THE EFFECTIVENESS OF FLUENTU APPLICATION

ON VOCABULARY MASTERY OF THE TENTH GRADE STUDENT

IN SMA N 2 SUNGAI LIMAU

Thesis

Submitted as Partial Fulfilment of the Requirements to Obtain Bachelor of
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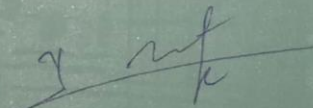Padang, Februari 2024

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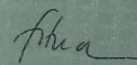
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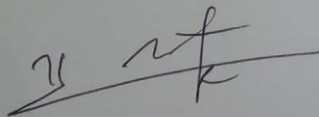
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ABSTRACT

Rahmadini, Fani (2024): **The Effectiveness of FluentU Application on Vocabulary Mastery of The Tenth Grade Student in SMA N 2 Sungai Limau**

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.

Keywords: FluentU Application, Vocabulary, Vocabulary Matery

ABSTRAK

Rahmadini, Fani (2024): **Efektifitas Aplikasi FluentU terhadap Penguasaan Kosakata Siswa Kelas Sepuluh di SMA N 2 Sungai Limau**

Tujuan dari penelitian ini adalah untuk mengetahui efektifitas aplikasi FluentU dalam peningkatan penguasaan kosakata siswa kelas sepuluh. Penelitian ini merupakan penelitian pra-eksperimen. Populasi dari penelitian ini adalah siswa kelas sepuluh di SMA N 2 Sungai Limau. Populasi terdiri dari 171 siswa yang diklasifikasikan ke dalam lima kelas. X FASE E 5 dipilih sebagai sampel melalui metode *cluster random sampling*. Jumlah siswa di kelas ini adalah sebanyak 34 siswa. Penelitian ini dilakukan dalam enam kali pertemuan. Peneliti menggunakan pretest dan posttest untuk mengumpulkan data. Instrumen penelitian ini adalah tes kosakta. Terdapat 25 pertanyaan dengan bentuk pilihan ganda. Hasil penelitian menunjukkan bahwa nilai signifikan dari uji beda dua sampel berpasangan (*paired sample t-test*) lebih kecil dari 0.05. Hal ini menunjukkan hipotesis nol (H_0) dalam penelitian ini ditolak dan hipotesis alternatif (H_1) diterima. Hal ini membuktikan bahwa penggunaan aplikasi FluentU untuk meningkatkan penguasaaan kosakata siswa adalah efektif.

Kata kunci: Aplikasi FluentU, Kosakata, Penguasaan Kosakata

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Padang, February 2024

Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

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.

Developing students' vocabulary mastery in the learning process depends on the teaching practises that teachers use and students' educational level. It is because students' educational level has become a significant factor in formulating decisions about teaching vocabulary to students. It is supported by Korosidou and Griya (2016) who state that students are considered young learners love learning language through a variety of enjoyable activities such as lots of action, pictures, realia, and gestures. On the other hand, in teaching high school students, teachers are expected to employ abstract concepts since they know the purpose of the

study. Furthermore, Yulsardi (2021) states that teachers can present the material in vocabulary mastery by giving an illustration, contextual, and media in teaching senior high school students.

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. Thus, teachers are expected as frequent as possible to use interesting ways in teaching. Based on the statements above, it can be concluded that media is an effective tool for teaching vocabulary, and teachers need interesting ways to teach vocabulary that can help students to improve vocabulary mastery.

Most English teachers usually use media such as pictures, audios, or videos to support the learning process in teaching 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 their 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 in order to support teacher and student in teaching and learning vocabulary.

FluentU application is one example of such technology that can assist teachers in improving their students' learning experiences in learning vocabulary 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 can be used as a practice because there is a "quiz" feature on each video. Students can learn the vocabulary in context of the clips from the movie trailer, vlog, cartoon, and other. There is "assignment" feature that can be used by students in the outside of classroom. Actually, FluentU is customized to make things related to language learning less difficult and more fun for both teachers and students." (Kamil, 2021)

Based on the explanation above, it can be concluded that FluentU is made to learn English language specifically for improving students' vocabulary mastery to be easier and fun.

Some of schools in Indonesia have used mobile application as a media in English lesson especially for teaching and learning vocabulary since they apply Merdeka Curriculum. However, there are some schools that are still not familiar with the use of mobile applications in the teaching and learning vocabulary. 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.

One of English teachers of SMA N 2 Sungai Limau has been interviewed by the researcher. The teacher said that the tenth-grade students only learn three topics for the first three months, then the students do a project that is called "P5" in three months left. The topics that have to be mastered by the students are descriptive, recount, and procedure text. However, the students still have lack on vocabulary mastery. Therefore, the students have difficulty to understand the topics. Based on the phenomenon, the students have to master English class words in order to support their vocabulary mastery. There are eight class words or parts of speech in English language: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. In conclusion, the amounts of students knowing about parts of speech will affect their vocabulary mastery. Using mobile applications as media in learning process might be a good way for the teachers to improve students' vocabulary mastery.

There are many studies about the use of media to improve students' vocabulary mastery in the form of mobile application. The first study was conducted by Nurhasanah (2020) entitled *The Effectiveness of Socrative Application for Formative Assessment in Teaching Vocabulary at SMA Muhammadiyah 1 Ponorogo.* It shows that Socrative Application is effective for formative assessment on students' vocabulary mastery.

Second, according to Ajisoko (2020) with his research title *The Use of Duolingo Apps to Improve English Vocabulary Learning* shows that the use of Duolingo Apps could improve students' English vocabulary. It was proved by the increase at students' score on vocabulary test. The result is expected to provide

information for teachers and students in having extensive language learning practice in handy form

Then, Irawan, et al. (2020) studied research entitled *The Implementation of Duolingo Mobile Application in English Vocabulary Learning*. Based on the findings of the research, this activity did not fully achieve the expected targets and outcomes. However, it can be concluded that the use of learning media based on Duolingo mobile application can make teaching and learning activities more effective and varied. In addition, Nursaqian (2023) researched *The Effectiveness of Lingodeer Application Toward Students' Vocabulary Mastery.* The study indicates that the experimental class which got the treatment shows the higher average score than the average score of control class that used lecturing method in learning process.

Based on the explanation above, there have been many studies done by researchers using mobile applications to improve students' vocabulary mastery. The studies show good effect of these applications on students in learning vocabulary. However, there is no research about using FluentU Application on student vocabulary mastery. Whereas this application provides many contents of vocabulary through short videos. This application also provide flashcard in order to support the explanation of the video meanwhile other applications only provide vocabulary test without giving explanation before the test. The available short video will engage the viewer because there are some videos from famous movies cuts. There is also exercise provided for students after watching each video on FluentU Application that will help students in learning vocabulary. From all of

the advantages of FluentU application to improve students' vocabulary mastery, then the researcher wants to know the effectiveness of FluentU Application on vocabulary mastery of the tenth-grade students in senior high school.

The researcher chooses the tenth-grade students in this study because the tenth-grade students in the school are still improving their vocabulary mastery through reading comprehension. The students need to have enough vocabulary because in the eleventh-grade, they already start to write a text, so they have to master on vocabulary. Hence, the researcher wants to know the effectiveness of using the FlunetU application, which might have a good effect on improving students' vocabulary mastery.

B. Identification of the Problem

Based on the background of the problem, the students still have lack of vocabulary especially the five class words as follow: verb, noun, pronoun, adjective, and adverb. Due to the lack of vocabulary of five class words, the students struggle in vocabulary mastery. Moreover, students still have low motivation to improve their own vocabulary. It might be the reason why their vocabulary in English is limited.

C. Limitation of the Problem

Related to the background and the identification of the problem, the researcher gives limitations to the problem on:

1. To know the effectiveness of FluentU application on vocabulary mastery of the tenth-grade students in SMA N 2 Sungai Limau.

2. Focus on five types of class words or parts of speech, such as noun, pronoun, verb, adjective, and adverb.

D. Formulation of the Problem

According to the limitation above, the problem is formulated as "Is FluentU Application effective on improving vocabulary mastery of the tenth-grade student in SMA N 2 Sungai Limau?"

E. Research Question

1. Is there any significant different between the result of pre-test and post-test?

2. Is FluentU Application effective on improving vocabulary mastery of the tenth-grade student in SMA N 2 Sungai Limau?

F. Purpose of the Research

Based on the research question of this study, the researcher formulated the purpose of the study as bellow:

1. To find out the significant different between the result of pre-test and post-test.

2. To identify the effectiveness of FluentU application on vocabulary mastery of the tenth-grade students in SMA N 2 Sungai Limau.

G. Significant of the Research

The researcher hopes that the findings of this research will be valuable for the readers, both theoretically and practically. Theoretically, the findings of this study are expected can enrich the theory about the effectiveness of FluentU applications in improving students' vocabulary mastery. In addition, the output of this study is expected to provide information and can be used as a reference for

further research using other mobile applications as a medium. Practically, this research is expected to be beneficial for English teachers in SMA N 2 Sungai Limau because of the alternative media that can be used in teaching vocabulary. In addition, the use of the FluentU application is expected to give the students new experience and improve their vocabulary mastery.

H. Definition of the Key Term

1. FluentU Application

    FluentU application is a video based-learning platform that provides short learning videos used to learn vocabulary in order to improve vocabulary of the students.

2. Vocabulary

    Vocabulary is English words included as noun, pronoun, verb, adjective, and adverb in English language.

3. Vocabulary mastery

    Vocabulary mastery is students' ability in mastering five types of English words such as noun, pronoun, verb, adjectives, and adverb.