

THE INFLUENCE OF USING THE LINGO GAME APPLICATION ON STUDENTS' VOCABULARY MASTERY

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Abstrak

Tujuan dari penelitian ini adalah untuk menentukan apakah penggunaan aplikasi permainan Lingo dapat membantu siswa di sekolah menengah pertama meningkatkan penguasaan kosakata mereka dan untuk mengetahui kesulitan yang dihadapi siswa saat menggunakannya untuk meningkatkan kosakata mereka. Studi ini menggunakan pendekatan kuantitatif dan menggunakan desain quasi-eksperimen. Penelitian ini melibatkan 60 siswa dari kelas VII SMP Ihsaniyah pada tahun ajaran 2025/2026. Mereka dibagi menjadi kelompok eksperimen dan kontrol, dengan masing-masing 30 siswa. Penelitian memanfaatkan ujian kosakata pre-test dan post-test, yang memiliki 30 item yang valid. Uji normalitas, homogenitas, dan uji sampel berpasangan digunakan untuk menganalisis data dengan SPSS 26. Uji validitas dan reliabilitas, uji normalitas dan homogenitas, dan uji t sampel independen digunakan. Hasil penelitian menunjukkan bahwa aplikasi lingo memiliki dampak positif terhadap penguasaan kosakata siswa. Hasil ini juga menunjukkan bahwa permainan lingo meningkatkan keterlibatan dan partisipasi aktif siswa dalam pembelajaran kosakata. Oleh karena itu, penelitian lebih lanjut disarankan untuk menerapkan aplikasi lingo game dalam konteks pembelajaran yang berbeda. Ini karena lingo game merupakan strategi untuk meningkatkan minat siswa dalam belajar bahasa Inggris.

Key words: Lingo Application; Vocabulary Mastery; Tense Table;

Abstract

The purpose of this study is to determine whether the use of a language game application may increase student vocabulary knowledge in junior high school. To identify the difficulties that students encounter when utilizing the language game application to increase their vocabulary. This study used a quantitative methodology with a quasiexperimental design. The study population consisted of 60 seventh-grade students from Ihsaniyah Junior High School during the academic year 2025/2026, divided into two groups of 30 students each: experimental and control. A vocabulary evaluation included a pre-test and post-test that served as a study tool and included 30 valid items. The data were tested for normality, homogeneity, and matched samples using SPSS 26. The data were examined using validity and reliability tests, normality and homogeneity tests, and an independent samples t-test. The research findings show that the Lingo application promotes student vocabulary learning. The results of the paired sample t-test show a p-value of 0.000, which is less than 0.05, and an improvement in the experimental group's mean score from 67.73 to 73.07. The independent sample t-test results indicate a significant difference between students who used the Lingo gaming application and those who did not. The experimental group's post-test average score (73.07) exceeded that of the control group (67.73). The statistics show that the Lingo gaming app increases student engagement and active participation in vocabulary education. It is proposed that more research be conducted before implementing the Lingo game application in other schools, as it has the potential to improve student involvement in English learning.

Key words: Lingo Application; Vocabulary Mastery; Tense Table;

1. INTRODUCTION

Vocabulary mastery is vital for learning English as a foreign language. Vocabulary is regarded as one of the most significant components that assist students in comprehending and expressing ideas in communication. Students who have a strong vocabulary can communicate more effectively and comprehend materials more readily. According to (Harmer, 2001, p. 13),

vocabulary is an important aspect of language learning since it helps students to transmit meaning and engage in the target language. Without appropriate vocabulary knowledge, pupils may struggle to develop other language abilities such as reading, writing, speaking, and listening. Vocabulary as a collection of words used in a language to communicate certain meanings (Sender 2015, p. 24).

Furthermore, vocabulary development entails not only memorizing words, but also comprehending their meanings and using them effectively in context. According to (Nation ,2001, p. 27), vocabulary knowledge entails comprehending the form, meaning, and application of words in communication. As a result, vocabulary acquisition necessitates ongoing practice and effective teaching practices that allow students to apply language in meaningful circumstances. However, many pupils still struggle to understand English vocabulary. Some children struggle to recall new words, pronounce them correctly, and employ them appropriately in sentences. These issues may arise when the learning process does not always include engaging activities that encourage students to actively participate in the classroom. According to (Cameron ,2001, p. 72), young learners learn vocabulary more efficiently when they participate in meaningful and dynamic learning activities that pique their interest and motivation.

To address these issues, teachers must use new learning materials and instructional practices that make vocabulary acquisition more engaging. One strategy that might be employed is to combine digital learning resources with educational games. According to (Prensky ,2001, p. 106), digital game-based learning can boost student motivation and engagement because games offer interactive challenges, feedback, and engaging learning experiences.

The Lingo Game app is an innovative approach to digital vocabulary learning, providing a dynamic and engaging experience. It offers word practice, quizzes, and game aspects like points and levels to boost student motivation and engagement. This game promotes autonomous learning and offers a more engaging learning experience. Hamid et al. in Wardani (2023) suggest that interactive learning media can enhance teacher-student interactions and make learning more relevant. Game-based learning, such as Lingo Game, can boost students' confidence in actively using English.

Based on this backdrop, the goal of this study is to determine whether using the Lingo Game application may increase students' vocabulary knowledge in junior high school. To determine the problems that students have when using the Lingo Game app to develop their vocabulary. This study took a quantitative approach, utilizing quasi-experimental research. This study examined two groups of students: the experimental group, who studied through the Lingo Game, and the control group, who learned using the traditional approach. Because student selection cannot be completely random, the quasi-experimental method is suitable for use in schools. Hopefully, this outcome will allow teachers to incorporate the Lingo Game into their teaching and learning activities to assist students increase their vocabulary knowledge.

2. METHOD

Types of Research

The present research employed a quantitative research methodology with a quasi-experimental design. The researcher conducted the study to investigate the impact of utilizing the Lingo gaming app on students' vocabulary mastery. The study included two groups: experimental and control. The experimental group was treated with the Lingo

game application, whilst the control group was taught using traditional learning techniques.

Time and Place of Research

This investigation was carried out between January 6 and January 14. The research was conducted at SMP Ihsaniyah Tegal.

Research Target/Subject

The subjects of this study were seventh-grade pupils at SMP Ihsaniyah Tegal. A total of 60 children participated. Students were placed into two groups: experimental and control. Each group comprised of thirty pupils. The experimental group was treated with the Lingo game application, whilst the control group was taught using traditional learning techniques.

Procedure

The research was undertaken in stages.

First, the researcher gave the pupils a pre-test to assess their first vocabulary competence. The pre-test consisted of 30 multiple-choice questions about vocabulary.

Second, the researcher treated the experimental group with the Lingo gaming application during the English learning process. The program included interactive vocabulary games to assist children learn new terms in an entertaining way. Meanwhile, the control group was taught using traditional methods without the application.

Finally, the researcher delivered a post-test to both groups to assess students' vocabulary mastery following treatment. The pre-test and post-test findings were assessed to see if using the Lingo gaming application improved students' vocabulary mastery.

Data, Instruments, and Data Collection Techniques

Data

The data for this study were acquired from the students' vocabulary test scores. The data were utilized to assess the pupils' vocabulary mastery prior to and during the treatment. The results of the pre-test and post-test served as the primary data in this study.

Research Instrument

This study employed a vocabulary test as its tool. The test included 30 multiple-choice questions that assessed pupils' vocabulary competence. The tool was created to evaluate pupils' comprehension of English vocabulary.

Data Collection Techniques

According to Sugiyono (2017, p. 137), data collecting procedures are the strategies employed by researchers to gather the relevant data for a study. In this study, data were acquired through a vocabulary exam administered to pupils. This study used a multiple-choice vocabulary test that served as both a pre-test and a post-test. The pre-test was used to assess students' initial vocabulary knowledge prior to therapy, and the post-test was used to examine if students' vocabulary mastery improved following treatment. The results of both tests were then examined to determine the efficacy of the learning application employed in this study. The researcher gave the pupils a vocabulary exam to

assess their language mastery. The test consisted of multiple-choice questions and was administered as a pre- and post-test.

First, the researcher gave the pupils a pre-test to assess their initial vocabulary competence before to treatment. Following that, the experimental group was treated with the Lingo Game Application during the learning process, whereas the control group was instructed using traditional teaching methods.

Finally, the researcher delivered a post-test to both groups to assess students' vocabulary mastery following treatment. The pre-test and post-test results were utilized to examine the influence of the Lingo Game Application on students' vocabulary mastery.

Data Analysis Technique

The data was analyzed with SPSS version 26. Several statistical tests, including the normality test, homogeneity test, and t-test analysis, were used to assess whether the Lingo Game Application had a meaningful influence on students' vocabulary mastery.

Normality test

The normality test was used to examine whether the data were normally distributed. The Kolmogorov-Smirnov and Shapiro-Wilk tests were used with SPSS version 26 at a 0.05 significance level. If the p-value was greater than 0.05, the data were considered regularly distributed. If the significance value was less than 0.05, the data were deemed not normally distributed.

Homogeneity Test

The homogeneity test was used to examine whether the variance in the data from both groups was uniform. This test was carried out using SPSS version 26 at a significance level of 0.05. If the significance level was larger than 0.05, the data were considered homogeneous with similar variances. In contrast, if the significance value was less than 0.05, the data were termed non-homogeneous.

- T-test

An independent sample t-test was performed to compare the means of two groups drawn from distinct populations. The goal of this test was to see if there was a significant difference between the mean scores of the experimental and control classes. The experimental class was treated with the Lingo Game program, whilst the control class was taught using standard teaching methods without the program. This test was designed to see if the treatment had a meaningful impact on students' vocabulary mastery. The analysis was conducted with SPSS version 26 and a significance level (α) of 0.05. If the significance level was less than 0.05, the alternative hypothesis (H_a) was accepted, whereas the null hypothesis (H_0) was rejected. In contrast, if the significance value exceeded 0.05, the null hypothesis (H_0) was accepted.

3. RESULTS AND DISCUSSION

Table 2. Descriptive Statistics of Pre-test and Post-test Scores

N	Minimum	Maximum	Mean	Std. Deviation
Pre-test experimental class	33.00	83.00	56.1667	10.76419

Post-test experimental class	30	50.00	86.00	67.7333	7.69206
pre-test control class	30	33.00	83.00	56.2667	10.71877
post-test control class	30	66.00	86.00	73.0667	4.75564

The descriptive data revealed that the control class had an average pre-test score of 56.27, which was marginally higher than the experimental class's mean score of 56.17. Following treatment, the post-test results revealed that the control class had an average score of 73.07, whereas the experimental class had a mean score of 67.73. These findings suggested that both courses improved during the learning process. However, the control class had a higher average score than the experimental class. This data revealed that using the Lingo Game application resulted in different outcomes for boosting students' vocabulary mastery in both groups.

4. CONCLUSION

According to the findings of this study, students' vocabulary knowledge improved following the learning process in both the experimental and control classrooms. The experimental class had a mean pre-test score of 56.17, which increased to 67.73 in the post-test after receiving therapy with the Lingo Game program. Meanwhile, the control class had a pre-test mean score of 56.27, which improved to 73.07 in the post-test.

These results showed that both groups improved their vocabulary mastery during the study period. However, the control class had a higher average score than the experimental class. This finding revealed that using the Lingo Game application resulted in differing outcomes for students' vocabulary mastery.

In order to effectively assist vocabulary learning, teachers must evaluate appropriate learning methodologies and media. Future researchers are also urged to investigate alternative digital learning tools that can improve students' vocabulary knowledge in English learning.

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