

## **The Use of Mondly Applications as a Media to Increase Vocabulary and Grammar of The Seventh Grade Student at Semarang**

**Semia Dwi Handayani Setyaningrum<sup>1\*</sup>, Senowasito<sup>2)</sup>, Ririn Ambarini<sup>3)</sup>**

Universitas PGRI Semarang<sup>1,2,3</sup>

Address

[dwisetya0503@gmail.com](mailto:dwisetya0503@gmail.com)

Received: June 10, 2024

Revised: June 20, 2024

Accepted: July 2, 2024

### **ABSTRACT**

Mondly app is the best language learning app that can help students build vocabulary and develop proper grammar. Results from seventh-grade students of SMP N 17 Semarang the average vocabulary pre-test score was 65.03, and the average grammar pre-test score was 65.57. The average score on the vocabulary post-test was 83.45, and the average score on the grammar post-test was 83.27. Data from SPSS 26, where the correlation coefficient calculated and analyzed by the researcher obtained a result of 0.000, was observed from the results during the pre-test to post-test period. The correlation between the pre-test and post-test results is accepted because it is less than 0.05. There is a significant difference in students' mastery of English vocabulary and grammar before and after using the Mondly application. At the time of the research, the class atmosphere became happier and livelier.

**Keywords:** *Mondly Apps, Vocabulary, Grammar*

Copyright © 2024 THE AUTHOR(S).

This article is licensed under [CC BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/)

### **Introduction**

Vocabulary refers to the words we use to communicate in spoken and written language. Vocabulary is all the words a person knows or that a person knows or uses, all the words in a language, and a list of words with their meanings. (Saputri, 2022) argues that Vocabulary is a challenge for students, partly because of the magnitude of the task and partly because of the diverse types of Vocabulary that must be learned, including single words, phrases, collocations, and strategic Vocabulary, as well as grammatical patterns, idioms, and fixed expressions.

---

Vocabulary is a core component of language proficiency and provides much of the basis for how well students speak, listen, read, and write.

Similarly, grammar has also been considered a key area in language teaching. Grammar refers to the types of words and word groups that build sentences in any language, given the importance of grammar and vocabulary in English language learning. According to (Elaish et al., 2019), grammatical accuracy is helpful in communication and an essential skill in academic and professional contexts. Even teaching approaches emphasizing the importance of focusing on communicative skills in the classroom, such as task-based language teaching, also focus on grammatical forms where appropriate.

According to (Haturrahma, 2020), the Mondly app is the best language learning app that can help students build vocabulary, develop proper grammar, and eventually become fluent through easy-to-digest and remember lessons. They are also economical, especially when compared to formal schools with linguists. Many have features such as voice recognition, which ensures you have the correct pronunciation.

The researcher focused on the application's effect on improving students' vocabulary and grammar. Mondly App as a medium is expected to make the classroom situation exciting and communicative, motivating students to be more active in English language learning and the learning process, especially in learning vocabulary and grammar. This research uses educational games to help teachers and students improve their understanding of language. Educational games are expected to receive more attention and be used in classrooms to enhance language acquisition and new learning.

The reason for selecting this topic: Mondly app is the best language learning app that can help students build vocabulary, develop proper grammar, and eventually become fluent through easy-to-digest and remembered lessons. These apps are also economical, especially compared to formal schools with linguists. Many have features such as voice recognition, which is critical to ensuring proper pronunciation. Researchers focus on the effects of the Mondly App to increase students' vocabulary and grammar. The Mondly App as a media is expected to create an exciting and communicative classroom situation, motivating students to be more active in English teaching and learning, especially in acquiring and improving students' vocabulary and grammar.

#### Statement of the problems

1. How are the students' vocabulary and grammar skills before and after using the Mondly App?
2. Is there a significant difference between students' ability before and after using the Mondly App?
3. What is the atmosphere of the class when learning English using the Mondly App?

#### Objective of the study

1. To determine whether before and after the application of Mondly App can improve vocabulary and grammar of seventh-grade students of SMPN 17 Semarang.
2. To determine the significant difference between vocabulary and grammar comprehension before and after the application of Mondly App.
3. To find out the atmosphere of the class when learning English using the Mondly App.

## Literature Review

Vocabulary is the most critical foundation in language learning, as it is found in all language skills. Words also have meanings that help convey and express human emotions and thoughts orally and in writing. (Roy et al., 2022) also states that all languages have words, so anyone with sufficient Vocabulary can communicate with others and express their thoughts clearly and easily. People use words to ask questions and convey information. This means that everyone can communicate well through language and share ideas. Therefore, Vocabulary plays a vital role in language use. (Jumatri et al., 2022) vocabulary is a collection of words that people recognize and are part of the language system to be learned in English. According to (Aini, 2021) asserts that Vocabulary is central to language acquisition, whether the language is first, second, or foreign. According to Hatch and Brown (1995:1), Vocabulary is a list or set of words for a particular language or a list or set of words that individual speakers might use. According to (Daar, 2020) states that "Vocabulary is emphasized more than grammar, although the training of the four skills (reading, writing, speaking and listening) takes place from the very beginning of oral communication and is considered the foundation.

## Definition of Grammar

Grammar is the fundamentals of the English language, which enables ESL learners to read, write, speak, and understand English effectively. Grammar is a complex language component, where teaching and learning grammar is complicated. English Grammar in a learner's target language because it can foster better understanding and promote independence (Tri Widyahening & Rahayu, 2021)

Grammar is "multidimensional" (Magfirah, 2015) and has many meanings. Grammar is generally understood as a set of rules for selecting words and combining them to produce meaning. Every language has a grammar. If a language is likened to a building, its words are the building blocks, and its Grammar is considered the architect's plan. A person may have a million bricks but can only build a building with a plan. Similarly, someone who knows a million English words but needs to learn to put them together cannot speak English (Spance, 2020). In other words, Grammar is a framework for describing language.

## Mondly Apps

The app was developed by combining neuroscience principles with cutting-edge technology. Alex Iliescu and Tudor Iliescu founded Mondly in 2013. The company is headquartered in Brasov, Romania, and the team behind the app is constantly growing. According to the website, it currently has over 40 million users. The Mondly app uses course materials, augmented reality, and chat bots to help learners learn new languages. Currently, 33 languages are supported and can be used in any combination. Students can also use this app to learn English. Mondly offers a wide range of language learning options. Mondly scans the room to support this research and uses augmented reality technology to display teachers and animations of learned words. This is very similar to classroom learning, but you do not have to sit in front of a desk. Alternatively, you can interact with the animations, tap them on your device, stand up, walk around, and even get a 360-degree view. Mondly KIDS is similar to the main app, but the illustrations are more kid-friendly and fun. Based on the above explanation, it can be concluded that the statement came from Google. (<https://modyolo.com/learn-33-languages-mondly.html>)

## **Theoretical Framework the Mondly App with Vocabulary and Grammar Learning**

According to (Haturrahma, 2020), Mondly App provides interactive lessons through various activities, including vocabulary exercises, games, and simulated conversations. The app has a repetition concept to improve moribundity retention and grammar rules with multiple practices and gradually introduces new vocabulary to users through live interaction. By using Mondly, Students can correct grammatical errors based on the feedback provided by the Mondly App. It can be concluded that the Mondly App can influence students' ability to improve Vocabulary and Grammar

### **Methods**

The method used in this research is mixed methods. This research is a step by combining two pre-existing forms of research, namely qualitative and quantitative. According to (Creswell, 2010) mixed research is a research approach that combines qualitative research with quantitative research. According to (Sugiyono, 2018) opinion, the combined research method (mixed methods) is a research method between quantitative and qualitative methods to be used together in a research activity to obtain more comprehensive, valid, reliable, and objective data.

The researcher collected data as following the procedures:

#### **1. Observation**

The researcher was observe the learning process that the English teacher has taught. The researcher carries out this observation before teaching a test to students to learn what level of student vocabulary and Grammar they have. Once the data have been received, the researcher will write the observation results on a sheet. The researcher was observe the learning process that the English teacher has taught. The researcher carries out this observation before teaching a test to students to learn what level of student vocabulary and grammar they have. Once the data has been received, the researcher will write the observation results on a sheet.

Researchers use this observation method to find out the atmosphere of the class when learning English using the Mondly App. Observation is a method the researchers to help complement the data. As for what the researcher did was to take pictures in the form of videos and photos when the observation. A voice recorder was also used to complete the interview notes. With a voice recorder, it is beneficial for researchers to complete answers that have yet to be written, namely by playing back the recordings that have been made.

#### **2. Pre-test**

The pre-test is a tool to find out students' scores and Vocabulary and Grammar increase abilities before they are treated with the Mondly Application.

#### **3. Treatment**

After the writer gave the pre-test to the students, the researcher asked them to learn English in a fun way by using the Mondly Application; the researcher introduced the Mondly Application and how to use it.

---

#### 4. Post-test

Post-test is a tool to find out students' scores and Vocabulary and Grammar increase after being treated with the Mondly Application.

### Technique of Data Analysis

#### 1. Scoring Pre-test and Post-test

The researcher did a pre-test and post-test to determine the students' vocabulary and grammar scores using multiple-choice questions as a reference before the researcher presented the solution to the students.

#### 2. The Categories of Student's Score

The categories fixed by the researcher, are as follows:

**Table 1. Student's Categories Score**

Predicate	Grade	Score
A	Excellent	85-100
B	Good	70-84
C	Fair	60-69
D	Poor	50-59
E	Fail	Below 50

(Brown 2004)

After knowing the student's grade point, the researcher concludes the student's average score. After obtaining the student's average score, the researcher classifies the student's score according to the student score classification table above.

#### 3. The Calculating the T-test

The purpose of the t-test is to examine the hypothesis. The researcher uses SPSS Statistic 25 to calculate the results. After finding the result of the t-test and t-table, the researcher decides the results based on this essential decision-making:

If  $t_{test} \geq t_{table}$ ,  $H_a$  is accepted and  $H_o$  is rejected

If  $t_{test} \leq t_{table}$ ,  $H_a$  is rejected and  $H_o$  is accepted

### Result and Discussion (Times New Roman 12, Bold)

The writer explains the results and discussion. The detailed explanation in this part is as follows.

#### 1. The Result of Vocabulary and Grammar Mastery of Seventh Grade Students of SMP N 17 Semarang Before Using Mondly Application

It can be identified that, the student's overall score Vocabulary reached 2,146 points, and the averaging is 65.03. The calculation shows that students' English vocabulary acquisition before the Mondly App was 65.03. This means the student's vocabulary acquisition score before applying the Mondly App was Fair. Whereas the student's overall

score Grammar reached 2,164 points, with an average score of 65.57. The calculation in Table 4.3 shows that the student's mastery of English grammar before the Mondly App was 65.57. This means the students' grammar mastery score before applying the Mondly App was Fair.

**2. The Result of Vocabulary and Grammar Mastery of Seventh Grade Students of SMP N 17 Semarang After Using Mondly Application**

After the students mastered the English vocabulary using the Mondly App, they got a total score of 2.754, and the researcher will calculate their post-test average. The average score of the students is 83.45. Based on Table 4.4, after taking the post-test, students understood and answered the questions well. A total of 15 students got excellent results, and 18 got good results. On the post-test of students mastering grammar using the Mondly App, they got a total score of 2748, and the researcher will calculate their post-test average. The average score of the students is 83.27. Based on Table 4.5, after taking the post-test, students understood and answered the questions well. A total of 14 students got excellent results, and 19 students got good results.

**3. Significant Difference in Vocabulary and Grammar Mastery of Seventh Grade Students of SMP N 17 Semarang Before and After Using Mondly App**

The researcher will present the data in tabular form and calculate the results using the SPSS program. After the test, the classification, mean value, and standard deviation of the student's reading comprehension scores will be displayed. The results are shown in the table below:

**a. Vocabulary**

**Table 2. Paired Samples Statistics for Vocabulary**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	65.03	33	7.469	1.300
	POST TEST	83.45	33	5.815	1.012

Average pre-test was 65.03, which is in the Fair classification. The vocabulary pre-test was given as multiple choice in the experimental class without using the Mondly App. On the second day, the researcher showed the students how to use the Mondly App to improve their vocabulary. The researcher invited students to learn the Mondly App. On that day, the researcher gave a post-test to measure vocabulary acquisition ability after being taught using the Mondly App by providing multiple-choice questions to students. The average score on the post-test was 83.45 as a result of the learning process. This is due to the Mondly App. The researcher found that students' vocabulary improved significantly from the pre-test to the post-test on the vocabulary learning strategy using the Mondly App.

**Table 3. Paired Samples Correlations for Vocabulary**

		N	Correlation	Sig.
Pair 1	PRE TEST & POST TEST	33	.655	.000

The result of the learning process is if the hypothesis less than  $<0.05$  is accepted and more than  $>0.05$  is rejected, to assess whether there is a relationship between the pre-test and post-test that the researcher has conducted. Data from SPSS 26, where the correlation coefficient calculated and analyzed by the researcher obtained a result of 0.000, was observed from the results during the pre-test to post-test period. The correlation between the pre-test and post-test results is accepted because it is less than  $<0.05$ .

**Table 4. Paired Samples Test for Vocabulary**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pa ir 1	PRE TEST - POST TEST	- 18.4 24	5.717	.995	- 20.452	- 16.397	- 18.5 12	32	.000

The learning process results refer to the hypothesis if less than  $<0.05$  is accepted and if more than  $t>0.05$  is rejected. This Mondly application can increase students' vocabulary, according to the value calculated by the presenter in SPSS 26. Based on the results of the paired sample test which states that this method can increase the value of improving students' vocabulary.

**b. Grammar**

**Table 5. Paired Samples Correlations for Grammar**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	65.58	33	7.137	1.242
	POST TEST	83.27	33	5.762	1.003

The average pre-test was 65.58, which is in the Fair classification. The pre-test administered grammar as multiple choice in the experimental class without using the Mondly App. On the second day, the researcher showed the students how to use the Mondly App to improve their grammar. The researcher invited the students to learn the Mondly App. On that day, the researcher gave a post-test to measure the ability to master grammar after being taught using the Mondly App by providing multiple-choice questions to students. The average score on the post-test was 83.27 as a result of the learning process. This is due to the Mondly App. The researcher found that students' grammar improved significantly from the pre-test to the post-test on the grammar learning strategy using the Mondly App.

**Table 6. Paired Samples Statistics for Grammar**

		N	Correlation	Sig.
Pair 1	PRE TEST & POST TEST	33	.597	.000

The result of the learning process is if the hypothesis less than  $<0.05$  is accepted and more than  $>0.05$  is rejected, to assess whether there is a relationship between the pre-test and post-test that the researcher has conducted. Data from SPSS 26, where the correlation coefficient calculated and analyzed by the researcher obtained a result of 0.000, was observed from the results during the pre-test to post-test period. The correlation between the pre-test and post-test results is accepted because it is less than  $<0.05$ .

**Table 7. Paired Sample Test for Grammar**

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE TEST - POST TEST	-17.697	5.919	1.030	-19.796	-15.598	-17.176	32	.000

The learning process results refer to the hypothesis if less than  $<0.05$  is accepted and if more than  $t>0.05$  is rejected. This Mondly application can improve student grammar, according to the value calculated by the presenter in SPSS 26. Based on the results of the paired sample test which states that this method can increase the value of improving student grammar.

It can be concluded that there is a significant difference in vocabulary and grammar mastery among Grade 7 students of SMP N 17 Semarang before and after using the Mondly application, and the hypothesis can be accepted.

**4. The Atmosphere of The Class When Learning English Using The Mondly App**

On the first day, the researchers observed that the classroom conditions during learning looked dull, and most students seemed to focus on their headphones when learning English. The interaction between students and teachers was tedious because there was no fun learning method. On the second day, when researchers conducted treatment using the Mondly application, the interaction between students and the Mondly application made the classroom atmosphere more lively. There was no more boredom from traditional learning methods. Instead, every student seemed more engaged and motivated to learn. Some students were seen laughing when they completed challenges or when the app gave funny responses. At the end of the lesson, the researcher conducted a posttest to evaluate students' understanding. They shared their experiences using the Mondly app and expressed positive impressions. Many felt that learning English with Mondly was helpful and fun.

To increase the vocabulary and grammar skills of seventh-grade students at SMP N 17 Semarang, the results of a research study have demonstrated the use of the Mondly app. The pre-test results showed that, on average, students' vocabulary and grammar skills were below the expected level, with most students not meeting the minimum competency criteria. This underscored the need for intervention and improvement in students' English proficiency. Post-test results showed a marked improvement in students' vocabulary and grammar skills after they practiced using the Mondly app. Vocabulary proficiency scores ranged from a minimum of 70 to a maximum of 94, with an average score of 83.45, and

---

grammar proficiency scores ranged from a minimum of 70 to a maximum of 94, with an average score of 83.27. The results show that the Mondly app positively impacts vocabulary, and most students have achieved scores that meet the minimum passing requirements.

The significant improvement in students' vocabulary and grammar skills before and after using the Mondly app was confirmed by a paired sample t-test. Statistical analysis confirmed that the app had a positive impact on improving students' vocabulary and grammar skills. This increases the effectiveness of the Mondly app as a tool to improve vocabulary and grammar skills among seventh-grade students.

The results show that the Mondly app improves students' vocabulary and grammar skills. After the test results, it was clear that the app had a good impact on most students. However, the study also showed that specific difficulties associated with adverb learning must be addressed. Teachers can further improve students' language experiences and outcomes by combining specialized instruction with comprehensive teaching materials to address these issues.

Research conducted by (Haturrahma, 2020) entitled *The Use of Mondly Application as a Media to Increase Student's Writing Ability of Eight Grade at UPT SMPN 1 Kepulauan Selayar*. It is one of the previous studies that is in line with the results of this study. Although Haturrahma focuses on improving writing skills, this study focuses on improving students' vocabulary and grammar. The results showed that using Mondly App as a digital media in teaching writing skills effectively improved students' writing ability. Students showed improvement in their writing skills after using the app. The weakness of this study is that the research was conducted during the coronavirus pandemic, so the learning activities were conducted online at home. This caused the researcher to prepare additional teaching strategies and provide information to students repeatedly. Meanwhile, this study also shows that using Mondly App as a digital media in teaching vocabulary and grammar effectively improves students' vocabulary and grammar skills. However, in this study, there is a weakness where the sample used only uses one class, so there needs to be additional samples to find out more results so that good research is obtained.

## Conclusion

Results from seventh-grade students of SMP N 17 Semarang were found to have the highest vocabulary score of 76, the lowest score of 46 on the pre-test, the highest grammar score of 76, and the lowest score of 52 on the pre-test before using Mondly App. The average vocabulary pre-test score was 65.03, and the average grammar pre-test score was 65.57, meaning the students' score category before using the Mondly App was Fair. The results of the SMP N 17 Semarang seventh-grade students obtained the highest vocabulary score of 94, the lowest score of 76 on the post-test, the highest grammar score of 94, and the lowest score of 76 on the post-test after using Mondly App. The average score on the vocabulary post-test was 83.45, and the average score on the grammar post-test was 83.27, which means that the category of students' scores after using the Mondly App is Good.

There is a significant difference in students' mastery of English vocabulary and grammar before and after using the Mondly application, before getting the treatment, students get low scores, after getting the treatment, students get high scores, which presents a significant difference between pre-test and post-test. At the time of the research, the class atmosphere became happier and livelier; this can be seen from the interaction between students and during the Mondly application, which made the classroom atmosphere more lively. There was no more boredom from traditional learning methods. Instead, every student seemed more engaged and

---

motivated to learn. Some students were seen laughing when completing challenges or when the app gave funny responses.

### Acknowledgments

It contains thanks to funding agencies/sponsors, individuals, and those who have assisted in carrying out research and writing manuscripts and author affiliations [Times New Roman 11, single space].

### References

- Aini, J. N. (2021). *Virtual Implementation of Mobile-Game Based Learning: Enhancing Students' Vocabulary Mastery and Self-Motivation* ISSN 2303 – 3037 ( Print ) ISSN 2503 – 2291 ( Online ). 8(2), 343–351.
- Daar, G. F. (2020). PROBLEMS OF ENGLISH LANGUAGE LEARNING IN CONTEXT (Based on some Studies in Manggarai). *JPKMI (Jurnal Pengabdian Kepada Masyarakat Indonesia)*, 1(2), 116–124.
- Elaish, M. M., Ghani, N. A., Shuib, L., & Al-Haiqi, A. (2019). Development of a Mobile Game Application to Boost Students' Motivation in Learning English Vocabulary. *IEEE Access*, 7, 13326–13337. <https://doi.org/10.1109/ACCESS.2019.2891504>
- Jumatri, R., Tenri Ampa, A., & Hafid, H. (2022). Vocabulary Complexities Faced By the Students in Learning English of Eighth Grade At Smp Negeri 13 Makassar. *Indonesian Journal of Psycholinguistics*, 1(2), 46–53. <https://doi.org/10.56983/ijp.v1i2.15>
- Magfirah, F. (2015). the Teaching of Grammar in Context Through Writing ACTIVITIES AT MADRASAH TSANAWIYAH NEGERI MODEL MAKASSAR. *Concentration of English Language Study*, 53.
- Roy, M., Roy, M. A., Hill, J. C., Blanchard, D., & Miltenoff, P. (2022). *The use of smartphone applications for students to learn ESL grammar and vocabulary*. [https://repository.stcloudstate.edu/im\\_etds/42](https://repository.stcloudstate.edu/im_etds/42)
- Saputri, T. D. (2022). Teaching Vocabulary Using Fly Swatter Game at the Seventh Graders of Secondary School. *EBONY: Journal of English Language Teaching, Linguistics, and Literature*, 2(2), 1–8. <https://doi.org/10.37304/ebony.v2i2.5274>
- Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif and R&D (2nd ed)*. alfabeta.
- Tri Widyahening, C. E., & Rahayu, M. S. (2021). Pembelajaran Kosa Kata Bahasa Inggris dengan Media Cerita Rakyat bagi Siswa Kelas V Sekolah Dasar. *Jurnal Komunikasi Pendidikan*, 5(1), 108. <https://doi.org/10.32585/jkp.v5i1.913>
- HATURRAHMA, M. (2020). *THE USE OF MONDLY APPLICATION AS A MEDIA TO INCREASE STUDENTS' WRITING ABILITY OF EIGHT GRADE AT UPT SMPN 1 KEPULAUAN SELAYAR* (Doctoral dissertation, UNIVERSITAS BOSOWA).
- Rahmawati, L. F., & Ambarini, R. (2023). Korelasi Antara Penguasaan Kosakata dan Penguasaan Tata Bahasa dengan Pemahaman Membaca Siswa SMPN 1 Karangawen. *Jurnal Penelitian Multidisiplin Ilmu*, 2(4), 2149-2156.
- Hamidah, Y. N., Budiman, T. C. S., & Ambarini, R. (2022, September). The Effectiveness of Popular Songs to Improve Students' Vocabulary: A Case of Eighth Grade Students at SMP N 6 Semarang. In *Undergraduate Conference on Applied Linguistics, Linguistics, and*
-

---

*Literature* (Vol. 2, No. 1, pp. 187-201).

Alfianto, C. N., B, T. C. S., & Ambarini, R. (2023). *THE IMPLEMENTATION OF WORD COOKIES APPS TO IMPROVE VOCABULARY MASTERY OF STUDENTS AT SEMARANG 2 . LITERATURE REVIEW Definition of vocabulary. 1(3), 1–8.*