

Improving the English vocabulary of elementary school students through the Marbel Learn English application with the EMRED approach

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Abstract

English is one of the foreign language subjects that students learn at school. Introduction to vocabulary is the initial stage given to students in learning English. However, students' vocabulary is still limited, this is because students have difficulties in learning English. So students need the right media and learning approach. In this study, the researcher used *the Marbel Learn English* application with the EMRED Approach which aims to determine its effect on improving the English vocabulary of third grade students of SDN Cikuda 01. This research is a quantitative research with an experimental type of research. The subjects in this study are grade III students of SDN Cikuda 01 which totals 60 students. Researchers collected data by conducting tests, interviews and distributing questionnaires to find out the students' responses to *the treatment* that had been given. The results of this study show that the influence of the use of *the Marbel Learn English* application with the EMRED Approach on improving students' English vocabulary, this is shown from the average *post-test score* in the control class of 67.33 and the experimental class of 81.00, and the results of the *Independent Sample T Test* have a value of Sig. (2-tailed) = $0.001 < 0.005$. The results of the student response questionnaire had an average result of 84.08% with the very good category. It can be concluded that the use of *the Marbel Learn English* application with the EMRED Approach is very well used to improve students' English vocabulary.

Keywords: english; *marbel learn english application*; emred approach; vocabulary improvement.

INTRODUCTION

Language is the main means used by humans as a means of communication in daily life. In the era of globalization, English is one of the main things to learn and master. Various activities at the international level, many people in various countries use English as a means of communication. In addition, in the world of work, there are several companies when in the workplace environment that require their workers to communicate using English (Sitoresmi, Herlini, & Perwitasari, 2024). This shows that in daily activities English plays a very important role to master, because it is needed as a communication tool globally. In order to be able to interact and adapt to the environment, we as social creatures must be able to adapt to the demands of the times (Amelin, Ramadan, & Gani, 2019). Language skills are one of the skills that every human being must have to face an increasingly developing future. Using foreign languages in communication can make it easier to interact and open up opportunities to dig deeper into science and information about technology and culture from other more advanced countries, so as to create a superior and quality generation for the progress of a nation (Meyline & Jufri, 2023).

In school, English is one of the foreign language subjects taught to students, including elementary school students. English is an indispensable necessity and is a mandatory thing to

be given to face the future of every student. listening, speaking, reading, and writing are the four language skills learned in learning English. To support these four language skills, vocabulary is one of the linguistic elements that is very important for students to learn from the beginning in getting to know English (Mulyanti & Sya, 2023). Introduction to simple vocabulary, such as the recognition of objects around them, is the initial stage given to elementary school students in the English learning process (Aisyah & Hidayatullah, 2023).

In fact, in the field of vocabulary, the vocabulary of elementary school students is still limited, this is because they have difficulty memorizing meanings and pronouncing words in English (Handayani, 2024). For this reason, in learning vocabulary in addition to memorizing, students also need the ability to recognize these words, how to pronounce them correctly, how to remember them and how to use them appropriately and correctly in a sentence (Evy, et al., 2022).

The right learning strategy according to age development is very necessary in the introduction of English vocabulary to elementary school students. The teaching methods and proportions of teaching materials for elementary school students are different from adult students. They have different characteristics and motivations. This will be difficult when teachers cannot motivate their students. The learning motivation of elementary school students can be grown by presenting play activities in the learning process (Handayani, 2024). Therefore, teachers as facilitators must be able to create a pleasant learning atmosphere by presenting learning media and approaches that make students interested in what will be taught.

There are many ways that can be used to overcome these obstacles, one of which is by presenting fun learning media and approaches so that they can attract attention and can foster learning motivation for students. Therefore, creative and innovative teachers are indispensable. Teachers do not only serve as teachers for students, but teachers need to master various innovative learning approaches. This is needed to overcome all challenges that exist in the teaching and learning process. Information and communication technology allows teachers to apply various interesting learning approaches and media in the classroom to support the learning process (Anjarsari, Farisdianto, & Asadullah, 2020).

Learning media is an indispensable foundation for the success of a learning process (Harisiwi & Arini, 2020). In today's digital era, many technological breakthroughs are presented as a means to achieve learning goals. According to Salim & Hanif (2021), teaching and learning activities can be supported by online media which is a web-based system. Technology packed into various concepts can be an interesting means of learning for students. The researcher introduced the Marbel Learn English application to assist elementary school students in improving their English vocabulary mastery. Marbel Learn English is an educational application that can be used by elementary school students to learn English. In the application, there are interesting audio and visual features. In addition, this application is also equipped with educational games that are innovative and fun learning vehicles.

In addition to Marbel Learn English learning media, researchers also integrate the EMRED approach as one of the new approaches that can be used by teachers. The use of the Marbel Learn English application with the EMRED approach is a new innovation that can be used in creating a fun learning atmosphere, so that it can help teachers in the learning process in the classroom. According to Salim (2022), EMRED has five important elements, including

Emersion, Modelling, Repetition, Exploration, and Demonstration. The five elements are related to each other, so that they can have a good influence on improving the English vocabulary of elementary school students.

Based on the above background, the researcher realizes the importance of knowing the influence of media use and learning approaches in improving the English vocabulary of elementary school students. Therefore, the researcher is interested in conducting a study titled "The Effect of the Use of *the Learn English Marbel* Application with the EMRED Approach to Improve the English Vocabulary of Grade III Students of SDN Cikuda 01."

METHODS

This study uses quantitative research with the type of experimental research. The experimental research design used in this study is *Quasi-Experimental Design* with *Nonequivalent control group designs*. There are two groups in the design of this study, namely the control class and the experimental class. The researcher applied Marbel Learn English media with the EMRED Approach as the treatment to be given. The experimental class is the class that will receive treatment, while the one that does not receive treatment becomes a control class using conventional learning methods.

The population in this study is all grade III students of SDN Cikuda 01, Bogor Regency which totals 94 students. Samples were taken from the population in grade III of SDN Cikuda 01. The simple random sampling technique is a method used by researchers to collect samples from a population that is carried out randomly without looking at the strata in the population (Sugiyono, 2018). From the total population of third grade students of SDN Cikuda 01, the researcher selected 60 students as a research sample. The research sample consisted of 30 students as the experimental class and 30 students as the control class.

In this study, the researcher used two types of research instruments, namely *test* and *non-test*. The *test* instrument was used to measure the improvement of students' English vocabulary after being treated with the use of the Marbel Learn English application with the EMRED approach. The type of test used by the researcher is a written test of 10 multiple-choice questions with reference to indicators of improving English vocabulary.

In addition, there are non-test instruments in the form of interview activities, this interview is conducted at the beginning of the research to find out the obstacles and needs of students in learning English in class, as well as questionnaires used to find out students' responses to *the* treatment that has been given.

The data that has been collected by the researcher is analyzed by conducting a validity test of the research instrument. After the research instrument is declared feasible to be tested on the research sample, the next step that the researcher takes is to analyze the data from the research results used to determine the effect of using the Marbel Learn English application with the EMRED Approach on improving students' English vocabulary.

RESULT AND DISCUSSION

Results of Identification of Student Needs in English Language Learning

To find out the needs of students in learning English in the classroom, the researcher conducted interviews with third grade teachers of SDN Cikuda 01. Based on the results of interviews conducted by the researcher with the classroom teacher, it was found that there were problems experienced in the English learning process in grade III of SDN Cikuda 01. The problem is the lack of motivation of students in learning English, so that student learning outcomes are low. This lack of learning motivation is due to the fact that the learning system is still teacher-centered and the lack of variety of learning media because teachers only use textbooks in schools. The next problem that was found was that there was a change in the curriculum that previously used the 2013 Curriculum to change to the Independent Curriculum. Where in the 2013 Curriculum English is one of the local content subjects so that schools are given the opportunity to choose to teach English or not. Meanwhile, the Independent Curriculum English is an optional subject. This is certainly one of the factors that hinders the English learning process at SDN Cikuda 01. Students feel unfamiliar with English lessons because students are immediately given material with a high level without being equipped with English knowledge in the previous class.

Results of Research Instrument Validation Test

Validation is carried out by two experts. The validation carried out aims to improve the quality of the instruments that have been made, so that the feasibility of the instrument can be known for testing to the research sample. The table below shows the results of the validation of the research instrument conducted by two experts using *the Gregory test*.

Table 1. Validation results of test instruments using *the Gregory test*

		Rater I	
Put them together 2x2		Less relevant (Score 1-2)	Highly relevant (Score 3-4)
Rater II	Less relevant (Score 1-2)	0	0
	Highly relevant (Score 3-4)	0	15

$$\text{Content validation} = 1.0 \text{ (Very high validity)} \frac{D}{A+B+C+D} = \frac{15}{0+0+0+15}$$

Table 2. The results of the questionnaire validation using *the gregory test*

		Rater I	
Put them together 2x2		Less relevant (Shoes 1-2)	Highly relevant (Shoes 3-4)
Rater II	Less relevant (Shoes 1-2)	0	1
	Highly relevant (Shoes 3-4)	0	4

$$\text{Content validation} = 0.8 \text{ (Very high validity)} \frac{D}{A+B+C+D} = \frac{4}{0+1+0+4}$$

Based on the results of the validation assessment from experts, it is known that the validity level *of the test* instrument has $V = 1.0$ and the validity level of the questionnaire has $V = 0.8$. According to Retnawati (2016), the level of validity in the range of 0.8-1.0 is in the category of validity very high. Based on these validation categories, it can be concluded that the *test instruments* and questionnaires that have been prepared can be said to be valid and feasible to be used to measure the effect of the use of the Marbel Learn English application with the EMRED Approach on improving students' English vocabulary.

Analysis of the Influence of the Use of *the Marbel Learn English* Application and the EMRED Approach on the Improvement of English Vocabulary

At the data analysis stage, the researcher used statistical analysis by analyzing *the results of pre-test* and *post-test* students in control classes and experiments using *the Independent Sample T Test*, the goal is to see the effect of improving students' English vocabulary in the class that was given treatment in the form of using *the Marbel Learn English* application and EMRED Approach and in classes that are not given treatment, but only given conventional learning methods. The results of statistical data analysis using SPSS version 20 software are presented in the following table 3.

Table 3. Independent *Sample T-Test*

		Independent Samples Test								
		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Itself.	T	Df	Sig. (2- tailed)	Mean Differe nce	Std. Error Differe nce	95% Confidence Interval of the Difference	
Student Learning Outcomes	Equal variances assumed	1.399	.242	3.671	58	.001	-13.667	3.723	-21.118	-6.215
	Equal variances not assumed			3.671	55.198	.001	-13.667	3.723	-21.126	-6.207

Based on the results of the *Independent Sample T Test* in table 3, it shows that the significance value (2-tailed) is 0.001, where the value is < 0.05 . This can be interpreted that *the application of Marbel Lean English* with the EMRED Approach has an effect on improving the English vocabulary of third grade students of SDN Cikuda 01.

Next, the researcher conducted a descriptive statistical test to find out the average score produced in each class. The distribution of data in the control class and the experimental class can be seen through descriptive statistical tests carried out with the help of the SPSS program version 20 below.

Table 4. Descriptive Statistical Test Results

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Hours of deviation
Pre-Test Control Class	30	60	10	70	37.00	17.050
Control Class <i>Post-Test</i>	30	60	40	100	67.33	15.960
Pre-Test Kelas Experiment	30	70	10	80	40.00	16.815
Post-Test Experiment Class	30	50	50	100	81.00	12.690
Valid N (listwise)	30					

The results of the descriptive data showed that the improvement in learning outcomes in the experimental class was higher than that of the control class. Where the increase in the average *post-test* score of the experimental class was 81.00 while in the control class there was only an increase of 67.33. It can be concluded that students' English vocabulary improves significantly after learning using the Marbel Lean English application and the EMRED Approach compared to conventional learning methods alone.

Response to the Use of *Marbel Learn English* Application and EMRED Approach

The response to the use of the *Marbel Learn English application* and the EMRED approach was obtained through questionnaires distributed to 30 respondents, consisting of 30 grade III students of SDN Cikuda 01 who were in the experimental class. The results of these responses are presented in the following table 5.

Table 5. Results of Student Response Percentage

Statement Item	%
1	97.50
2	94.17
3	91.67
4	80.00
5	90.00
6	86.67
7	85.83
8	77.50
9	65.00
10	72.50
% Average	84.08

The treatment that has been given can be said to be good if the percentage of students shows > results of 63%. After knowing the average percentage, the data will later be analyzed and categorized into the categories of very good, good, bad or very bad categories. The average result of the calculation percentage of all aspects was 84.08%. This means that it can be concluded that the students' response to the Marbel Learn English application with the

EMRED approach shows a very good response. So that the Marbel Learn English application with the EMRED approach can be used as learning in the classroom to improve students' English vocabulary.

Using *the* Marbel Learn English application with the EMRED approach to improve students' English vocabulary is better than using conventional learning. This is supported by research by Novianingsih (2016) which explains that many students are less motivated to participate in learning activities. This is suspected because the learning media used in classroom learning is still conventional, so that the learning carried out does not make students enthusiastic and encouraged to learn. According to Djamrah (2011) in the learning process, motivation is very necessary, because it is impossible for a person to carry out learning activities if they do not have motivation in learning. So that the use of lecture methods that are continuously used can cause boredom in students. As a result, students are not motivated to learn. Therefore, the use of the Marbel Learn English application with the EMRED Approach is the right combination to improve students' English vocabulary so that it can create a new atmosphere and can present fun learning activities for students.

CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that the learning process using the Marbel Learn English application and the EMRED Approach can improve the English vocabulary of third grade students of SDN Cikuda 01. This can be proven by the average *post-test* score in the experimental class there was a more significant increase compared to the control class. In the experimental class, the average *post-test* score was 81.00, while in the control class only obtained an average score of 67.33. In addition, the results of the Independent Sample T Test showed a Sig (2-tailed) value of $0.001 < 0.005$, meaning that learning using the Marbel Learn English application with the EMRED approach had an effect on improving the English vocabulary of third grade students of SDN Cikuda 01.

The results of the students' responses showed a total average score percentage of 84.08% with the very good category. From these results, it can be interpreted that the use of *the Marbel Learn English* application with the EMRED Approach can increase students' interest in learning so that it creates a pleasant classroom atmosphere which also has an impact on improving their English vocabulary.

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