocabulary: A perspective. *Jurnal Kata: Penelitian Tentang Ilmu Bahasa Dan Sastra*, *1*(2), 182-191.

Wongsuriya, P. (2020). Improving the Thai Students' Ability in English Pronunciation through Mobile Application. *Educational Research and Reviews*, *15*(4), 175-185.

Zhihong, Y. (2000, July). Learning words. In *English Teaching Forum* (Vol. 3, No. 8, pp. 123-148). US Department of State.