THE IMPLEMENTATION OF WORD COOKIES APPS TO IMPROVE VOCABULARY MASTERY OF STUDENTS AT SEMARANG

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ABSTRACT

Vocabulary is the most important language in the world. This quantitative study implemented word cookies apps to improve vocabulary mastery. In this study, the aim was to enhance students' vocabulary mastery in tenth grade at SMKN 9 Semarang and was to find out the result of students' vocabulary mastery before and after using Word Cookies Apps and to find out whether there was any significant difference in students' ability in their vocabulary mastery, to achieve the aim of this study, it used a pre-experimental design. The study was conducted in the tenth grade of SMKN 9 Semarang. A total of 36 students participated in this study. Data were collected from the pre-test, the post-test, and the documentation. An essay has been used as the instrument of this study. To determine the results of a significant difference in vocabulary mastery between students before and after they were taught using Word Cookies Apps, the data were analyzed using the t-test formula in the SPSS 25 program. The results of the pre-test were still low, the mean pre-test score was 61,78 and the category is fair. The lowest score pre-test was 40 and the highest was 78. The result of the post-test was a mean of 81,08 for the category good, the lowest score was 65, and the highest was 95. So it can be concluded the learning process results refer to the hypothesis when less than <0.05 is accepted, and if more than t >0.05 is rejected, the result is < 0.00 accepted. Based on this data, The researcher concluded that the implementation of Word Cookies Apps to improve vocabulary mastery could improve students' vocabulary mastery.

KEY WORDS: *Implementation, Word Cookies Apps, Vocabulary Mastery*

1. INTRODUCTION

Vocabulary is an essential part of understanding a foreign language; it's the element that ties all four of these skills into one: speaking, listening, reading, and writing. To support their learning of English, they need to know some vocabulary before mastering the four skills (Ramadhaniarti, 2016). According to Alrajafi, 2021 Learning and understanding English is unavoidable because it can Make it easier for us to understand international knowledge. (U. Purba et al., 2022). In 2020, Illyosovna argued that English cannot be ignored since it is one of the most common languages in the world (Prayoga, 2022).

The writer knows that students' low desire to memorize English vocabulary, the use of dictionaries for learning is also less effective, and students tend to use mobile applications only for photos and translations. In teaching, they often use a student's mother tongue rather than the target language, which results in lower student performance (Afzal, 2019).

Two types of factors are known to the author as well: Internal and External. All internal factors are physiological condition, student opinion, motivation, and the opportunity to learn. At the same time, external factors relate to materials, teaching staff and strategy, a place of work as well as offices and foundations. Because of the importance of teaching vocabulary, teachers have an essential duty to Create and keep an atmosphere of excitement. Creating a media capable of increasing the number of students' motivation, for instance, in technology and as an English learning media.(Solikhah, 2020).

A suitable strategy, such as a game, is one of the teaching strategies that can motivate students to

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learn English. The use of games will not only change the dynamics of the class, but it will also help students learn more efficiently and help their brains learn more effectively.

The reasons for selecting this topic: the essay aims to examine how playing the word cookies game affects vocabulary development. This study also looks at the operation of a word cookie game. The term "cookies" was chosen to make it easier to access. For a word like cookies to be used as a learning tool for vocabulary, students must participate in creative learning activities because such games are now appropriate at the level of education.

Statement of the problems

1. How are the student's vocabulary mastery abilities taught before using the word cookies apps?

2. How are the student's vocabulary mastery abilities taught after using the word cookies apps?

3. Is there a significant difference between students' ability before and after using the word cookies apps?

Objectives of the Study

1. To investigate the students' vocabulary mastery ability before being taught the word cookies app of class X students of SMKN 9 Semarang

2. To determine the improvement of the student's vocabulary mastery ability after using the word cookies apps of class X students of SMKN 9 Semarang.

3. To investigate the significant differences between students' reading comprehension before and after teaching by using the word cookies apps for students.

2. LITERATURE REVIEW

Definition of vocabulary

The vocabulary is divided into several parts, such as receptive knowledge, which includes the ability to recognize meaning and understand its meaning, and productive knowledge, (Lui, 2014). "Vocabulary is important for academic success, but this learning can be influenced by certain factors" According to (Silvia, 2022).

Vocabulary is essential for communication and perhaps a big deal for foreign language learners. More and more language learners depend on the dictionary and use it for further purposes, especially regarding dictionary quality (Lew & Szarowska, 2017). A vocabulary consists of phrases used by the language, organization, individual, industry or field of study. The basic needs a solid foundation in order to begin learning, given that it is essential (Hamidah et al., 2022)

According to (Kusumaningrum et al., 2022), There are several reasons why vocabulary is important. Role in language: 1. Students understand what the teacher teaches and when it is explained during the learning process. 2. Students will be able to use words of the language correctly and 3. Teachers and students understand each other about what they are discussing

Definition of teaching media

According to Munadi 2013, teaching media is an intermediary tool for understanding the meaning of the material presented by teachers or teachers in either print or electronic media and teaching media is also a tool to facilitate the implementation of the components of the learning system so that the learning process can last a long time and effectively (Wirawan, 2020).

According to (Bakri, 2011), "media" is the plural of "medium" and comes from the Latin "medium", meaning "middle". In Bahasa, medium means "between" or "interval" Media refers to something that conveys information (message) between the message and the recipient.

Word Cookies Apps

Word Cookies is an addictive cross between all the word games you love! With so many challenges, you will soon be obsessed with testing your spelling and vocabulary limits to make as many words as possible.

The purpose of this crossword puzzle is to use the letters in question and combine them so that they are word cross. Pull your finger on it to connect letters to create a perfect world! You can use this clue to find more words and solve a word puzzle if hidden words have been found. Now, you can play this word game at no cost. Based on the above explanation, it can be concluded that the statement came from the Google Play Store. (*Https://Play.Google.Com/Store/Apps/Details?Id=com.Bitmango.Go.Wordcookies*, n.d.)

3. RESEARCH METHOD

The writer uses quantitative methods. (Sugiyono, 2018), quantitative research methods are research methods based on positivism that are used to examine specific populations or samples, random, data collection with research instruments, and quantitative/statistical data analysis to test hypotheses.

In this study, the writer uses one group for the pre-experimental design. In this plan, there are pre-tests and post-tests. The examination when the pre-test lacks the treatment. As a result, the treatment's result is more accurate because it corresponds to the condition after treatment (post-test), as illustrated in (Sugiyono, 2018).

Observation

The process of learning that the English teacher has taught will be observed by the writer. This observation is carried out by the writer before teaching a test to students to learn what level of student vocabulary they have. Once the data have been received, the writer will write down on a sheet the results of his observation

Pre-test

The writer gave a pre-test before giving the treatment. It does take the data on how far knowledge of students' Vocabulary Mastery before getting the teacher to use Word Cookies Apps.

Treatment

The writer gave the treatment after giving the pre-test. Two meetings will be held by the researcher for this treatment. The researcher shall explain how to use the Word Cookies Apps during the initial treatment. The researcher gives the treatment after giving the pre-test. Two meetings will be held by the researcher for this treatment. To learn how to use this application, the researcher decides on a topic from an application.

Post-test

The researcher gave the post-test after giving the treatment. The purpose of this study is to ascertain the abilities of students and obtain data after treatment, which will be compared with the results obtained from a pre-test.

Documentation

Documentation is the study's support result, as evidence of this study. The documentation data collected by the data that has been collected from this study:

Techniques for analyzing data

After the data was collected by a writer. The writer shall analyze the results of the test. Statistical analysis has been used to analyze the data. The test shall be carried out in the following manner:

1. **Scoring pre-test**

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

2. The categories of students' 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	60-50
E	Fail	Below 50

(Brown 2004)

After knowing the student's grade point, the writer 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 t-test has the purpose of examining the hypothesis, The writer uses the SPSS Statistic 25 to calculate. After finding the result of the t-test and t-table, the writer decides the results based on this basic decision-making:

If ttest ≥ttable, Ha is accepted and Ho is rejected

If ttest ≤ttable, Ha is rejected and Ho is accepted

4. RESULTS AND DISCUSSION

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

Results

1. **The Result of Students' Vocabulary Mastery of the Tenth Grade of Students' of SMK N 9 Semarang Before Being Taught Using Word Cookies Apps.**

The overall score of the students stands at 2.224 points, with a mean score of 61,78 according to Table 4.1. According to the calculation in Table 4.1, students" English vocabulary mastery before applying Word Cookies Apps is 61.78. It means that the grade of students" mastery of vocabulary before applying Word Cookies Apps is fair.

2. **The Result of Students' Vocabulary Mastery of the Tenth Grade of Students' of SMK N 9 Semarang After Being Taught Using Word Cookies Apps.**

According to 4.2, after administering the Post-test, several students obtained the lowest and highest scores, the lowest score was 65 points, the highest score was 95 points, and the average of this test was 81,08 points. The result of the table showed the improved vocabulary using taught Word Cookies Apps. To improve students' vocabulary, Word Apps Cookies was effective. Overall it's a good score because students get better scores compared to their pre-test.

3. **The Significant Differences of Students' Vocabulary Mastery of the Tenth Grade of SMK N 9**

Semarang Before Taught Using Word Cookies Apps

The writer will present the data in tabular form and calculate the results using the SPSS program. The classification, average score, and standard deviation of students' reading comprehension scores after the test are displayed. The results are shown in the table below:

Table 2 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre test student	61.78	36	10.145	1.691
	Post test student	81.08	36	10.333	1.722

The pre-test mean was 61,78, which is in the proper classification. The pre-test was given a vocabulary in the form essay in the experimental class without using Word Cookies Apps. On the second day, the researchers showed the students how to use the Word Cookie app to improve their vocabulary. The researcher invited students to learn the Word Cookies Apps. On the last day, the researcher gave the post-test to measure vocabulary mastery ability after being taught using Word Cookies Apps by giving students Essay Questions. The mean of the score on the post-test is 81,08 as a consequence of the learning process described in Table 4.3. That's because of the Word Cookies apps. The researcher found that the students' vocabulary significantly improved from the pre-test to the post-test on vocabulary learning strategy using Word Cookies Apps.

Table 3 Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre test student & Post test student	36	.585	.000

The result of the learning process is if the hypothesis is less than <0.50 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 done. Data from the SPSS 25, in which a correlation coefficient was calculated, have been analyzed by the researcher .000 were observed over a period from the pre-test to the post-test. the correlation between the pre-test and post-test results is accepted because they are less than <0.05.

Table 4 Paired Samples Test

		Paired Differences							Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Pre test student - Post test student	-19.306	9.328	1.555	-22.462	-16.149	-12.417	35	.000

The learning process results refer to the hypothesis when less than <0.05 is accepted, and if more than t >0.05 is rejected, the result is < 0.00 accepted. This Word Cookies app can be used to improve students' vocabulary, according to the value calculated by the presenter in SPSS 25. Based on the result of the paired sample test which states that this method can increase the value of Improving Students'

vocabulary.

Discussion

To improve the vocabulary skills of the tenth-grade students at SMKN 9 Semarang, the results of the research study have shown the use of Word Cookies applications. The pre-test results revealed that, on average, the student's vocabulary skills were below the expected level, with the majority of students not meeting the minimum competency criteria. This underlines the need for intervention and improvements in students' ability to speak English.

The Post-test results showed a marked improvement in vocabulary skills for students following the practice of using Word Cookie Apps. The scores ranged from a minimum of 65 to a maximum of 95, with an average score of 81,08. The results show that the Word Cookies Apps has had a positive impact on vocabulary, and most students have attained scores that meet the minimum passing requirement.

A significant increase in students' vocabulary skills before and after the use of Word Apps Cookies was confirmed by the paired sample t-test. Statistical analysis confirmed that this application had a positive impact on the improvement of students' language skills. This increases the effectiveness of Cookies Word Apps as a tool for improving vocabulary skills among tenth-grade students.

The results of the study have shown that Word Cookies apps are effective in improving students' language skills. Following the results of the tests, it was apparent that the application had a favorable impact on most students. However, the research also showed that specific difficulties associated with learning adverbs need to be addressed. It is also possible for teachers to further improve the language experiences and results of students to tackle these problems by combining specific instruction with comprehensive teaching materials.

A study conducted by Saputri 2022, which examined the use of the fly swatter game to improve language skills, was one of the previous studies in line with the results of this research. Although Saputri focuses on improving manual language skills, while this research focuses on application-based vocabulary mastery, both studies show positive results. After Saputri had played a game called fly swatter, she found that her students' grades were very high. It proved to be an efficient educational tool. That corresponds to the results of this study, showing an enormous increase in students' ability to speak English as a second language after they used Word Cookies Apps. These two studies have an effective effect on improving the language skills of students.

In contrast, the research by Elaish (2019) has presented different findings in comparison with this study. This research has focused on increasing students' motivation to acquire vocabulary, as Elaish (2019) examined the use of an application for smartphones known as a vocab game that is aimed at boosting vocabulary acquisition. There is also a difference in the methods and tools applied to this research. However, both studies have focused on improving language learning through the use of technology. According to Elaish's work, groups that played this game may have increased their confidence as far as language ability is concerned. This research also shows that the implementation of the Word Cookies Apps positively affects students' ability to speak English. In contrast, these differing findings demonstrate that various technical tools can have different influences on the results of language learning and highlight the need to select suitable instruments according to their particular educational objectives and contexts.

5. CONCLUSION

The results of the tenth-grade students of SMKN 9 Semarang were found to have the highest score of 78 and the lowest score of 40 on the pre-test scores, before the use of the Word Cookies Apps. The mean of the pre-test is 61,78, which means the category of student grades before using Word Cookies Apps is fair.

The results of the tenth-grade students of SMKN 9 Semarang were found to have the highest score of 95 and the lowest score of 65 on the pre-test scores, after the use of the Word Cookies Apps. The mean of the post-test is 81,08, which means the category of student grades after using Word Cookies Apps is Good.

There is a significant difference in students' English vocabulary acquisition before and after using the Word Cookies app, before getting the treatment the students got low scores, after the students got the treatment they got a high score, which presented if there was a significant between pre-test and post-test.

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