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## THE EFFECT OF BABEL APPLICATION ON STUDENTS' VOCABULARY MASTERY AT SMK SINAR HUSNI MEDAN

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### ABSTRACT

The main objective of this study was to determine "The effect of babel application to improve vocabulary mastery in 12<sup>th</sup> grade students of SMK SINAR HUSNI Medan". The participants were class 12 RPL 2 which served as the experiment group, while class 12 RPL 1 served as the control group. There were 20 students in each class. A quantitative model was developed for the purpose of this investigation. The conclusion obtained from the investigation was that the mean post-test score for the control was 79.00, while the mean score for the experiment was 88.5. It indicates that the use of this method had a great impact on the results. The use of the babel application has helped students in different ways, namely improving students' vocabulary mastery. So, it makes easier for the students to look up the meaning of vocabulary quickly. Simply put, this shows that the implementation of the babel application resulted in a significant effect in improving students' vocabulary mastery.

**Keywords:** *babble, application, students, vocabulary*

### INTRODUCTION

English is a universal language. This means that every language in the world has the same characteristics. For example, the most general universal characteristic of a language is that it has language sounds consisting of vowels and consonants. Even though other languages have more speakers, English is a universal language. This is because, at one time, the British Empire had a great influence on the world. Thus, the language spread to many continents. By the end of the 18th century, the British Empire had spread the English language through its colonies and its geopolitical domination. Trade, science and technology, diplomacy, the arts, and formal education have all contributed to making English the first global language.

Crystal (2000; 1) states that English is a global language. This statement represents the meaning that English is used by various nations to communicate with nations around the world. So, English is an international language as well as a global language. English is also often the language of instruction at many prestigious universities around the world. Those who are proficient in English can pursue higher

education opportunities abroad or in English-speaking countries, which can broaden academic horizons and improve career prospects.

In learning English, there are four skills, namely listening, speaking, reading and writing. These four skills can be mastered by studying linguistic elements. Namely grammar, vocabulary, pronunciation and spelling. To further master skills, vocabulary is needed. Therefore, according to Linse (Inayatul, 2013), is "Vocabulary is the collection of words that an individual knows". This statement can be interpreted that vocabulary is a collection of words that everyone knows. Vocabulary is very important because learning vocabulary is the main asset for learning sentence construction and other language skills. The term vocabulary is a collection of several words that are combined, so that they have meaning or meaning. Vocabulary is inseparable from the four language skills of reading, writing, listening and speaking (Hornby: 1984: 959). The existence of vocabulary in English is one of the requirements to be able to master English. Mastery of English can be improved by mastering vocabulary well because good

vocabulary will affect a person's skills in language. Vocabulary represents the ideas that a person communicates. If a person has a limited vocabulary, the ideas that can be expressed are also limited. Thus, if a person learns a language for the purpose of communication, he or she needs to master the vocabulary of the language being studied adequately.

Based on initial observations made at SMK SINAR HUSNI MEDAN, students experienced several difficulties in mastering vocabulary. Some of the difficulties they experience are memorialization without context, lack of practice in context, lack of emotional engagement, monotonous approach, inconsistent in learning, lack of technology and use of strategies. Students should master vocabulary in order to improve their communication skills, reading skills, and writing skills. Need to know that English vocabulary can be divided into various kinds, such as verbs, nouns, adjectives, adverbs, and pronouns.

In this study, the researcher used a strategy for students to help students develop vocabulary skills. Based on the results of research observations at SMK SINAR HUSNI Medan, researchers found problems in developing vocabulary mastery in English, many students have difficulty in opening or using English dictionaries. Babel application really helps students find English vocabulary quickly and practically, because students can directly access the application through their respective cellphones. This study found that using this Babel application can speed up students in finding vocabulary. This Babel application is also quite easy to use, so that participation in learning with this Babel application media tool and accelerate teaching methods.

## LITERATURE REVIEW

### Vocabulary mastery

According to the Oxford Advanced Learner's Dictionary, vocabulary is defined as all the words that a person knows, uses, or is exposed to in a certain language; it also refers to the words that people use to discuss a particular topic. Vocabulary is a fundamental component of language proficiency. Alqahtani

(2015) explained that the acquisition of an adequate vocabulary is essential for unsuccessful foreign language use because without an extensive vocabulary, a language learner will be unable to use the structures and functions we tend to might have learned for clear communication.

A vocabulary can be defined as a linguistic word that contains a single item or phrase, or a collection of words with a specific meaning. Vocabulary is important when studying English as a second language or as a foreign language. With the four language abilities, vocabulary acquisition plays a very important role. It is important to remember that vocabulary acquisition is one of the necessary parts of the language (Susanto 2017).

### Media

A medium (plural, media) refers to communication and informational sources. Anything that facilitates information from one source to another is called this term, which comes from the Latin word for "between". Examples of media include videos, diagrams, printed materials, television, and computer programs. When they convey information with an educational purpose, there are considered instructional media. According to Smaldino et al. (2006:11) stated the purpose of media is to facilitate communication and learning. For effective teaching, media are the means of presenting the content of instructional materials to students during the learning process. Students can use media effectively when they work individually or in a formal environment with teachers. In a nutshell, the purpose of the media is to effectively communicate ideas in order to increase the learning processes' enjoyment and significance. According to Steffi Adam and Muhammad Taufik Syastra (2015) that learning media are everything both physical and technical in the make it easier to convey subject matter to students so as to facilitate learning objectives.

Concepts of "Babel" Application

### Definition of Babel

Babel was the world's first language-learning app and is also the best-selling. Its intuitive lessons, which have led to over 10 million subscriptions being sold, center on

learning a language through real-life conversations. In 2007 Markus Witte, Thomas Holl, and two friends (later, the four co-founders), who met at a Berlin-based software company, were building an online collaboration platform for musicians. One day one of them expressed interest in learning Spanish. To his surprise, he only found CD-ROMs and textbooks. There were almost no online options. They decided to refocus and create their own online language learning solution. And Babbel was born. Today, Babbel's offices in Berlin and New York City create app-based lessons as well as podcasts, games, videos, content about culture, and even live, online classes to help everyone around the world learn languages.

### **The purpose of Babbel**

The purpose of Babble is to explore and advance techniques for training conversational agents, also known as chatbots. Babble involves developing models, architectures, and training methodologies to enhance the capabilities of these conversational agents, making them more versatile, context-aware, and able to handle a variety of user inputs. It contributes to the broader goal of improving natural language understanding and generation in AI systems, with potential applications ranging from chat-based interfaces to virtual assistants.

## **RESEARCH METHOD**

### **Research Design**

The researchers employed a quantitative approach and an actual experimental research design in this work. Creswell (2012: 294) states that an experimental research design is used for conducting quantitative research. A true experimental design is a statistical strategy for determining the causes of various variables. Therefore, true-experimental research design is one of effective yet difficult one compared to other types of experimental research design. Three requirements must be satisfied to conduct this kind of study: 1) Having a control group: The sample of participants is divided into two groups, one of which undergoes the experiment and changes as a result, and the other of which does not. 2) the existence of an independent variable: independent variables are

necessary to allow the researcher to monitor and control changes in the behavior of other variables. 3) Random assignment: Participants must be assigned to groups at random, (Mertler, Vannatta, and Venia, 2021:45). This study employs a true experimental research design, wherein the researcher deliberately assigns participants into two distinct groups: an experimental group and a control group. According to Creswell (2012:67), the researcher employs a random assignment method to allocate individuals to various circumstances of the experimental variable. Participants in the experimental group are administered the experimental treatment, while individuals in the control group are not subjected to such intervention. In the experimental group, the researcher gives a treatment such as content words and gives a post-test only completing the process, while in the control group, the researcher do not give any treatment because in the control class the researcher teaches material by using Conventional method like Syllabus and Lesson Plan (RPP) of English language of grade 12 at SMK SINAR HUSNI Medan but the researcher only give the post-test after teaching session In this analysis, the researcher employed two distinct categories.

### **Research population**

The research population is all objects that are studied and analyzed. Grade 12 students of SMK SINAR HUSNI in Medan are the population of this study. To take the sample for this study, the researcher used a random sampling technique, which relies on the trust and judgment of the researcher in selecting the sample.

### **Research Sample**

The population used as a data source includes a research sample, which can represent the population as a whole. This study used a random sampling strategy as a sampling method. This study used two classes, namely class 12 RPL 1 as the control group and class 12 RPL 2 as the experimental group, to obtain the research sample. The experimental group consisted of 20 students, while the control group also consisted of 20 students, so the combined sample size was 40 students.

## Data

Data is a collection of numbers or facts that can be processed into useful information and scores obtained from before and after assessments. Focusing on analysing the effect of using the babel application in improving vocabulary mastery in students. Data is obtained from the test results of SMK SINAR HUSNI in Medan. The test results were used to obtain accurate evidence of the effect of using the babel application in improving vocabulary mastery in 12<sup>th</sup> grade students of SMK SINAR HUSNI MEDAN. The results of the data analysis are based on the explanation of vocabulary tests and exercises. Class 12 RPL 1 was taught using the conventional way, namely by using a dictionary and class 12 RPL 2 was taught by using the babel application method to improve vocabulary mastery in students. Each class consists of 20 students.

Table 1. Scores of the Students' Pre-Test and Post Test in Control group

No	Students' Initials	Pre-Test	Post-Test	Gained
	DA	50	80	30
	CC	50	70	20
	MHA	50	80	30
	MRS	60	80	20
	DH	50	80	30
	AA	40	70	30
	NHT	40	60	20
	KH	40	80	40
	DM	60	90	30
	IW	50	80	30
	FM	50	90	40
	SAS	40	90	50
	RC	60	80	20
	MHR	50	80	30
	FKN	40	80	40
	MZA	50	80	30
	MHH	30	80	50
	MIF	50	80	30
	NH	50	80	30
	SN	50	70	20
	MEAN	960	1580	620
	AVERAGE SCORE	48	79	31

The data shown represents the scores obtained by a group of 20 students in class twelve, that is class 12 RPL 1. The mean score on the pre-test was 48, with a minimum score of 30 and a maximum score of 60. On the post-test, the mean score was 79, with a minimum score of 60 and a maximum score of 90. The

mean score for the scores obtained was 31, with a minimum score of 20 and a maximum score of 50. The pre-test and post-test results in the control class showed a significant level of significance.

Table 2. Students' Pre-test, Post-test and Gained Scores of Experimental group

No.	Students' Initials	Pre-test	Post-test	Gained
	CA	30	80	50
	RS	70	100	30
	DML	30	80	50
	NA	30	100	70
	MR	40	80	40
	BAA	60	90	30
	MRI	50	90	40
	SA	30	100	70
	FAI	30	80	50
	M	30	90	60
	SAA	40	80	40
	NAS	40	90	50
	MM	50	100	50
	BS	50	90	40
	AK	40	90	50
	AMN	40	90	50
	NSA	40	80	40
	NSK	60	100	40
	MSA	40	80	40
	NRA	40	80	40
	MEAN	840	1770	930
	AVERAGE SCORE	42	88.5	46.5

The table above displays the test results of 20 students in class 12 RPL 2. The average score on the pre-test was 42, where the lowest score was 30 and the highest score was 70. While the average score on the post-test was 88.5 with the lowest score of 80 and the highest score of 100. In the gain score, the average value is 46.5 with the lowest value of 30 and the highest value of 70. This means that the pre-test and post-test scores in the experimental class are quite significant.

## RESULT

The information was obtained through research conducted on each of the two classes separately. The conclusion of the two classes, that is the control and experimental groups, is derived from the consideration of these two elements. To evaluate the significance of the variation between the control and experimental classes, the students' scores on the pre-test and post-test were compared. In addition, the

significance of the treatment difference between the two classes was also pointed out. The pre-test score for the experimental group averaged 42, while the post-test score averaged 88.5.

This strategy was shown to have a statistically significant effect on students' vocabulary knowledge. The purpose of this study is to analyze the effectiveness of using vocabulary-building babel application with grade 12 students of SMK SINAR HUSNI Medan in the 2022/2023 academic year. In the context of acquiring vocabulary, many strategies can be used in the classroom to facilitate the identification of familiar and unfamiliar words. Educators must have the capacity to select appropriate instructional approaches that facilitate students' understanding of the content offered. One of the strategies that can be used to improve students' vocabulary skills is by using babel applications in this technological era.

Statistical data shows that the experimental group data using the babel application method shows an average value of 42. And the control group data with conventional methods showed an average value of 48. This means that there is a difference in the effect between the babel application method and conventional learning on students' vocabulary mastery. In addition, by using the learning method, students can gain knowledge and skills in a short time because this method can be accessed using the mobile phone of each student, the learning method by following the times is certainly very easy for students to understand. Based on the description above, it can be seen that there is an effect of using the babel application method. This method can help students in mastering vocabulary.

## CONCLUSION

Based on the results of the study, it was concluded that students in grade twelve of SMK SINAR HUSNI Medan benefited from using the babel application in terms of vocabulary development. The results showed that the mean score of the experimental class after being taught by using the babel app was 88.5 and higher than the mean score before using the spinning wheel game, which was 42.00. As a result, the findings showed that

using the babel app improved students' vocabulary ability. In summary, this study shows that students in grade 12 of SMK SINAR HUSNI Medan experienced an increase in vocabulary acquisition as a result of using the babel app.

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