

**THE USE OF BRIGHT-ENGLISH FOR BEGINNERS
APPLICATION TO ENRICH STUDENTS' VOCABULARY**

ARTICLE



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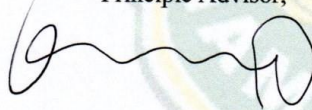
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Abstract

The purpose of this research was to determine the use of Bright-English for Beginners application to enrich students' vocabulary. This research employed pre-experimental research design with one group pre-test and post-test design. The subject of this research was eighth grade students of MTS NW Kotaraja in academic year 2023-2024 consisting of 20 students. The researcher used SPSS 22 for windows to analyze the data. The present researcher conducted the treatment about four meetings. The results showed that the post-test mean score was greater than the pre-test mean score ($81,50 > 39,50$) and the hypothesis was accepted ($t(df) = 14,777$ at $p = 0.000$). The findings of this study reveal that the use of Bright-English For Beginners application significantly enriches students' vocabulary. As a result, it can be concluded that the Bright-English For Beginners application effectively improves students' vocabulary.

Key words : *Bright-English for Beginners Application, students' vocabulary*

1. INTRODUCTION

Language is also important when we are going to develop empathy skills language, namely speaking, listening, reading, and writing (Taheri et al., 2020). By mastering the four language skills on the basis we are able to communicate well and able to make changes towards the progress of the individual, society and the nation. Especially now students required to use language to be able to communicate well and polite, creative, critical thinking, working together and collaborating, and (Kusmiarti, 2020:207) states that For this reason, the importance of studying language is not only a means of communication, but as an image of mind, and personality.

English is an internasional language that is used throught out the world which every country learns. According to (Rahman, 2021) English language is used for communication in internasional affairs. Almost all nations in the whole world used the English language. English can facilitate a person in communicating with people from abroad. According to (Sari & Aminatun, 2021) Learning English is very important to be applied in a school, the teacher hopes that students can master English well. The learning process from introduction,

understanding, application in everyday life is needed in order to achieve English language learning the ideal. The mastery of language includes various skills that must be mastered by students, namely listening, speaking, reading and writing

(Syakur et al., 2020). English is one of the languages used as a means of communication in the International relationship and widely used in all branches of knowledge controlled by people who want to increase their knowledge or to communicate with people from other countries.

Vocabulary is a collection of several letters that are combined into a word which will be used by someone to construct new sentences. According to (Bakhsh, 2016), in English language teaching, vocabulary could be defined as words that taught in a foreign language. It is a tool that used to understand in learning English. However master vocabulary is a difficult thing and need a long process.

There are several factors that cause students to be lazy when learning English. The students have difficulty in understanding, read, pronounce every word in English because English is not language used in daily life. When the teacher teaches, students feel bored because the learning process is monotonous. Teachers must find other methods so that learning is more attractive and students do not feel bored during learning English.

There was a strategy or technique to be solution to the problem above, namely using Bright-English for Beginners application. This strategy can be used to improve students' vocabulary skills and this application claims to be a tool to help learn vocabulary in a fun way.

One application that can be used to improve students' vocabulary skills is the Bright-English for Beginners application. This application claims to be a tool to help learn vocabulary in a fun way and can enrich students with 8 words every day. (Ferlazzo & Sypniewski, 2022) states that, not only that, the Bright-English for Beginners application also prepares 47 sets of choices of words in English with various levels of difficulty, from beginner to advanced, to facilitate students learn vocabulary, the researcher chose one of five topics for beginners: “ at home, in the city, school and university, animal, and top 100 verbs,” because these topics are frequently encountered in their daily lives. Exercises voiced by native speakers.

Based on the problem above, the researcher conduct a research to know how is the Bright-English For Beginners application effective enrich students' vocabulary at the eighth grade of MTS NW Kotaraja.

2. METHOD

The methodology used in this research is a quantitative. (Walter & Andersen, 2016) points out that in quantitative study, researchers analyze the data obtained that is in numerical form, statistically. It means that mathematical calculation is used in this study in order to examine whether the hypothesis can be proven or not. In this study, the method used pre-experimental design involving one class. This study applied the “Bright-English for Beginners Application” in teaching vocabulary. This study used Pre-test and post-test which was carried out and the results of the two tests was compare to find out the increase in students' vocabulary before and after being given treatment using the Bright-English For Beginners application.

2.1 Participants

The population in this study is students of class A at the eight grade which consist of one class with 20 students.

2.2 Research Instrument

Instrument a tool which used for collecting the data by the researcher. The research instrument in this study used tests such as multiple choices and matching text. This was given to assess or find out the effectiveness of students in using Bright-English for Beginners application to enrich students' vocabulary or not. This test is one of the form measuring language mastery of important for everyone who works as a teacher. Therefore the research give 20 questions, 15 multiple choice and 5 matching text.

2.3 Data collection

In collecting data, the researcher taught vocabulary, pronunciation, and repetition tests in class by using Bright-English for Beginners technique at the eighth grade students of MTS NW Kotaraja. Four meetings were conducted for this experiment. For the first meeting, the researcher distributed the pre-test as described. After conducting pre-test, the researcher teaches vocabulary in two meetings by using Bright-English For Beginners as the treatment. In the last meeting, the researcher given post-test as she did in pretest. Then the students' post-test are assessed by the writer. After both score of pre-test and post-test are collected, the data is compared to find out if the treatment can improve the students' vocabulary in order to prove hypothesis.

2.4 Data analysis

a. Descriptive Statistics

The technique of analyzing data was descriptive statistic. The present researcher would find out mean score and standard Deviation of students vocabulary test. The present researcher have calculate the mean score and standard Deviation by using SPSS version 22 for windows. Referring to the data gained in pretest, the result of students as follow; the lowest and the highest score were 25 and 55, while in the posttest obtained the lowest and the highest score were 70 and 95. In addition, the mean score of pretest was 39.50. while in posttest was 81.50. the mean scores of posttest was higher than the mean scores of pretest.

b. Statistics Required for Testing Hypothesis

There are two statistics required for testing hypothesis, those are normality test and homogeneity test which are analyzed by using SPSS statistic version 22 for windows.

1) Normality test

The researchers conducted normality testing to determine whether the distribution of the pretest and posttest data was normal or not. They used a significance level of $(p) = 0.05$ for this assessment. If the values of both the pretest and posttest were greater than $(p) = 0.05$, it would indicate that the data follows a normal distribution. The results of the one-sample Shapiro-Wilk test revealed that all the p-values for both the pretest

and posttest were greater than $(p) = 0.05$. Specifically, the value for the pretest was .413, and for the posttest, it was .084. These results suggest that the data passed the normality test and could be considered normally distributed. In conclusion, based on the findings of the normality testing, it was concluded that both the pretest and posttest data were normal, as their values exceeded the significance level of $(p) = 0.05$.

2) Homogeneity test

This test was conducted to assess the homogeneity of the data. The data is considered homogeneous when the significance level is greater than $(p) = 0.05$. Based on the calculation of one-way ANOVA, the values obtained from Levene's test was found to be 0.387, and the overall values for the ANOVA test was 0.537. Since the value of 0.537 is greater than 0.05, it indicates that the data is homogeneous. In summary, the results of the statistical analysis, specifically the one-way ANOVA test with a values of 0.537 and Levene's test with a value of 0.387, demonstrate that the data is homogeneous.

c. Hypothesis Testing

The results of the paired-samples t-test indicate a significant difference in the mean scores between the pre-test and post-test. The t-value was $(df) = 14.777$, and the corresponding degrees of freedom were also considered. The reported p-value was extremely low, $p = 0.000$, suggesting strong evidence against the null hypothesis and further supporting the significance of the results. As the alternative hypothesis was accepted, it implies that using the Bright-English for Beginners application had a significant and positive effective can enrich students' vocabulary. In other words, based on the results of the paired-samples t-test, the application was found to be effective can enrich students' vocabulary.

3. RESULTS

In research, the researcher used the descriptive statistic in analyzing the data. Based on the result of the data analysis, it was found the highest score of pre-test was 55, while the lowest score was 25 and the highest score of post-test was 95 and the lowest score was 70. Referring the calculation of the data, it was also found that the men score of pre-test was 39.50, and the mean score of post-test was 81.50. the standard deviation of pre-test was 9.018 and post-test was 7.626 .

Reffering to the result of normality and homogeneity testing, it was obtained the value Shapiro-wilk for pre-test was 413, and post-test was 084. This implies that the distribution of the data was normal and the value of levene's statistics were .387 and significant . 537, which was greater than 0,05. It means that the variance of the data was homogenous.

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4. DISCUSSIONS

The result of the study suggests that Bright-English for Beginners application should be applied in teaching and learning process. By using Bright-English For Beginners application, at the eighth grade of MTS NW Kotaraja were able to increase their vocabulary. The gave apositive response and very excited in teaching and learning process. This strategy was effective, it was seen in the mean score of pre-test was 39.50 and post-test was 81.50.

The result of hypothesis testing was also found. The present researcher got $t(df) = 14.777$ at $p = 0.000$. in addition, the values of t-test higher than t-table ($14.777 > 2.016$), it is showed that there was a significant difference between students' vocabulary before and after Bright-English for Beginners application was implemented. It means that using Bright-English For Beginners application was significantly effective can enrich students' vocabulary at the eight grade of MTS NW Kotaraja.

In applied Bright-English for Beginners application as teaching was better than before gave treatment to the students. Before giving treatment, there were 18 students classified into the poor category and 2 students in the average category. The research used Bright-English for Beginners application was success to improved students'vocabulary because used Bright-English for Beginners application in learning was interested and all that students would like to more practice.

Based on the result of this study, the researcher concluded that Bright-English for Beginners application is a solution to the students that help each other. (Nihta Vera Frelly Liando et al., 2022) states that, Bright-English for Beginners application is the way to help students easier to improve their vocabulary, grammar and communication skill. It could be seen from enthusiasm the students in teaching and learning.

5. CONCLUSIONS

Based on the research findings, the present study draws the following conclusions:

1. The students' posttest scores were significantly higher than their pretest scores, indicating a significant difference in the mean scores between the two tests. The paired-samples t-test showed a t-value of $(df) = 14.777$, with a p-value of 0.000, supporting the acceptance of the alternative hypothesis.

2. The implementation of the Bright-English for Beginners application had a significant and positive effective can enrich students' vocabulary at the eighth grade of MTS NW Kotaraja during the school year 2023-2024.

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