

**THE USE OF *MAGOOSH* AND *KNUDGE.ME* APPLICATION TO ENHANCE EFL COLLEGE
STUDENTS' VOCABULARIES**

AT ENGLISH DEPARTMENT FBS UNP

Thesis

***Submitted as Partial Fulfillment of the requirements to Obtain Bachelor of Education
(B. Ed) in English Language Education***



Written by:

Indri Elsa Adrianti

18018132/2018

Advisor:

Leni Marlina, S.S, M.A

NIP. 198207182006042004

ENGLISH LANGUAGE AND LITERATURE DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

UNIVERSITAS NEGERI PADANG

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Halama Persetujuan Skripsi

HALAMAN PERSETUJUAN SKRIPSI

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Nama : Indri Elsa Adrianti

NIM : 18018132/2018

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni

Padang, 3 Juni 2022

Disetujui oleh,

Pembimbing



Leni Marlina, S.S., M.A.
NIP. 19820718 2006042004

Mengetahui
Kepala Departemen Bahasa dan Sastra Inggris



Desvalini Anwar, S.S., M.Hum., Ph.D.
NIP. 197105251.998022.002

Halaman Pengesahan

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Skripsi
Program Studi Pendidikan Bahasa Inggris Jurusan Bahasa dan Sastra
Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang
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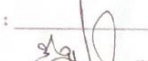

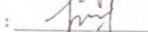
The Use of Magoosh and Knudge.me Applications to Enhance EFL
College Students' Vocabularies at English Department FBS UNP

Nama : Indri Elsa Adrianti
NIM : 18018132/2018
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, 3 Juni 2022

Tim Penguji

Tanda Tangan

1. Ketua	: Dr. Zul Amri, MEd.	: 
2. Sekretaris	: Delvi Wahyuni, S.S., M.A.	: 
3. Anggota	: Leni Marlina, S.S., M.A.	: 

Surat Tidak Plagiat



UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
DEPARTEMEN BAHASA DAN SASTRA INGGRIS
Jl. Belibis, Air Tawar Barat, Kampus Selatan FBS UNP, Padang, Telp/Fax: (0751) 447347

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertandatangan di bawah ini:

Nama : Indri Elsa Adrianti
NIM/TM : 18018132/ 2018
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : FBS UNP

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Diketahui oleh,
Kepala Departemen

Desvalini Anwar, S.S., M.Hum., Ph.D.
NIP. 197105251.998022.002

Saya yang menyatakan,



Indri Elsa Adrianti
18018132/ 2018

ABSTRACT

Adrianti (2022). *The Use of Magoosh and Knudge.me Application to Enhance EFL College Students' Vocabularies*. Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang.

There are some ways to enhance students' vocabularies. One of them is using online applications, *Magoosh and Knudge.me*. This study aims to know the effectiveness of using *Magoosh and Knudge.me* apps in enhancing the vocabularies of the students at English Language Department of Universitas Negeri Padang. This study was an experimental research using a quantitative approach with the instrument of data collection technique using tests and a questionnaire. The respondents in this study were 40 students of English Language Department of Universitas Negeri Padang who had ever experienced in reading class. They were given pre and post-test and 30 questions. The results showed that there is an improvement from the pre-test to the post-test after the students use *Magoosh* and *Knudge.me*. The improvements are 24.53% (*Magoosh*) and 36.11% (*Knudge.me*). Moreover, from the satisfaction of the students it shows that 63% of the respondents agree that *Magoosh* helps them to enhance their vocabularies. In addition, 85% of the respondents agree that *Knudge.me* also helps them in enhancing their vocabularies. Thus, the implementation of *Magoosh* and *Knudge.me* apps is usually recommended to be an exciting technique in coaching gaining knowledge of method to inspire the students in vocabulary.

Key Words: *Magoosh, Knudge.me, Vocabulary Mastery.*

ABSTRAK

Adrianti (2022). *The Use of Magoosh and Knudge.me Application to Enhance EFL College Students' Vocabularies*. Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni. Universitas Negeri Padang

Ada beberapa cara untuk menabuh kosakata siswa. Salah satunya adalah dengan menggunakan permainan online, *Magoosh* dan *Knudge.me*. Penelitian ini bertujuan untuk mengetahui keefektifan dari penggunaan *Magoosh* dan *Knudge.me* dalam menambah kosakata yang dimiliki oleh siswa di Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni. Universitas Negeri Padang. Penelitian ini berupa sebuah penelitian eksperimental dengan menggunakan pendekatan dengan menggunakan instrumen penelitian berupa tes dan kuisioner. Para responden di penelitian ini adalah 40 siswa di Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni. Universitas Negeri Padang yang sudah pernah belajar di kelas *Reading*. Mereka diberikan *pre-test* dan *post-test* serta 30. Hasil dari penelitian ini menunjukkan bahwa ada peningkatan dari *pre-test* ke *post-test* setelah para siswa menggunakan *Magoosh* dan *Knudge.me*. jumlah peningkatannya sebesar 24.53% (*Magoosh*) dan 36.11% (*Knudge.me*). Kemudian, dari kepuasan siswa menunjukkan sebanyak 63% dari para responden setuju bahwa *Magoosh* membantu mereka menambah kosakata yang mereka miliki. Lalu, 85% dari para responden juga setuju bahwa *Knudge.me* juga membantu menambah kosakata yang mereka miliki. Dengan demikian, penggunaan dari *Magoosh* dan *Knudge.me* sangat direkomendasikan menjadi salah satu teknik dalam mengajar dan menambah pengetahuan siswa dalam menambah kosakata yang mereka miliki.

Key Words: *Magoosh, Knudge.me, Penguasaan Kosakata.*

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Vocabulary is one of the abilities that EFL (English as a Foreign Language) students should develop. The vocabulary of a language is a collection of terms used by languages. Because vocabulary refers to the particular words in a language, it must be improved.. People that have a lot of words will find it much easier to converse with others. For EFL students, vocabulary is an important topic. To be successful in language acquisition, students require a large vocabulary. After learning vocabulary, students should be able to utilize and interpret language abilities effectively and receptively. Furthermore, Wijaya, Yufrizal, and Kadaryanto (2016) point out that they must learn English, which requires four skills: hearing, speaking, reading, and writing. However, Students will require vocabulary in order to acquire other abilities. The majority of vocabulary is learned indirectly, according to a scientific research on vocabulary training, whereas certain vocabulary must be taught explicitly. As a result, studies propose that indirect and direct methods be combined.

Since the students have lack of vocabulary some researchers, 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, and it has caused serious problems in learning skills. Apdy and Asrifan (2019:29) points out that Game is the one of the English learning methods especially in learning vocabularies. The majority of educators believe that games have a significant positive impact on psychological development, Intellect, and skill development. Fitriana and Maro (2018:3) state students gain experience making decisions and socializing with

others through games, allowing children to actively engage in the learning and teaching process. Since conventional games became old in this era, Students mostly use their smartphones as a learning tool.

Related to this, the development of technology seems to be the answer of 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. A study conducted by British contact lens supplier lenstore, revealed that Indonesia is the eighth country that spends the most time in front of electronic screens. It is known that the average Indonesian spends 11.86 hours per day in front of an electronic device screen. Of that amount, as many as 4.46 hours were spent in front of the Smartphone. We can certainly take advantage of gadgets as a teaching method that can certainly improve students' abilities in a fun way and can motivate students. Kassim and Said (2020:2) point out learning is not limited to the classroom, and teachers are not the sole source of knowledge. Many new technologies have been introduced in recent years to improve learning. Mobile learning, also known as M-learning, is a new technology in education that combines mobile technology with traditional instructional practices.

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. According to Hatch and Brown (1995), there are several ways, tactics, activities, and practice that may be utilized to teach vocabulary, but teachers should select those that are appropriate for their students and contexts. In teaching vocabulary to students, we must know each student's abilities because each student has different abilities in memorizing vocabulary. On the other hand, there are students who memorize vocabulary quickly and there are also those who have difficulty memorizing. Even though vocabulary teaching is not too

emphasized in school teaching, vocabulary is one of abilities that students should be accomplished. Therefore, teachers must find appropriate methods of teaching vocabulary to students. “Not only student’s cases, teachers also have an important role in learning process. In fact, some of the teachers still use monotonous learning strategies” (Siregar, Sari, & Simamora 2020:2). Also, most of Indonesian English teachers use mobile learning and the applications as a tool to make them easier (Holisoh & Fitriani 2020:2). In previous research, some experts have conducted research and stated many theories of online class process, method, learning and teaching.

Some researchers have conducted studies related to Autonomous Learning. Hermagustiana and Anggriyani (2019), Hafid (2020), Ariebowo (2021), Yosintha and Yunianti (2021), Evita, Muniroh and Suryati (2021), Marsevano (2021) conducted investigated studies related to Autonomous Learning. Their studies were about How to Develop EFL Learners’ Autonomous Learning Skill; Learners’ Perception and Practices on Autonomous Language Learning; The Correlation Between EFL Students' Use of Ict Level and Their Autonomous Learning Level; Language Learner Autonomy: The Beliefs of English Language Students; Autonomous Learning During Covid-19 Pandemic: Students’ Objectives and Preferences; Learner Autonomy in EFL Online Classes in Indonesia.

According to Alqahtani & Mohammad (2015), the instructor should employ appropriate and engaging instructional media to assist students enhance their English proficiency. Using apps in the classroom can help students enhance their language abilities. Nowadays, there are numerous applications for students and teachers in learning English. The employment of technology in the learning process can assist teachers to explore more and get a new method. It is an innovation in teaching approaches that can be are anticipated to benefit not only subject instruction, but also

communication, creativity, imagination, vision, and other language skills among students (Shahbaz & Khan 2017:2).. Using application in the classroom is an interesting media for improving students' language skills. There are a lot of application that we know such as *Word scape*, *Elsa Speak*, *WordUp*, *Magoosh*, *Knudge.me*, and others. These are applications have different looks and uses. In this research, the researcher uses *Magoosh* and *Knudge.me* application as the method of the study. *Magoosh* and *Knudge.me* are English applications and media for learners that can make them esier. These apps are available for both iOS and Android users. Both apps have differences.

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.

Knudge.me has several features that is so interesting for students such as quizzes, cards and games that make the students more motivated for building their vocabulary as (Maylan et al., 2018) stated that: “A game is an activity with a rule, a goal and an element of fun”. Because of the rapid growth of games, they have become a good media and interactive.

This research is focusing on the use of *Magoosh* and *Knudge.me* applications for learning vocabulary. Also, this research find out students’ responses when using these applications and the benefits of these apps in learning vocabulary.

B. Identification of the Problem

According to the background, some issues can be investigated. The first problem is related to the effectiveness of using *Magoosh and Knudge.me* applications in enhancing students' vocabulary skill in the English Department of Universitas Negeri Padang. The next problem that might occur is related to the typical classroom environment affects students' vocabulary in the English Department of Universitas Negeri Padang. The last is related to the problems that the teachers find out while teaching vocabulary in the English Department of Universitas Negeri Padang.

From the problems found above, the researcher wants to investigate more about the effectiveness of using *Magoosh and Knudge.me* applications in enhancing students' vocabulary skill at the English Department of Universitas Negeri Padang.

C. Limitation of the Problem

This study is focused on the effectiveness of using *Magoosh and Knudge.me* as the new method in enhancing students' vocabulary in English Department of UNP. The researcher conducts this study on EFL students especially in *Reading class*. Vocabulary is the key to reading comprehension, according to the theory. Without understanding what most of the words signify, readers are unable to comprehend what they are reading.

D. Formulation of the Problem

Most of the students usually are unmotivated in learning vocabulary because of the monotonous ways. Actually, it caused the students having lacks of vocabulary and it impacts to other skills. The research question was formulated by the researcher as follows based on the

statement: “Do the use of *Magoosh* and *Knudge.me* apps enhance students’ vocabulary on EFL students?”

E. Research Questions

Several issues regarding EFL students’ vocabulary has been identified in the background. The questions proposed for the study are as follows:

1. How is the student's vocabulary ability in the English Department at UNP?
2. Do *Magoosh* and *Knudge.me* enhance students’ vocabulary ability in the English Department at UNP?
3. Which app improves students’ vocabulary more?

F. Purpose of the Research

Commencing with the preliminary review in the problem statements, this research aims to:

1. To know the student's vocabulary ability in the English Department at UNP.
2. To know about using *Magoosh* and *Knudge.me* can enhance students’ vocabulary ability in the English Department at UNP.
3. To know whether *Magoosh* or *Knudge.me* that improve students’ vocabulary mastery more.

G. Significance of the Study

1. Theoretically

These findings are likely to lead to a new approach to teaching vocabulary to EFL (English as a Foreign Language) students. The researcher hopes that it will yield useful information regarding students' motivation to expand their vocabulary using these apps.

2. Practically

This study expected to give contribution for the lecture as a new method and instructional media in teaching. In addition, the researcher hopes that learners can be more motivated in order to build their vocabulary skills. Last, this research is expected to help the next researcher for further studies on similar topic as a reference.

H. Definition of Key Terms

For the clarity of terms related to the research development, the definitions are given below.

1. *Magoosh* and *Knudge.me* are applications or a program designed for a mobile device (such a smartphone) that can assist the learners and support the teachers in learning.
2. Vocabulary mastery is the one of keys in mastering English as a foreign language. It indicates that students can understand the term and its meaning. Students do better in their language when they have a wider vocabulary.