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**THE USE OF CEPAT MAHIR APPLICATION TO IMPROVE STUDENTS ENGLISH VOCABULARY MASTERY**

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**ABSTRAK**

The objective of this research was to know the student’s english vocabulary mastery using Cepat Mahir Application better that using U-Dictionary application. The population of this research was the first grade of MAN Asahan. The sample were taken by using purposiv sampling technique. The sample of this research were X-3 that consist of 25 students as group A and X-6 that consist of 25 students as group B. this research employed quasi-experimental design. This type of research involves two classes. The data collection technique in this research was using pre-test, treatmen, and post-test. The results of this study indicate that the students English vocabulary was improving by using Cepat Mahir Application. This is evidence by the average score of using Cepat Mahir Application was 40.60 during the pre-test and 95.40 during the post-test. Meanwhile, using U-Dictionary was 52.80 during the pre-test and 74.40 during the post-test. There is a significant difference between using Cepat Mahir Application and using U-Dictionary Application.

**Keywords:** *English Vocabulary, Cepat Mahir, Application*

**INTRODUCTION**

Improving English language skills is a crucial aspect of global education today. In Indonesia, English is introduced as a foreign language at the junior high school level according to the latest curriculum. According to Sholihatul (2019), language is considered a method of communication with others that uses words, sounds, and symbols to convey ideas, meanings, or thoughts. English, like any other language, requires skills in speaking, listening, reading, and writing. Additionally, linguistic elements such as vocabulary, grammar, and pronunciation connect these skills. Among these elements, vocabulary is the most crucial and should be learned first. Basic vocabulary is the foundation of a language; without vocabulary, a language lacks meaning. Therefore, it is essential for students to master language vocabulary after understanding fundamental grammatical patterns, prioritizing necessary or high-frequency words. This indicates that vocabulary constitutes the second stage of students' language proficiency, following the initial mastery of grammatical patterns.

Vocabulary is necessary for enhancing language mastery and proficiency. Success in the classroom, clear communication, and reading comprehension all depend on having an adequate vocabulary. Vocabulary is a fundamental skill that students need to acquire in order to master other skills such as reading, writing, speaking, and listening. Students’ vocabulary needs to be sufficient for effective communication. Vocabulary is typically acquired from one's surroundings, including family, friends, media, and daily experiences. Exposure to English through films, books, music, and the internet can influence vocabulary development.

However, the reality has not met expectations. Septina (2015) found that students still face issues with pronunciation and word mastery. Supriyatno (2014) claims that most students struggle to translate every word in a book and often do not understand the meaning of words while learning English. Preliminary research also revealed similar problems, which were assumed to be caused by students' inability to comprehend what the teacher was saying and translate the teacher's requests into their native language.

Currently, educators often focus solely on curriculum content that covers four main aspects such as listening, speaking, reading, and writing, without specifically addressing vocabulary instruction. Consequently, students lacking vocabulary may face challenges in competitive exercises, compounded by difficulties arising from words with multiple meanings. Typically, students are instructed to rewrite vocabulary on the whiteboard, attentively follow the teacher’s explanations, and memorize the assigned vocabulary at home. Hammer highlights the challenge in enhancing vocabulary due to uninteresting teaching techniques that lead to student boredom. Therefore, teachers are encouraged to explore and implement creative methods and media to boost students' motivation in learning vocabulary.

To address these issues, it is recommended that teachers use various teaching techniques and media to ensure that students can find enjoyment in learning English, especially in mastering vocabulary. Technology integration in language learning (TILL) can be defined as a tool that facilitates the teaching and learning process. The use of MALL (Mobile Assisted Language Learning) applications is one way to integrate technology into vocabulary instruction. According to Fithriani (2019), MALL is an approach that uses handheld mobile devices to enhance language learning.

Using MALL-based applications is a method for teaching vocabulary. MALL is characterized by the use of mobile phones in language learning and teaching. The National Reading Panel endorses the effective use of technology gadgets as a means to teach vocabulary. This is particularly evident in application-based games, which not only enhance students' vocabulary but also engage their interest in learning. One of the game applications that can be used for teaching vocabulary is the Simpler application. The Simpler application is a tool or software designed to facilitate and enhance the learning of English.

Research by Agustinus Prasetyo Edy Wibowo (2020) suggests that using the Simpler application can significantly boost students' motivation in learning English. The study reveals a noticeable improvement in students' English proficiency before and after using Simpler. According to an online survey conducted with 30 respondents from the Department of Railway Engineering and Construction, 83% were highly satisfied with learning English through the Simpler application, 13% were satisfied with its usage, and 3% were less satisfied with app-based learning. Additionally, Wibowo observed that leveraging the Simpler application as a supplementary tool for English learning during online or distance education makes it easier for students to improve their English skills and proves advantageous in grasping English course content.

Therefore, in this research, the author will use a mobile game learning application named Cepat Mahir as a potential solution to address these problems. While several language learning applications like Duolingo, Hello English, Simpler, and ELSA are currently effective for educators and learners, this research intends to use the Cepat Mahir application, which is specifically designed to teach English exclusively through games, as an alternative and novel approach to overcoming vocabulary issues. The Cepat Mahir English learning application provides a user-friendly and accessible platform for individuals to learn and improve their English language skills. The application aims to make language learning more approachable by offering clear lessons, interactive exercises, and often incorporating features like gamification to enhance engagement. The primary goal is to simplify the learning process, catering to users of various proficiency levels, and making language acquisition more achievable and enjoyable. The Cepat Mahir application supports students in understanding and improving vocabulary. It incorporates engaging features, making it convenient for users to identify appropriate words through aids such as images. Additionally, it assists in correct pronunciation and encourages repetition for effective learning.

The effectiveness of the Cepat Mahir application positively impacts students' vocabulary acquisition. The use of this app in the learning process significantly influences students' academic achievements, aligning with contemporary preferences for teaching methods that integrate convenience and technology.

**RESEARCH METHOD**

This study conducted at MAN Asahan. It is located in Jl. Latsitarda Nusantara VIII Kel. Kisaran Naga, Kec. Kota Kisaran Timur, Kab. Asahan on 14 May 2024 until 15 June 2024. The writer choose this location because this school is very suitable to be used as a place for research beacuse students use cellphone as a learning media and have an access internet where the writer can use this Cepat Mahir application with students at school and help students improve their English vocabulary. In this study, the population consists of two class with a total of 50 students MAN Asahan during the 2023/2024 academic year. The research method used in this study is the experimental method. The purpose of experimental research design is to enable researchers to estimate the effect of an experimental treatment. The researcher chose a quasi-experimental design because it is intended to yield valid coclusion about the influence of the independent variable on the dependent variable, and it was appropriate for this study’s goal of determining the impact of the Cepat Mahir application on student’s English vocabulary mastery. The study was carried out using the quantitative research method with a non-equivalent control group design.

**RESULT AND DISCUSSION**

The data were collected using the quantitative method. The student’s scores were gained from pre-test and post-test using vocabulary test as the instrument. The test consisted of twenty questions. Furthermore, the data were calculated and converted into percentages. For the quantitative study, the researchers used SPSS to calculate the data. The result showed that the students experimental scores before and after giving the treatment were developed, where the mean scores of the students increased significantly from 40.60 to 95.40.

| **Paired Samples Statistics** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | PRE(EXPERIMENTAL) | 40.60 | 25 | 11.576 | 2.315 |
| POST(EXPERIMENTAL) | 95.40 | 25 | 5.188 | 1.038 |
| Pair 2 | PRE(CONTROL) | 52.80 | 25 | 11.094 | 2.219 |
| POST(CONTROL) | 74.40 | 25 | 8.935 | 1.787 |

| **Normality Tests** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
|  | Kolmogorov-Smirnova | | | Shapiro-Wilk | | |
| Statistic | Df | Sig. | Statistic | Df | Sig. |
| V1 | .114 | 25 | .200\* | .972 | 25 | .690 |
| V2 | .093 | 25 | .200\* | .987 | 25 | .982 |
| X1 | .114 | 25 | .200\* | .972 | 25 | .690 |
| X2 | .129 | 25 | .200\* | .960 | 25 | .422 |
| a. Lilliefors Significance Correction  \*. This is a lower bound of the true significance. | | | | | | |

From the results of testing the normality of the data using the Kolmogorov Smirnov formal indicator with an exact approach to the pre-test and post-test data, the results are consistent. The exact approach to the KS test was used because the sample is relatively small (<100 subjects). With statistical calculations for the post-test was 0.200 > 0.05. With these results the decision to Fail to Reject H0 was obtained, namely at a confidence level of 95% (alpha 5%) it was said that there was sufficient evidence to accept H0 or in other words that the data meets the assumption of normality.

| **Test of Homogeneity of Variances** | | | |
| --- | --- | --- | --- |
| HASIL | | | |
| Levene Statistic | df1 | df2 | Sig. |
| .000 | 1 | 48 | 1.000 |

The study focused on the impact of the Cepat Mahir application on improving English vocabulary among tenth-grade students at MAN Asahan. The results demonstrated a significant enhancement in students' vocabulary mastery following the implementation of the Cepat Mahir application. Initially, the experimental group's pre-test scores were notably low, with a mean score of 40.60 and no students passing the test. Post-treatment, the mean score dramatically increased to 95.40, indicating substantial improvement.

The positive outcomes observed can be attributed to several key factors. Firstly, the integration of the Cepat Mahir application aligns with Wright et al.'s (2017) assertion about the benefits of incorporating technology into language learning. Wright emphasizes that digital tools, including interactive games and mobile applications, can significantly enhance student engagement and vocabulary comprehension. The Cepat Mahir application served as a modern tool that made learning more dynamic and interactive, facilitating a more engaging educational experience.

Secondly, the role of technology, particularly mobile-assisted language learning (MALL), is crucial. Stockwell (2021) describes MALL as leveraging portable, accessible devices to support language acquisition in various contexts. The Cepat Mahir application capitalized on this by providing students with engaging vocabulary tasks and games that motivated them to participate actively. The gamified nature of the application likely contributed to increased motivation and better learning outcomes, consistent with Wright et al.'s (2010) observation that emotional engagement enhances learning.

Furthermore, the familiarity students had with smartphones and the intuitive design of the Cepat Mahir application played a role in its effectiveness. Students experienced minimal difficulty using the application, which facilitated a smooth learning process. This ease of use aligns with Gee's (2005) concept that games can act as models for learning scenarios, making complex concepts more accessible and engaging.

The findings are consistent with previous studies that highlighted the effectiveness of mobile applications in language learning. Rahmawati et al. (2018) found that the Hello English program improved vocabulary acquisition, and Vasselinov (2017) noted its positive impact on speech proficiency. Similarly, Kusumadewi (2018) and Muddin (2018) reported that mobile applications like Duolingo effectively enhanced vocabulary mastery. This study supports these findings, suggesting that Cepat Mahir is similarly effective in improving English vocabulary among junior high school students.

In conclusion, the Cepat Mahir application significantly improved students' English vocabulary skills. The application provided an engaging, interactive learning experience that facilitated better vocabulary retention and comprehension. This research supports the broader trend of integrating technology into language learning to enhance educational outcomes.

**CONCLUSION**

Based on the description of the research results and discussion, it can be concluded that learning English Vocabulary by using Cepat Mahir Application can improve vocabulary mastery in X-3 class at MAN Asahan. English vocabulary in class X-3 at MAN Asahan has increased significantly. Before using Cepat Mahir Application, the average student score was 40.60. However, after using Cepat Mahir Application to improve vocabulary it increased to 95.40. It is shown by the analysis of the data thatt0 was higher than ttable, it is known that the value of Sig. (2-tailed) of 0.000 <0.05. thus, it can be conclude that there is a significant difference between the average student learning outcomes in class X-3 and class X-6. The calculated value of t-count is 23.641.

Consequently, the Ha (Alternative Hypothesis) is accepted, indicating that the use of Cepat Mahir has a major impact on pupils' vocabulary mastery. Additionally, it was discovered that Cepat Mahir had a significant impact on the pupils' grasp of language. In summary, the research issue has been addressed and it has been demonstrated that Cepat Mahir is successful in raising students' vocabulary knowledge at MAN Asahan's tenth grade..

Additionally, it was discovered that Cepat Mahir's application, with its rigorous and purposeful language practice, can serve as the cornerstone of a language teacher's approach to teaching English. Due to their misconception that they were playing a game in Cepat Mahir, the students in this game also completed numerous vocabulary tasks in class without realising it. It demonstrated how simple it was for the kids to actively engage in the game, which forced them to utilise the language and, as a result, learn it.

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