

**THE EFFECT OF MONDLY APPLICATION ON THE IMPROVEMENT
STUDENTS' VOCABULARY MASTERY OF THE SEVENTH GRADE**

THESIS



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UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM

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2025

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THESIS

*Submitted to the Faculty of Tarbiyah and Teacher Training in Partical Fulfillment
of the Requirement of the Degree of English Language Teaching (S.Pd) in English
Education Department*



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APPROVAL SHEET

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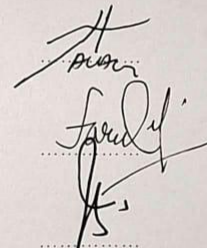
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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
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The Researcher

A handwritten signature in black ink is written over a yellow 10,000 Rupiah stamp. The stamp features the Garuda Pancasila emblem and the text '10000', 'METERAI TEMPEL', and '5B246AUX019443278'.

A. Difa Ichsanul Arief

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MOTTO

“Yesterday is history, tomorrow is a mystery but today is gift”

DEDICATION

All praise is due to Allah SWT for abundant grace, guidance, and blessings, enabling me to complete this final project. May blessings and peace be upon the Prophet Muhammad, peace be upon him, the exemplary figure of all time. The completion of this final project would not have been possible without the prayers, support, and encouragement of many. With utmost respect and gratitude, I express my deepest gratitude to my beloved parents, who have continually prayed for me and encouraged me every step of my journey. I also express my gratitude to my older brother, and extended family for their boundless support.

I extend my gratitude to my supervisor and all the lecturers who have imparted valuable knowledge, guidance, and mentorship throughout the process of writing this work. I also thank my friends who have always provided positive energy, encouragement, and joy, making this journey more meaningful. I would also like to express my special gratitude to someone who has been there for me throughout this process. Although our relationship is not tied to a fixed status, their presence has added color and enthusiasm.

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Blessings and peace be upon the Prophet Muhammad, peace be upon him, the exemplary Muslim, who has guided humanity towards a life filled with knowledge, faith, and the light of truth.

This thesis was written as one of the requirements for completing studies in the English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, UIN Maulana Malik Ibrahim Malang. The author fully acknowledges that the completion of this thesis would not have been possible without the assistance, support, and prayers of various parties.

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2. Prof. Dr. Hj. Ilfi Nur Diana, M. Si, the Rector of UIN Maulana Malik Ibrahim Malang.
3. Dr. H. Muhammad Walid, MA, the Dean of Teacher Training and Education Faculty of UIN Maulana Malik Ibrahim Malang.
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been a source of strength and comfort for me in facing various challenges.
May your friendship and kindness always be richly rewarded by Allah SWT.

LATIN ARABIC TRANSLITERATION GUIDE

Based on the collective decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

A. Words

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= <u>h</u>	ط	= th	و	= w
خ	= Kh	ظ	= zh	ه	= h
د	= d	ع	= ‘	ء	= ‘
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. LongVocal

Long Vocal(a)	= ^ˆ a
LongVocal(i)	= ^ˆ i
LongVocal(u)	= ^ˆ u

C. DipthongVocal

اُو	=aw
اَي	= ay
او	= [˘] u

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ABSTRAK

Arief, A. Difa Ichsanul. 2025. Pengaruh Aplikasi Mondly terhadap peningkatan Penguasaan Kosakata Siswa Kelas Tujuh. Skripsi. Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Dr. Meinarni Susilowati, M.Ed.

Kata Kunci: Aplikasi Mondly, penguasaan kosakata, sekolah menengah pertama, pembelajaran digital, penelitian kuasi-eksperimental.

Studi ini menyelidiki bagaimana penggunaan aplikasi Mondly berdampak pada peningkatan penguasaan kosa kata siswa kelas tujuh di sebuah sekolah menengah perguruan tinggi di Jawa Timur. Studi ini menggunakan pendekatan kuantitatif dengan desain kuasi-eksperimental. Dua kelompok terlibat dalam penelitian ini: kelompok eksperimen menggunakan aplikasi Mondly untuk belajar kosakata, dan kelompok kontrol menggunakan pendekatan konvensional untuk belajar. Data dikumpulkan melalui tes awal dan akhir, yang terdiri dari pilihan ganda, menjodohkan, dan menyusun kalimat. Hasil uji-t Sampel Independen menunjukkan perbedaan yang signifikan antara kedua kelompok ($p \leq 0,05$), dengan kelompok eksperimen memperoleh skor rata-rata yang lebih tinggi (dari 65,19 menjadi 89,26) daripada kelompok kontrol (dari 64,81 menjadi 72,59). Temuan ini menunjukkan bahwa aplikasi Mondly memiliki efek positif yang signifikan terhadap penguasaan kosakata siswa, mendukung efektivitasnya sebagai alat pembelajaran yang menarik dan interaktif. Studi ini menunjukkan bahwa mengintegrasikan aplikasi digital seperti Mondly ke dalam pengajaran bahasa Inggris dapat meningkatkan perolehan kosakata dan memotivasi siswa dalam proses pembelajaran.

ABSTRACT

Arief, A. Difa Ichsanul. 2025. The Effect of Mondly Application on The Improvement Students' Vocabulary Mastery of The Sventh Grade. Thesis. English Language Teaching. Faculty of Islamic Education and Teacher Training. Maulana Malik Ibrahim State Islamic University of Malang. Advisor Dr. Meinarni Susilowati, M.Ed.

Keywords: Mondly application, vocabulary mastery, junior high school, digital learning, quasi-experimental research.

This study investigates how the use of the Mondly app impacts vocabulary acquisition among seventh-grade students at a high school in East Java. This study uses a quantitative approach with a quasi-experimental design. Two groups were involved in this study: the experimental group used the Mondly app to learn vocabulary, and the control group used a conventional approach to learning. Data were collected through pre- and post-tests, which consisted of multiple-choice questions, matching exercises, and sentence construction. The results of the Independent Samples t-test showed a significant difference between the two groups ($p \leq 0.05$), with the experimental group obtaining a higher average score (from 65.19 to 89.26) than the control group (from 64.81 to 72.59). The findings indicate that the Mondly application had a significant positive effect on students' vocabulary mastery, supporting its effectiveness as an engaging and interactive learning tool. This study suggests that integrating digital applications such as Mondly into English language teaching can enhance vocabulary acquisition and motivate students in the learning process.

خلاصة

عارف، أ. ديفا إحسانول. 2025. أثر تطبيق موندلي على تحسين إتقان المفردات لدى طلاب الصف السابع أطروحة. قسم تعليم اللغة الإنجليزية. كلية التربية الإسلامية وتدريب المعلمين. جامعة مولانا مالك إبراهيم الإسلامية الحكومية في مالانج. المشرف: الدكتورة مينارني سوسيلواتي، ماجستير في التربية

الكلمات المفتاحية: تطبيق موندلي، إتقان المفردات، المرحلة الإعدادية، التعلم الرقمي، بحث شبه تجريبي

على تحسين إتقان المفردات لدى طلاب الصف السابع Mondly تبحث هذه الدراسة في تأثير استخدام تطبيق: في مدرسة إعدادية في جاوة الشرقية. استخدم البحث منهجاً كمياً بتصميم شبه تجريبي شمل مجموعتين والمجموعة الضابطة التي تم تدريسها، Mondly المجموعة التجريبية التي تعلمت المفردات باستخدام تطبيق من خلال الطرق التقليدية. تم جمع البيانات من خلال الاختبارات القبلية والبعدية المكونة من مهام الاختيار للعينات المستقلة عن وجود فرق كبير بين المجموعتين t من متعدد والمطابقة وبناء الجملة. كشفت نتائج اختبار حيث حققت المجموعة التجريبية تحسناً أعلى في متوسط الدرجات (من 65.19 إلى 89.26) ، ($p \leq 0.05$) كان له تأثير Mondly مقارنة بالمجموعة الضابطة (من 64.81 إلى 72.59). تشير النتائج إلى أن تطبيق إيجابي كبير على إتقان الطلاب للمفردات، مما يدعم فعاليته كأداة تعليمية جذابة وتفاعلية. تشير هذه الدراسة في تدريس اللغة الإنجليزية يمكن أن يعزز اكتساب المفردات Mondly إلى أن دمج التطبيقات الرقمية مثل ويحفز الطلاب في عملية التعلم

CHAPTER I

INTRODUCTION

This introduction covers several key aspects including the background of the study, research question, research objective, scope and limitations of the study, significance of the study, and definition of key terms.

1.1 Background of the Study

In the current era of globalization, technological advancements continue to evolve rapidly. As technology progresses, mastering English becomes essential for addressing various challenges in the modern world. Second or foreign language learners are the most likely to recognize the importance of vocabulary (Ghalebi et al., 2020) Learning vocabulary through activities such as interviewing, speaking and writing has not received much attention compared to vocabulary learning through reading. In reality, a strong vocabulary is crucial for developing listening, speaking, and writing skills (Useini, 2023) The importance of vocabulary is also emphasized in the Holy Qur'an, as mentioned in Surah Al-Baqarah, verse 31:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

“And He taught Adam the names (objects) of all of them, then He showed them to the angels, saying, "Tell Me the names of all these (objects), if you are correct!"

According to the verse above, Allah gave Adam a thorough understanding of all the names of different items and gave him the capacity to recognize and differentiate them by their names or other characteristics. This proves that Allah has given people the natural capacity to comprehend and identify the names, purposes, and traits of different objects.

Vocabulary is an important part of English language learning that is essential for student comprehension. In addition, in order for students to communicate better and master the four English language skills of writing, listening, speaking, and reading, building a broad vocabulary is considered an important part of the language learning process. Students at school are often taught new words as part of certain lessons, and many adults also see vocabulary learning as a useful and educational activity. (Ismatullayeva, 2020) stated that vocabulary is the primary means to communicate with one another to convey thoughts, statements, and expressions, therefore vocabulary is constantly being added to students' general knowledge. According to some students, learning vocabulary is challenging because it requires more time for memorization. The researcher assumes that as technology continues to develop and diversify, it can support more engaging and effective English language learning. So, the researcher tried to improve vocabulary using applications and increase students' interest in learning English.

Mastery of an extensive vocabulary plays a crucial role in developing these skills. The more vocabulary students master, the easier it is for them to understand and apply the four language skills, both in oral and written contexts. However, vocabulary learning is not without its challenges. Teachers are faced with the task of not only teaching new vocabulary, but also creating effective and fun methods for students. This process is crucial to keep students engaged and ensure they can easily absorb and remember new words. Therefore, teachers need to use creative approaches in presenting vocabulary materials, such as through the use of

technology, and the application of everyday contexts, to make learning more interesting and relevant to students' lives.

There are previous studies that focus on vocabulary learning applications such as Duolingo and Lingo applications. According to Abila (2025) in their research on the Duolingo approach to language learning, several drawbacks have been identified. Although Duolingo uses gamification to make learning more fun, the app lacks speaking practice or live conversations that involve the use of vocabulary in interaction, which could hinder the development of students' speaking skills in learning. According to Klimova (2021), mobile applications such as LinGo often focus more on vocabulary memorization rather than providing opportunities for learners to apply those words in more complex sentences or real-life contexts. This limitation in contextual usage may hinder students' understanding of how vocabulary functions in conversations or authentic situations, thereby making it difficult for them to apply these words effectively in everyday communication. However, unlike Duolingo and LinGo, Mondly app provides a more contextualized approach to vocabulary learning. Rather than simply relying on gamification or word memorization, Mondly provides interactive features such as AI-based conversations and dialog simulations with native speakers, allowing users to practice vocabulary in real communication situations.

Mondly provides language learning materials and activities through its website or app (Даулетбаева, А. Е. 2023). Mondly App offers engaging lessons by incorporating a variety of activities, such as vocabulary drills, games, and simulated dialogues (Mufti H, 2020). Mondly App is an interactive and innovative

language learning platform, designed to make it easier for users to learn various languages, including English in a more interesting and effective way. Foreign language skills, especially English, are becoming increasingly important in today's globalized world in order to compete in education, employment, and other fields. This app also aims to provide users with something new and interesting and make the language learning process more enjoyable. Excellent features offered include voice recognition technology, effective repetition stages to strengthen memory, and clear audio quality. In addition, this speech recognition program is designed to be sensitive to the pronunciation of words and phrases, which helps users improve pronunciation accurately and naturally. The use of the Mondly application is very beneficial for learning English in the classroom, as it allows students to discover new things and makes the learning process more interesting and enjoyable.

The researcher chose Mondly App because this app provides the language learning that can help students to increase vocabulary and ultimately become proficient through lessons that are easy to understand and remember. At Junior High School grade 7, there are many students who have a high desire to learn English but have limited vocabulary. In addition, most teachers still use traditional teaching methods that do not utilize technology, making it difficult for students to engage and stay motivated in the learning process. As a result, students lack learning skills and their learning outcomes are less than optimal (Sulaiman S, 2022). This results in low language skills among students especially in basic matters such as vocabulary mastery and the need for efforts to improve students' sense of learning by using technology. In research conducted by Adelia (2022), she argues that if the problems faced by teachers or students are not immediately found a solution, this

can affect the quality of student education, so that the target of national education may not be achieved. Based on the problems that have been mentioned, the researcher chose the title **“The Effect of Mondly Application on Improvement Students’ Vocabulary Mastery of The Seventh Grade”**

1.2 Research Question

Based on what has been described in the background, the researcher formulates a research question, namely: Does the application of mondly application effect student vocabulary improvement at Junior high school?

1.3 Research Objective

The purpose of this study, based on its background and problem formulation, is to determine whether the Mondly application can improve the vocabulary of junior high school students.

1.4 Scope and Limitation of Study

The focus of this study is to improve the vocabulary of seventh-grade junior high school students using the Mondly app. The researchers sought to improve students' vocabulary, including nouns, adjectives, verbs, and adverbs. Their goal was to add 10 to 50 new words to the students' vocabulary each session using the Mondly app. This decision was made based on the consideration that vocabulary learning through interactive applications such as Mondly can be an effective method in significantly improving students' learning achievement.

1.5 Significant of the Study

There are three pieces of evidence supporting the validity of this study. This study offers teachers valuable insights into the use of the Mondly App as an effective tool for improving students' vocabulary. For students, this study offers an interactive and engaging way to improve their vocabulary with the Mondly app. For other researchers, this study serves as a useful reference and foundation for further research on the use of digital applications in improving student vocabulary.

1.6 Definition of Key Terms

To provide a clear and consistent understanding of the concepts, terminology, and variables discussed in this study, the following definitions are presented. This is done to ensure that the terms used in this study are clear and to prevent misinterpretation.

1.6.1 Vocabulary Mastery

Vocabulary mastery refers to a student's ability to understand and use words effectively in both written and spoken communication. Mastering vocabulary involves comprehending various aspects of words, including their meanings, spoken and written forms, grammatical behavior, word derivations, collocations, and contextual usage. In this study, vocabulary mastery focuses on topics related to on-going activities (verb), clothes (noun), and food and drinks (adjective), reflecting practical vocabulary that supports everyday communication.

1.6.2 Mondly App

Mondly is a language learning platform that offers a variety of languages, including English, to meet the different needs of students. Mondly differs from traditional learning approaches because it combines interactive and engaging features that make learning fun and dynamic. The app uses features such as games, quizzes, challenges, and rewards to maintain students' interest and motivation and prevent them from getting bored while learning. To access Mondly's various features, you must be connected to the internet. The app is accessible for free, with optional premium features for those who want to explore more advanced content. In this study, students used the Mondly app via smartphones that have been made available on Playstore.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the theories which includes the Vocabulary Mastery, Mondly Application, and Previous Study.

2.1 Vocabulary

2.1.1 Definition of Vocabulary

Vocabulary is an important skill in language learning, and should be used every day. Vocabulary is crucial to students' academic success because it enables them to understand the curriculum, communicate effectively in class, and master their field, which demonstrates the importance of teaching and learning vocabulary (Khalilova, K. 2023). Students can find it easier to absorb and remember new words through activities that are incorporated into their daily routines.

In addition, Hariyono (2020) states that vocabulary consists of words taught in a foreign language. However, learning new vocabulary can present several problems, such as limited language exposure, which can hinder progress. In addition, students may quickly lose interest or become bored. To achieve this, teachers must consider interesting methods, strategies, techniques, and media to make vocabulary learning more efficient and enjoyable.

2.1.2 Kinds of Vocabulary Mastery

According to Sari (2021), vocabulary can be categorized into two main types:

1. Receptive and Productive Vocabulary

Receptive vocabulary includes words encountered through reading and listening, where learners understand meaning as they come across new language in context. In contrast, productive vocabulary means the ability to understand a topic by listening and observing movements, which helps learners understand what is being explained.

2. Active and Passive Vocabulary

Passive vocabulary consists of words that are not fully understood or not often used in spoken and written language, while active vocabulary consists of words that are frequently used in speaking and writing.

2.2 Mondly Application

2.2.1 Definition of Mondly Application

Mondly is an app developed by Romania-based ATi Studios and launched in 2013 when its founders, Alex Iliescu and Todur Iliescu, saw an opportunity to introduce foreign language learning by utilizing future technology. The app allows users to learn languages quickly and practically

through the method of listening to conversations as well as everyday dialog from native speakers (Adelia, N. R., 2022).

Mondly is a language learning app that offers easy access for users across multiple platforms, including web, Android, iOS and Windows. The app is free to use and provides an interactive and engaging learning experience. The application offers 33 different languages for users to study (Sanda et al., 2021). Mondly allows users from different backgrounds to learn foreign languages in a fun and practical way. Not only focusing on learning through English, Mondly also supports many other languages of instruction, thus further expanding its global reach. Mondly's learning method includes a variety of exercises that emphasize speaking, listening, and reading skills, complemented by unique features such as augmented reality (AR)-based conversations and chatbots for daily conversation practice.

The Mondly app is designed to support English language learning in all key areas, including pronunciation, grammar, vocabulary, writing, listening, and reading, at various skill levels (Simonova et al., 2022). Utilizing Augmented Reality (AR), “Mondly” offers virtual representations, such as teachers or chatbots, to improve students' communication and comprehension in English. Mondly offers interactive features such as daily vocabulary lessons, voice recognition-based pronunciation, and scheduled repetition that help students improve vocabulary effectively and fun. Students can benefit from this app by reinforcing improved pronunciation,

practicing spoken English, expanding vocabulary, and ultimately advancing overall language acquisition.

2.2.2 Advantages and disadvantages of the Mondly Application

1. Advantages of Mondly Application

For students learning English, the Mondly app offers many benefits, such as pronunciation, listening, reading, writing, grammar, and vocabulary. Mondly is a pioneering app that combines augmented reality (AR), chatbot technology and speech recognition to facilitate foreign language learning, allowing users to engage in conversations and receive feedback on their pronunciation (Symonenko, S., 2020). Daily vocabulary practice is another valuable feature, which helps students expand their language knowledge gradually.

For students who want to expand their vocabulary, the Mondly app is a great solution. One of the advantages of the Mondly app, according to Adelia (2022), is that users can learn foreign languages through devices such as smartphones, computers, or tablets. This app supports learning by using the user's native language as a starting point to facilitate understanding. In addition, Mondly has a chatbot feature that allows users to practice speaking correctly. Materials in the app cover daily life situations, such as how to say hello, as well as topics about family, seasons, transportation, food, drinks, sports, and public buildings. The audio features used in Mondly come from native speakers, which ensures pronunciation accuracy. Users can also learn at their leisure, with just a few minutes each

day. In addition, Mondly offers a different vocabulary every day, allowing users to expand their vocabulary consistently.

2. Disadvantages of Mondly Application

Despite its many advantages, Mondly has some limitations. The first is that free version of Mondly has limited content access, requiring users to complete each course to unlock additional material (Sánchez et al., 2023). Furthermore, Mondly only focuses on conversational vocabulary and phrases, which may not provide an in-depth explanation of grammar or complex language rules. And lastly the features in Mondly, especially those involving augmented reality and chatbots, require a stable internet connection, thus limiting offline use.

2.2.4 Step how to use Mondly Application

According to Rahim (2020), there are several procedures that must be followed to access the Mondly application:

1. Students can access the Mondly app on their smartphone home screen for free from the App Store or Play Store if they don't already have it. To access the app, students must log in using their Google account, email address, or Facebook account.



Figure 1 Main page of Mondly app

2. After entering the introduction page, the app provides guidance on how it works. Students can then press the 'Start' button to begin their daily lessons. They should select the foreign language they want to learn and the topic they are interested in, then confirm to continue.



Figure 2 Date of Accesing Mondly

3. Students see and hear a word in a foreign language appear in the center of the screen, and then they are asked to drag the button to the image that best matches the word.



Figure 3 Matching Audio Images

4. In another activity, students are asked to listen to a word spoken by a native speaker and tap the button corresponding to the translation. The Mondly app provides audio of the words so that students can understand how they are pronounced.



Figure 4 Complete the sentence

5. At the end of the lesson, the app displays a mind map containing all the words and expressions that have been learned. Students can then instantly

see their score in the app. Finally, students can move on to the next activity to reach a new level, as well as learn new material and vocabulary.

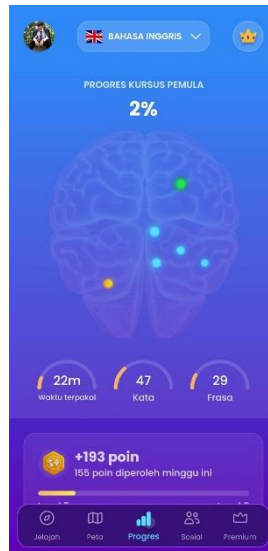


Figure 5 Mondly Point

2.3 Previous Studies

As a theoretical basis, this study includes several previous studies related to the use of the Mondly application for vocabulary mastery. The first study, *“The Use of Mondly Language Application to Improve Student’s Vocabulary Achievement,”* was conducted by Abdul Rahim (2020) at Muhammadiyah University Makassar. The purpose of this study was to determine the effectiveness of the Mondly application as a learning medium for improving students' vocabulary, especially junior high school students at Unismuh, Makassar. The results showed that the Mondly application was effective and had a significant effect on improving students' vocabulary mastery. This finding shows that Mondly can be a good supporting tool in language learning, especially in helping students expand and enrich their vocabulary through interactive and innovative methods.

The second study entitled ***“The Effectiveness of Using the Mondly Application in Developing Speaking Skills and Improving the Arabic Vocabulary of Class VII Students at MTs Al-Abrar Bulukumba”*** by Khalik, M. F. (2024) The purpose of this study was to determine the effectiveness of using the Mondly application to improve the speaking skills of seventh-grade students at MTs Al-Abrar Bulukumba and increase their mastery of Arabic vocabulary. This study used a quantitative method. Two groups of students were tested with pre-tests and post-tests. The research subjects were seventh-grade students, and the main tool was a test. The results of the study show that the use of the Mondly app in teaching Arabic to seventh-grade students at MTs Al-Abrar Bulukumba has proven to be effective. This finding supports the use of modern technology such as Mondly as an important tool in language learning, especially in improving students' speaking skills and vocabulary mastery.

The third study entitled ***“The Use of Mondly Application to Increase Senior High School Students' Vocabulary Mastery”*** by Wardani, I., & Lubis, Y. (2024) aims to examine how Mondly application can help senior high school students in improving their vocabulary mastery. This study used a qualitative method with a pre-experimental design and involved students in the 10th grade at Tritech Informatika Vocational School in Medan. The results showed that the Mondly app worked well to improve students' vocabulary. This finding reinforces the potential of Mondly as a useful language learning medium, contributing significantly to efforts to improve students' vocabulary competence at the secondary education level.

This research is different from several previous studies that also discuss the use of Mondly application in vocabulary acquisition. Abdul Rahim's (2020) study at Unismuh Makassar examined the effectiveness of Mondly on junior high school students to improve English vocabulary using the Pre-experimental Design method, while Khalik, M. F. (2024) tested this application on grade VII students of MTs Al-Abrar Bulukumba in vocabulary acquisition and Arabic speaking skills through a pretest-posttest experiment. Another study by Wardani and Lubis (2024) at SMK Tritech Informatika Medan used a qualitative approach on high school students to improve English vocabulary. This study, different from those studies, focuses on the use of Mondly for grade VII students of Junior high school who learn basic English vocabulary in certain categories, with a target vocabulary increase of between 10 to 40 words per meeting. Unlike the previous study, the context of this research is in a school with limited access to technology and still applying traditional methods in learning, so the main objective is to explore the extent to which Mondly can be an effective learning tool in this situation and improve students' motivation and vocabulary acquisition. As such, this research aims to make a new contribution to the application of English language learning apps in an educational environment with limited access to technology.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research design, time and place of research, research variables, population and research samples, research instruments, validity and reliability tests, data collection techniques, and data analysis.

3.1 Research Design

Quantitative methods based on quantifiable numerical data were used in this study. Quantitative methods, which originate from positivism, aim to study specific samples (Sugiyono, 2024). During this process, structured research instruments were used to collect data, which was then analyzed using quantitative or statistical methods. The experimental method used to test hypotheses is the focus of this research. Basically, the purpose of this approach is to show the causal relationship between two variables referred to as X and Y.

Quasi-experiments are considered to be an extension of pure experiments, providing greater flexibility in complex research conditions while maintaining the best validity of results (Muijs, 2022). This experimental design is an extension of true experimental design, maintaining the basic principles of pure experiments but providing greater flexibility in application. In this design, although it is not always possible to fully randomize the sample, the researcher continues to control variables that could influence the study's results. As such, this approach allows for more practical testing of cause-and-effect relationships

in more complex research conditions, without compromising the validity of the findings.

Table 1 The Quasi-Experimental Design's Description

Group	Pre-Test	Treatment	Post-Test
Experimental	Y ₁	X	Y ₂
Control	Y ₁	-	Y ₂

The table shows that this study involves two groups an experimental group and a control group. The researchers use the Mondly application to examine its effect on the learning outcomes of the participants in the experimental group, while the control group does not receive any special treatment, allowing researchers to compare the learning outcomes of the two groups. Consequently, the purpose of this study is to determine the extent to which the Mondly app as a learning medium can affect participants' learning outcomes.

3.2 Time and Setting of the Research

This study was conducted in the even semester of the 2024/2025 academic year at a junior high school in East Java. This junior high school was not familiar with the use of technology in the learning process, so the use of application-based learning media was relevant to improve English vocabulary mastery, which is why this location was chosen. Furthermore, English teachers at the school require effective learning tools to assist students in mastering English as a second language, aligning with the research focus on vocabulary development through applicationbased media.

Table 2 Research Schedule

No.	Activity	Date
1.	Observation	26 November 2024
2.	Pre-Test	11 August 2025
3.	Giving Treatment 1	11 August 2025
4.	Giving Treatment 2	12 August 2025
5.	Giving Treatment 3	13 August 2025
6.	Post-Test	13 August 2025

3.3 Research Variable

In research, a variable refers to a characteristic of a research unit that is identified by the researcher for collection and analysis, such as gender, age, or achievement level (Muijs, 2022). These variables have values that vary between units, thus providing an in-depth description of the phenomenon under study. Generally, variables are categorized into two main types: independent variables, which act as the cause or influencing factors, and dependent variables, which represent the outcomes or effects of the independent variables. Recognizing the function of these variables is important to ensure the research follows a systematic process and produces results that align with the research objectives.

Positive or negative reinforcement of research activities affects research results. This study used two independent variables (X) from the Mondly application and one dependent variable (Y) from vocabulary. The researchers

concentrated on evaluating the vocabulary abilities of junior high school students with various treatments, but they all underwent the same initial and final tests.

3.4 Research Population and Sample

According to Muijs (2022), “population” is a term used to describe a group of objects or subjects that have certain characteristics that have been determined by researchers to be studied and then draw conclusions. The sample was a group of 29 seventh-grade students selected to represent the population. Research results cannot be generalized to the population if the sample is not representative (Karimuddin et al., 2022). A representative sample allows the researcher to make valid generalizations about the wider population.

This study involved seventh-grade junior high school students divided into two groups: Class 7A as the experimental group and Class 7B as the control group. The experimental group consisted of 26 students (16 female and 10 male), while the control group consisted of 29 students (16 female and 13 male). The researcher chose seventh-grade students based on previous discussions with the English teacher, which revealed that application-based English learning media had never been used in teaching. The total number of seventh-grade students at the school was 54, as shown in the table below.

Table 3 Population

No.	Class	The Number of Students
1.	7-A	27
2.	7-B	27
Total Number		54

This study involved junior high school students in the seventh grade. Two classes, Class 7A and Class 7B, were used as the experimental and control groups, respectively, to produce the sample. Class 7A, which originally consisted of 27 students (17 females and 10 males). Meanwhile, Class 7B, which initially consisted of 27 students (15 females and 12 male).

Both the experimental and control groups showed an equivalent level of understanding of the vocabulary material prior to the intervention, as indicated by the pre-test results. This similarity ensures that any differences observed in the post-test can be attributed to the treatment rather than pre-existing disparities in vocabulary knowledge. The equivalence in initial understanding between the two groups strengthens the validity of the study and ensures that the effectiveness of the Mondly application can be accurately assessed.

3.5 Data Source

Every study requires data collection because it is essential to obtain the information needed to achieve the research objectives. The ultimate goal of data collection is to enable researchers to draw accurate conclusions, which

makes data collection considered the most strategic step in research. To achieve significant results, the methods used to collect data are very important, regardless of the type of research (Muijs, 2020). By using pre- and post-tests, the researchers collected data for a study titled “The Effect of the Mondly Application on Improving Vocabulary in Junior High School Students”.

3.6 Research Instrument

This study used a vocabulary test, which measured students' vocabulary skills before and after learning. The test was conducted in writing and consisted of twenty multiple-choice questions that students had to complete in forty minutes. Each item presented four possible answers, and the students were instructed to choose the one that best represented the correct meaning or usage of the target vocabulary. The test items were designed to cover the three categories of vocabulary targeted in this study, on-going activities, clothes, and food and drinks. These categories were selected because they are part of the basic vocabulary needed for everyday communication and are aligned with the curriculum for seventh-grade students. This scoring system helped to evaluate students' understanding and use of the vocabulary learned during the study.

3.7 Validity and Reliability Testing

This research used a test instrument to collect data. Before the test was conducted, the instrument was validated to ensure that it effectively measured the intended variables. In addition, reliability testing was carried out to ensure that the instrument produced consistent results over time. This process ensures that the instrument is both accurate and dependable for the study.

3.7.1 Validity

A validity test evaluates the accuracy and precision of the data collection instrument. To support regression analysis, both validity and reliability tests are necessary. These tests are conducted to assess the validity of the instruments, ensuring that they are appropriate and identifying any components that may need to be removed. Validity tests can be performed using content validity. As described by Muijs (2022), the concepts of validity and reliability are fundamental in quantitative research, particularly for ensuring the quality and appropriateness of research instruments. Validity tests such as content, construct, and item validity help ascertain whether the instruments accurately measure the intended constructs and support the robustness of regression analyses.

1. Content Validity

Content validity evaluates how well a test measures the intended mastery of specific content or material aligned with teaching objectives. A test with strong content validity effectively assesses students' comprehension of the material outlined in the teaching program, ensuring alignment with the curriculum's goals. To determine whether a test possesses content validity, it is crucial to carefully examine the test blueprint. This process verifies that the test proportionally represents all aspects of the subject matter that students are expected to master. By conducting a thorough review, educators can ensure the test provides a

comprehensive and fair assessment of students' knowledge and skills, reinforcing the integrity of the teaching and evaluation process.

Table 4 Validity Content

Learning Outcomes (CP)	
CP 1	Students are able to identify and select appropriate verbs in continuous sentences (on-going activities) in English.
CP 2	Students are able to recognize and select nouns related to clothing in English.
CP 3	Students are able to understand and use adjectives that describe food and drinks in English.

2. Construct Validity

Construct validity examines how well test items measure the intended constructs or conceptual definitions they are designed to assess. This type of validity ensures that a measurement instrument aligns with the theoretical framework upon which it was developed. A test is said to possess construct validity when its questions effectively evaluate all dimensions of thinking outlined in the curriculum's. To achieve this, the questions must be carefully crafted based on a well-structured test. By adhering to this approach, educators and researchers can ensure that the test accurately reflects the underlying concepts, providing meaningful and reliable insights into students' understanding and abilities. Construct validity is a cornerstone of creating robust and theoretically sound assessment tools.

Table 5 Construct Validity

No.	Standard Competence	Number Item
1.	On-Going Activities (verb)	8
2.	Clothes (noun)	4
3.	Food and Drinks (adjective)	8
4.	Total Item	20 items

3. Item Validity

To evaluate the validity and reliability of the research instruments, the researcher used the expert judgment method. The validity of the test was assessed through content validity, which determines whether the test items are relevant and representative of the construct being measured. The instrument was reviewed by two experts in the field namely, the thesis supervisor and a lecturer in English education who examined the items. The experts provided ratings on a four-point scale (1 = not relevant, 5 = very relevant) and gave feedback for improvement. Items with lower ratings were revised according to the suggestions provided. After revision, the experts confirmed that all items met the criteria for content validity and were suitable for use in data collection.

3.7.2 Reliability

In this study, the reliability test was conducted solely using SPSS to evaluate the consistency and accuracy of the measurement instrument.

This analysis was performed to ensure that the instrument maintains its reliability over repeated measurements, providing stable and trustworthy results. By utilizing SPSS, the reliability test allowed for a precise assessment of the instrument's internal consistency, ensuring that each item within the measurement tool contributed to the overall reliability.

1. Scale Reliability

The researcher will conduct a reliability test to evaluate the reliability of the scale or questionnaire, Cronbach's Alpha can be applied, calculated by taking into account the number of valid items, as well as the variance of each item and the overall score. This formula was designed to measure the internal consistency of the research instrument. If the reliability value obtained (r count) is greater than the r table value at the 5% significance level, then the item is considered reliable and can be accepted as part of the research instrument.

2. Test Reliability

To determine the reliability of the test, the KR-20 formula was applied, as this study utilizes dichotomous scoring, where each test item is scored as either correct (1) or incorrect (0). The KR-20 formula was specifically designed to assess the internal consistency of tests with binary outcomes, ensuring that the test items consistently measure the same construct. This is crucial for validating the reliability of the vocabulary test used in this research.

A higher Rtt value indicates stronger test reliability, meaning the test items consistently measure the intended construct—in this case, students' vocabulary mastery. An Rtt value closer to 1.0 signifies excellent internal consistency, while lower values suggest inconsistencies among the test items. In this study, the KR-20 calculation was performed using SPSS to ensure the accuracy and reliability of the results. The reliability coefficient obtained from this analysis serves as a crucial indicator of the test's quality, confirming whether the vocabulary assessment consistently reflects students' true abilities across multiple administrations.

3.8 Data Collection Technique

3.8.1 Pre-Test

The initial test was given to the experimental and control groups before the treatment to measure how well the students understood the material before the treatment. The final test, conducted after using Mondly for vocabulary learning, was influenced by this initial test. Students were asked to create sentences using the vocabulary provided. Finally, the test included multiple-choice questions where they had to choose the correct answer. Another part of the test involved students matching vocabulary words with corresponding images by drawing lines connecting them.

3.8.2 Treatment

After conducting the pre-test, the researcher applied the treatment using the Mondly application. The experimental group received this

treatment, while the control group continued with the regular classroom learning method typically conducted by the researcher. The treatment was administered at least three times during the learning process. In the first session, students began using the Mondly application at the easiest level. After the treatment sessions, a post-test was administered.

3.8.3 Post-Test

The post-test was an assessment conducted after the treatment to evaluate how well students had understood the learning material. This test reflected the impact of the treatment applied and aimed to measure students' final competencies in mastering the material. The post-test mirrored the pre-test, in which students answered multiple-choice questions, wrote the corresponding English vocabulary and its meaning based on given pictures, and used the vocabulary to form sentences. By comparing the results of the pre-test and post-test, the researcher determined whether there was a significant improvement in students' vocabulary after using the Mondly application in junior high school.

Table 6 Blueprint

No.	Learning Outcomes	Competency Achievement Indicator	Learning Objective	Question Format
	CP 1: Identifying verbs	- Selecting verbs in sentences	Students can recognize and select the correct verbs in continuous sentences.	Multiple Choice
	CP 2: Recognizing nouns	- Mentioning nouns related to clothing	Students can identify and mention various types of clothing in English.	Multiple Choice
	CP 3: Understanding adjectives	- Identifying adjectives describing food/drinks	Students can identify and understand adjectives describing food and drinks.	Multiple Choice

3.9 Data Analysis

Data analysis involves organizing data sequences, arranging them into patterns, categories, and basic descriptive units. The data collected from respondents are then processed for analysis. This study utilized quantitative data, derived from students' pre-test and post-test scores, as well as responses to questionnaires completed by the participants. The data were analyzed using SPSS Application to determine whether the evidence supports or contradicts the research hypothesis. Statistical methods were applied to evaluate significant differences in scores, specifically regarding the effectiveness and use of instructional media, such as the Mondly application, in enhancing vocabulary. The results aim to find out whether the Mondly application can improve the vocabulary of Junior high school students. The analysis process in this study was conducted through several structured steps.

3.9.1 Hypothesis Test Using the T-test

Hypothesis testing is a fundamental aspect of inferential statistics that allows researchers to draw conclusions about a population based on sample data. A hypothesis functions as a temporary answer to the research question, formulated as a scientific assumption that requires empirical verification. In this study, normality testing, homogeneity testing, and hypothesis testing were conducted using SPSS to ensure that the data met the assumptions for parametric analysis. The primary statistical method applied was the Independent Samples t-test, which is specifically designed to compare the mean scores of two

independent groups: the experimental group, which used the Mondly application, and the control group, which received traditional instruction. This test aimed to determine whether the differences in vocabulary mastery between the two groups were statistically significant.

The null hypothesis (H_0) in this research stated that there was no significant difference in vocabulary mastery between students who used the Mondly application and those who did not, suggesting that the application has no effect. Conversely, the alternative hypothesis (H_1) proposed that there was a significant difference, indicating the effectiveness of the Mondly application in improving vocabulary mastery. The significance level was set at $\alpha = 0.05$ as the standard criterion for hypothesis testing. If the p-value obtained from the Independent Samples t-test was less than or equal to 0.05, H_0 would be rejected and H_1 accepted, meaning the Mondly application significantly improved students' vocabulary mastery. On the other hand, if the p-value was greater than 0.05, H_0 would be accepted, implying that the application did not have a meaningful impact.

The independent samples t-test was used because this study involved two different groups with different pre-test and post-test designs. Compared to the one-sample t-test, which only compares the sample mean with a fixed standard, the independent t-test was

more accurate for assessing the relative performance of two groups exposed to different learning methods. By applying this statistical test, the researcher was able to provide strong empirical evidence regarding the effectiveness of digital applications, particularly Mondly, in enhancing vocabulary acquisition compared to conventional classroom instruction. Thus, the use of the Independent Samples t-test provided a reliable and valid foundation for drawing meaningful conclusions about the role of technology in language learning.

This approach aligns with the use of the Independent Samples t-test in this study, which aims to compare the pre-test and post-test results between the experimental group that used the Mondly app and the control group that received no special treatment. Thus, the t-test provides a strong statistical basis for drawing conclusions regarding the effectiveness of app-based learning media in improving students' vocabulary acquisition.

CHAPTER IV

FINDINGS AND DISCUSSION

There are two section in this chapter one deals with the research findings and the other with the research discussion.

4.1 Findings

At this stage, the researcher presents the findings obtained during the study, covering the analysis of pre-test and post-test data for both the experimental and control groups.

4.1.1 Data Analysis of Pre-test and Post-test Scores

The data collected from seventh-grade junior high school students in East Java in the even semester of the 2024/2025 academic year was described in this section. Pre- and post-test scores are provided here. Twenty-three students (14 females and 9 males) in the experimental group received treatment through the Mondly app, while 25 students (14 females and 11 males) in the control group followed conventional learning. The pre-test results showed that both groups had equivalent mastery of vocabulary material prior to the intervention.

The experimental and control groups took this test before the treatment was applied. The test comprised 20 questions in written form, including multiple-choice, matching, and sentence creation sections, to be completed within 50 minutes. Each correct answer was awarded 5 points, with a total possible score of 100 points.

4.1.2 Result of Validity Test

Table 7 Validity Test

Item	Pearson Correlation (r)	r Table	Conclusion
Item01	-0.017	0,444.	INVALID
Item02	0.536	0,444.	VALID
Item03	0.882	0,444.	VALID
Item04	0.66	0,444.	VALID
Item05	0.732	0,444.	VALID
Item06	0.802	0,444.	VALID
Item07	0.689	0,444.	VALID
Item08	0.685	0,444.	VALID
Item09	0.651	0,444.	VALID
Item10	0.772	0,444.	VALID
Item11	0.774	0,444.	VALID
Item12	0.859	0,444.	VALID
Item13	0.81	0,444.	VALID
Item14	0.807	0,444.	VALID
Item15	0.493	0,444.	VALID
Item16	0.567	0,444.	VALID
Item17	0.162	0,444.	INVALID
Item18	0.906	0,444.	VALID
Item19	0.685	0,444.	VALID
Item20	0.598	0,444.	VALID
Item21	0.134	0,444.	INVALID
Item22	0.85	0,444.	VALID
Item23	0.631	0,444.	VALID
Item24	0.669	0,444.	VALID
Item25	0.763	0,444.	VALID
Item26	0.501	0,444.	VALID
Item27	0.793	0,444.	VALID
Item28	0.969	0,444.	VALID
Item29	0.182	0,444.	INVALID
Item30	0.812	0,444.	VALID
Item31	-0.098	0,444.	INVALID
Item32	0.722	0,444.	VALID
Item33	0.887	0,444.	VALID
Item34	0.379	0,444.	INVALID
Item35	0.515	0,444.	VALID

The validity of the 35 test items was analyzed using the Pearson Product-Moment Item-Total Correlation with a critical r_{table} value of 0.444 at $\alpha = 0.05$. The results show that 29 items achieved validity, as their correlation coefficients (r) exceeded the minimum threshold. These items demonstrated significant positive correlations with the total score, ranging from moderate to very high levels (e.g., Item03 = 0.882, Item12 = 0.859, Item28 = 0.969), indicating that they are reliable indicators of the construct being measured. Such findings support the overall consistency and internal validity of the instrument.

On the other hand, 6 items—namely Item01, Item17, Item21, Item29, Item31, and Item34—were identified as not valid, with correlation values below the critical threshold (e.g., Item31 = -0.098; Item21 = 0.134). These items did not show a statistically significant relationship with the total score, suggesting that they do not measure the intended construct effectively. In the context of instrument refinement, these items would typically be revised, improved, or removed to ensure the measurement tool maintains strong validity and reliability.

4.1.3 Result of Realibility Test

Table 8 Reliability Test

Reliability Statistics		
	Cronbach's Alpha Based on Standardized Items	N of Items
Cronbach's Alpha		
.470	.159	35

The reliability of the instrument was examined using Cronbach's Alpha with a total of 35 items. The analysis produced a Cronbach's Alpha coefficient of 0.470, while the value based on standardized items was 0.159. According to commonly accepted benchmarks (≥ 0.70 indicating high reliability, ≥ 0.60 acceptable, and < 0.60 considered low), these results suggest that the instrument has low internal consistency. This means that the items do not consistently measure the same underlying construct and may not provide stable results across administrations.

The relatively weak reliability value indicates that the questionnaire requires revision and refinement. In particular, the inclusion of several non-valid items likely reduced the overall reliability coefficient. Removing or revising the six non-valid items (Item01, Item17, Item21, Item29, Item31, and Item34) may help improve the consistency of the instrument. Additionally, rephrasing ambiguous questions, balancing item difficulty, or increasing the number of well-designed items could further strengthen the reliability in future applications.

4.1.4 T-test

Table 9 Result of T-Test

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	T	df	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
total	Equal variances assumed	.037	.849	7.683	52	16.667	2.169	12.314	21.020
	Equal variances not assumed			7.683	51.915	16.667	2.169	12.313	21.020

The result of the Independent Samples t-test shows that the value of Levene's Test for Equality of Variances was $F = 0.037$ with $\text{Sig.} = 0.849$. Since the significance value is greater than 0.05, it indicates that the variances of both groups are homogeneous. Therefore, the interpretation of the t-test refers to the row of Equal variances assumed. The result of the t-test reveals that $t = 7.683$ with the degree of freedom ($df = 52$) and $\text{Sig. (2-tailed)} = 0.000$. As the significance value lower than 0.05, it can be concluded that there was a significant difference in the mean scores between the experimental group and the control group.

The 95% confidence interval ranges from 12.314 to 21.020, and the average difference between the two groups was 16.667. The results show that the experimental group taught with the Mondly app had an average score that was

approximately 16.667 points higher than the control group taught without the app. Therefore, it can be concluded that the use of the Mondly app has a significant effect on improving the vocabulary mastery of seventh-grade students.

4.2 Discussion

Vocabulary mastery is essential for language learning because it serves as the foundation for effective communication, reading comprehension, and overall linguistic competence. Due to limited exposure and traditional teaching methods that may not engage students, students of English as a Foreign Language (EFL) often struggle to acquire and remember vocabulary. As Khalilova (2023) highlights, vocabulary should be integrated into daily life because learning words in routine, meaningful contexts help students absorb and remember them more easily. Vocabulary is also crucial for academic success, enabling students to understand curriculum content, communicate effectively in the classroom, and master their field. As technology continues to reshape educational practices, digital tools and applications offer promising alternatives to enhance vocabulary learning through interactive and personalized experiences.

One such tool is the Mondly application, a language learning platform designed to improve vocabulary through gamified exercises, speech recognition, and real-life conversational contexts. By comparing the performance of the experimental group using the application with the control group using conventional learning, this study investigates whether the use of technology can significantly improve vocabulary mastery in seventh grade students. The purpose of this study is to determine whether the use of technology can provide clearer learning outcomes and substantially

improve students' vocabulary mastery. The purpose of this study is to determine whether the use of technology can significantly improve students' vocabulary mastery.

Based on the descriptive statistics, it appears that the experimental group experienced a significant increase in vocabulary scores after using the Mondly app. Their average score rose from 65.19 in the initial test to 89.26 in the final test, accompanied by a slight decrease in standard deviation from 8.932 to 7.808. This indicates not only an increase in achievement but also better consistency in results. Meanwhile, the control group showed only a limited increase, from 64.81 to 72.59, with a relatively stable standard deviation. The highest score in the experimental group reached 100, while the control group stopped at 90. These findings show that using the Mondly app can provide a greater boost to student learning and engagement.

The results of the independent sample t-test show that the experimental group and the control group have significant differences in vocabulary mastery. The experimental group received higher average scores after being taught using the Mondly app. This finding confirmed that the Mondly application provides a positive effect on vocabulary learning. The significant difference, as shown by the mean difference of 16.667 points, suggests that digital language learning tools can effectively enhance students' vocabulary acquisition compared to traditional methods.

One possible explanation for this significant improvement lies in the advantages of the Mondly application itself. The app supported all essential language skills

grammar, vocabulary, pronunciation, listening, reading, and writing make it a comprehensive learning tool. Mondly, according to Symonenko (2020), is an innovative application that combines augmented reality (AR), voice recognition, and chatbot technology so that students can participate in interactive conversations and receive immediate feedback on what they say. In addition, the daily vocabulary practice feature allows students to gradually develop their vocabulary with consistent improvement, as shown by the post-test results of the experimental group.

This study presents a novelty compared to previous research that employed the Mondly application as a medium for vocabulary learning. These features allow students to practice vocabulary in real-life communicative contexts, expanding their mastery from passive knowledge to more productive use of vocabulary. Moreover, this study focuses on seventh-grade junior high school students, whereas most previous studies investigated English for Young Learners (EYL) at eighth graders. This fills a research gap by targeting early adolescents, whose learning needs and motivation differ significantly from younger learners.

In terms of findings, earlier studies using Mondly showed significant improvements but with less consistent outcomes, while the present study demonstrated that Mondly not only increased students' mean scores substantially but also produced more uniform results, as evidenced by the reduction in standard deviation in the post-test scores. In addition, to produced higher validity and reliability, this study uses more in-depth statistical analysis, which includes descriptive statistics, paired sample t-tests, independent sample t-tests, and Shapiro-

Wilk normality tests. Therefore, this study offers new empirical evidence that, compared to conventional approaches or previously studied applications, interactive technology-based applications such as Mondly improve and stabilize students' vocabulary mastery better.

In addition, the Shapiro-Wilk normality test results confirmed that all data groups, both pre-test and post-test, were normally distributed, with significance values above 0.05 in all sample sizes. This validated the use of parametric statistical tests such as paired sample t-tests and independent sample t-tests to test the significance of score differences. Data normality strengthens the credibility of the findings and supports the conclusion that the Mondly app has a statistically significant and valid impact on students' vocabulary acquisition. In contrast, the control group, which received conventional instruction, showed only a slight improvement. While traditional methods can enhance vocabulary to some extent, they may not engage students as effectively as interactive, technology-based approaches. This finding aligns with Sulaiman (2022), who noted that conventional methods often fail to maximize student engagement and learning outcomes. Overall, the integration of Mondly into the learning process not only improved students' vocabulary mastery but also provided a more engaging, interactive, and comprehensive approach to language learning. This suggests that incorporating innovative applications such as Mondly can be a valuable strategy for EFL teachers, particularly in schools seeking to enhance student motivation and performance in English vocabulary acquisition.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

This study concludes that, based on the results and discussion presented in the previous chapter, the Mondly application has a significant positive impact on improving students' vocabulary mastery at a seventh-grade secondary school in East Java. As a result of statistical analysis, the average score of the experimental group increased from 65.19 on the pre-test to 89.26 on the post-test; in contrast, the average score of the control group only increased from 64.81 to 72.59. The results of the independent samples t-test show that the difference between the two groups is statistically significant ($p \leq 0.05$), confirming that the Mondly application was more effective than conventional teaching methods in enhancing students' vocabulary acquisition.

Several factors contributed to this improvement. The interactive features of Mondly such as augmented reality (AR), chatbot technology, speech recognition, and daily vocabulary practice helped students learn new words in meaningful contexts, which aligns with Khalilova's (2023) view that vocabulary should be integrated into everyday life to enhance retention. The gamification elements (points, levels, and rewards) also increased students' motivation and engagement, making the learning process more enjoyable. Overall, the use of the Mondly application not only improved students' vocabulary mastery but also provided a

more interactive and personalized learning experience, proving its potential as an effective digital tool for English as a Foreign Language (EFL) instruction.

5.2 Suggestions

Based on the results of this research, several suggestions are proposed for teachers, students, and future researchers:

5.2.1 For English Teachers

Researchers suggest that English teachers consider incorporating the Mondly app into their teaching strategies. This app can provide students with an interactive and engaging vocabulary learning experience, which can increase their enthusiasm and desire to learn English. Teachers should also accompany the use of the application with proper guidance, attention, and motivation so that students remain focused and benefit optimally from the technology.

5.2.2 For Future Researchers

This study can be used as a basis for assessing how effective digital applications, especially Mondly, are in improving young students' vocabulary skills. Future researchers are suggested to expand the scope of research by applying different methods, such as a qualitative or mixed-method approach, to gain a deeper understanding of how Mondly influences students' vocabulary learning. It is also recommended to investigate its impact on other aspects of language learning, such as speaking, listening, or grammar.

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APPENDIX

1. Survey Permit



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email : fitk@uin-malang.ac.id

Nomor : 4006/Un.03.1/TL.00.1/11/2024 19 November 2024
Sifat : Penting
Lampiran : -
Hal : Izin Survey

Kepada

Yth. Kepala MTS Manbaul Islam Losari
di
Tuban

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : A. Difa Ichsanul Arief
NIM : 210107110076
Tahun Akademik : Ganjil - 2024/2025
Judul Proposal : The Effective of Mondly Application in Improve Students' Vocabulary at Junior High School

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

Dekan,
Dekan Bidang Akademi

Muhammad Walid, MA
19730823 200003 1 002

Tembusan :

1. Ketua Program Studi TBI
2. Arsip

2. Research Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
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<http://fitk.uin-malang.ac.id>, email : fitk@uin-malang.ac.id

Nomor : 2018/Un.03.1/TL.00.1/06/2025
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

2 Juni 2025

Kepada

Yth. Kepala MTS Manbaul Islam Losari
di
Tuban

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	: A. Difa Ichsanul Arief
NIM	: 210107110076
Jurusan	: Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	: Genap - 2024/2025
Judul Skripsi	: The Effect of Mondly Application on Improvement Students' Vocabulary Mastery of the Seventh Grade
Lama Penelitian	: Juni 2025 sampai dengan Agustus 2025 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.



An. Dekan,
Wakil Dekan Bidang Akademik

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

3. Letter of Research Completion



YAYASAN MANBAUL ISLAM LOSARI
MTs MANBAUL ISLAM

Terakreditasi : B

NSM : 121235230030

NPSN : 20582733

Alamat : Jalan Raya Losari No 914 Desa Sokgsari Kec Soko Kab Tuban email : Manbaulislam@gmail.com

SURAT - KETERANGAN

Nomor : MTs.MI /HM.00.01/VIII/2025

Yang bertanda tangan di bawah ini kami Kepala MTs. Manbaul Islam Losari Kecamatan Soko :

Nama : **SITI KHOIRIYAH,S.Ag.,S.Pd**
NIP : -
Jabatan : Kepala MTs
Unit Kerja : MTs Manbaul Islam Losari Kec. Soko
Alamat : Desa Sandingrowo, Kec. Soko Kab.Tuban

Menerangkan bahwa :

Nama : **A. Difa Ichsanul Arief**
NIM : 210107110076
Jurusan : Tadris Bahasa Inggris (TBI)

Telah melaksanakan Penelitian dan Observasi di Madrasah Tsanawiyah Manbaul Islam Losari Kecamatan Soko, Pada Tanggal 01 Juni S/d 31 Agustus 2025 guna penyusunan Skripsi yang bersangkutan, dengan Judul : **"The Effect of Mondly Application on improvement Student' Vocabulary Mastery of the seventh Grade "**

Demikian Surat Keterangan ini kami buat untuk dipergunakan seperlunya.



4. Letter of Validation



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email : fitk@uin-malang.ac.id

Nomor : B-2345 /Un.03/FITK/PP.00.9/08/2025 04 Agustus 2025
Lampiran : -
Perihal : Permohonan Menjadi Validator

Kepada Yth.
Septia Dwi Jayanti, S.S., M.Pd
di –

Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : A. Difa Ichsanul Arief
NIM : 210107110076
Program Studi : Tadris Bahasa Inggris (TBI)
Judul Skripsi : THE EFFECT OF MONDLY APPLICATION ON THE
IMPROVEMENT STUDENTS' VOCABULARY
MASTERY OF THE SEVENTH GRADE
Dosen Pembimbing : Dr. Meinarni Susilowati, M.Ed

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

a.n Dekan
Wakil Dekan Bid. Akademik

Dr. Muhammad Walid, M.A
NIP. 197308232000031002

5. Instrument Validation Sheet

Validation Sheet
English Vocabulary Sheet

"The Effect of Mondly Application on the Improvement of Students' Vocabulary Mastery of the Seventh Grade"

Validator : Septia Dwi Jayanti, M.Pd
NIP : 198909122023212051
Expertise : Development of Learning Application Language learning & teaching, Teaching media
Instance : Maulana Malik Ibrahim State Islamic University of Malang
Validation Date : 08/08/2025

A. Introduction

This validation sheet aims to obtain an assessment from the Validator of my research instrument in the form of 20 English questions in multiple-choice form. This instrument will be addressed to the research subjects, namely Seventh-grade junior high school students. All comments and suggestions given are very important for researchers to improve the quality of the instrument. Thank you for your willingness to be a validator in my research.

B. Guidance

1. In this section, assess by ticking (✓) with the following criteria to the columns below :

1: Very poor
2: Poor
3: Average
☒ 4: Good
5: Excellent

2. Please give comments and suggestion in the columns below :

E. Conclusion

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

1. The instrument can be used without revision.
☒ 2. The instrument can be used with slight revision.
3. The instrument can be used with many revision.
4. The instrument can be used.

Malang, August 8, 2025
Validator

Septia Dwi Jayanti, M.Pd
198909122023212051

C. Validation Sheet

No	Aspect	Score				
		1	2	3	4	5
1.	Suitability of Instrument with basic competencies Basic Competence The research instrument is aligned with the basic competencies, as all 20 test items are designed to assess students' ability to identify verbs in ongoing activities, recognize nouns related to clothing, and understand adjectives describing food and drinks in accordance with the learning objectives.				✓	
2.	Instrument Indicator Clarity of question items contained in the research instrument					✓
3.	Clarity of instrument on each question items contained in the research instrument				✓	
4.	The research instrument is relevant with the relevant with the researcj objectives				✓	
5.	The research instrument can help the researcher find out students abilities in vocabulary skills.				✓	
6.	The research instrument is easy to understand					✓
7.	Each question has one correct or most correct answer				✓	
8.	The researchnusing proper grammar				✓	
9.	The choice of answers to the research instrument is appropriate and logical in terms of material				✓	
10.	The subject matter must be formulates clearly and unequivocally				✓	

D. Suggestion

Revise the Post Test questions, make it in line / at the same difficulty level with the pre test.

6. Documentation

Class 7A



Class 7B





7. Pre-test Questions

Pre-Test

Choose the correct answer based on the situation.



1. You see your friend in the kitchen with a pan. What is she likely doing?
a. Baking a cake ☒ b. Cooking dinner c. Washing bowl d. Cleaning kitchen



2. It is raining outside. What should you wear?
a. Sandals b. Shoes ☒ c. Boots d. Slippers



3. David is sitting quietly with a book. What is he doing?
☒ a. Writing notes b. Reading book c. Drawing sketches d. Organizing papers

Alfi Nur Maulida
7B

70

8. Post-test Questions

Post-Test

I. Choose the correct answer based on the picture.



1. You see your brother in the garden holding a watering can. What is he likely doing?
a. Planting flowers ☒ b. Watering plants c. Cutting grass d. Picking vegetables



2. The sun is shining brightly. What should you wear?
a. Raincoat b. Sweater ☒ c. Sunglasses d. Gloves



3. Anna is holding a pen and writing on a notebook. What is she doing?
a. Reading a story b. Drawing a picture ☒ c. Taking notes d. Folding paper



Reza 7A

80

9. Score

students' eksperiment pretest scores

No.	Initials Name	Pre-Test Score
1.	SAA	80
2.	KNH	60
3.	ARA	70
4.	TAL	70
5.	SK	80
6.	ACA	70
7.	MAR	60
8.	NAM	60
9.	ANM	60
10.	DDR	50
11.	SDWS	70
12.	MNDF	60
13.	ZWF	70
14.	YEP	60
15.	UPS	70
16.	ANF	50
17.	KU	50
18.	MDR	70
19.	MKR	60
20.	RDS	80
21.	YM	60
22.	SPD	70
23.	EP	60
24.	EOP	80
25.	RRF	70
26.	RNA	60
27.	PB	60

students' control pretest scores

No.	Initials Name	Pre-Test Score
1.	AFA	70
2.	MRS	60
3.	KM	80
4.	ZAS	60
5.	GAL	50
6.	AAAR	50
7.	ZS	70
8.	ENAR	60
9.	BAFW	80
10.	AH	70
11.	PAZ	60
12.	RDFF	60
13.	NF	70
14.	AO	50
15.	ZN	70
16.	ABPR	60
17.	MAEA	80
18.	EA	60
19.	QP	70
20.	PB	60
21.	ATR	60
22.	VNS	50
23.	AYH	60
24.	AA	80
25.	SAR	70
26.	FA	70
27.	ASR	70

students' eksperiment posttest scores

No.	Initials Name	Post-Test Score
1.	SAA	100
2.	KNH	80
3.	ARA	80
4.	TAL	90
5.	SK	100
6.	ACA	80
7.	MAR	90
8.	NAM	80
9.	ANM	100
10.	DDR	80
11.	SDWS	90
12.	MNDF	90
13.	ZWF	80
14.	YEP	90
15.	UPS	100
16.	ANF	80
17.	KU	90
18.	MDR	90
19.	MKR	80
20.	RDS	90
21.	YM	100
22.	SPD	100
23.	EP	90
24.	EOP	100
25.	RRF	90
26.	RNA	90
27.	PB	80

students' control posttest scores

No.	Initials Name	Pre-Test Score
1.	AFA	70
2.	MRS	70
3.	KM	80
4.	ZAS	70
5.	GAL	70
6.	AAAR	80
7.	ZS	90
8.	ENAR	70
9.	BAFW	80
10.	AH	70
11.	PAZ	70
12.	RDFF	80
13.	NF	70
14.	AO	70
15.	ZN	70
16.	ABPR	70
17.	MAEA	80
18.	EA	70
19.	QP	80
20.	PB	60
21.	ATR	70
22.	VNS	60
23.	AYH	60
24.	AA	90
25.	SAR	60
26.	FA	80
27.	ASR	70

10. Thesis Supervisor Sheet

LEMBAR BIMBINGAN SKRIPSI

Nama : A. Difa Ichsanul Arief
NIM : 210107110076
Judul : The Effect of Mondly Application on The Improvement Students' Vocabulary Mastery of The Seventh Grade
Dosen pembimbing : Dr. Meinarni Susilowati, M. Ed

No.	Tanggal	Materi Bimbingan	Tanda Tangan
1	30 April 2025	Konsultasi Instrumen Penelitian	1. 
2	6 Mei 2025	Bimbingan Pengambilan Data	2. 
3	16 Mei 2025	Bimbingan Pemaparan Data	3. 
4	5 Juni 2025	Bimbingan Pemaparan Data	4. 
5	14 Agustus 2025	Bimbingan BAB 4	5. 
6	27 Agustus 2025	Bimbingan BAB 4	6. 
7	4 September 2025	Bimbingan BAB 5	7. 
8	16 September 2025	Bimbingan Hasil Revisi dan Penyerahan Hasil Revisi	8. 

Malang, 18 September 2025

Mengetahui,

Mahasiswa,



A. Difa Ichsanul Arief

NIM. 210107110076

Dosen Pembimbing



Dr. Meinarni Susilowati, M. Ed

NIP. 196705031999032001

CURRICULUM VITAE



Name : A. Difa Ichsanul Arief

Place, Date of Birth : Tuban, 04rd April 2002

Gender : Male

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Faculty : Faculty of Education and Teacher Training

Department : English Education

University : UIN Maulana Malik Ibrahim Malang

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Educational Background : 1. TK Manbaul Islam Losari (2006-2008)
2. MI Manbaul Islam Losari (2008-2014)
3. Mts Manbaul Islam Losari (2014-2017)
4. MA Tarbiyatul Islam Soko (2017-2020)