

STUDENTS' PERCEPTIONS ON VOCABULARY.COM TO ENHANCE VOCABULARY SKILL AT THE SECOND YEAR STUDENTS OF SMA LABSCHOOL UPGRIS

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Abstract.

Nowadays, the average Indonesian student of school age uses smartphones for both entertainment and communication. Smartphones can be utilized in a variety of beneficial ways. Almost all smartphones today have an internet connection. Learners can use the different online learning resources available to them through their smartphones. Vocabulary.com is one of the internet platforms that may be used to teach and learn vocabulary. A quantitative research design is used for this study. The dependent variable and the independent variable are this study's two variables. The independent and dependent variables are denoted by the letters "X" and "Y". Independent variable of this research is the students' perception in the use of Vocabulary.com in English learning while the dependent variable is students' achievement in vocabulary skill. Students of 11th grade of SMA Labschool UPGRIS made up the research's target population. The data were obtained from the 11th grade students at SMA Labschool UPGRIS Academic year 2022/2023. A questionnaire and a vocabulary test were the two research tools the researcher used to collect data from the participants. While the vocabulary exam was designed to aid in the integration of vocabulary.com into the learning process, the questionnaire eventually became the primary research tool. The researcher creates a vocabulary-focused English learning strategy for the students.

Keywords: : vocabulary, english learning, vocabulary.com

1. Introduction

In all Indonesian schools, from elementary through university, English is the first foreign language taught. As a result, the goal of teaching English in elementary schools should be to help learners become more proficient communicators. Middle school students are expected to have a performative and functional level of language proficiency in order to be prepared for

studying English in high school. It is required of learners to produce fluent English abilities through the expression of their own ideas. Communication required understanding each other, so that the object being communicated can be conveyed and captured correctly by the responder. Language is a tool for interpersonal communication. Language is an instrument we use to share ideas and achieve goals. Language is the tool of communication to build relationship each other (Wardhaugh & Fuller, 2015) .

In communication, language can be spoken directly and in writing to convey a thought, action, and feeling. Developing vocabulary is one way to be able to use language effectively. Therefore, language learners should try to expand their vocabulary. Assuming that the researcher agrees with this statement, Learning vocabulary is crucial for students because it helps organize and arrange thoughts into written sentences and outputs. Vocabulary is the basis of a sentence. It is means, the sentence is formed from a collection of arranged vocabulary forms. Therefore, it is critical to first enhance vocabulary when learning a second language. With a wide vocabulary mastered at least we can comprehend a sentence's meaning, both in written and spoken form. Besides grammar and pronunciation, vocabulary is one more part of language learning that requires continuous improvement by both native and non-native speakers.

Although learning vocabulary in a foreign language looks simple, some learners seem to have trouble memorizing it. The learners likewise appear to view learning English in class as exhausting. Additionally, the teacher repeats the term in every lesson to teach vocabulary. As a result, students get bored and lose interest in the vocabulary studies. Without a wide proper vocabulary, students will struggle to understand what they read and hear as well as to communicate their goals. Their language abilities can, however, be enhanced if they have a large vocabulary, which is essential for speaking English in its proper sense. Therefore, when teaching and learning English, teachers employ several ways to increase their learners' vocabulary or instruct them to have a dictionary with them. The utilization of various forms of media by the teacher has the effect of greatly motivating the students. Without any pressure, they genuinely pick up words. Using engaging learning resources is one technique for teachers to boost their students' enthusiasm in learning language. In this situation, using technology that students presently utilize on a daily basis, such as smartphones, can be a learning media alternative.

Nowadays, the average Indonesian student of school age uses smartphones for both entertainment and communication. Smartphones can be utilized in a variety of beneficial ways. Almost all smartphones today have an internet connection. Learners can use the different online learning resources available to them through their smartphones. Vocabulary.com is one of the internet platforms that may be used to teach and learn vocabulary. It is a website with many methods for learning vocabulary. The website can be used from two perspectives, namely as a teacher and as a student. Of course, this will be highly beneficial for both students learning vocabulary and teachers as they teach it. Many features on Vocabulary.com, like the diversity of games and interesting learning videos for learners, can enhance vocabulary acquisition. On this website, learners can also get a relatively complete dictionary and vocabulary list. To

measure their vocabulary development, students can also take specific exams whose results are displayed immediately. This is also would be useful to teachers when they are conducting tests to assess how well learners comprehend the words they have previously been given. Taking into consideration the background of the study, this research aims to analyze the teaching preparation in conducting English Learning using vocabulary.com, teaching implementation of using vocabulary.com in learning English, students' perceptions of the effect of using vocabulary.com in English learning for students.

2. Literature Review

The researcher discovered some previous research which were relevant to this study. The earlier research that is related to Journal Article written by Anggraini & Fauzi (2019) from Proceeding of 1st Conference of English Language and Literature (CELL) Entitled, "Students' Perceptions: The Use of Joox to Enhance Vocabulary and Listening Skill". According to the students' perceptions, the study presented here looks into how using the Joox music streaming application can enhance students' listening and vocabulary abilities. The study's primary method of inquiry involved 9 statements and 25 respondents. The findings of this study demonstrate how students perceive and assume using the Joox streaming music application will affect their vocabulary and listening abilities. The results of the offered surveys are then used to examine the data. The purpose of the study's outcome was to investigate how well learners' vocabulary and listening skills improved after using the Joox music streaming app.

The next study is a thesis written by Septian (2019) from Universitas Negeri Semarang Entitled, "Students' Perceptions on Online Game Practices and Their Vocabulary Attainment in English Related to Game Online". This study was designed to learn what students think about playing online games and how well they understand the English language. The study's focus is on students' perceptions on their views of their behaviors in online games and their level of English ability. 42 students were used as the sample population in this study, and they were questioned about their perceptions of online game usage and their grasp of English in these games.

And then, a thesis written by Santoso (2008) from Sanata Dharma Yogyakarta University Entitled, "Students' Perceptions on Vocabulary Weekly Tests in Vocabulary 1 Class". This study aimed to A basic overview of how much the students' perceptions of the weekly tests' implementation in vocabulary I class contribute to their vocabulary mastery is provided along with the students' perceptions of those exams. Students enrolled in the Vocabulary I class in the English Language Education Study Program's class A at Sanata Dharma University during the 2007–2008 academic year made up the study's population. The Vocabulary I course had three classes: A, B, and C. Since class A was the largest class among the other classes, 74 students from that class were chosen to make up the research population.

A thesis written by Sahara (2015) from STAIN Palopo Entitled, "Improving Students' Vocabulary Skill Through Contextual Teaching and Learning (Ctl) Method At the 8th Year Students of Smpn 8 Palopo". This study's goals were to determine whether contextual teaching and learning (CTL) could help students acquire more words, as well as to learn how the eighth-year students at SMPN 8 Palopo felt about learning words using CTL. Pre-experimental

methodology with pre- and post-test designs were used in this study. Its purpose was to methodically communicate or characterize using the information gathered from pre-experimental research. The entire class of eighth-year students at SMPN 8 Palopo during the academic year 2014–2015 served as the study's target group. The sample was selected intentionally from the entire population. This sample, which comes from the lower grade level, consisted of 25 students. A questionnaire and a vocabulary test served as the research's instruments. A vocabulary test and a questionnaire were administered to determine the students' level of comprehension of the topic.

The next is a Journal Article written by Lutfi (2020) from Universitas Muhammadiyah Jember Entitled, “The Students’ Perceptions in Learning Vocabulary Through English Songs of Eleventh Grade Students at MAN 2 Jember in 2019/2020 Academic Year” . The goal of this study is to investigate how eleventh-grade students perceive utilizing English songs to learn vocabulary and what challenges they encounter when using these songs as learning tools. To discover more about how students perceive English songs in vocabulary learning, the researcher sends questionnaires to the students using online forms. Google forms were utilized by the researchers to send out the questionnaires. The researcher created 20 questions, and each one must be answered by the student.

The next, is a Journal Article written by Klimova & Polakova (2020) from Education Science Journal Entitled, “Students’ Perceptions of an EFL Vocabulary Learning Mobile Application”. The purpose of this study was to examine how students employed a mobile tool intended to teach them new English words and phrases, as well as to assess the app's benefits and drawbacks from their point of view. In their third academic year, 28 Czech students studying management of tourism (21 females and 7 males) filled out a paper questionnaire. Students studying management of tourism in their third year at the Faculty of Informatics and Management in Hradec Králové utilized the mobile app as supplemental instruction for learning English in the 2019. The smartphone app was utilized outside of the in-person English lessons over the 13-week semester. All of the 90-minute weekly contact lessons, which ran from the end of September through the middle of December, focused on developing all aspects of language use, including speaking, reading, listening, and writing. Along with their contact lessons and the readings from their English classes that were saved in an additional online course, all 28 students decide to use the mobile app.

The last study is a Journal Article written by Ambarwati & Mandasari (2020) from Journal of English Language Teaching and Learning (JELTL) Entitled, “The Influence of Online Cambridge Dictionary Toward Students’ Pronunciation and Vocabulary Mastery”. This study investigates how students at Universitas Teknokrat Indonesia's pronunciation and vocabulary (UTI) are affected by the Cambridge online dictionary. 25 students majoring in English Education and taking the Academic Writing course served as the study's subjects. After that, The data were analyzed using descriptive analysis. The student was given a questionnaire and an interview pertaining to an alternate technological resource for acquiring vocabulary and pronunciation, particularly the online Cambridge dictionary.

From the previous research above, It is evident that the study has related to each other. The similarity of those studies explains about students' perceptions in learning vocabularies using variety of method. This study is distinct from earlier studies since it focuses on how English language learners perceive acquiring vocabulary through the use of vocabulary.com. The goal of this research is to know the teaching implementation of using vocabulary.com in learning English, students' perceptions on English learning using vocabulary.com, students' vocabulary skill on English learning, and the correlation between students' vocabulary skill and students' perception in English learning using Vocabulary.com.

3. Method

A quantitative research design is used for this study. The dependent variable and the independent variable are this study's two variables. The independent and dependent variables are denoted by the letters "X" and "Y". Independent variable of this research is the students' perception in the use of Vocabulary.com in English learning while the dependent variable is students' achievement in vocabulary skill. The researcher intends to find out the teaching implementation of using vocabulary.com in learning English, students' perceptions of the effect of using vocabulary.com in English learning, students' vocabulary skill on English learning, and the correlation between students' vocabulary skill and students' perception on English learning using Vocabulary.com. Students of 11th grade of SMA Labschool UPGRIS made up the research's target population. The questionnaire for this study is close-ended question in which the answers to each statement are already available. Using a Likert scale, the researcher created a questionnaire, Widoyoko (2012) claims that the Likert scale, which has a scale from extremely negative to very positive, is used to identify a person's position along the spectrum of attitudes toward the object. By quantifying a person's response to the provided things, the location is determined. Participants will be asked to reply to a number of items in the questionnaire, including: Strongly agree with Sangat setuju (SS), agree with Setuju (S), disagree with Tidak Setuju (ST), and strongly disagree with Sangat Tidak Setuju (STS). The type of each item would determine the score. According to Widoyoko (2012) Positive items will receive the following scores: SS = 4, S = 3, TS = 2, and STS = 1. Meanwhile the negative items' scores were as follows: SS=1, S=2, TS=3, and STS=4. The data were obtained from the 11th grade students at SMA Labschool UPGRIS Academic year 2022/2023. A questionnaire and a vocabulary test were the two research tools the researcher used to collect data from the participants. The researcher will analyze the data that has been obtained from two meetings which are results of questionnaire and vocabulary test, then . Statistics are used to describe the data.

4. Finding and Discussion

Research Findings

There were two kinds of research findings in this study, (1) teaching implementation of using vocabulary.com in learning English, (2) the result of students' perceptions in the use of

vocabulary.com. (3) The result of English vocabulary test, and (4) correlation between students perceptions in the use of vocabulary.com and their English vocabulary test.

Taching Implementation of Using Vocabulary.com in Learning English

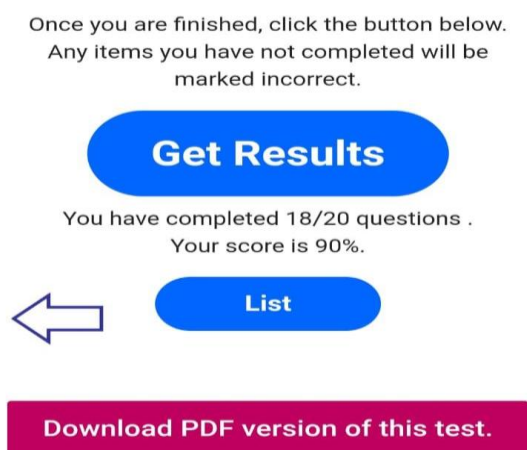
A sample of 27 students from class XI IPS 1 was used for the research at Labschool UPGRIS High School during the 2022–2023 academic year. The research was done over the course of two meetings, on February 7th and 14th, 2023. The researcher created learning tools that included vocabulary-related lesson plan, an online vocabulary exam, a power slide presentation of how to use vocabulary.com, and a questionnaire.

First meeting was conducted on February 7th, 2023. Based on the lesson plan that had been prepared beforehand, at the beginning of the meeting the researcher invited students to recall some of the previously memorized vocabulary. After that, researcher explained and introduced vocabulary.com to students. The researcher explained that vocabulary.com is an English learning website that focused on vocabulary building. In addition, it was also explained that vocabulary.com has a variety of interesting features that can be used for students learning vocabulary. After that, the researcher explained how to created an account on the platform and then how to use the features available on vocabulary.com. The researcher then gave the students instructions on how to comprehend and identified descriptive texts in their textbooks. Students were required to be able to highlight or underline words in the text that considered to be difficult for them. The researcher instructed the students to input a collection of difficult words that had been underlined into a feature of vocabulary.com called vocabulary list. In this feature students can save a collection of words that will be learned by appearing these words in games or exercises that can be done for learning. After the students have finished inputting the difficult word, the researcher instructed them to work on the exercises and games found on the vocabulary.com website.

Second meeting was conducted on February 14th, 2023. In this section, at this section researcher gave the online vocabulary test link to students from www.englishtestonline.com. Then researcher instructed students to work on it. After students were done, researcher instructed them to screen capture the score then sent it through WhatsApp. The screen capture of students' vocabulary test can be seen below.

Figure 4.1

Screen Capture of Students' Vocabulary Online Test Score



Then, researcher distributed questionnaire sheet. The questionnaire was a likert scale with 30 statements and 4 options for each statement. The option was written as *sangat setuju* (SS), *Setuju* (S), *tidak setuju* (TS), dan *sangat tidak setuju* (STS). Students must choose one option for each statement. Researcher explained the rules and how to answer the questionnaire. Then, researcher instructed them to did the questionnaire.

According to the learning evaluation, some students are still did not using various education websites as their media for learning English. But, when shown the Vocabulary.com website, the students appeared enthusiastic. According to the questionnaire's results, a number of students acknowledged that they had heard of and attempted to utilize vocabulary.com as a learning tool, however they had not been successful in doing so.

Results of Students' Perceptions in Using Vocabulary.com (X)

The total numbers of students in eleventh grade students of SMA Labschool UPGRIS were 27 students. All of them are participated in this study. The 30 items of likert scale questionnaire were used to investigate students' perception in the use of vocabulary.com. In answering the statement in the questionnaire the students choose the options such; Strongly agree with Sangat setuju (SS), agree with Setuju (S), disagree with Tidak Setuju (ST), and strongly disagree with Sangat Tidak Setuju (STS). The students choose which option that was appropriate for them. First, the total answer of each part of the questionnaire was calculated.

The researcher conducted a descriptive test with SPSS 2.6 to determine the average value of student perception data in learning vocabulary through the use of vocabulary.com.

Table 4.1

Descriptive Statistic of Students' Perceptions on Vocabulary.com

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Student_Perception	27	74	109	90.96	9.205
Valid N (listwise)	27				

The findings of the test are displayed in the chart that can be found above. The highest possible score that a student can receive is 109, and the lowest possible score is 74; as a result, the

average score for all 27 students is 90.96. The total of these numbers is the aggregate of the scores obtained from both the positive and negative questionnaires, which were added together using the score table that can be found below.

Table 4.2
Scoring Categories

Categories	Statements	
	Positive	Negative
Sangat Setuju	4	1
Setuju	3	2
Tidak Setuju	2	3
Sangat Tidak Setuju	1	4

(Widoyoko, 2012)

The score that was received from 27 examples in a row is shown in the table below.

Table 4.3
The Result Score of Questionnaire

Students	STATEMENTS										TOTAL SCORE
	POSITIVE				JML	NEGATIVE				JML	
	SS	S	TS	ST		SS	S	T S	S T		
A-1	8	4 8	12	0	68	0	8	3	0	11	79
A-2	80	0	10	0	90	0	0	15	0	15	105
A-3	12	5 4	8	0	74	1	0	9	4	14	88
A-4	16	5 1	8	0	75	0	2	12	0	14	89
A-5	76	1 2	4	0	92	0	0	9	8	17	109
A-6	36	3 3	10	0	79	0	0	15	0	15	94
A-7	16	5 7	4	0	77	0	2	12	0	14	91
A-8	40	2 4	6	4	74	1	0	0	16	17	91

A-9	40	$\frac{2}{7}$	8	2	77	2	2	3	4	11	88
A-10	20	$\frac{3}{9}$	12	1	72	0	0	9	8	17	89
A-11	28	$\frac{3}{6}$	10	1	75	1	2	6	4	13	88
A-12	32	$\frac{4}{2}$	6	0	80	1	0	12	0	13	93
A-13	16	$\frac{4}{8}$	10	0	74	0	0	15	0	15	89
A-14	36	$\frac{3}{3}$	6	2	77	0	2	6	8	16	93
A-15	12	$\frac{3}{6}$	18	1	67	0	2	9	4	15	82
A-16	48	$\frac{2}{7}$	6	1	82	1	2	6	4	13	95
A-17	4	$\frac{5}{4}$	4	4	66	0	2	9	4	15	81
A-18	0	$\frac{5}{4}$	14	0	68	0	6	6	0	12	80
A-19	56	$\frac{2}{7}$	2	0	85	3	6	0	0	9	94
A-20	76	$\frac{1}{2}$	4	0	92	0	0	9	8	17	109
A-21	4	$\frac{6}{0}$	8	0	72	1	0	9	4	14	86
A-22	8	$\frac{3}{6}$	16	3	63	0	8	3	0	11	74
A-23	4	$\frac{5}{1}$	10	2	67	0	0	15	0	15	82
A-24	8	$\frac{5}{4}$	10	0	72	0	2	6	8	16	88
A-25	36	$\frac{3}{0}$	6	3	75	0	2	0	16	18	93
A-26	4	$\frac{7}{2}$	0	0	76	0	10	0	0	10	86
A-27	32	$\frac{3}{9}$	8	0	79	2	4	3	0	9	88

From the table above it can be seen that the highest score is obtained with a total value of 109, while the lowest score is obtained with a total value of 74. This value is obtained from a combination of positive and negative statements.

Results of Students' English Vocabulary Test (Y)

Table 4.4
Descriptive Statistic of Students' Vocabulary Test Score
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Students_Test_Result	27	23	100	77.93	21.062
Valid N (listwise)	27				

Based on the data above, from the descriptive data above, it can be concluded that the students' vocabulary skill test had an average of 77,93 with 23 being the lowest score and 100 being the highest score. This value is taken from the entire sample of 27.

A table with the results of the tests that were administered to the students can be found below. The purpose of this tests was to determine the students' current level of proficiency in vocabulary acquisition. According to the outcomes of the scores that were received by 27 different students, who are arranged in the table in the following manner:

Table 4.5
Vocabulary Test Scoring

No	Score	Classification	Frequency	f%
1.	86-100	Excellent	11	40,74%
2.	61-85	Good	11	40,74%
3.	47-60	Fair	3	11,11%
4.	0-46	Very Poor	2	7,40%

From the table above, it can be seen that from the total of 27 students 11 of them got an excellent classification which dominated 40,74% frequency, 11 of them got a good classification which also dominated 40,74% frequency, 3 of them got a fair classification which dominated 11,11% frequency, and 2 students got a very poor classification which dominated 7,40 frequency.

The Correlation Between Students' Perceptions in Using Vocabulary.com and Students' Vocabulary Skill

The following step is to investigate whether or not there is a connection between the students' perception of their own learning while using vocabulary.com and the connection between

students' score of vocabulary ability as measured by the exam questions. If there is a connection, then the next step is to investigate the coefficient correlation between students' perception and students' score.

Correlation test is a statistical test that is used to determine the relationship between the two variables studied, in the correlation test the variables studied must be on a numerical interval or ratio scale on the two variables studied. In addition to estimating the relationship between the two variables studied, the correlation test can estimate the nature of the relationship and the strength of the relationship between the two variables.

As an alternate method to the Pearson test, the researchers in this investigation made use of the Spearman correlation test, also known as the non-parametric correlation test. Due to the fact that there were fewer than thirty people who participated in this research, the requirements for the Pearson test were not met by the findings of this investigation. The Spearman test, on the other hand, does not require that the data be regularly distributed, linear, or heterogeneous. The findings of the Spearman test can be seen in the table below, which was created using SPSS 2.6.

Table 4.6
The Finding of Spearman Test

			Students' Perception	Students' Test_Result
Spearman's rho	Student_Perception	Correlation Coefficient	1.000	.021
		Sig. (2-tailed)	.	.916
		N	27	27
	Students_Test_Result	Correlation Coefficient	.021	1.000
		Sig. (2-tailed)	.916	.
		N	27	27

The table above shows the results of the correlation using spearman test between students' perceptions of using vocabulary.com and students' scores on vocabulary skills with the basis for decision making if sig.value < 0,05 the data is correlated and if sig.value > 0,05 then the data is not correlated. Then to find the strength of the correlation between students; perception of using vocabulary.com and students' skills using guidelines like the table below

Table 4.7
Correlation Interval

Coefficient Interval	Interpretation
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0.80-1.000	Very Strong
0.60-0.799	Strong
0.40-0.599	Less Strong
0.20-0.399	Weak
0.00-0.199	Very weak

From the table above which shows the results of the correlation between students' perception of using vocabulary.com and students' skills using the Spearman SPSS 2.6 test, we can conclude that the significance value is 0.916, the sig. value > 0.05 , meaning that the two data tested are not correlated. Therefore researcher cannot look for the strength of the correlation because the data do not correlated. Then, in the table above it can be seen that the correlation coefficient is -0.21 meaning that the correlation coefficient is negative. The correlation coefficient is negative, which indicates that the relationship between the two variables does not point in the same direction as one another.

Discussion

The purpose of this research were, first to know the teaching implementation of using vocabulary.com in learning English, know students' perceptions on English learning using vocabulary.com, know students' vocabulary skill on English learning, and also to know the correlation between students' vocabulary skill and students' perception, and English learning using Vocabulary.com.

There were some steps in collected the data, which were explain and introduce vocabulary.com to the students, then gave an online vocabulary test to answer the statement of the problem number two that was to know the students' vocabulary skill. The last step was give a questionnaire sheet to know the students' perceptios in used vocabulary.com.

From the test and questionnaire, the researcher got the data to calculate the result of the research. Students' vocabulary skill test had an average of 77,93 with 23 being the lowest score and 100 being the highest score. The result score shown from the total of 27 students 11 of them got an excellent classification which dominated 40,74% frequency , 11 of them got a good classification which also dominated 40,74% frequency, 3 of them got a fair classification which dominated 11,11% frequency, and 2 students got a very poor claassification which dominated 7,40 frequency. From the average score, it can be concluded that students' vocabulary skill were cassified as good enough. The result of questionnaire shown the highest possible score that a student can receive is 109, and the lowest possible score is 74 and the average score for all 27 students is 90.96.

In short, based on the data analysis, the researcher found that the students' perceptions in using vocabulary.com and their vocabulary skill showed no correlation in 11th grade students of SMA Labschool UPGRIS. student's skill score will be low even if the student's perception value is

high; can then either, it is possible that the student's skill score will be high even if the student's perception value is low.

5. Conclusion

Based on the findings and interpretations on the previous chapter, it can be concluded that:

According to the learning evaluation, some students are still not using various education websites as their medium for learning English. But, when shown the Vocabulary.com website, the students appeared enthusiastic. According to the survey's results, a number of students acknowledged that they had heard of and attempted to utilize vocabulary.com as a learning tool, however they had not been successful in doing so.

From the questionnaire result, it shown that the highest possible score that a student can receive is 109, and the lowest possible score is 74; as a result, the average score for all 27 students is 90.96. According to the results of these scores it can be concluded that students are enthusiastic about using vocabulary.com as a learning medium. Based on students' perceptions, they feel they can use vocabulary.com as a medium to improve their vocabulary skills. In addition, they also gave the perception that vocabulary.com is one of the interesting and fun learning media.

Meanwhile, the vocabulary test's result shown that the students' vocabulary skill test had an average of 77,93 with 23 being the lowest score and 100 being the highest score. Based on the result, it can be concluded that the average of students' vocabulary test are categorized as good enough. It means students already have good vocabulary skills before applying vocabulary.com intensely.

There was no correlation between students' perception in using vocabulary.com and students' vocabulary skill. The significance value is 0.916, the sig.value > 0.05, meaning that the two data tested are not correlated.

Based on the findings, it can be concluded that students' perception in using vocabulary.com did not affected through students' vocabulary skill. But, the correlation coefficient is -0.21 is negative. The correlation coefficient is negative, which indicates that the relationship between the two variables does not point in the same direction as one another. Therefore, student's skill score will be low even if the student's perception value is high; can then either, it is possible that the student's skill score will be high even if the student's perception value is low.

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