THE IMPLEMENTATION OF VISUAL VOCABULARY APPS TO STUDY VOCABULARY IN COVID-19 PANDEMIC

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Abstract:

In the digital era, learning a language can be learned by using mobile-phones. By implementing vocabulary apps will make it easier to learn English vocabulary. The aims of this research are (1) to find out students' perception after using Visual Vocabulary Apps, (2) to find out the contribution of Visual Vocabulary app to develop vocabulary, and (3) to show how to use Visual Vocabulary apps. This analysis uses a descriptive qualitative research approach. This research was randomly taken from 20 students from the age of 15 to 20. The data was collected from questionnaires. The questionnaires consist of 30 statements about interest, contents, and layout display by the apps. Results indicate that students are motivated in using Visual Vocabulary App. This apps also contribute process to improving English vocabulary.

Keywords*: implementation, Visual Vocabulary Apps, English vocabulary*

1.   Introduction

A pandemic is an epidemic situation that occurred across a very wide area or throughout the region. Covid-19 is a pandemic that happening all over the region earlier this year to date the spread very fast. Corona Virus Disease as known as Covid-19 affects education activities. Schools are close to prevent the spread of the virus so that teachers have to create to make students keep get the lesson. In this context vocabulary study. Teacher can take advantages of mobile vocabulary application to give lessons although not in the classroom.

In the era of globalization, language has an important role. Language is one of the communication tools used daily. Language makes it easy for people to communicate with each other. The language also makes convenient people express themselves, feelings, opinions, idea, in conveying the information. English as a foreign language in several countries including Indonesia. A good language is a language used based on situations and circumstances. Language can play a role as an efficient and effective companion of education. In English learning, we have to build vocabulary so we do not feel difficult when we learn a language. In a classroom teachers teach vocabulary with the traditional and modern method to make students easy to understand it and have a significant process to acquire that foreign language.

Vocabulary learning is the main thing that must be learned to improve language, academic vocabulary growth is an important thing to focus on the success of students (Nagy & Townsend, 2012). It means that in learning English vocabulary plays an important role. A teacher should search for the best technique for students to be easy to memorize the vocabulary. In this context English is a language that we learned, there is a fourth simple ways to learn vocabulary, the first is introduction: the teacher presents a new word with simple pronunciation, using photos media and specific object. The second is model: the teacher offers examples of activities such as model. The third is, practice; the teacher practices to impersonate and train. The fourth is, application; students apply with the teacher's help in the right situation (Suyanto, 2010)

Mobile-phones is a wireless communication tool that has the ability to search information, to send a short text message, voices, images, videos, to play Mp3, to navigate as a Gps and for a different purpose. Therefore mobile-phones have become an integral part of our lives. On daily activities, Ios and Android on the operation system used last fifteen years. They offer some applications of e-learning and the users feel free to download. It can be media to learn vocabulary building wherever and whenever they are. Research conducted by Kukulska-hulme & Shield (2008)

shows that by using mobile phones students feel happy when they study and get good results. This means mobile-phones are very helpful for the student to study. In learning vocabulary with mobile phones students need vocabulary application, and the example is "Learn English Vocabulary Application". It is known as Visual Vocabulary Apps.

Nowadays, learning media has many options. One of them is flashcards. Flashcard is cards with pictures in the group of the words meaning in every cards. Created by Glenn Doman, a surgeon doctor from Philadelphia, Pennsylvania. Pictures in flashcards grouped such as animals, clothes, family, colors, numbers, profession, transportation and so on, flashcards digital support multimedia such as audio, images, and text and can save progress from students learning. In learning English vocabulary, the teacher has to think to be able to provide easy explanations to students so that they understand what he explains, the teacher can use a flashcard with an image in it to make easier explain a new word to student.

The purpose of writing this article is (1) to explain how to operate Visual Vocabulary as learning media to process student develop their vocabulary anywhere and any time during Covid-19 pandemic, (2) to know the users' perceptions in operating Visual Vocabulary application, (3) to know how does the contribution of Visual Vocabulary Apps as a learning media in learning English vocabulary. Although at-home students can access visual vocabulary apps with their mobile-phones so that they can still use it to learn vocabulary, as we know that the government implements health protocols by stoped education activities in the classroom and change it with daring learning.

2. Literature Review

2.1 Definition of Language

Language is a system of communication by sound,i.e. through the organs of speech and hearing, among human beings of a certain group or community, using vocal symbols possessing arbitrary conventional meaning (Pei & Gaynor 1954:119). Wardhaugh (1972:3) states that language is classified as a system of vocal symbols that are used for human communication

2.2 Visual Vocabulary Application

Visual vocabulary is vocabulary apps to improve language skills offered by Visual App on March 22, 2017. There are main features such as listening, writing, speaking, and pronunciation practice to build our vocabulary skills and

language skills. They offered more than 3000 words with pictures and 14 main topics divide into more than 75 subtopics support to boost process learning includes an assessment section for every topic. The apps easy to use and Flashcard becomes an interesting feature because makes us learn new words so easily. This application an offline so we don't need an internet connection required. Visual vocabulary has a lot of languages to learn, German, French, Russian, Arabic, Spanish and other languages are available to learn. Every progress automatically saved, has a nice interface make user easy to navigated feel free to download on Play store. This application gets a rating of 4.6 and already downloaded more than one million users on Play store.

2.3 Vocabulary Understanding

Vocabulary is a communication tool that a person uses in expressing opinions, thoughts, and feelings in writing or speaking in a language. Vocabulary is the wealth of words that people have (kridalaksana 1982:98). According to Hiebert (2005:3) states that vocabulary is the collection of words that a person may assign meanings to while listening or reading.

2.4 Understanding Flashcards

According to Baleghizadeh and Ashoori (2011) flashcards is cards that have a word, sentence, or picture inside the cards, have two sides where in front are the pictures and back there is a meaning of the word.

Azhar (2002:119) states that flashcards are small cards that contain text, pictures, or symbols to remembering students about something.

2.5 Understanding Learning Media

Based on Depdiknas (2003) the term media comes from the Latin "medium" which literally means intermediary. Generally, all who can transmit information from the source of information to the recipient of the information is the media.

Previous Study

This research is similar to previous research in journals titled "The use of Duo lingo apps to improve English vocabulary learning" by Pangkuh Ajisoko in 2019. The study aims to show an increase in vocabulary using the Duo lingo app in 19 students from the English Education Department at Borneo University of Tarakan. Researchers used pre-experimental methods with one pre-test and the

post-test group also with two instruments test and questionnaire. His research showed that the pre-test results (without Duo lingo) students obtained the highest score was 72 and the lowest was 44. While post-test results (within Duolingo) showed that the highest score is 92 and the lowest is 64 which means that vocabulary mastery learners have been improved. It can be concluded that the use of mobile vocabulary application is proven to help students to build their vocabulary. Susanto (2018) explained about the profile of enhancing students 'writing Skill Using Word Games; The Case Study of Junior High Schools in Semarang, Central Java, Indonesia.

The second research was conducted by Salvador Montaner-Villalba in her article title "The use of Quiz let to enhance vocabulary in the English language classroom". The research aimed to analyze Quiz let as a tool for vocabulary acquisition in foreign language learners at a state secondary school in Valencia academic years 2017-2018. This research used Quiz let apps which utilized a quasi-experimental research design including a pre-test and post-test group design. The participants in the study were randomly selected, there was only the T-group. 24 learners aged 14 and 15 who were learning 45 minutes of English language for 3 sessions during the week at school. Outcomes in this test are divided from several aspects such as written, matching, multiple-choice, true/false, and spelling called the media. The score by this group is quite significant, the media of the pre-test (5, 98) and post-test (7, 39). This test has standard derivation (SD) wherein post-test this group was only (1.11) slightly lower when compared to pre-test (1, 22). This shows that their scores are more homogeneous after studying with Quizlet apps. For this reason, the researchers recommended practicing vocabulary through Quizlet apps.

The third research similar to previous research in a journal titled "The effect of Duolingo application on students' English vocabulary mastery" by Husnur Rosyidah Aulia, Eka Wahjuningsih, and Rika Andayani, they are students from Jember University. Their research on 30 June 2020 explained The Effect of Vocabulary Application on Students' English Vocabulary Mastery used quasi-experimental with post-test method design. The object of the writer is the eighth-grade students in one of the Junior High School in Jember. In this research the experimental group used Duolingo application, on the other hand, the control group got treatment used flashcards media. The writers researched to collect vocabulary tests and were analyze used SPSS with an independent sample t-test. The final result showed a significant difference between the students who used the Duolingo application and those who did not use are

different, the mean of the experimental group score is (84.69) was higher than the mean score of the control group (80.78). It means that the students who were taught vocabulary using Duolingo performed better than those who did not use it.

The fourth research is similar to previous research by Chin-Wen Chien in an article titled "Perception and practice of Taiwanese EFL learners' making vocabulary flashcards on Quizlet". The purpose of this study is to find out the perception and practice of making flashcards vocabulary on Quizlet app. Participants of this study were 76 students in a university in Taiwan. The researcher found three key findings from his research. First, participants chose a word that they did not know the meaning of the word and was not based on their content and majors. Second, space race is the most helpful option for them in learning vocabulary. Third, getting the definition for vocabulary is the biggest challenge when creating flashcards on Quizlet apps.

Another research is similar to previous research by Ilham Wahyu Ambara in his article titled "the effect of using Duolingo application in learning vocabulary at Sma N 2 Karangan". The purpose of his research was to find out the influence of Duolingo use in English teaching and to know students' perceptions of the application of Duolingo in Sma N 2 Karangan. The subjects of this study are the remaining XI IPA 1 and XI IPA 2 in Sma N 2 Karangan where one class is a control class and another is an experimental class. The results of the study also showed that the mean score of the pre-test experimental class is 92 while the control class is 80.5. Based on the results, the researchers stated that the use of Duolingo has a positive effect on students. Students have a positive attitude towards the application of Duolingo in the classroom. Reduce the level of the boredom of students in learning and they are also enthusiastic in learning activities.

All the previous studies above show that the research by Pangkuh Ajisoko, Husnur Rosyidah Aulia, Eka Wahjuningsih, and Rika Andayani the use of Duolingo mobile application as a learning media is effectively used in vocabulary learning, Salvador Montaner-Villarba in his research recommends the use of Quizlet to practice vocabulary. In another hand, Chin-Wen Chien was findings freshmen perception of practices of making vocabulary flashcards on Quizlet.

Different from the researches above, the writer uses different applications in this research, if the previous research looking for the effectiveness of Duolingo

and Quizlet, in this research the writer will find out the student's perception and contribution of using Visual Vocabulary apps in learning vocabulary and also to show how to operate the app. The writer uses different ways of concluding and analyzing data, as well as different objects.

3.   Research Methodology

The method used to collect the data in this research is descriptive qualitative research. According to Cohen (2007:462), the qualitative method is the research carried out to describe social phenomena, using social phenomena in a wider perspective. The object of this study is Visual Vocabulary Apps. This study conducted using questionnaires and analysis techniques.

Sugiyono (2018) said that questionnaire is an information assortment process carried out by sending the respondent a set of inquiries or written statements to respond. The questionnaires are to find out the students' perception after learning English through Visual Vocabulary app and will be created using goggle form consists of 30 questions about user's interests, content, and layout of Visual Vocabulary apps. Correspondents were randomly taken from 20 students with the aged 15 to 20. The questionnaires were in closed-ended item questions form. The correspondents were distributed to the liker-scale questionnaire. The analysis method used in this research is by examining the contribution of the app in vocabulary learning and how to operate the apps to study vocabulary.

4.   Findings

4.1   How to Operate the Apps

Learn English Vocabulary is known as Visual Vocabulary apps. It is a mobile-phone application with a rating of 4.6 out of 5 that has been downloaded by over one million users in play store, it can be used to learn vocabulary, listening, writing, reading. This app can be downloaded for free via play store and there are also ads that can be purchased. To help the reader to understand in operating some parts of this application, there are several steps to learn vocabulary with flashcards on it such as:

1.   First, to use the application on a mobile phone, the students can download it on Play Store or App Store and install it. After open the application the learners go into the main menu view. The learning experience will be divided into several sections such as "person" or "food" and others.
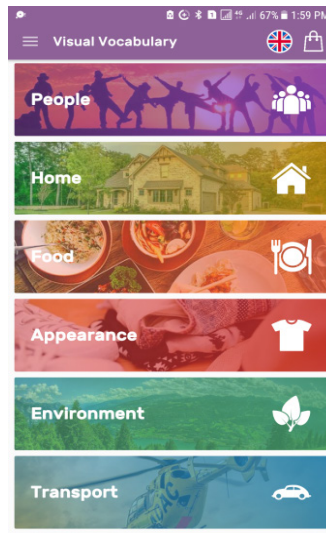
Figure 1.1 Wallpaper

Figure 1.2 Home Page

2. Next, after entering the main menu, the learners will see some topics to choose from. After selecting topics will appear several options such as flashcards, text, writing, listening, speaking, and task. To learn vocabulary The learners can choose flashcards.
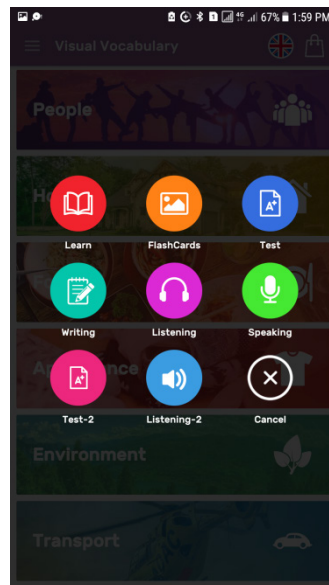

Figure 1.3 menu options

3. Finally, there will be some images of about 30-40 flashcards images from the select subtopic. The images flip up will appear the meaning of the images. When all the images show the reader can proceed to the test stage to check the vocabulary skills or return to the home page menu.
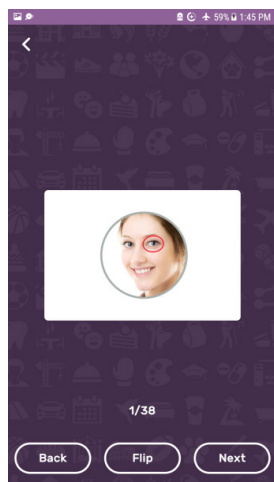

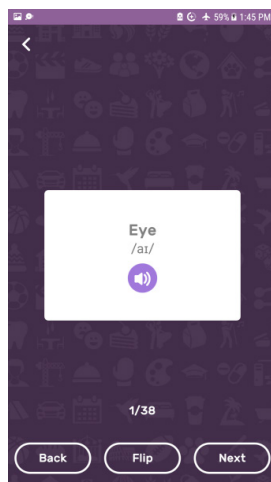Figure 1.4 Flashcards   Figure 1.5 meaning the picture

Those are some steps to operate visual vocabulary apps to get new words. This app is very easy to use at home or outdoors. This app also does not require an internet connection. Each progress is automatically saved in this app.

4.2 The Analysis of Questionnaires

The questionnaire is used to get data about students' perception after using Visual Vocabulary app as media learning. The numbers of questions in the questionnaire are 30 items. The writer provided a closed-ended questionnaire. The data can be seen in the following graphs and descriptions:

1. Student's interest
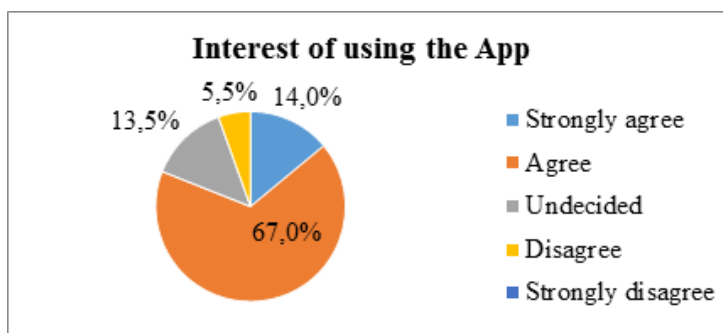
Graph1. Students' interest

From the diagram above, there are 67% agree that they are interested in using the app, three statements were found to be positive, they respond by agreeing with the statements that the app is improving, motivated, and helps them to learn new words. There are 14% of students strongly agree, 13.5% of them are undecided by using this app to improves their vocabulary during a pandemic. The rest are disagree. This calculation shows that they are interesting to the app and has a positive effect on students' motivation in the process of learning vocabulary.

2. Content of the App
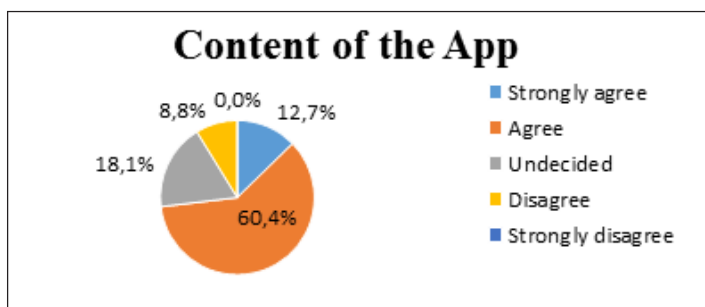
Graph2. Content of the app

Based on the diagram above, most students agree, 60.4% agreed and 12.7% strongly agree if the material in this app is easy to understand and to use. Such as flashcards are attractive, themes or topics are up to date, vocabulary easy to understand, suitable for beginner, and sounds easy to hear. 18.1% feel undecided if the content in this app can help students to develop vocabulary. 8.8% of them disagree. It shows that the content in this application facilitates them in understanding and practicing their vocabulary during pandemics.

3. Layout of the App
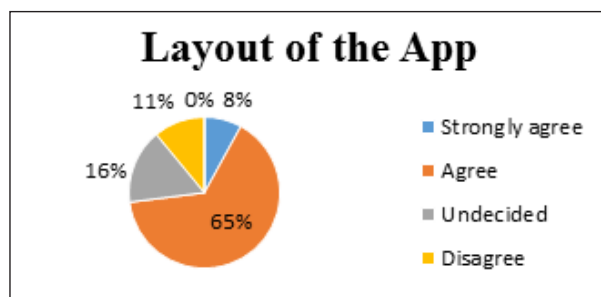
Graph3. Layout of the app

Based on the diagram above, most students agree that the layout display by the app is interesting such as the screen display colorful, readable fonts, and clear flashcards but they also agree that if frequent advertising often appears and disturbing, there are 65% agree and 8% strongly agree. 11% of them disagree they assume flashcards were not clear, visible navigation display screens that were difficult to use. The rest are undecided. It shows that the app has an interesting layout but with weaknesses. The app needs to fix such as advertising and images on flashcards are made clear.

4.3 The Contribution of Using The Apps

Based on questionnaires that have been shared with students, this app shows contributions to develop student vocabulary. The first is the app helps students to improve their vocabulary with flashcards in terms of vocabulary learning. The second is the app enhances their vocabulary and motivates them to learn English vocabulary. The third is the app facilitates students in remembering vocabulary also practice the material in daily life.

5. Discussion

Based on the description explained by the author about how to operate the visual vocabulary app, this application is easy to use as a learning media because it uses Android and iOS operating systems. According to Azis (2012: 4), Android is a populist application with easy access. That way students will not have difficulty operating it. To use this application in learning English vocabulary, students can select a topic first, then touch the flashcards icon automatically a vocabulary image will appear.

In this study, the questionnaire aimed to find out students' perceptions of the existing statements were a positive effect. Previous research has shown positive results in learning English vocabulary using mobile applications (Ilham Wahyu & Pangkuh Aji). From the first indicator, 70% of students use Visual Vocabulary App to learn English vocabulary during Covid-19 pandemics. They are more motivated to learn English vocabulary with the app, this shows that they like the app because 67% answer agree. They also agree that the app helps them in learning English vocabulary. The second indicator also shows positive results, most of the student agree with the content that contains several varied features can help them to develop their vocabulary. Different from the previous research by Chin-Wen Chien where *space race* is an option that helps students learn vocabulary, in Visual Vocabulary app Flashcards is an option

that students are interested in learning new vocabulary with the help of pictures. However, some students assume that flashcard is too small so difficult to understands. But, the content in the app helps students develop their vocabulary because the app is suitable for Beginners. The color of the display makes students comfortable use it, The display of the app is colorful so type of font can be readable, 65% of students agree with the layout of the app and 11% disagree because advertising often appears.

Based on the result of questionnaire, the use of visual vocabulary app is help students to improve their vocabulary, especially for students who have difficulties for mastering vocabulary. This app gives students an effective way to learn vocabulary through flashcards that contains variety topics. This app have writing, speaking and listening menu for student to practice their new words. Students also can do the test after they learn from this app to know how far they enhance their vocabulary, beside that the convenience of this app also helps them enhance their vocabulary. The questionnaire results from 20 students in Google form shows 75% of students state that by using this app they can improve their vocabulary in easy way. This app also gives contribution for students in remembering English vocabulary because the app automatically saved all process activities, practices, and also they can do the test for knowing how far they enhance their vocabulary.

6.   Conclusion

The conclusion can be concluded from the objectives of the study. First, the app is easy for students to learn English vocabulary, the student needs mobile-phones to download and use it. next, the perception of the students after using the app. Almost all of the students interests with the app because they feel motivated to increase their vocabularies, the students consider the app to be facilitative for learning actions, such as accessibility from anywhere and anytime. Students' perception of the contents is it can gain knowledge about English vocabulary because the app has various materials and the contents are easy to understand. So this app suitable for beginners in learning vocabulary and about the layout, students are interested in the app because the display eye-catching such as the color display, the images are clear, tool icons are easy to understand, the font used is readable and easy to use. So the implementation of the app is not difficult. it can be said that Visual vocabulary app as a learning media contribute to helps students improving and enhances their vocabulary during pandemics with the material and features on it.

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