

A THESIS

**THE IMPLEMENTATION OF “FALOU APPLICATION” AS AN
ENGLISH LEARNING MEDIA TO IMPROVE VOCABULARY
MASTERY OF THE 11th GRADE STUDENTS AT MADRASAH
ALIYAH NEGERI (MAN) 2 PAREPARE**



BY

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REG NUM. 2220203888203023**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

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Submitted to the English Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)

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**As a Part of Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd.)**

English Education Program

Submitted by

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SUPERVISORY COMMISSION APPROVAL

Thesis Title : The Implementation Of “Falou Application” As
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Vocabulary Mastery Of The 11th Grade Students
At Madrasah Aliyah Negeri (MAN) 2 Parepare

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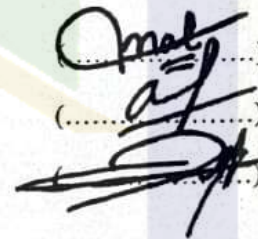
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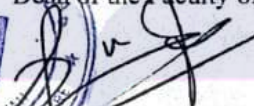
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Alhamdu lillāhi rabbil 'alamīn

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DECLARATION OF THE RESEARCH AUTHENTICITY

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English Learning Media to Improve Vocabulary
Mastery of the 11th Grade Students at Madrasah
Aliyah Negeri (MAN) 2 Parepare

State that herself conducted this thesis, if it can be proved that is copied, duplicated or complied from the other people, this thesis and degree that has been gotten would be postponed.

Parepare, July 05th 2026 M
20 Muharram 1448 H
The writer



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ABSTRACT

Nadia Putri Ningsih. *The Implementation of Falou Application as an English Learning Media to Improve Vocabulary Mastery of the 11th Grade Students at Madrasah Aliyah Negeri (MAN) 2 Parepare* (Supervised by Dr. Magdahalena Tjalla, M.Hum).

Vocabulary mastery is an important aspect of English learning; however, many students still experience difficulties when learning vocabulary through conventional teaching methods. Therefore, this study aimed to examine whether there was a significant difference in vocabulary mastery between students taught using the Falou Application and those taught using conventional teaching methods and to explore students' perceptions toward the use of the application in vocabulary learning.

This study employed a sequential explanatory mixed-methods design. The quantitative phase used a quasi-experimental design, while the qualitative phase involved interviews and classroom observations to explain the quantitative findings. The study was conducted with 40 eleventh-grade students at MAN 2 Parepare, consisting of 20 students in the experimental class and 20 students in the control class.

The quantitative findings revealed a significant difference in vocabulary mastery between the experimental and control groups. The Independent Samples *t*-test showed that the significance value (Sig. 2-tailed) was 0.000 (< 0.05) and the calculated *t*-value (5.209) was higher than the critical *t*-value (2.024). Therefore, H_0 was rejected and H_1 was accepted, indicating that the Falou Application significantly improved students' vocabulary mastery. The qualitative findings showed that students perceived the application as useful, easy to use, interactive, and supportive of independent learning. They also reported that contextual learning, repeated practice, pronunciation exercises, and immediate feedback helped them learn vocabulary more effectively. The integration of both findings indicated that these positive learning experiences explained the significant improvement found in the quantitative results.

In conclusion, the Falou Application is an effective mobile-assisted language learning medium for improving students' vocabulary mastery, and the integrated findings provide comprehensive evidence of its effectiveness in supporting English vocabulary learning.

Keywords: *Falou Application, Vocabulary Mastery, English Learning.*

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TRANSLITERATION AND ABBREVIATIONS

A. Transliterations

1. Consonants

Arabic consonant phonemes which in the Arabic writing system are symbolized by letters, in this transliteration some are symbolized by letters and some are symbolized by signs, and some are symbolized by letters and signs.

List of Arabic letters and their transliteration into Latin letters:

Letters	Name	Latin Letters	Name
ا	Alif	Not Denoted	Not Denoted
ب	Ba	B	Be
ت	Ta	T	Te
ث	Tha	Th	te and sa
ج	Jim	J	Je
ح	Ha	h	ha (with a dot below)
خ	Kha	Kh	ka and ha
د	Dal	D	De
ذ	Dhal	Dh	de and ha
ر	Ra	R	Er
ز	Zai	Z	Zet
س	Sin	S	Es
ش	Syin	Sy	es and ya
ص	Shad	ş	es (with a dot below)

ض	Dad	ḍ	de (with a dot below)
ط	Ta	ṭ	te (with a dot below)
ظ	Za	ẓ	zet (with a dot below)
ع	‘Ain	‘	Inverted commas up
غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
ه	Ha	H	Ha
ء	Hamzah	’	Apostrof
ي	Ya	Y	Ye

Hamzah (ء) occurring at the beginning of a word follows the vowel without any transliteration mark. When it occurs in the middle or at the end of a word, it is transliterated with an apostrophe (’).

2. Vocal

Arabic vowels, like Indonesian vowels, consist of single vowels (monophthongs) and compound vowels (diphthongs).

a. Single Vowels

Single Arabic vowels, represented by vowel marks (*harakat*), are transliterated as follows:

Signs	Name	Latin Letters	Name
أ	Fathah	a	a
إ	Kasrah	i	i
أ	Dammah	u	u

b. Arabic double vowels (diphthongs) whose symbols are a combination of harakat and letters, transliterated in the form of combination of letters, namely:

Signs	Name	Latin Letters	Name
يَ	fathah dan ya	ai	a dan i
وُ	fathah dan wau	au	a dan u

Example:

كَيْفَ : kaifa

حَوْلَ : haula

C. Maddah

Maddah or long vowels whose symbols are harkat and letters, transliterated in the form of letters and signs, namely:

Harkat dan Letters	Name	Letters and Marks	Name
آ / اِ	fathah and alif or ya	ā	a dan garis di atas
يِ	kasrah and ya	ī	i dan garis di atas
وِ	dammah and wau	ū	u dan garis di atas

Example:

قَالَ : māta

رَمَى : ramā

قِيلَ : qīla

يَمُوتُ : yamūtu

4. Ta' Marbutah

The transliteration of tā' marbūṭah is classified into two forms:

- If tā' marbūṭah carries the vowel marks *fathah*, *kasrah*, or *dammah* (i.e., it is pronounced), it is transliterated as [t].
- If tā' marbūṭah carries the *sukūn* (i.e., it is silent), it is transliterated as [h]. However, when a word ending in tā' marbūṭah is followed by another word beginning with the definite article al-, and both words are read separately, the tā' marbūṭah is transliterated as h.

Examples:

رَوْضَةُ الْجَنَّةِ : rauḍah al-jannah or rauḍatul jannah

الْمَدِينَةُ الْفَاضِلَةُ : al-madīnah al-fāḍilah or al-madīnatul fāḍilah

الْحِكْمَةُ : al-ḥikmah

5. Syaddah (Tasydid)

Syaddah or tasydid which in the Arabic writing system is symbolized by a tasydid sign (ّ), in this transliteration is symbolized by a repetition of letters (double consonants) which is given a syaddah sign.

Examples:

رَبَّنَا	:	Rabbanā
نَجَّيْنَا	:	Najjainā
الْحَقُّ	:	al-ḥaqq
الْحَجُّ	:	al-ḥajj
نُعَمِّ	:	nu‘‘ima
عُدُوْ	:	‘aduwwun

If the letter ى bears a shaddah at the end of a word and is preceded by kasrah, it is transliterated as a long vowel (maddah) (ī).

Examples:

عَرَبِيّ : ‘Arabī (not ‘Arabiyy or ‘Araby)

عَلِيّ : ‘Alī (not ‘Aliyy or ‘Aly)

6. Definite Article

In the Arabic writing system, the definite article is represented by the letters ال (*alif-lām ma‘rifah*). In this transliteration system, it is consistently transliterated as al-, regardless of whether it is followed by a solar letter (*hurūf syamsiyyah*) or a lunar letter (*hurūf qamariyyah*). The transliteration does not follow the assimilated pronunciation of the succeeding letter.

The definite article is written separately from the following word and connected with a hyphen (-).

Examples:

الشَّمْسُ : *al-syamsu* (not *asy-syamsu*)

الزَّلْزَلَةُ	:	<i>al-zalزالah</i> (not <i>az-zalزالah</i>)
الْفَلْسَفَةُ	:	<i>al-falsafah</i>
الْبِلَادُ	:	<i>al-bilādu</i>

7. Hamzah

The transliteration rule for hamzah using an apostrophe (') applies only when hamzah occurs in the middle or at the end of a word. When it appears at the beginning of a word, it is not represented because, in Arabic orthography, it is written in the form of alif.

Examples:

تَأْمُرُونَ	:	<i>ta'murūna</i>
النَّوْءُ	:	<i>al-nau'</i>
سَيِّئٌ	:	<i>syai'un</i>
أُمِرْتُ	:	<i>Umirtu</i>

8. Arabic words commonly used in Indonesian

Arabic words, terms or sentences that are transliterated are words, terms or sentences that have not been standardized in Indonesian. Words, terms or sentences that are already common and part of the Indonesian language treasury, or are often written in Indonesian writing, are no longer written according to the above transliteration method. For example, the word Al-Qur'an (dar Qur'an), Sunnah. However, if these words are part of a series of Arabic texts, then they must be transliterated as a whole.

Example:

Fīzilālal-qurʿan

Al-sunnahqablal-tadwin

Al-ibāratbi „umum al-lafẓlābikhusus al-sabab

9. Lafẓal-Jalalah (هَلَال)

The word "Allah" which is preceded by particles such as the letters jar and other letters or acts as a mudafilaih (nominal phrase), is transliterated without the letter hamzah.

Example:

دُ ُهَلَال : Dīnullah

بُ ُهَلَال : billah

As for the tamarbutah at the end of a word that is attributed to lafẓal-jalālāh, it is transliterated with the letter [t].

Example:

نُف ُرَحْمَةُ ُهَلَال : Humfīrahmatillāh

10. Capital Letters

Although the Arabic writing system does not recognize capital letters, in this transliteration they are also used based on the prevailing Indonesian spelling guidelines (EYD). Capital letters, for example, are used to write the initial letter of proper names (person, place, month) and the first letter at the beginning of a sentence. If a proper name is preceded by the article (al-), then the initial letter of the proper name is written in capital letters, not the initial letter of the article. If it is at the beginning of a sentence, then the letter A of the article is capitalized (Al).

Example:

Wamā Muhammadunillārasūl

Inna awwalabaitinwudi,,alinnāsilalladhībiBakkatamubārakan

Syahru Ramadan al-ladhūnzilafihal-Qur''an

Nasir al-Din al-Tusī

AbūNasral-Farabi

If a person's legal name uses Ibn (son of) and Abū (father of) as the second last name, then both last names must be mentioned as the last name in the bibliography or reference list. Example:

Abūal-Walid Muhammad ibnuRusyd, ditulismenjadi: IbnuRusyd, Abūal

Walīd Muhammad (bukan: Rusyd, Abūal-Walid Muhammad Ibnu)

NaşrḤamīdAbū Zaid, ditulismenjadi: Abū Zaid, NaşrḤamīd (bukan:Zaid,

NaşrḤamīdAbū)

2. Abbreviations

Some of the standardized abbreviations are:

swt.	=	<i>subḥānahū wa ta'ālā</i>
saw.	=	<i>ṣallallāhu 'alaihi wa sallam</i>
a.s.	=	<i>'alaihi al-salām</i>
H	=	Hijri (Islamic Calendar)
CE (AD)	=	Common Era (Anno Domini)
BCE (BC)	=	Before Common Era (Before Christ)

b.	=	Born (year of birth)
d.	=	Died (year of death)
QS .../...: 4	=	Qur'anic Chapter (e.g., QS <i>Al-Baqarah</i> /2:187 or QS <i>Ibrāhīm</i> /..., verse 4)
HR	=	Hadith Narrated by

Some abbreviations in Arabic:

ص	=	Page (<i>ṣafḥah</i>)
دم	=	Without place of publication
صلعم	=	<i>Ṣallallāhu 'alaihi wa sallam</i>
ط	=	Edition (<i>ṭab'ah</i>)
دن	=	Without publisher
الخ	=	<i>Ilā ākhirihā / ilā ākhirih</i> (and so forth)
ج	=	Volume (<i>juz'</i>)

Some abbreviations used specifically in the reference text need to be explained, including the following:

- ed. : Editor (or eds. for multiple editors). Since the Indonesian word *editor* applies to both singular and plural forms, the abbreviation ed. may also be used consistently. In footnotes or endnotes, ed. does not need to be enclosed in parentheses. Instead, it is separated from the editor's name and the book title by commas. In the reference list, these commas are omitted. The abbreviation ed. may appear either before or after the editor's name, depending on the citation style. When placed before the editor's name, it may also be written in full as Edited by.

- et al. : Means "and others" (abbreviated from the Latin *et alia*). It should be written in *italics*. Alternatively, the Indonesian abbreviation dkk. may be used in regular typeface. Whichever form is selected should be used consistently throughout the manuscript.
- Cet. : Edition or Printing. Information regarding the printing or edition of a book is sometimes necessary, particularly when the work has been printed more than once, when significant differences exist between editions in terms of content, page layout, or publisher, or when indicating that the cited copy is the most recent edition.
- Trans. : Translation (by). This abbreviation is also used for translated works that do not identify the translator.
- Vol. : Volume. This abbreviation is commonly used to indicate the number of volumes in English-language books or encyclopedias. In Arabic publications, the equivalent term is generally *juz'*.
- No. : Number. This abbreviation is used to indicate the issue number of serial publications such as journals, magazines, and similar academic publications.

CHAPTER I

INTRODUCTION

A. Background

Vocabulary mastery occupies a central position in English language learning, as it serves as the primary bridge that connects and reinforces all aspects of language skills, reading, writing, speaking, and listening. According to Nation, a lack of vocabulary mastery may hinder learners' ability to interpret texts and convey their thoughts accurately and clearly.¹ A broad and well-established vocabulary plays a vital role in fostering learners' confidence in communication, sharpening their critical thinking abilities, and enhancing their comprehension of academic materials as well as their access to global sources of information.²

Conversely, a limited vocabulary may impede students' communicative competence and restrict their ability to engage with scientific advancements, the majority of which are disseminated through the English language.³ In essence, the degree to which students succeed in mastering the English language is fundamentally influenced by the extent and sufficiency of their vocabulary repertoire. Islam also emphasizes the importance of language and communication as part of human learning. This is reflected in the Qur'an, Surah Ar-Rahman verses 1–4:

الرَّحْمَنُ عَلَّمَ الْقُرْآنَ خَلَقَ الْإِنْسَانَ عَلَّمَهُ الْبَيَانَ

“The Most Merciful. Taught the Qur'an. Created mankind. [And] taught him speech (communication).” (QS. Ar-Rahman: 1–4).⁴

¹ I. S. P. Nation, *Learning Vocabulary in Another Language* (2nd Ed.), 2013.

² Maesaroh Maesaroh, Yudi Juniardi, and Dina Rahmawati, “The Use of Kahoot Application as a Learning Media to Improve Students' Vocabulary Mastery in Seventh Grade SMP Negeri 1 Ciomas,” *Globish: An English-Indonesian Journal for English, Education, and Culture* Vol. 14, no. 1 (2025).

³ Arina Haque et al., “Teaching Vocabulary in a Digital Era: A Study on Tools and Techniques for Engaging English Learners,” *IREELL: Indonesian Review of English Education, Linguistics, and Literature* Vol. 2, no. 2 (2024).

⁴ NU Online, “Surat Ar-Rahman,” 2026.

These verses indicate that the ability to communicate and use language is one of the blessings given by Allah to human beings. In the context of English learning, vocabulary mastery becomes an essential component that supports students in understanding and expressing ideas effectively. Therefore, learning media that can facilitate vocabulary acquisition, such as the Falou Application, may help students improve their communication skills and language learning experiences.

Limited mastery of vocabulary can result in both academic and social setbacks. As noted by Schmitt, students with an insufficient vocabulary often face challenges in understanding academic instructions, experience difficulties in composing essays, and encounter obstacles when communicating in international contexts.⁵ This aligns with the findings of Putri and Saehu, who observed that insufficient vocabulary knowledge diminishes students' motivation to learn English, as they frequently frustration and feel overwhelmed during the learning process.⁶ However, the primary focus of this study remains on improving students' vocabulary mastery rather than measuring motivation as a variable. Conversely, a well-developed vocabulary enhances students' academic performance and supports more effective communication in English learning contexts.⁷ Considering its crucial role, numerous scholars have directed their attention toward investigating the current state of students' vocabulary mastery within the Indonesian educational context.

In the Indonesian context, the overall level of students' vocabulary mastery is still comparatively low when measured against other Southeast Asian nations. According to the EF English Proficiency Index, Indonesia ranks 79th out of 113

⁵ D Schmitt, N., & Schmitt, *Vocabulary in Language Teaching (2nd Ed.)*, 2020.

⁶ Novikaya Putri, Andang Saehu, and Bactiar, "Boosting English Motivation and Writing Proficiency through Instagram Captions in Discovery-Based Learning," *Indonesian Journal of Educational Science* Vol. 7, no. 2 (2025).

⁷ Rizky Liliani Febrianti, "The Use of Pronunciation Training Based on Automatic Speech Recognition of ELSA Speak Application for EFL Students," *Retain: Journal of Research in English Language Teaching* Vol. 13, no. 2 (2025).

countries, placing it in the “low proficiency” category.⁸ This circumstance is supported by Rosi’s research, which revealed that a lack of vocabulary constitutes one of the primary causes of low English proficiency among high school students in Cirebon.⁹ In a similar vein, the study conducted by Muharmah and Fauzan demonstrated that students at both junior and senior high school levels tend to produce writing that is predominantly characterized by grammatical mistakes and limited vocabulary use.¹⁰

This reality is also evident in a more specific context, namely at MAN 2 Parepare, the site of the present study. Initial observations at MAN 2 Parepare indicate that the majority of eleventh-grade students continue to experience difficulties in mastering English vocabulary. This is evident in their limited comprehension of reading materials, restricted lexical range in writing, and challenges in articulating ideas verbally. Although the school has made efforts to integrate technology into its teaching practices by dividing students into regular and digital classes, the approach to vocabulary instruction largely remains traditional. In English lessons, teachers employ a blended model that merges conventional techniques with technological tools; for example, students are encouraged to utilize ChatGPT creatively to explore potential answers, on the condition that they further develop and elaborate on their responses. Nevertheless, vocabulary learning is still dominated by rote memorization activities, where students must memorize at least three irregular verbs each day and present them before the class concludes. This situation indicates that, despite the use of digital tools, vocabulary instruction still relies heavily on conventional methods, highlighting the need for more interactive and technology-based learning media.

⁸EF Education First, “*EF English Proficiency Index*” EF, 2023, <https://www.ef.com/assetscdn/WIBIwq6RdJvcD9bc8RMd/cefcom-epi-site/reports/2025/ef-epi-2025-english.pdf>. (accessed on April 16, 2026)

⁹ Qorina Awa Rosi, “*Developing a CEFR-Based Comic for English Literacy Learning at High School Students in Cirebon*” Thesis. Cirebon: The State Cyber Islamic University Of Syekh Nurjati Cirebon, 2024.

¹⁰ Azzahra Muharmah and Umar Fauzan, “Grammatical Errors of the Ninth-Grade Indonesian EFL Students’ Writing,” *EDUCASIA: Jurnal Pendidikan, Pengajaran, Dan Pembelajaran* Vol. 9, no. 3 (2024).

Furthermore, one of the underlying causes of students' limited vocabulary proficiency at MAN 2 Parepare is the inadequate utilization of learning media. Teachers tend to depend on traditional approaches such as lectures, textbook-based activities, and written exercises, which may limit student engagement in the learning process. In contrast, Hapzah's findings revealed that implementing digital game-based learning media substantially enhances students' engagement and vocabulary acquisition when compared to the use of conventional teaching methods.¹¹ Similarly, Juniardi and Rahmawati discovered that students who were instructed using interactive learning media such as Kahoot exhibited more notable improvements in vocabulary mastery than those who learned through conventional teaching approaches.¹² This underscores the pressing necessity to transition from conventional teaching approaches toward more innovative, technology-oriented learning media.

The rapid advancement of digital technology today offers substantial opportunities to improve English language instruction, particularly in the area of vocabulary learning. As noted by Permatasari et al., digital platforms such as *Quizlet* and *Kahoot* enable learners to develop their vocabulary through more interactive, contextual, and contextual learning experiences.¹³ Haque and Ariansyah further assert that the incorporation of digital media in language instruction not only enhances students' linguistic abilities but also promotes greater learner autonomy.¹⁴

¹¹ Hapzah, Buhari, and Nur Hikmah, "Using Momo English Game To Increase Students' Motivation In English Language Learning," *MACCA: Journal of Linguistic Applied Research* Vol. 2 (2025).

¹² Maesaroh, Juniardi, and Rahmawati, "The Use of Kahoot Application as a Learning Media to Improve Students' Vocabulary Mastery in Seventh Grade SMP Negeri 1 Ciomas."

¹³ Hani Arum Permatasari et al., "Enhancing EFL Learners' Vocabulary Mastery through Quizlet: A Classroom Action Research Study," *AJARCDE (Asian Journal of Applied Research for Community Development and Empowerment)* Vol. 9, no. 2 (2025).

¹⁴ Haque et al., "Teaching Vocabulary in a Digital Era: A Study on Tools and Techniques for Engaging English Learners." *IREELL: Indonesian Review of English Education, Linguistics, and Literature* Vol. 2, no. 2 (2024).

One of the emerging digital applications worthy of further exploration is Falou, which has recently gained traction among learners seeking to enhance their English proficiency. Falou functions as a language-learning platform that prioritizes speaking, listening, and vocabulary development through interactive and practice-based methodologies. Designed to facilitate contextual language acquisition with the assistance of artificial intelligence (AI), it provides learners with personalized and adaptive learning experiences. Supporting this notion, a recent study conducted by Febrianti demonstrated that the implementation of AI-driven applications such as *ELSA Speak* significantly improved students' phonological competence while concurrently expanding their vocabulary range.¹⁵ Therefore, investigating the effectiveness of Falou in the context of MAN 2 Parepare students is both relevant and necessary.

Although prior research has explored the utilization of digital learning tools such as *Kahoot*, *Quizlet*, and *ELSA*, a notable gap still exists in the literature regarding the effectiveness of Falou as a medium for vocabulary learning within Indonesia's formal education setting, particularly in madrasah aliyah. This study aims to address that gap by employing a mixed-methods design integrating both quantitative and qualitative approaches to gain a comprehensive understanding of Falou's pedagogical impact. From a quantitative perspective, the research will assess the extent to which students' vocabulary mastery improves through the use of the application, while the qualitative component will examine learners' experiences and perceptions during the learning process. Through this dual approach, the study aspires to contribute valuable insights to the advancement of English language teaching practices utilizing digital media in Indonesia. Ultimately, this research is directed toward evaluating the implementation of the Falou Application in enhancing the vocabulary mastery of eleventh-grade students at MAN 2 Parepare.

¹⁵ Febrianti, "The Use of Pronunciation Training Based on Automatic Speech Recognition of ELSA Speak Application for EFL Students." *Retain: Journal of Research in English Language Teaching* Vol. 13, no. 2 (2025)

B. Research Questions

Based on the description above, several research questions can be formulated as a formulation of the problem in this study, as follows:

1. Is there a significant difference in vocabulary mastery between students taught using the Falou Application and those taught using conventional methods?
2. How do students perceive the usefulness and ease of use of the Falou Application in learning vocabulary?

C. Objective of the Research

The objectives of this research are formulated to provide a clear direction and focus for the study.

1. To examine whether there is a significant difference in vocabulary mastery between students taught using the Falou Application and those taught using conventional methods.
2. To examine students' perceptions of the usefulness and ease of use of the Falou Application in vocabulary learning.

D. Significances of the Research

Based on the above objectives, the author hopes that the results of this research can be useful for those who need it, as for the expected uses as follows

1. Theoretical Benefits

This study is expected to enrich the existing literature on vocabulary learning and mobile-assisted language learning (MALL), particularly concerning the use of the Falou Application in supporting vocabulary mastery among EFL learners. The findings may provide additional empirical evidence regarding the role of digital learning applications in English language learning.

2. Practical Benefits

For students, this study may provide insights into the benefits of using the Falou Application as a supplementary tool for improving vocabulary mastery. For teachers, the findings may serve as a reference for integrating technology-based learning media into classroom instruction. For future researchers, this study may provide useful information and serve as a reference for further studies related to vocabulary learning and educational technology.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

In supporting this study, several relevant studies have been conducted by previous researchers. Based on various sources related to the topic of this study, the writer presents several previous research findings that are closely related to the research to be conducted. By reviewing these previous research findings, the writer aims to strengthen the theoretical foundation of this study and demonstrate its relevance within the broader context of English language learning.

Research conducted by Rohim, Gumelar, and Riandi in 2022¹⁶, examined the effectiveness of the *Memrise Application* in improving students' vocabulary mastery at MTs Mathla'ul Anwar Malingping. The study revealed that the use of *Memrise* as a digital learning medium had a significant positive impact on students' vocabulary acquisition compared to traditional or conventional learning methods. The researchers applied a quantitative research design using pre-test and post-test instruments to measure the extent of vocabulary improvement. The findings indicated that digital applications such as *Memrise* can enhance student engagement, motivation, and retention of new vocabulary. Overall, the study highlights the potential of technology-based language learning tools to facilitate more interactive and effective English vocabulary learning among secondary school students.

The second research was conducted by Mujahidah, Nurul Hasanah, Muh. Yusuf, Zulfah, and Andi Asti Fatmasyamsiar in 2024¹⁷, entitled "*The Implementation of AnkiApp to Improve Students' Vocabulary Mastery*," published in the Southeast Asia Language Teaching and Learning (SALTeL) Journal, investigated the

¹⁶ Robi Faizal Rohim, Rizdki Elang Gumelar, and Riandi, "The Effect of Memrise Application Towards Students' Vocabulary Mastery," *JELL: Journal of English Language Learning* Vol. 6, no. 2 (2022).

¹⁷ Nurul Hasanah et al., "The Implementation of Ankiapp to Improve Students' Vocabulary Mastery," *SaLTel: Southeast Asia Language Teaching and Learning* Vol. 7, no. 1 (2024).

effectiveness of using the flashcard application *AnkiApp* in improving students' English vocabulary mastery at MTs DDI Taqwa Parepare. The research employed a pre-experimental design using pre-test and post-test instruments to measure students' vocabulary improvement. Based on the *t-test* results, the mean score increased from 26.6 to 68.4 after the treatment, indicating a significant enhancement in students' vocabulary acquisition. The findings demonstrate that digital learning applications such as *AnkiApp* can serve as effective tools to support vocabulary development and foster students' interest in English learning through interactive and engaging activities.

The third research was conducted by Aditya Muhammad and Emeliya Sukma Dara Damanik in 2024¹⁸, entitled “*Student’s Interest on Vocabulary Through Falou Application*”, published in the IDEAS: Journal of Language Teaching and Learning, Linguistics and Literature (IAIN Palopo), examined students' interest in learning English vocabulary through the use of the *Falou Application*. The research was carried out at MTs Madani Ikhwanul Hasanah using a qualitative descriptive method involving observations, questionnaires, and interviews. The findings revealed that students' interest in vocabulary learning increased significantly after using the *Falou Application*, as reflected in their improved attention, enjoyment, participation, and engagement during the learning process. This study highlights the positive impact of digital learning tools particularly the *Falou Application* in fostering students' enthusiasm and involvement in English vocabulary learning.

The next research was conducted by Shobratul Romanda, Dahnilsyah, and Afrianto Daud in 2025¹⁹, entitled “*The Effect of Using the Duolingo Application in Enriching High School Students’ Vocabulary Mastery*,” published in the Infinity Project: Professional Journal of English Education, examined the effect of using the

¹⁸ Aditya Muhammad and Emeliya Sukma Dara Damanik, “Student’s Interest on Vocabulary Through Falou Application,” *Journal of Language Teaching and Learning, Linguistics and Literature* Vol. 12, no. 2 (2024).

¹⁹ Shobratul Romanda, Dahnilsyah, and Afrianto Daud, “The Effect of Using the Duolingo Application in Enriching High School Students’ Vocabulary Mastery,” *PROJECT: Professional Journal of English Education* Vol. 8, no. 5 (2025).

Duolingo application on improving high school students' English vocabulary mastery in Riau. The research employed a pre-experimental method with a one-shot case study design, involving 25 eleventh-grade students. The results showed an increase in the mean score from 54.32 to 72.2, with a significance value of < 0.001 , indicating a significant improvement in vocabulary mastery. The study concluded that *Duolingo* is an effective interactive digital medium for enhancing students' motivation and vocabulary learning outcomes.

In addition, the research was conducted by Annisa Devitriana and Suciana Wijirahayu in 2025²⁰, entitled "*Engaging Interactive Kahoot Application for Vocabulary Mastery and Students' Motivation*" published in the *Journal of English Teaching, Literature, and Applied Linguistics*, investigated the influence of the *Kahoot* application on enhancing vocabulary mastery and learning motivation among tenth-grade students in Depok, Indonesia. Using a descriptive qualitative method with survey design, the study involved 72 students from a private senior high school. Data were collected through questionnaires, open-ended questions, and vocabulary tests. The findings revealed that *Kahoot* effectively transformed traditional vocabulary learning into an engaging experience through gamification, immediate feedback, and interactive features. The majority of students reported increased motivation, better vocabulary retention, and more active participation. However, technical issues such as unstable internet connection and time pressure were identified as minor obstacles. Overall, the study concluded that *Kahoot* is an effective and enjoyable digital tool that enhances both vocabulary mastery and students' motivation.

Based on the review of several previous studies, it can be concluded that all of them share a similar focus with the present research, namely the use of digital applications as media for English language learning, particularly in improving students' vocabulary mastery. In general, previous studies have shown positive results

²⁰ Annisa Devitriana, "Engaging Interactive Kahoot Application for Vocabulary Mastery and Students' Motivation," *Journal of English Teaching, Literature, and Applied Linguistics* Vol. 9, no. 1 (2025).

in enhancing language skills through the application of various digital learning platforms such as *Memrise*, *AnkiApp*, *Falou*, *Duolingo*, and *Kahoot*. However, the main difference lies in the research methods employed; prior studies typically used a single approach, either quantitative or qualitative, whereas this research adopts a mixed-methods approach, combining both to obtain more in-depth, comprehensive, and holistic findings in evaluating the effectiveness of the Falou Application as well as exploring students' motivation and perceptions. This aligns with the view of Creswell, who stated that “mixed methods research provides a more complete understanding of research problems than either quantitative or qualitative approaches alone.”²¹ Therefore, the use of a mixed-methods approach in this study is considered appropriate and relevant, as it offers a more comprehensive understanding of the effectiveness of digital learning media and the affective factors influencing students' success in English vocabulary learning.

B. Some Pertinent Ideas

1. The Concept of Vocabulary

a. Nature of Vocabulary

Vocabulary refers to the set of words that individuals know, understand, and are able to use in communication. It serves as the foundation of language competence, because without sufficient vocabulary, the ability to express ideas and understand messages becomes limited. Alqahtani explains that vocabulary is central to language learning and plays a crucial role in developing communicative competence in listening, speaking, reading, and writing. Vocabulary knowledge is not merely the ability to memorize word lists, but involves understanding word form, meaning, and usage in context. Effective vocabulary learning requires repeated exposure and opportunities for meaningful use, enabling learners to internalize lexical items over time. Therefore,

²¹ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th Ed)* (Thousand Oaks, California: SAGE Publications, Inc., 2014).

vocabulary serves as both a cognitive resource for processing language and a communicative tool for constructing meaning.²²

b. Definitions of Vocabulary

Vocabulary has been defined by researchers in relation to its role in comprehension and production. Vocabulary is the knowledge of words and their meanings, as well as the ability to use them appropriately in different contexts. Schmitt emphasizes that vocabulary knowledge includes phonological form, orthographic form, grammatical function, semantic properties, and pragmatic application.²³ In other words, knowing a word means being able to recognize it in spoken and written form, understand its meaning accurately, and apply it correctly in communication. Vocabulary is therefore not a single unit of knowledge, but a multidimensional construct that must be developed systematically.

Vocabulary knowledge serves as the primary theoretical basis of this study because the main objective of the research is to investigate students' vocabulary mastery. The concepts proposed by Nation provide the foundation for defining and assessing vocabulary mastery.²⁴ Meanwhile, CTML and TAM are employed as supporting theories to explain how multimedia-based learning facilitates vocabulary acquisition and how students perceive the use of the Falou Application.

c. Types of Vocabulary

Vocabulary is generally categorized into receptive vocabulary and productive vocabulary. Receptive vocabulary refers to words that learners can recognize and understand when reading or listening, while productive vocabulary refers to words that learners can use accurately in speaking and writing. Both types of vocabulary are important in language learning because students are expected not only to recognize

²² Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How To Be Taught," *International Journal of Teaching and Education* Vol. III, no. 3 (2015).

²³ Schmitt, N., & Schmitt, *Vocabulary in Language Teaching (2nd Ed.)*, 2020.

²⁴ Nation, *Learning Vocabulary In Another Language* (United Kingdom at The University, Cambridge, 2001).

word meanings but also to use vocabulary appropriately in communication. Therefore, vocabulary mastery involves not only understanding the meaning of words, but also understanding how vocabulary is used in context and recalling appropriate words accurately during language use.

d. The Importance of Vocabulary in Language Learning

Vocabulary plays a crucial role in enabling learners to comprehend and produce language effectively. Learners with limited vocabulary often struggle to understand written texts, express ideas fluently, or interpret spoken messages. Meanwhile, learners with strong vocabulary knowledge can participate more actively in communication and learning. Therefore, vocabulary instruction is essential not only for language development but also for academic success across subjects.

e. Concept of Vocabulary Mastery

Vocabulary mastery refers to learners' ability to understand, recall, and use vocabulary accurately and appropriately in communication. Mastery is demonstrated when learners are able to apply words spontaneously in meaningful communication rather than merely recalling them in isolated contexts. In line with the focus of this study, vocabulary mastery encompasses both receptive knowledge (the ability to recognize and understand words in listening and reading) and productive knowledge (the ability to use words correctly in speaking and writing). This indicates that vocabulary mastery is not limited to memorizing word meanings, but also involves the ability to use vocabulary contextually and communicatively. According to Nation, vocabulary knowledge includes several aspects such as form, meaning, and use, which must be integrated for effective language performance.²⁵ Furthermore, vocabulary mastery is closely related to learners' overall language proficiency, as students with greater vocabulary knowledge tend to demonstrate better comprehension and communication skills. In the context of this research, vocabulary mastery is operationalized through three aspects: word meaning, word relationships, and word use

²⁵ I. S. P. Nation, *Learning Vocabulary in Another Language* (2nd Ed.).

in context. These aspects reflect students' ability to understand vocabulary meanings, recognize semantic relationships among words, and use vocabulary appropriately in meaningful contexts after the implementation of the Falou Application. Therefore, vocabulary mastery serves as a key indicator in evaluating the effectiveness of the Falou Application in improving students' English learning outcomes.

f. Indicators of Vocabulary Mastery

According to Nation, vocabulary knowledge consists of three broad dimensions: form, meaning, and use.²⁶ However, not all dimensions were assessed in the present study. The selection of vocabulary aspects was adjusted to the objectives of the research and the characteristics of the test instrument. Therefore, the assessment focused on aspects that were directly represented in the test items, namely word meaning, word relationships, and word use in context.

In this study, vocabulary mastery refers to students' ability to understand and use English vocabulary appropriately. The indicators of vocabulary mastery were adapted from Nation's (2001) framework of vocabulary knowledge and were adjusted to the characteristics of the vocabulary test used in this study. The assessment focuses on three aspects: word meaning, word relationships, and word use in context.

1. Word Meaning

Word meaning refers to students' ability to recognize and understand the meanings of vocabulary items. This aspect involves identifying the meaning of words and connecting vocabulary items with their appropriate definitions. Students who possess adequate knowledge of word meaning are able to recognize vocabulary accurately and comprehend its intended meaning in learning activities.

2. Word Relationships

Word relationships refer to students' understanding of semantic connections among words. This aspect includes the ability to identify categories, synonyms, and antonyms. Understanding word relationships helps learners develop deeper vocabulary

²⁶ Nation, *Learning Vocabulary In Another Language*.

knowledge by recognizing how words are related to one another within a language system.

3. Word Use in Context

Word use in context refers to students' ability to use vocabulary appropriately within meaningful sentences. This aspect involves understanding how words function in context and arranging vocabulary items into grammatically acceptable sentence structures. Mastery of vocabulary use in context enables learners to communicate ideas more effectively and accurately.

Based on these indicators, vocabulary mastery in this study was assessed through multiple-choice, matching, classification, synonym-antonym, and sentence-arrangement tasks.

2. Cognitive Theory of Multimedia Learning (CTML)

The Cognitive Theory of Multimedia Learning (CTML), developed by Richard E. Mayer, explains how learners process and understand information when it is presented through multiple forms, particularly visual and auditory channels.²⁷ This theory is based on three fundamental assumptions. First, the dual-channel assumption states that individuals process information through two separate channels: the visual-pictorial channel and the auditory-verbal channel. Second, the limited capacity assumption suggests that each channel has a restricted capacity, meaning that learners cannot process excessive information at once without experiencing cognitive overload. Third, the active processing assumption emphasizes that meaningful learning occurs when learners actively engage in selecting relevant information, organizing it into coherent mental structures, and integrating it with prior knowledge. These assumptions highlight that effective learning is not merely a passive process, but an active cognitive effort that requires well-designed instructional input.

Building on these assumptions, CTML proposes several instructional principles, such as the modality principle, segmenting principle, and redundancy

²⁷ Richard E. Mayer, *Multimedia Learning (3rd Ed.)* (Cambridge University Press, 2021).

principle. The modality principle suggests that learning is more effective when information is presented using both visual and auditory modes rather than a single mode. The segmenting principle emphasizes that learning materials should be presented in manageable parts to reduce cognitive load. Meanwhile, the redundancy principle warns against presenting the same information in multiple unnecessary forms, which may overload learners' cognitive capacity. These principles are particularly relevant in designing digital learning media, as they provide guidelines on how information should be structured to maximize learning effectiveness while minimizing cognitive overload.

In the context of this study, CTML serves as a theoretical foundation for explaining how the Falou Application facilitates vocabulary learning. The application presents vocabulary through multimodal input, including written text, audio pronunciation, and contextual visual representations. This allows learners to process vocabulary through both visual and auditory channels simultaneously, which may enhance understanding and retention. In addition, the structured and step-by-step learning activities in the application align with the segmenting principle, enabling learners to focus on smaller units of information without being overwhelmed. The interactive nature of the application also supports active processing, as learners are required to engage in listening, speaking, and responding tasks rather than passively receiving information.

Therefore, CTML is highly relevant to this research as it explains the cognitive mechanisms underlying the use of multimedia-based learning tools in vocabulary acquisition. By integrating multiple modes of input and promoting active engagement, the Falou Application is expected to support deeper vocabulary learning, improve retention, and enhance students' ability to use vocabulary in context. This theoretical perspective strengthens the assumption that the use of digital, multimedia-based applications can be more effective than conventional vocabulary teaching methods that rely primarily on text-based and memorization approaches.

3. Technology Acceptance Model (TAM)

The Technology Acceptance Model (TAM) is a theory developed by Fred Davis in 1989 to explain how users accept and use technology in various contexts, including education.²⁸ This model is widely used in studies related to educational technology because it helps researchers understand users' perceptions and responses toward digital learning tools. TAM explains that a person's willingness to use technology is generally influenced by how useful and how easy the technology is perceived to be.

According to Davis, there are two main components in TAM, namely perceived usefulness and perceived ease of use.²⁹ Perceived usefulness refers to the extent to which a person believes that the use of a technology can improve performance or help accomplish certain tasks more effectively. In educational settings, perceived usefulness can be seen when students believe that a digital learning application helps them understand learning materials better, improve language skills, support independent learning, or make the learning process more efficient.

Indicator	Description
Improves learning performance	Students perceive that Falou improves their vocabulary mastery.
Increases learning effectiveness	Students feel learning vocabulary becomes more effective using Falou.
Enhances productivity	Students can learn more vocabulary in a shorter time.
Supports learning objectives	Falou helps students achieve vocabulary learning goals.

²⁸ Fred D. Davis, "Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology," *MIS Quarterly* Vol 13, no. 3 (1989).

²⁹ Viswanath Venkatesh, James Y L Thong, and Xin Xu, "Unified Theory of Acceptance and Use of Technology: A Synthesis and the Road Ahead," *Journal of the Association for Information Systems* Vol. 17, no. 5 (2016).

Meanwhile, perceived ease of use refers to the degree to which a person believes that a technology is easy to learn and operate without requiring excessive effort. A learning application that has simple navigation, clear instructions, interactive features, and accessible learning activities is more likely to be accepted positively by students. When students feel comfortable using a digital learning tool, they may participate more actively and confidently during the learning process.

Indicator	Description
Easy to learn	Students can quickly understand how to use the application.
Easy to operate	Features and navigation are simple to use.
Easy to remember	Students can use the application repeatedly without difficulty.
Requires little effort	Students do not experience significant obstacles while using Falou.

In language learning, especially vocabulary learning, technology-based applications can provide students with more interactive and flexible learning experiences compared to conventional learning methods. Applications that include audio, pronunciation practice, repetition activities, visual support, and gamified learning activities may help students become more engaged in learning vocabulary. However, students' responses toward such applications may vary depending on how useful and easy the application is perceived to be. Therefore, understanding students' perceptions toward educational applications becomes important in order to gain deeper insight into their learning experiences.

In this study, TAM is used as a supporting theoretical perspective to understand students' perceptions toward the implementation of the Falou Application in vocabulary learning. The researcher does not use TAM as the primary framework for statistical measurement or hypothesis testing. Instead, the concepts of perceived

usefulness and perceived ease of use are explored descriptively through semi-structured interviews conducted with selected students from the experimental class.

The concept of perceived usefulness in this study relates to students' opinions about whether the Falou Application helps them improve vocabulary mastery, understand word meanings, practice pronunciation, or support vocabulary learning more effectively. Meanwhile, perceived ease of use relates to students' experiences regarding the accessibility, simplicity, and convenience of using the application during the learning process.

The use of TAM in this research is intended to complement the quantitative findings obtained from the vocabulary test. While the quantitative data provide statistical information about students' vocabulary improvement, the qualitative data help explain students' experiences, responses, and perceptions regarding the use of the Falou Application. Therefore, TAM functions as a supporting framework that provides contextual understanding of how students experience technology-assisted vocabulary learning rather than as a quantitatively tested variable in the study.

4. Falou Application

As explained in Mayer's Cognitive Theory of Multimedia Learning (CTML), effective learning occurs when information is delivered through multiple cognitive channels visual, verbal, and auditory allowing learners to process and integrate knowledge more deeply into long-term memory. This principle underlies the design of modern digital learning media, including the Falou Application. The application applies multimodal learning principles that simultaneously engage learners' visual, auditory, and linguistic processing, thereby aligning with CTML in improving retention and transfer of knowledge.

Falou Application is an artificial intelligence (AI)-based language learning platform designed to help users learn foreign languages, particularly English, through contextualized practice and AI-driven feedback. It focuses on developing three essential communication competencies: vocabulary mastery, pronunciation accuracy, and speaking fluency. Unlike conventional learning applications, Falou uses adaptive

algorithms that adjust materials and difficulty levels in real time based on learners' performance. This enables a more personalized and responsive learning experience.

According to Aditya Muhammad and Emeliya Sukma Dara Damanik, Falou emphasizes active learner engagement through interactive speaking drills that simulate real-life communication situations.³⁰ Such design makes the learning process not only receptive but also productive and communicative. Its automatic speech-recognition system allows learners to receive instant feedback on pronunciation, grammar, and contextual word use, helping them improve accuracy and fluency simultaneously.

One of *Falou's* main strengths lies in its innovative features, which combine technology and pedagogy to create a holistic learning environment. Learners can practice speaking in realistic scenarios such as restaurants, airports, schools, or workplaces through interactive conversation practice, helping them understand the contextual use of vocabulary.

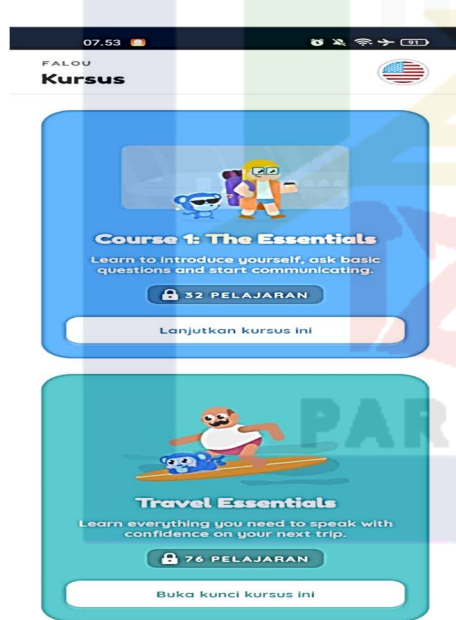


Figure 2.1 Various Realistic Falou's Scenarios

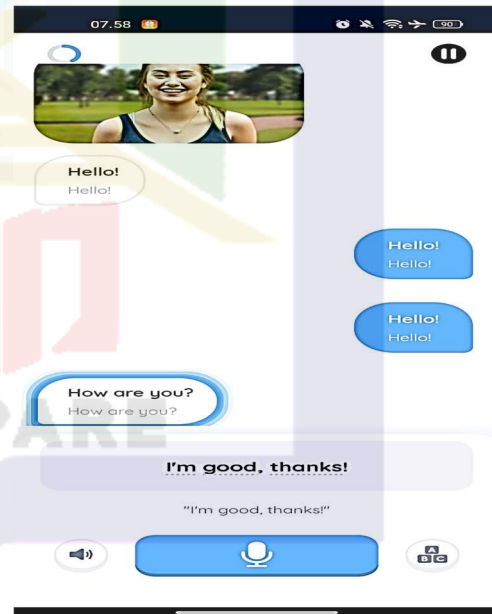


Figure 2.2 Interactive Conversation Practice

³⁰ Muhammad and Dara Damanik, "Student' s Interest on Vocabulary Through Falou Application."

Another essential component is the pronunciation feedback system, supported by speech-recognition technology, which provides real-time feedback on learners' pronunciation. This allows students to review their scores, listen to native speaker models, and improve their pronunciation accuracy autonomously.

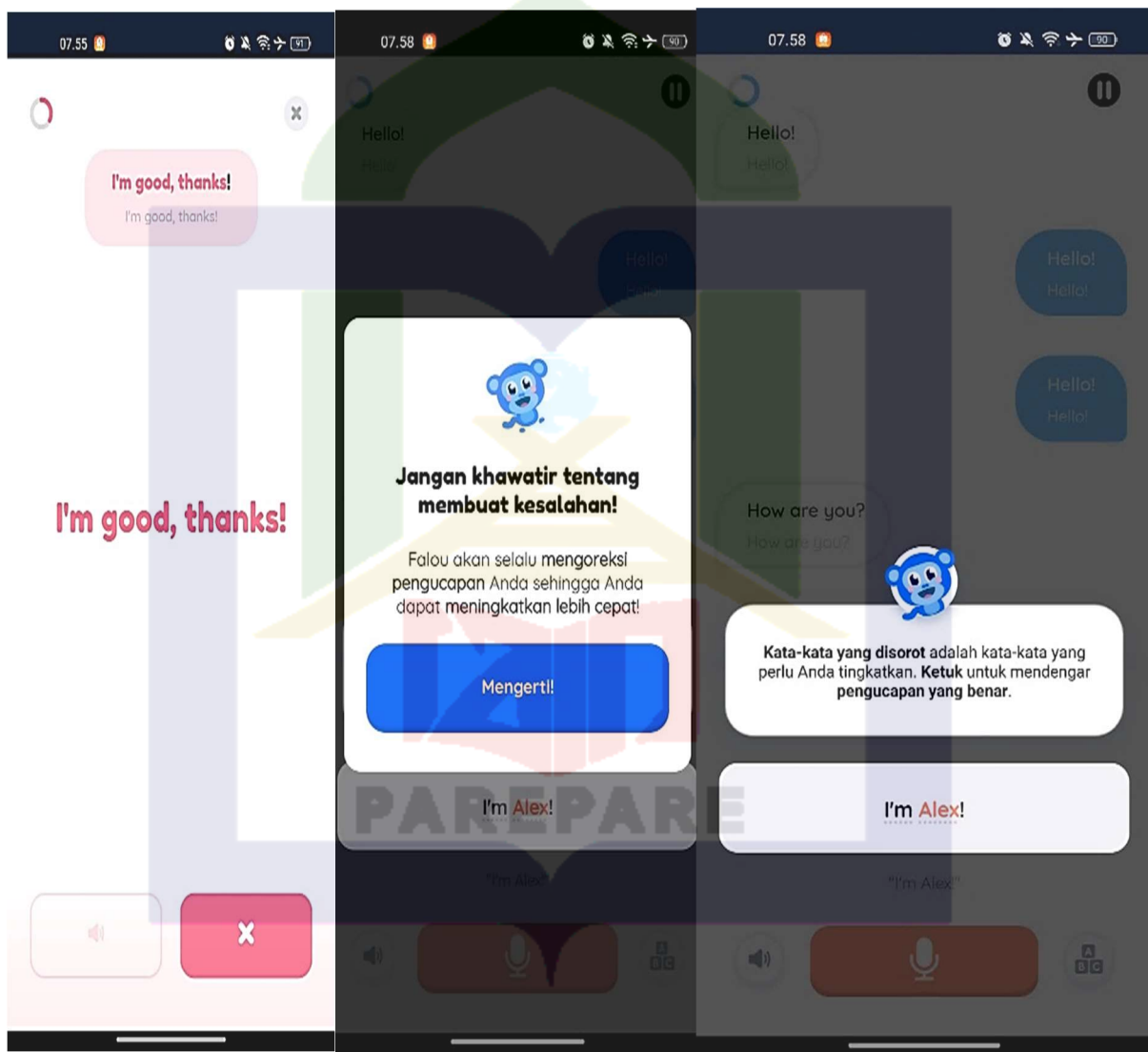


Figure 2.3 Wrong Pronunciation Feedback System

The vocabulary builder and thematic sets feature organize vocabulary according to themes such as food, animals, school life, airport, emotions, and technology, helping learners retain new words through meaningful associations.

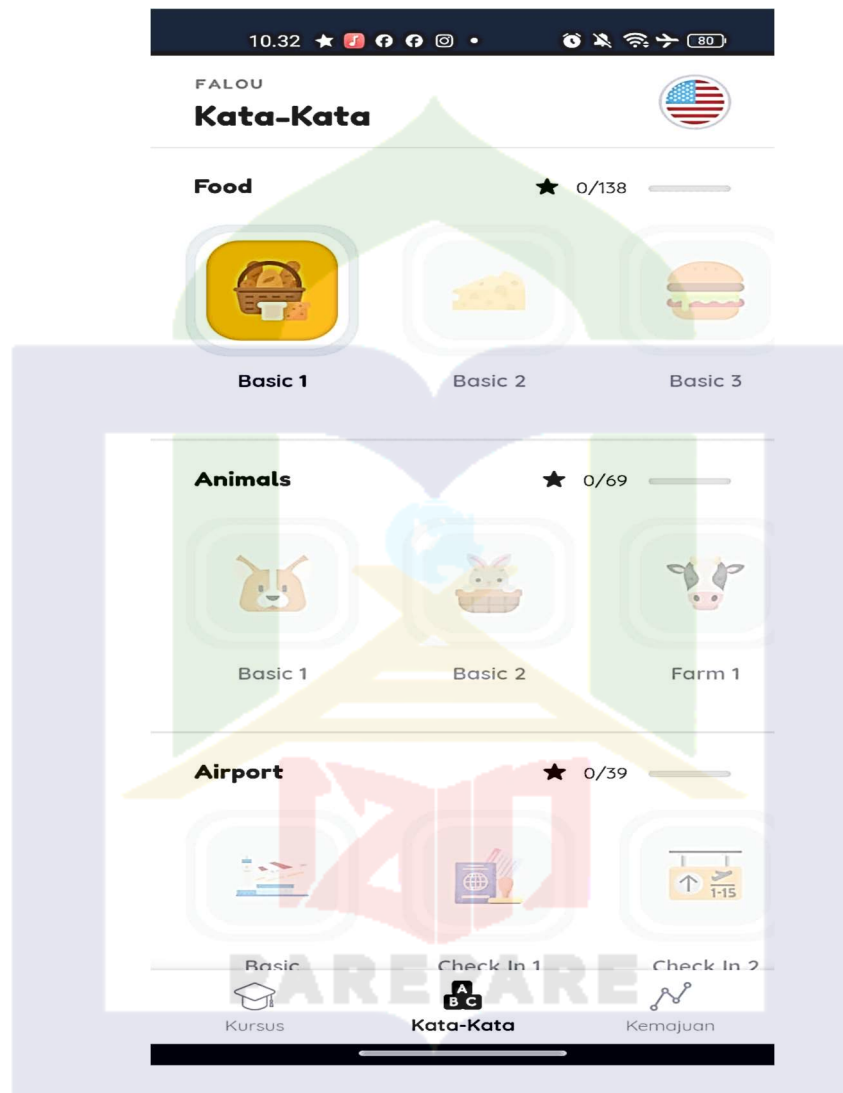


Figure 2.4 Vocabulary List By Category

Learning in *Falou* also follows structured stages, beginning with *word-by-word introduction*, continuing to conversation and speaking practice, writing application, and ending with challenge stages that test vocabulary retention. This sequence promotes progressive, spiral learning that strengthens both comprehension and recall.



Introducing Yourself



Video



Kata demi kata



Video



Berbicara



Video



Menulis



Video



Tantangan

Answering simple questions

Hello!



Figure 2.5 Structured Stages of Learning

Figure 2.6 Word By Word Introduction

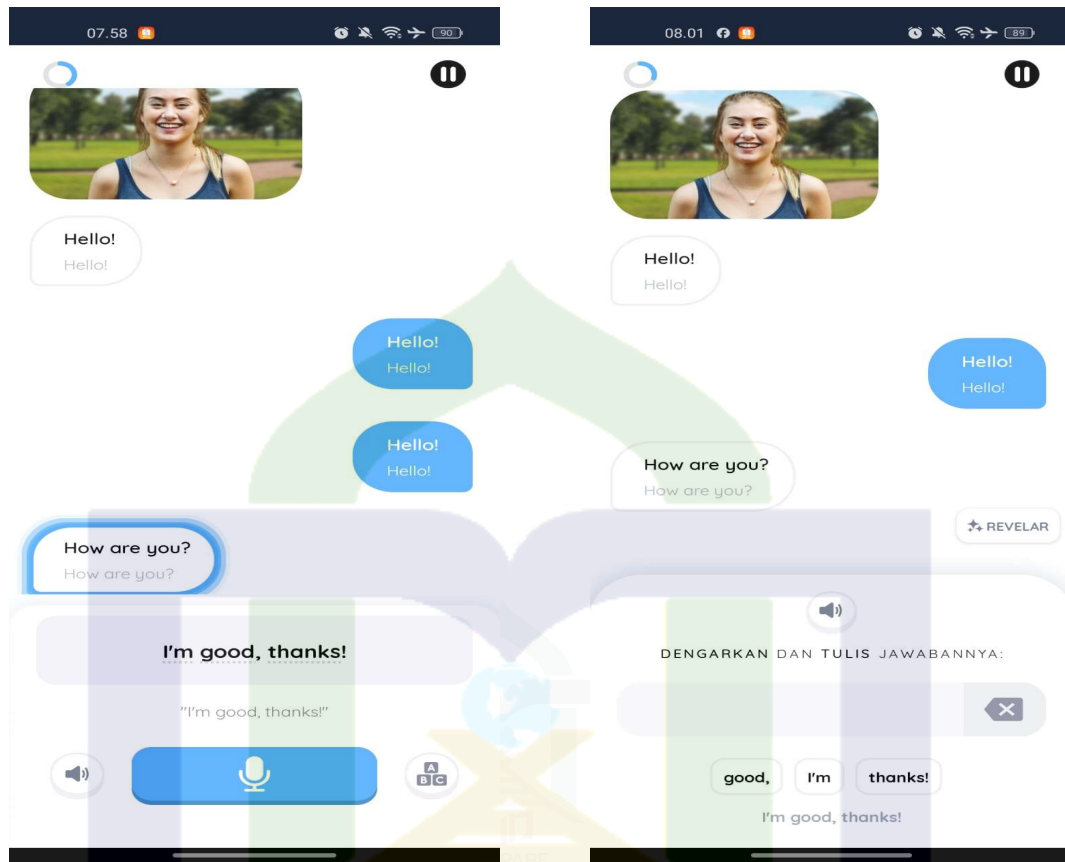


Figure 2.7 Conversation And Speaking Practice

Figure 2.8 Writing Application

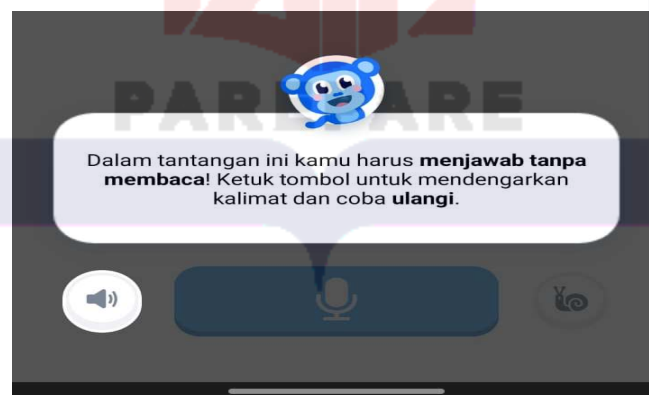


Figure 2.9 Challenge Stages

To sustain learners' attention, *Falou* integrates motivational and humorous videos between learning sessions. These short, engaging clips are designed to refresh learners' minds and maintain a positive emotional state an aspect that supports Krashen's Affective Filter Hypothesis, which asserts that positive affect enhances language acquisition.



Figure 2.10 Humor Videos

After completing certain units or levels, learners receive digital achievement certificates that display their progress and accomplishments. This recognition serves as

a source of extrinsic motivation and personal satisfaction, reinforcing continuous engagement. In addition, a progress tracking dashboard provides analytical insights into daily activity, study duration, number of words learned and spoken, sentences completed, and stars earned from challenges. This feature promotes self-regulated learning and allows both learners and instructors to monitor progress quantitatively.

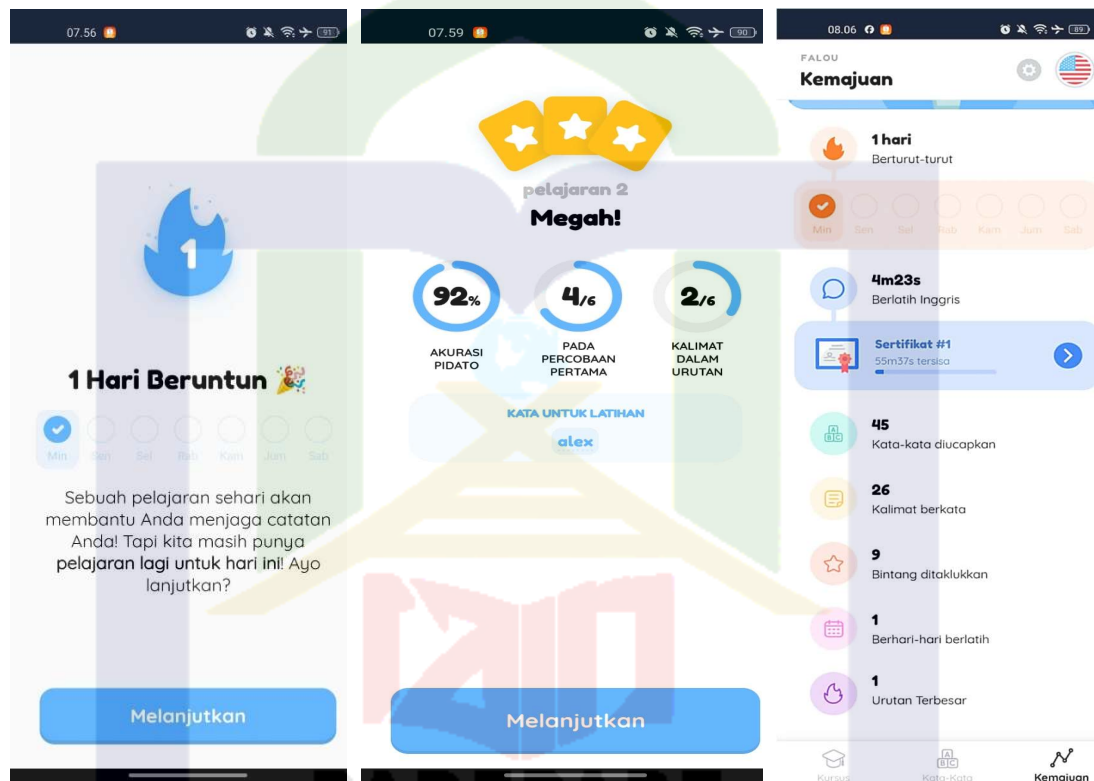


Figure 2.11 Progress Tracking Dashboard And Digital Achievement Certificates

Pedagogically, Falou supports vocabulary mastery by integrating three core components of language learning: input, output, and feedback. Learners receive multimodal input through text, images, and audio; they produce output through speaking and writing tasks; and they receive immediate feedback through AI-based evaluation. This triadic process facilitates deeper internalization of vocabulary and promotes long-term retention. The platform also incorporates spaced repetition and

contextual learning, two approaches proven to strengthen vocabulary retention. By repeatedly exposing learners to vocabulary across different themes and contexts, Falou ensures that students not only memorize words but also understand their nuances and pragmatic uses in communication.

From a psychological perspective, Falou enhances learner motivation through gamified elements such as levels, stars, and certificates. Reward and tracking systems provide a sense of progress, accomplishment, and autonomy, which cultivate learners' internal motivation to continue learning. This aligns with the Technology Acceptance Model (TAM), which emphasizes that users' perceptions of usefulness and ease of use influence their motivation and behavioral intention to adopt a technology. When learners perceive Falou as an effective and user-friendly tool that genuinely helps improve their vocabulary, they are more likely to engage with it consistently.

In conclusion, the Falou Application not only reflects the cognitive principles of CTML but also provides a concrete foundation for analyzing learners' acceptance of digital learning media. Therefore, the subsequent section discusses the Technology Acceptance Model (TAM) as the theoretical framework to explain the psychological and behavioral factors influencing students' acceptance of and engagement with Falou in vocabulary learning.

C. Conceptual Framework

This study was designed to investigate the effectiveness of the Falou Application in improving students' English vocabulary mastery while also exploring students' perceptions of the application during the learning process. The conceptual framework illustrates the overall sequence of the research, beginning with the identification of the problem, followed by the implementation of the treatment, the collection of quantitative and qualitative data, and ending with the integration of the findings to answer the research objectives comprehensively.

The research begins with the identification of the existing problem, namely students' low vocabulary mastery. Limited vocabulary knowledge may hinder

students' ability to understand English texts, communicate effectively, and participate actively in language learning activities. Considering these challenges, the Falou Application was implemented as an interactive digital learning medium to support vocabulary learning through multimedia features, contextualized practice, pronunciation exercises, and immediate feedback.

Following the implementation of the Falou Application, the study employed a mixed-methods approach using a sequential explanatory design. In the first phase, quantitative data were collected to determine whether the use of the application significantly affected students' vocabulary mastery. This phase involved administering pre-tests and post-tests to both the experimental and control groups. The students' vocabulary mastery was measured through three aspects: word meaning, word relationships, and word use in context. The quantitative findings provided statistical evidence regarding the effectiveness of the Falou Application in improving students' vocabulary achievement.

The second phase consisted of qualitative data collection through semi-structured interviews with selected students from the experimental group. This phase was conducted to gain a deeper understanding of students' experiences while using the Falou Application. The interview questions were developed based on the Technology Acceptance Model (TAM), focusing on two principal constructs: **Perceived Usefulness (PU)** and **Perceived Ease of Use (PEOU)**. Perceived Usefulness explores students' perceptions regarding the benefits of the application in supporting vocabulary learning, whereas Perceived Ease of Use examines students' perceptions of the simplicity, accessibility, and convenience of using the application during the learning process.

Finally, the quantitative and qualitative findings were integrated to provide a comprehensive understanding of the research problem. The quantitative results explain whether the Falou Application significantly improves students' vocabulary mastery, while the qualitative findings provide contextual explanations of how students perceive the usefulness and ease of use of the application. The integration of these two sets of

findings forms the basis for drawing the overall conclusions of the study regarding the implementation of the Falou Application in English vocabulary learning.

Therefore, the conceptual framework of this study presents the logical sequence of the research, starting from the identification of students' vocabulary learning problems, continuing with the implementation of the Falou Application, followed by quantitative and qualitative data collection, and culminating in the integration of the findings to produce comprehensive conclusions about the effectiveness of the application and students' learning experiences.

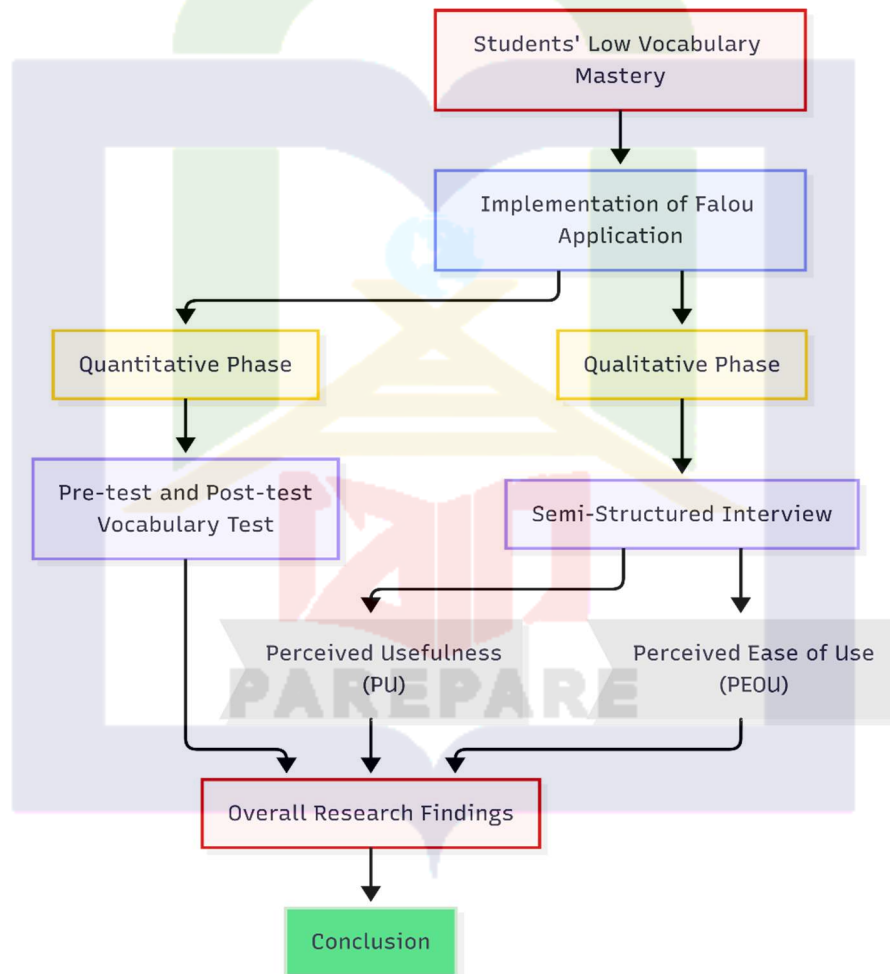


Figure 2.12 Conceptual Framework

D. Hypotheses

This study aims to examine the effect of using the Falou Application as a digital learning medium on the English vocabulary mastery of Grade XI students at MAN 2 Parepare. The study employs a mixed-methods design with the following variables; Independent variable (X), the use of the Falou Application as a digital learning medium. Dependent variable (Y), students' English vocabulary mastery (measured quantitatively through pre-test and post-test scores). Students' perceptions of usefulness and ease of use (TAM constructs) are not treated as mediating variables for quantitative testing. Instead, they are explored qualitatively through in-depth interviews and classroom observations to explain the psychological mechanisms behind the acceptance and effectiveness of the application.

Based on the problem formulation, research objectives, and the previously described conceptual framework, the hypothesis of this study is formulated as follows:

H0 : There is no significant difference in students' vocabulary mastery between those who are taught using the Falou Application and those who are taught using conventional teaching methods.

H1 : There is a significant difference in students' vocabulary mastery between those who are taught using the Falou Application and those who are taught using conventional teaching methods.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study employed a quasi-experimental design using a mixed-methods approach, specifically a sequential explanatory design. This design was chosen to obtain both quantitative and qualitative data in order to provide a more comprehensive understanding of the research problem. The quantitative phase served as the primary method to measure the effectiveness of the Falou Application, while the qualitative phase functioned as supporting data to explain students' experiences and perceptions toward the learning process.

In the quantitative phase, the study applied a non-equivalent control group design. Two groups of students were involved: an experimental group and a control group. The experimental group was taught using the Falou Application, while the control group was taught using conventional teaching methods. Both groups were given a pre-test and a post-test to measure students' vocabulary mastery before and after the treatment.

The purpose of the quantitative phase was to determine whether there was a significant difference in vocabulary mastery between students who learned using the Falou Application and those who learned through conventional methods. The results of this phase provided statistical evidence of the effectiveness of the application.

In the qualitative phase, selected students from the experimental group were involved in semi-structured interviews to explore their learning experiences and perceptions of the Falou Application. This phase focused on understanding how students perceived the usefulness and ease of use of the application in learning vocabulary. The qualitative phase was exploratory and descriptive in nature. Therefore, it was not intended for statistical hypothesis testing, but rather to support and explain the quantitative findings.

The qualitative data were used to explain and support the quantitative findings. Specifically, the qualitative results helped to interpret why the application was effective or not effective in improving students' vocabulary mastery. This integration of quantitative and qualitative data strengthened the overall findings of the study.

This research design was considered appropriate because it allowed the researcher not only to measure the effectiveness of the treatment but also to gain deeper insights into students' learning experiences. At the same time, the design remained manageable and suitable for the scope of this study.

B. Location and Duration of the Research

This research was carried out at Madrasah Aliyah Negeri 2 Parepare, located in Parepare City, South Sulawesi. The selection of this location was based on the consideration that the school had implemented various digital learning media; however, the use of foreign language learning applications, particularly the Falou Application, was still relatively new. The research lasted for approximately 6 weeks, including the stages of preparation, implementation, data collection, and data analysis. The duration was adjusted depending on school schedule coordination and class availability.

C. Population and Sample

The research population consisted of all grade XI students of Madrasah Aliyah Negeri 2 Parepare in the 2024/2025 academic year. At MAN 2 Parepare, grade XI was divided into two academic tracks: digital classes and regular classes. The digital program consisted of two classes, while the regular program consisted of four classes. However, this study focused solely on the regular classes. The selection of the sample followed methodological considerations related to the control of confounding variables. Digital classes were excluded because their exposure to technology-based learning was substantially higher than that of regular classes, which might have introduced a confounding variable related to digital familiarity that was not directly measurable in this study. To maintain internal validity, the researcher selected two regular classes with similar academic backgrounds.

Table 3.1 Population on MAN 2 Parepare

No.	Population	Class Type	Class Name	Number of Students
1	Grade XI Students of 2024/2025 Academic Year	Digital Class	XI A1	30
			XI A2	30
		Regular Class	XI B1	20
			XI B2	20
			XI B3	30
			XI B4	30
Total			6 Classes	160 Students

Initial equivalency was established using documented English achievement as a preliminary indicator of academic similarity, and true equivalency was verified through the vocabulary pre-test administered before the treatment. The pre-test served as the primary basis for determining comparability between the experimental and control groups.

From the four available regular classes, the researcher purposively selected two parallel classes (20 students each) that had relatively similar average English scores in the previous semester based on teacher and school documentation. Two intact classes were purposively selected based on similar academic characteristics. These classes were then assigned as the experimental and control groups. This study used a quasi-experimental nonequivalent control group design:

1. Regular Class XI B1 / Experimental class: received vocabulary instruction using the Falou Application for 3 weeks (2 sessions per week) under the guidance of the researcher and the teacher.
2. Regular Class XI B2 / Control class: continued to receive regular vocabulary instruction using conventional methods, such as textbooks, memorization, and teacher-led activities, without using the Falou Application.

The use of two existing intact classes was chosen to maintain ecological validity, minimize disruption to the school schedule, and ensure the feasibility of the implementation.

D. Operational Definition of Variable

The operational definition of variables in this study explained how each research variable was defined and measured in practical terms.

The independent variable of this study was the use of the Falou Application as a digital learning medium. This variable was operationalized through the implementation of the Falou Application in the teaching and learning process for approximately 3 weeks, with 2 sessions per week. During the implementation, students were guided to learn vocabulary through the features provided in the application, while the teacher and researcher facilitated and monitored the learning process.

The dependent variable was students' vocabulary mastery. In this study, vocabulary mastery referred to students' ability to understand and use English vocabulary appropriately in different contexts. This variable was measured through three aspects: word meaning, word relationships, and word use in context.

Word meaning referred to students' ability to recognize and understand the meanings of vocabulary items. Word relationships referred to students' understanding of semantic connections among words, including categories, synonyms, and antonyms. Word use in context referred to students' ability to use vocabulary appropriately within meaningful sentence structures.

These aspects were measured using an objective vocabulary test consisting of 20 items in the form of multiple-choice, matching, classification, synonym-antonym, and sentence-arrangement tasks. Each item type was designed to assess different aspects of vocabulary mastery, ensuring that the data collected reflected students' understanding of vocabulary meanings, their ability to recognize relationships among words, and their ability to use vocabulary appropriately in context.

In addition, students' perceptions of the use of the Falou Application were explored qualitatively based on the Technology Acceptance Model (TAM), focusing on perceived usefulness and perceived ease of use. These aspects were not treated as primary variables in the statistical analysis but were used to support the interpretation of the findings.

E. Instrument of Research

The research instruments employed in this study were designed to collect both quantitative and qualitative data. The specific instruments utilized in this study were as follows:

1. **Vocabulary Test (Pre-test and Post-test):**

The instrument used in this study was a vocabulary test administered in two phases, namely the pre-test and post-test. The pre-test was conducted before the implementation of the treatment to determine students' initial level of vocabulary mastery, while the post-test was administered after the treatment to measure students' improvement after learning through the Falou Application.

Both the pre-test and post-test consisted of 20 items and were constructed in a parallel form. This means that both tests had the same structure, level of difficulty, and measurement indicators but used different items. The use of parallel tests was intended to minimize the practice effect and to ensure that any improvement in students' scores reflected actual learning rather than familiarity with the test items.

The vocabulary test was designed based on three aspects of vocabulary mastery: word meaning, word relationships, and word use in context. Word meaning referred to students' ability to recognize and understand the meanings of vocabulary items. Word relationships referred to students' understanding of semantic connections among words, including categories, synonyms, and antonyms. Word use in context referred to students' ability to use vocabulary appropriately within meaningful sentence structures. To measure these aspects, the test consisted of several types of objective items, namely multiple-choice, matching, classification, synonym-antonym, and sentence-

arrangement tasks. Each item type was selected to represent different aspects of vocabulary mastery.

Matching items were used to measure word meaning by requiring students to match vocabulary items with their corresponding meanings. This task focused on students' ability to recognize vocabulary and understand the relationship between words and their meanings. Multiple-choice items were used to assess students' understanding of word meanings and contextual usage. Students were required to select the most appropriate answer based on a given sentence or situation, allowing the assessment of vocabulary comprehension and contextual understanding.

Classification items were included to measure word relationships. In this section, students were required to group vocabulary items into appropriate categories. This task reflected students' understanding of semantic relationships among words and their ability to recognize similarities in meaning. Synonym-antonym items were designed to measure word relationships. Students were required to identify words with similar or opposite meanings. These items assessed students' understanding of semantic connections among vocabulary items and their ability to distinguish differences and similarities in meaning.

Sentence-arrangement items were used to measure word use in context. In this section, students arranged jumbled words into meaningful and grammatically acceptable sentences. This task reflected students' ability to use vocabulary appropriately within sentence structures and meaningful contexts. All items in the test were objective in nature and had clearly defined correct answers. This ensured that the scoring process was consistent, reliable, and suitable for quantitative analysis. Each correct answer was scored as one point, while incorrect answers were scored as zero. The total score obtained by each student was then converted into a scale of 100 to facilitate statistical analysis.

Table 3.2 Vocabulary Mastery Assessment Rubric

No.	Aspect of Vocabulary Mastery	Indicators	Item Type	Item Number
1	Word Meaning	Students identify and understand the meanings of target vocabulary items.	Multiple Choice	1–4
		Students match vocabulary items with their corresponding meanings accurately.	Matching	5–8
2	Word Relationships	Students classify vocabulary items into appropriate semantic categories.	Classification	9–12
		Students identify synonyms and antonyms of vocabulary items in context.	Synonym–Antonym	13–16
3	Word Use in Context	Students arrange vocabulary items into meaningful and grammatically acceptable sentences.	Sentence Arrangement	17–20
Total				20 Items

Data Source: Adapted from Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.

The vocabulary mastery test was developed with reference to Nation's framework of vocabulary knowledge. Nation explains that vocabulary knowledge encompasses three broad dimensions: form, meaning, and use.³¹ However, the selection of assessment aspects in this study was adjusted to the objectives of the

³¹ Nation, *Learning Vocabulary In Another Language*.

research and the characteristics of the test instrument. Therefore, the vocabulary test focused on aspects that were directly represented in the test items, namely word meaning, word relationships, and word use in context.

The first aspect, word meaning, refers to students' ability to recognize and understand the meanings of vocabulary items. This aspect was measured through multiple-choice and matching tasks. The second aspect, word relationships, refers to students' understanding of semantic relationships among words, including categories, synonyms, and antonyms. This aspect was assessed through classification and synonym–antonym tasks. The third aspect, word use in context, refers to students' ability to use vocabulary appropriately within meaningful sentence structures, which was measured through sentence-arrangement tasks.

These aspects were selected because they correspond directly to the vocabulary mastery test employed in this study and provide an appropriate representation of students' receptive vocabulary knowledge and contextual vocabulary use. Through this test design, the researcher aimed to obtain comprehensive and accurate data on students' vocabulary mastery, covering students' understanding of word meanings, recognition of semantic relationships among words, and appropriate vocabulary use in context. Therefore, the instrument was considered appropriate for measuring the effectiveness of the Falou Application in improving students' vocabulary mastery.

$$Final\ Score = \left(\frac{Correct\ Answers}{20} \right) \times 100$$

The final score represented students' overall vocabulary mastery, reflecting their ability to understand the meanings of vocabulary items, identify semantic relationships among words, and use vocabulary appropriately within meaningful contexts. These competencies were assessed through three aspects of vocabulary mastery employed in this study, namely word meaning, word relationships, and word use in context.

The score was obtained from the total number of correct answers in the test. Since the test consisted of 20 items, each correct answer was given 1 point, while

incorrect answers were given 0. The total score was then converted into a percentage scale (0–100) to facilitate interpretation and comparison.

To facilitate interpretation, the scores were classified into the following categories:

Table 3.3 Score Interpretation

Score Range	Category	Description
86–100	Excellent	Demonstrates strong vocabulary mastery, including accurate understanding and appropriate use
71–85	Good	Shows good vocabulary understanding with minor errors in identifying word relationships or using vocabulary in context.
56–70	Fair	Demonstrates moderate vocabulary mastery but still experiences difficulties in understanding word meanings, identifying word relationships, and using vocabulary in context.
41–55	Poor	Shows low vocabulary mastery with frequent errors in meaning and usage
≤40	Very Poor	Demonstrates very limited vocabulary mastery and difficulty in understanding word meanings, identifying word relationships, and using vocabulary appropriately in context.

The data obtained from the vocabulary test were analyzed quantitatively. First, students' correct answers were calculated to obtain raw scores. Second, the raw scores were converted into percentage scores using the scoring formula. Third, the results of the pre-test and post-test were organized and prepared for statistical analysis. Descriptive statistics, including mean and standard deviation, were used to describe students' vocabulary mastery in both groups. Furthermore, inferential statistics were applied to determine the effectiveness of the treatment.

Before conducting inferential analysis, the data were tested for normality and homogeneity. The data met these assumptions, an independent samples t-test was used to compare the post-test results between the experimental and control groups.

2. Interview Guidelines:

Semi-structured interviews with 10 purposively selected students were conducted to explore their experiences, perceptions, and obstacles encountered during the use of the application. This instrument provided qualitative data that enriched and supported the quantitative findings.

Table 3.4 Interview Guide Blueprint Based on the Technology Acceptance Model (TAM)

No.	Interview Question	TAM Construct	Indicator Measured
1	How did you feel when you first used the Falou Application in English learning?	Perceived Ease of Use (PEOU)	Initial ease and comfort in using the application
2	In your opinion, was the Falou Application easy or difficult to use? Why?	Perceived Ease of Use (PEOU)	Ease of learning and operating the application
3	Do you think the Falou Application helped you learn English vocabulary? Please explain.	Perceived Usefulness (PU)	Perceived usefulness for vocabulary learning
4	Did the application help you understand the meaning of words better? Why?	Perceived Usefulness (PU)	Improvement in vocabulary comprehension
5	Did you find it easier to remember vocabulary after using this application?	Perceived Usefulness (PU)	Improvement in vocabulary retention

6	Did using the Falou Application make you more interested in learning English? Why?	Perceived Usefulness (PU)	Increased learning motivation and engagement
7	Did the application make the learning process more enjoyable?	Perceived Usefulness (PU)	Enhancement of learning experience
8	Did this application help you learn independently? Please explain.	Perceived Usefulness (PU)	Support for independent learning
9	In your opinion, what is the main advantage of the Falou Application?	Perceived Usefulness (PU) & Perceived Ease of Use (PEOU)	Overall perceived benefits and ease of use

F. Technique of Collecting Data

Data collection was carried out through several systematic procedures as follows:

1. Test Delivery:

The pre-test was administered to all students in both the experimental and control classes before the treatment began. After the 4–5-week treatment period, a post-test parallel to the pre-test was administered to both groups to measure changes in vocabulary mastery.

2. Interview Conduct:

Semi-structured interviews were conducted with 10 purposively selected students from the experimental group to explore students' experiences, perceptions, and obstacles while using the Falou Application.

G. Technique of Data Analysis

The data analysis in this study used a mixed-methods approach, namely quantitative and qualitative analysis.

1. Quantitative Analysis:

The quantitative data were analyzed using IBM SPSS Statistics. The analysis began with descriptive statistics to provide an overview of the students' vocabulary test scores in both the experimental and control groups. The descriptive statistics included the minimum score, maximum score, mean, standard deviation, and variance obtained from the pre-test and post-test.

Before testing the research hypothesis, the data were first examined through normality and homogeneity tests. The normality test was conducted using the Shapiro–Wilk test because each group consisted of fewer than 50 participants. The data were considered normally distributed if the significance value (Sig.) was greater than 0.05. After that, a homogeneity test was carried out using Levene's Test of Equality of Variances to determine whether the variances of the two groups were equal. The data were considered homogeneous if the significance value was greater than 0.05.

After the data met the assumptions of normality and homogeneity, hypothesis testing was conducted. The Paired Samples t-test was used to determine whether there was a significant difference between the students' pre-test and post-test scores within the same group. Furthermore, the Independent Samples t-test was conducted to determine whether there was a significant difference in vocabulary mastery between students who learned using the Falou Application and those who learned through conventional teaching methods.

The hypothesis was tested at a significance level of 0.05. The decision was based on both the significance value (Sig. 2-tailed) and the comparison between the calculated t-value (t-count) and the critical t-value (t-table). If the significance value was less than 0.05 and the calculated t-value was greater than the critical t-value (t-table), the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was

accepted. This indicated that there was a statistically significant difference between the compared groups. Conversely, if the significance value was greater than 0.05 and the calculated t-value was less than the critical t-value (t-table), the null hypothesis (H_0) was accepted and the alternative hypothesis (H_1) was rejected, indicating that there was no statistically significant difference between the groups.

2. Qualitative Analysis:

The qualitative data in this study were obtained from semi-structured interviews conducted with selected students from the experimental group. The purpose of this analysis was to explore students' perceptions of the use of the Falou Application in learning English vocabulary.

The data were analyzed using thematic analysis as the main analytical technique, supported by the framework proposed by Matthew B. Miles and A. Michael Huberman, which consisted of data reduction, data display, and conclusion drawing.³² In the first stage, namely data reduction, the interview recordings were transcribed into written form. The researcher then read the transcripts repeatedly to gain a comprehensive understanding of the data. Relevant statements related to students' perceptions were identified and coded. The coding process involved labeling important words, phrases, or sentences that reflected students' experiences and opinions regarding the use of the Falou Application.

In the second stage, namely data display, the coded data were organized and grouped into meaningful categories or themes. These themes represented patterns found in students' responses, such as perceptions of ease of use, usefulness, engagement, and overall learning experience. The data were then presented in a structured form to make them easier to interpret and analyze. In the final stage, namely conclusion drawing and verification, the researcher interpreted the identified themes to understand the overall patterns of students' perceptions. The conclusions were

³² Matthew B Miles and A. Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook (2nd Ed.)* (United States of America: SAGE Publications., 1994).

continuously checked and refined to ensure their consistency with the data. The findings from the qualitative analysis were used to support and explain the quantitative results, particularly in understanding how students experienced the use of the Falou Application in vocabulary learning.

Through this process, the qualitative analysis not only described students' perceptions but also provided deeper insights into how and why the application influenced their vocabulary learning.

3. Data Integration (Mixed Analysis):

Integration occurred at the interpretation and discussion stages. The quantitative results showed whether there was a significant difference between the two groups, while the qualitative findings explained the processes, perceptions, and contextual factors that contributed to or hindered the effectiveness of the Falou Application in the experimental group. The integration took place at the interpretation stage, where the qualitative findings were used to explain and support the quantitative results.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

This section presents the findings of the research about the implementation of Falou Application to improve students' vocabulary mastery at the eleventh-grade students of MAN 2 Parepare. The findings are divided into quantitative findings, qualitative findings and discussion.

1. Quantitative Findings

a. The score of Pre-Test and Post-Test of Experimental Class

In this research, the researcher used class XI B1 of MAN 2 Kota Parepare as the experimental class. In class, XI B1 consisted of 20 students who learned the English language and taught by using the Falou Application in teaching. At first, the researcher administered a pre-test to identify students' initial level of vocabulary mastery before the treatment was implemented. After doing the pre-test, the class was treated for using the Application during the teaching and learning process before followed by a post-test at the end. Hence, here is the result of the test score of the experimental class presented in Table 4.1.

Table 4.1
The Score of Pre-test and Post-test of Experimental Class

No.	Students	Pre-test	Post-test	Gained Score
1.	AR	55	85	30
2.	AIIA	40	80	40
3.	APAS	65	90	25
4.	FAJ	50	75	25
5.	FF	70	95	25
6.	HBMH	45	80	35
7.	IS	60	85	25

8.	MAI	35	70	35
9.	NA1	80	95	15
10.	NSR	55	85	30
11.	NA2	50	75	25
12.	NMQ	65	90	25
13.	N	40	70	30
14.	NAR	60	85	25
15.	P1	45	80	35
16.	P2	70	90	20
17.	PRN	55	85	30
18.	R	50	75	25
19.	SWM	35	70	35
20.	UK	60	85	25

Data Source: Researcher's processed data from the pre-test and post-test results (2026).

b. The score of Pre-test and Post-test of Controlled Class

The researcher used class XI B2 at MAN 2 Parepare as the control class in this study. Similar to the experimental class, the students in this class were required to take a pre-test at the beginning of the study to measure their initial vocabulary knowledge. However, this class was different from the experimental class because the researcher did not provide any treatment using an application. The teaching and learning process in the control class was conducted conventionally without using any application. After completing the teaching and learning process, the students in the control class were also required to take a post-test at the end of the study. The results of the pre-test and post-test of the control class are presented in Table 4.2.

Table 4.2
The Score of Pre-test and Post-test of Controlled Class

No.	Students	Pre-test	Post-test	Gained Score
1.	AKK	45	65	20
2.	ABZ	60	70	10
3.	AFA	55	75	20
4.	AKP	40	60	20
5.	ATD	70	80	10
6.	AMA	50	65	15
7.	AMAA	35	55	20
8.	AMRA	65	75	10
9.	AR	55	70	15
10.	AA	80	85	5
11.	FAQ	45	60	15
12.	MA	60	75	15
13.	M	50	65	15
14.	MAR	40	55	15
15.	MEAS	70	80	10
16.	MNA	55	70	15
17.	MNK	35	50	15
18.	NAS	65	75	10
19.	NABA	45	60	15
20.	NAJ	60	70	10

Data Source: Researcher's processed data from the pre-test and post-test results (2026).

c. The descriptive statistics of Pre-test and Post-test

The descriptive statistics in this research were used to describe the students' vocabulary mastery in both the experimental class and the control class before and after the treatment. The analysis included the number of students, minimum score, maximum score, mean score, and standard deviation of the pre-test and post-test results. The descriptive statistics are presented in Table 4.3.

Table 4.3
Descriptive Statistics of Pre-test and Post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Eksperimen	20	35	80	54.25	12.277
Post-test Eksperimen	20	70	95	82.25	7.860
Pre-test Control	20	35	80	54.00	12.418
Post-test Control	20	50	85	68.00	9.375
Valid N (listwise)	20				

Data Source: SPSS output processed by the researcher (2026).

Based on Table 4.3, it can be seen that the mean score of the experimental class in the pre-test was 54.25, while the mean score in the post-test increased to 82.25. The improvement of the mean score indicates that the students' vocabulary mastery significantly improved after being taught using the Falou Application. In addition, the minimum score in the experimental class increased from 35 in the pre-test to 70 in the post-test, while the maximum score increased from 80 to 95. This finding shows that almost all students experienced improvement in their vocabulary achievement after receiving the treatment.

Meanwhile, the standard deviation of the experimental class decreased from 12.277 in the pre-test to 7.860 in the post-test. This decrease indicates that the students' scores became more homogeneous after the treatment. In other words, the students' vocabulary mastery tended to improve more evenly after learning through the Falou Application.

In the control class, the mean score of the pre-test was 54.00, while the mean score of the post-test increased to 68.00. Although there was an improvement in students' vocabulary mastery, the increase was not as high as that of the experimental class. The minimum score increased from 35 to 50, while the maximum score increased from 80 to 85. Furthermore, the standard deviation in the control class decreased from 12.418 in the pre-test to 9.375 in the post-test. This indicates that the students' scores in the control class also became slightly more consistent after the learning process. However, compared to the experimental class, the improvement in the control class was relatively lower.

Overall, the descriptive statistics show that both classes experienced improvement in vocabulary mastery after the learning process. However, the experimental class that was taught using the Falou Application showed higher improvement compared to the control class that was taught using the conventional method. This finding indicates that the use of the Falou Application contributed positively to improving students' vocabulary mastery.

d. Classification of Students' Vocabulary Scores

To facilitate the interpretation of students' vocabulary mastery, the students' scores were classified into five categories based on the score interpretation presented in Chapter III. This classification was used to provide a clearer description of students' achievement levels before and after the implementation of the treatment. By categorizing the scores, the researcher was able to identify the distribution of students' performance in each achievement level and observe any changes that occurred after the treatment. The classification of students' pre-test and post-test scores in both the experimental and control classes is presented in Table 4.4.

Table 4.4
Classification of Students' Vocabulary Scores

Score Range	Category	Experimental Class Pre-test	Experimental Class Post-test	Control Class Pre-test	Control Class Post-test
86–100	Excellent	0	4	0	0
71–85	Good	2	13	2	7
56–70	Fair	8	3	8	8
41–55	Poor	7	0	7	5
≤40	Very Poor	3	0	3	0
Total		20	20	20	20

Data Source: Researcher's processed data based on score classification criteria (2026).

Based on Table 4.4, the classification results show that the students in the experimental class experienced considerable improvement after the implementation of the Falou Application. In the pre-test, most students were still categorized in the “Fair,” “Poor,” and “Very Poor” categories, and none of the students reached the “Excellent” category. However, after the treatment, most students moved into the “Good” category, and several students achieved the “Excellent” category in the post-test. At the same time, no students remained in the “Poor” or “Very Poor” categories. This indicates that students' vocabulary mastery improved after learning through the Falou Application.

Meanwhile, the control class also showed improvement after the learning process. However, the improvement was not as significant as that of the experimental class. Most students in the control class remained in the “Fair” and “Good” categories, and some students were still categorized as “Poor” in the post-test. In addition, no students in the control class achieved the “Excellent” category. Overall, the classification results indicate that the students who learned by using the Falou Application showed better vocabulary improvement compared to those who learned through conventional teaching methods.

2. Analysis of The Data

a. The Normality Test

Before conducting the hypothesis testing, the researcher first carried out a normality test to determine whether the data were normally distributed or not. The normality test is important because it becomes one of the assumptions required for the use of parametric statistical tests, particularly the independent samples t-test. In this study, the researcher used the Shapiro-Wilk test because the number of samples in each group was less than 50 students. The results of the normality test are presented in Table 4.5.

Table 4.5
The Normality Test of Experimental Class and Controlled Class

Tests of Normality							
	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pre-Test Eksperimen (Falou)	.085	20	.200*	.972	20	.794
	Post-Test Eksperimen (Falou)	.187	20	.066	.931	20	.161
	Pre-Test Control	.116	20	.200*	.968	20	.717
	Post-Test Control	.134	20	.200*	.970	20	.751

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Data Source: SPSS output processed by the researcher (2026).

Based on Table 4.4, the results of the Shapiro-Wilk test show that the significance values of all groups are higher than the level of significance ($\alpha = 0.05$). The significance value of the pre-test experimental class was 0.794, while the post-test experimental class obtained a significance value of 0.161. Furthermore, the pre-test control class obtained a significance value of 0.717, and the post-test control class obtained a significance value of 0.751.

According to the criteria of the normality test, if the significance value (Sig.) is greater than 0.05, the data are considered to be normally distributed. Conversely, if the significance value is less than 0.05, the data are not normally distributed. Since all significance values in this study were higher than 0.05, it can be concluded that the pre-test and post-test data of both the experimental and control classes were normally distributed. Therefore, the assumption of normality was fulfilled, and the researcher could continue the analysis using parametric statistics, namely the independent samples t-test. In addition, the Kolmogorov-Smirnov test also showed significance values above 0.05 in all groups, which further strengthened the conclusion that the data distribution was normal. Thus, the data in this research met the requirements for further inferential statistical analysis.

b. Paired Sample t-Test

The paired sample t-test was conducted to determine whether there was a significant difference between the pre-test and post-test scores within each group, namely the experimental class and the control class. This test was used to examine the improvement of students' vocabulary mastery before and after the treatment. The result of the paired sample t-test is presented in Table 4.6.

Table 4.6
Results of the Paired Samples t-Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Eksperimen - Post-test Eksperimen	-28.000	5.938	1.328	-30.779	-25.221	-21.087	19	.000
Pair 2	Pre-test Control - Post-test Control	-14.000	4.168	.932	-15.950	-12.050	-15.023	19	.000

Data Source: SPSS output processed by the researcher (2026).

The result of the paired sample t-test in the experimental class showed that the mean difference between the pre-test and post-test scores was -28.000. This indicates that the post-test scores were significantly higher than the pre-test scores after the implementation of the Falou Application. The significance value (Sig. 2-tailed) was 0.000, which was lower than the significance level of 0.05 ($0.000 < 0.05$). Therefore, it can be concluded that there was a significant improvement in students' vocabulary mastery after being taught using the Falou Application.

Furthermore, the t-value obtained in the experimental class was -21.087 with 19 degrees of freedom (df). The large difference between the pre-test and post-test scores indicates that the treatment using the Falou Application gave a strong positive effect on students' vocabulary mastery. In addition, the confidence interval ranged from -30.779 to -25.221, which means that the improvement in students' scores was consistently significant.

Meanwhile, in the control class, the mean difference between the pre-test and post-test scores was -14.000. This result indicates that the students in the control class also experienced improvement after the learning process using the conventional teaching method. The significance value was also 0.000, which was lower than 0.05 ($0.000 < 0.05$). Therefore, it can be concluded that there was a significant difference between the pre-test and post-test scores in the control class.

However, when comparing the mean differences between both classes, the improvement in the experimental class was higher than that in the control class. The experimental class obtained a mean difference of 28.000 points, while the control class only obtained 14.000 points. This finding indicates that the use of the Falou Application was more effective in improving students' vocabulary mastery compared to the conventional teaching method.

Based on the results above, it can be concluded that both teaching methods improved students' vocabulary mastery, but the implementation of the Falou Application provided greater improvement. Therefore, the use of the Falou Application significantly affected students' vocabulary mastery at the eleventh-grade students of MAN 2 Parepare. The significant improvement in students' vocabulary mastery was also supported by the interview findings. Several students stated that the Falou Application helped them understand and memorize vocabulary more easily through pronunciation practice, repetition activities, and interactive exercises. Some students

also explained that the audio features and visual learning activities helped them remember unfamiliar words more effectively during the learning process.

c. Test of Homogeneity of Variances

The homogeneity test was conducted to determine whether the variance of the experimental class and the control class was equal or homogeneous. This test is important because homogeneity of variance is one of the assumptions required in conducting the independent samples t-test. In this study, the researcher used Levene's Test of Homogeneity of Variances. The result of the homogeneity test is presented in Table 4.7.

Table 4.7
Results of the Test of Homogeneity of Variances

Test of Homogeneity of Variances			
Hasil Belajar Siswa			
Levene Statistic	df1	df2	Sig.
.651	1	38	.425

Data Source: SPSS output processed by the researcher (2026).

Based on Table 4.6, the significance value obtained from Levene's Test was 0.425. The significance value was higher than the level of significance 0.05 ($0.425 > 0.05$). According to the criteria of the homogeneity test, if the significance value is greater than 0.05, the data are considered homogeneous. Conversely, if the significance value is less than 0.05, the data are not homogeneous.

Since the significance value in this study was higher than 0.05, it can be concluded that the variances of the experimental class and the control class were homogeneous. This means that the two groups had relatively similar variance in their learning outcomes. Therefore, the assumption of homogeneity was fulfilled, and the

researcher could continue the analysis using the independent samples t-test to examine the difference between the experimental and control classes after the treatment.

d. Independent Samples t-Test

After confirming that the data met the assumptions of normality and homogeneity, an Independent Samples t-test was conducted to determine whether there was a significant difference in vocabulary mastery between the students who learned using the Falou Application and those who learned through the conventional teaching method. The results of the test are presented in Table 4.8.

Table 4.8
Results of the Independent Samples Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	.651	.425	5.209	38	.000	14.250	2.736	8.712	19.788
	Equal variances not assumed			5.209	36.877	.000	14.250	2.736	8.707	19.793

Data Source: SPSS output processed by the researcher (2026).

Based on Table 4.8, the significance value (Sig. 2-tailed) was 0.000, which was lower than the significance level of 0.05 ($0.000 < 0.05$). In addition, the calculated t-value (t-count) was 5.209, while the critical t-value (t-table) at $df = 38$ and $\alpha = 0.05$ was 2.024. Since the calculated t-value was greater than the critical t-value ($5.209 > 2.024$), the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

The statistical results indicate that there was a significant difference in vocabulary mastery between the experimental group and the control group after the implementation of the treatment. The experimental group, which learned using the Falou Application, obtained better vocabulary achievement than the control group, which learned through the conventional teaching method. This finding is also supported by the mean difference of 14.250, showing that the experimental group achieved a higher average post-test score than the control group.

Therefore, the findings of the Independent Samples t-test demonstrate that the implementation of the Falou Application had a significant positive effect on students' vocabulary mastery. Based on these results, it can be concluded that the use of the Falou Application was more effective than the conventional teaching method in improving the vocabulary mastery of the eleventh-grade students at MAN 2 Parepare. These findings also answer the first research question, which investigated whether there was a significant difference in vocabulary mastery between students taught using the Falou Application and those taught using the conventional teaching method.

3. Qualitative Findings

This section presents the qualitative findings obtained from the interview conducted with ten students in the experimental class after the implementation of the Falou application in learning English vocabulary. The interview aimed to explore students' perceptions, experiences, and responses toward the use of Falou application as a learning media in improving vocabulary mastery. The interview data were

analyzed descriptively by identifying several common themes that emerged from students' responses.

Based on the interview results, most students gave positive responses toward the use of the Falou application in learning English. The students stated that the application helped them improve their vocabulary mastery, pronunciation, and learning motivation. In addition, the students considered the application easy to use and more interesting compared to conventional learning methods. However, several students also mentioned some obstacles during the learning process, such as internet connection problems, limited premium features, and device performance issues.

To make the analysis more systematic, the qualitative findings are divided into three main themes: students' perceptions toward the use of the Falou application, students' vocabulary learning improvement through the Falou application, and the strengths and weaknesses of the application.

a. Students' Perceptions Toward the Use of Falou Application

Based on the interview results, the researcher found that the students gave positive perceptions toward the use of Falou Application in learning English vocabulary. Most students stated that the application was interesting, enjoyable, and easy to use. The students also felt more motivated and active during the learning process because the application provided interactive features such as speaking practice, pronunciation audio, and vocabulary exercises.

The interview of this research revealed that most students were interested in using the Falou application because the learning process was more interactive compared to conventional learning methods. These findings were also supported by classroom observations conducted during the treatment sessions. The researcher observed that most students showed positive responses toward the use of the Falou Application. Students actively participated in vocabulary learning activities, paid attention to instructions, and demonstrated enthusiasm when interacting with the application. Most students were able to operate the application independently after receiving initial guidance, indicating that the application was accessible and easy to use

during the learning process. These observations support the interview findings regarding students' positive perceptions of the usefulness and ease of use of the application. The research revealed as follows:

1) Students' Interest Toward the Use of Falou Application

Learning English vocabulary through the Falou application gave positive impressions to the students. The attractive design and interactive learning activities increased students' interest and motivation in learning English. Therefore, the researcher asked the respondents in the interview section about their first impressions and interest in using the application. The interview question was "Do you feel interested in learning English using the Falou application?"

Do you feel interested in learning English using the Falou application?									
R1	R2	R3	R4	R5	R6	R7	R8	R9	10
√	√	√	√	√	√	√	√	√	√
×	0 respondent								
√	10 respondents								

Student respondent (R1) on Monday, May 18th 2026 at 10.22 stated:

*"Saya merasa senang karena aplikasinya menarik dan berbeda dari pembelajaran biasanya. Banyak fiturnya juga, belajarnya jadi tidak membosankan"*³³

Similar with that statement, student respondent (R6) on Tuesday, May 19th 2026 at 11.12 stated:

³³ Andi Pasha Anugrah Syawal, Student, *Interview* in MAN 2 Parepare, May 18th 2026

“Saya sangat tertarik menggunakan aplikasi Falou karena pembelajarannya lebih seru, dan karena aplikasi ini juga masih baru makanya saya bersemangat menggunakan fitur fiturnya.”³⁴

Based on the interview results above, the researcher found that the students showed positive interest toward the use of the Falou application in learning English vocabulary. The students felt more enthusiastic and motivated because the application provided interactive and enjoyable learning activities.

2) Students' Perceptions of the Ease of Use of Falou Application

The ease of use of a learning application is important in supporting the learning process. An application with simple navigation and clear instructions can help students use the application effectively without experiencing significant difficulties. Therefore, the researcher asked the respondents about their perceptions regarding the ease of using the Falou application. The interview question was “Do you think the Falou application is easy or difficult to use?”

Do you think the Falou application is easy or difficult to use?									
R1	R2	R3	R4	R5	R6	R7	R8	R9	10
√	√	√	√	√	√	√	√	√	√
×	0 respondent								
√	10 respondents								

Student respondent (R2) on Monday, May 18th 2026 at 10.27 stated:

³⁴ Alman Rahmad, Student, *Interview* in MAN 2 Parepare, May 19th 2026

*“Menurut saya aplikasinya mudah dipahami terutama untuk pemula, tidak banyak persyaratannya juga”*³⁵ Similar with that statement, student respondent (R5) on Monday 18th 2026 at 10.40 stated:

*“Mudah digunakan karena sudah ada petunjuk dari aplikasinya, dan petunjuknya itu sudah sangat jelas apalagi di setiap langkahnya pasti disertai gambar atau video jadi bisa lebih mudah dipahami dan digunakan.”*³⁶

Based on the interview findings above, the researcher found that most students considered the Falou application easy to use. The students stated that the application had simple navigation, clear instructions, and understandable features. Therefore, the application could support students in learning vocabulary more effectively.

3) Students' Motivation in Learning English Through Falou Application

The use of interactive learning media can increase students' motivation in learning English. Based on the interview results, most students stated that the Falou application made the learning process more enjoyable and less monotonous than conventional learning methods. Therefore, the researcher asked the respondents about their motivation in learning English through the application. The interview question was “Does the Falou application make learning English more enjoyable?”

Does the Falou application make learning English more enjoyable?									
R1	R2	R3	R4	R5	R6	R7	R8	R9	10
√	√	√	√	√	√	√	√	√	√
×	0 respondent								
√	10 respondents								

Student respondent (R3) on Monday, May 18th 2026 at 10.50 stated:

³⁵ Nurul Afia Rasyiqah, Student, *Interview* in MAN 2 Parepare, May 18th 2026

³⁶ Puspita, Student, *Interview* in MAN 2 Parepare, May 18th 2026

“Iya, karena pembelajarannya lebih interaktif. Kita seperti dapat teman belajar karena kita berdialog langsung dengan AI nya”³⁷

Another student respondent (R8) on Tuesday, May 19th 2026 at 10.11 declared:

“Iya, pembelajaran kita jadi lebih seru. Saya sama teman teman juga sering berlomba untuk dapat sertifikat di aplikasinya. siapa paling banyak capaian vocab nya, dia yang menang”³⁸

Based on the findings above, the researcher concluded that the Falou application increased students' motivation in learning English vocabulary. The students felt more active and interested because the learning activities were more interactive, practical, and enjoyable compared to conventional learning methods.

b. Students' Vocabulary Learning Improvement Through Falou Application

a. Students' Improvement in Vocabulary Mastery

Vocabulary mastery is one of the important aspects in learning English because it supports students in communication and language understanding. Based on the interview results, most students stated that the Falou application helped them improve their vocabulary mastery. Therefore, the researcher asked the respondents about the effect of the application on vocabulary learning. The interview question was “Does the Falou application help you in learning English vocabulary?”

Does the Falou application help you in learning English vocabulary?									
R1	R2	R3	R4	R5	R6	R7	R8	R9	10
√	√	√	√	√	√	√	√	√	√
×	0 respondent								
√	10 respondents								

³⁷ Fauzan Fitriady, Student, *Interview* in MAN 2 Parepare, May 18th 2026

³⁸ Muh Ade Irwansyah, Student, *Interview* in MAN 2 Parepare, May 19th 2026

Student respondent (R2) on Monday, May 18th 2026 at 10.27 stated:

“Iya, aplikasi Falou membantu saya dalam mempelajari vocabulary bahasa Inggris. Sebelum menggunakan aplikasi ini saya hanya tahu beberapa kosakata, tetapi setelah belajar menggunakan Falou saya jadi menemukan banyak kata baru yang akhirnya tau kapan dan bagaimana cara menggunakannya karena kan kita praktek langsung di aplikasinya.”³⁹

Similar with that statement, student respondent (R4) on Monday, May 18th 2026 at 11.45 declared:

“Kalau menurut saya aplikasi ini bantu tingkatkan vocabulary saya karena setiap latihan selalu ada kata-kata baru yang dipelajari. Saya juga jadi lebih sering mengulang vocabulary yang sudah pernah dipelajari sebelumnya, karena ada beberapa tahap belajarnya seperti speaking, writing, dll. jadi lama-lama saya lebih hafal.”⁴⁰

Another student respondent (R9) on Tuesday, May 19th 2026 at 10.32 stated:

“Iya, Falou membantu saya belajar vocabulary dengan lebih mudah karena ada audio dan contoh penggunaan katanya. Biasanya saya cepat lupa kalau hanya menghafal dari buku, tapi dengan aplikasi ini saya lebih mudah pahami dan ingat kosakata baru itu.”⁴¹

Based on the findings above, the researcher found that the students experienced improvement in vocabulary mastery after using the Falou application. The students stated that the application helped them learn new words and improve their understanding of English vocabulary used in daily communication.

³⁹ Nurul Afia Rasyiqah, Student, *Interview* in MAN 2 Parepare, May 18th 2026

⁴⁰ Rohani, Student, *Interview* in MAN 2 Parepare, May 18th 2026

⁴¹ Indriani Syamsuddin, Student, *Interview* in MAN 2 Parepare, May 19th 2026

b. Students' Understanding of Word Meaning

Understanding the meaning of words is important because students need to know how vocabulary is used in context. Based on the interview results, most students stated that the Falou application helped them understand vocabulary through pronunciation audio and example sentences. However, several students mentioned that some vocabulary explanations were still difficult to understand. Therefore, the researcher asked the respondents about their understanding of word meaning after using the application. The interview question was “Does the application help you understand the meaning of words better?”

Does the application help you understand the meaning of words better?									
R1	R2	R3	R4	R5	R6	R7	R8	R9	10
√	√	×	√	√	×	√	√	√	×
×	3 respondents								
√	7 respondents								

Student respondent (R1) on Monday, May 18th 2026 at 10.22 stated:

*“Iya, aplikasi ini membantu saya memahami arti kata karena ada contoh kalimat dan audio pengucapannya. Jadi saya bisa tahu bagaimana cara menggunakan kata tersebut dalam percakapan.”*⁴²

Similar with that statement, student respondent (R8) on Tuesday, May 19th 2026 at 10.11 declared:

*“Saya lebih mudah memahami arti vocabulary karena aplikasinya memberikan contoh penggunaan kata dalam dialog dan situasi sehari-hari.”*⁴³

⁴² Andi Pasha Anugrah Syawal, Student, *Interview* in MAN 2 Parepare, May 18th 2026

⁴³ Muh Ade Irwansyah, Student, *Interview* in MAN 2 Parepare, May 19th 2026

However, student respondent (R3) on Monday, May 18th 2026 at 10.50 stated:

*“Aplikasinya lumayan membantu, tetapi terkadang saya masih kesulitan untuk memahami beberapa kata karena belum ada cukup penjelasan, hanya langsung praktek ke dialog.”*⁴⁴

Based on the interview results above, the researcher found that the Falou application generally helped students understand the meaning of vocabulary more easily. Nevertheless, several students still experienced difficulties in understanding certain unfamiliar vocabulary because of limited explanations provided in the application.

c. Students' Ability in Remembering Vocabulary

Remembering vocabulary is one of the challenges faced by students in learning English. Based on the interview results, most students stated that they could remember vocabulary more easily after using the Falou application because the application provided repetition exercises and interactive learning activities. Therefore, the researcher asked the respondents about their ability in remembering vocabulary. The interview question was “Do you feel easier to remember vocabulary after using this application?”

Do you feel easier to remember vocabulary after using this application?									
R1	R2	R3	R4	R5	R6	R7	R8	R9	10
√	√	√	√	√	√	√	√	√	√
×	0 respondent								
√	10 respondents								

Student respondent (R5) on Monday 18th 2026 at 10.40 stated:

⁴⁴ Fauzan Fitriady, Student, *Interview* in MAN 2 Parepare, May 18th 2026

“Iya, saya merasa vocabulary yang saya dapat disini lebih mudah diingat setelah menggunakan aplikasi Falou karena kata-kata yang dipelajari sering diulang dalam latihan. Jadi tanpa sadar saya jadi lebih hafal dibanding sebelumnya.”⁴⁵

Similar with that statement, student respondent (R7) on Tuesday, May 19th 2026 at 10.40 declared:

“Iya, saya lebih gampang ingat karena ada latihan yang dilakukan berulang-ulang. Selain itu, tampilan aplikasinya juga menarik jadi saya lebih fokus saat belajar.”⁴⁶

Another student respondent (R9) on Tuesday, May 19th 2026 at 10.32 stated:

“Saya jadi lebih mudah ingat vocabulary nya karena saya langsung mempraktikkan kata tersebut lewat latihan speaking dan listeningnya. Jadi kita tidak cuma menghafal, tapi juga langsung menggunakannya.”⁴⁷

Based on the findings above, the researcher concluded that the Falou application helped students remember vocabulary more easily. The repetition activities and interactive exercises supported students in memorizing English vocabulary effectively.

d. Students' Independent Learning Through Falou Application

Independent learning is one of the advantages of digital learning applications because students can learn anytime and anywhere. Based on the interview findings, most students stated that the Falou application helped them study independently outside the classroom. Therefore, the researcher asked the respondents about their experience

⁴⁵ Puspita, Student, *Interview* In MAN 2 Parepare, May 18th 2026

⁴⁶ Pebriani, Student, *Interview* In MAN 2 Parepare, May 19th 2026

⁴⁷ Indriani Syamsuddin, Student, *Interview* in MAN 2 Parepare, May 19th 2026

in independent learning through the application. The interview question was “Does the application help you learn independently?”

Does the application help you learn independently?									
R1	R2	R3	R4	R5	R6	R7	R8	R9	10
√	√	√	√	√	√	√	√	√	√
×	0 respondent								
√	10 respondents								

Student respondent (R1) on Monday, May 18th 2026 at 10.22 stated:

“Iya, aplikasi ini membantu saya belajar secara mandiri karena saya bisa belajar sendiri di rumah tanpa harus menunggu penjelasan dari guru. Saya biasanya menggunakan aplikasi ini saat waktu luang untuk menambah vocabulary. Cukup ketagihan juga karena di setiap sesi latihannya ada video video hiburan yang seolah olah jadi ice breaking ditengah pembelajaran.”⁴⁸

Classroom observations also indicated that students actively practiced vocabulary throughout the treatment sessions. Students were observed repeating pronunciation exercises, listening carefully to audio materials, and completing vocabulary-related tasks provided by the application. These learning behaviors suggest that the Falou Application encouraged active vocabulary engagement, which may have contributed to the improvement in students’ vocabulary mastery as reflected in the quantitative findings. Similar with that statement, student respondent (R5) on Monday 18th 2026 at 10.40 declared:

“Menurut saya aplikasi Falou ini cocok buat belajar mandiri karena aplikasinya bisa digunakan kapan saja. Jadi kalau ada vocabulary yang belum

⁴⁸ Andi Pasha Anugrah Syawal, Student, *Interview* in MAN 2 Parepare, May 18th 2026

dipahami saya bisa langsung latihan sendiri. Di jam kosong atau di rumah juga bisa digunakan, sebagai pengisi waktu luang”⁴⁹

Based on the interview findings above, the researcher found that the Falou application supported students in independent learning. The students could practice vocabulary, pronunciation, and speaking without depending only on classroom learning activities. Therefore, the application provided flexibility and supported autonomous learning for students.

c. Strengths and Weaknesses of Falou Application

Based on the interview results, the researcher found that the students experienced several strengths and weaknesses during the use of the Falou application in learning English vocabulary. Most students stated that the application had interactive features that supported vocabulary learning and pronunciation practice. However, some students also experienced several obstacles such as internet connection problems, limited features, and technical issues while using the application. The interview of this research revealed that the students gave various responses regarding the strengths and weaknesses of the Falou application. The findings are explained as follows:

1) Strengths of Falou Application

Learning media plays an important role in supporting students' learning process. An effective application should provide interactive features that help students improve their English skills more easily and enjoyably. Based on the interview results, most students stated that the Falou application had several advantages that supported vocabulary learning and speaking practice. Therefore, the researcher asked the respondents about the strengths of the application. The interview question was “What are the main strengths of the Falou application according to you?”

⁴⁹ Puspita, Student, *Interview* in MAN 2 Parepare, May 18th 2026

What are the main strengths of the Falou application according to you?				
R1	R2	R3	R4	R5
Speaking & Pronunciation	Speaking Practice	Audio Pronunciation	Attractive Design	Conversation Practice
R6	R7	R8	R9	R10
Pronunciation Feature	Challenge Feature	Speaking Practice	Native Speaker Audio	Speaking & Challenge

Student respondent (R1) on Monday, May 18th 2026 at 10.22 stated:

*“Menurut saya kelebihan utama aplikasi Falou yang saya suka adalah fitur speaking dan pronunciation karena saya bisa langsung latihan mengucapkan kata dalam bahasa Inggris. Jadi saya tidak hanya belajar vocabulary, tetapi juga belajar cara pengucapannya.”*⁵⁰

Similar with that statement, student respondent (R5) on Monday 18th 2026 at 10.40 declared:

*“Saya paling suka fitur conversation practicenya karena membuat saya merasa seperti sedang latihan percakapan langsung. Jadi belajar vocabulary nya terasa lebih seru dan tidak membosankan.”*⁵¹

Another student respondent (R9) on Tuesday, May 19th 2026 at 10.32 stated:

⁵⁰ Andi Pasha Anugrah Syawal, Student, *Interview* in MAN 2 Parepare, May 18th 2026

⁵¹ Puspita, Student, *Interview* In MAN 2 Parepare, May 18th 2026

“Kelebihan aplikasi ini menurut saya adalah audio native speaker. Jadi saya bisa mendengar cara pengucapan yang benar dan itu juga bantu pengucapan saya menjadi lebih baik.”⁵²

Based on the findings above, the researcher found that the main strengths of the Falou application were the speaking practice feature, pronunciation audio, conversation exercises, and interactive learning activities. These features helped students practice English more actively and made the learning process more interesting and enjoyable.

2) Weaknesses and Obstacles in Using Falou Application

Although the Falou application provided several advantages in learning English vocabulary, some students also experienced obstacles during the learning process. The obstacles were mostly related to technical issues and application limitations. Therefore, the researcher asked the respondents about the weaknesses and obstacles they experienced while using the application. The interview question was “What weaknesses or obstacles did you experience while using the application?”

What weaknesses or obstacles did you experience while using the application?				
R1	R2	R3	R4	R5
Internet Problem	Premium Feature Limitation	Pronunciation Detection	Device Lag	Advertisements
R6	R7	R8	R9	R10
Advertisements	Internet Connection	Advertisements	Slow Voice Response	Slow Internet

⁵² Indriani Syamsuddin, Student, *Interview* in MAN 2 Parepare, May 19th 2026

Student respondent (R3) on Monday, May 18th 2026 at 10.50 stated:

*“Kadang pronunciation yang saya ucapkan dianggap salah oleh aplikasi, padahal menurut saya sudah cukup benar. Jadi saya harus mengulang beberapa kali sampai bisa diterima.”*⁵³

Similar with that statement, student respondent (R5) on Monday 18th 2026 at 10.40 declared:

*“Menurut saya kendalanya ada iklan yang kadang muncul saat belajar, jadi sedikit mengganggu konsentrasi.”*⁵⁴

Another student respondent (R8) on Tuesday, May 19th 2026 at 10.11 stated:

*“Kalau digunakan terlalu lama, HP saya jadi cepat panas dan kadang aplikasinya terasa lebih lambat.”*⁵⁵

Based on the interview findings above, the researcher found that several students experienced technical obstacles while using the Falou application. The most common problems were unstable internet connection, advertisements, pronunciation detection issues, and device performance problems. However, these obstacles did not significantly reduce students' interest in using the application for learning English vocabulary.

B. Discussion

This discussion is organized according to the research questions and the sequential explanatory mixed-methods design employed in the study. The first section discusses the quantitative findings regarding the effect of the Falou Application on students' vocabulary mastery. The second section presents students' perceptions based on the qualitative findings. Finally, the third section integrates both findings to provide

⁵³ Fauzan Fitriady, Student, *Interview* in MAN 2 Parepare, May 18th 2026

⁵⁴ Puspita, Student, *Interview* in MAN 2 Parepare, May 18th 2026

⁵⁵ Muh Ade Irwansyah, Student, *Interview* in MAN 2 Parepare, May 19th 2026

a more comprehensive understanding of how and why the Falou Application contributed to students' vocabulary development.

1. The Effect of Falou Application on Students' Vocabulary Mastery

The findings of this study demonstrate that the implementation of the Falou Application had a significant positive effect on students' vocabulary mastery. Students in the experimental group achieved significantly higher post-test scores than those in the control group, indicating that learning through the Falou Application was more effective than the conventional teaching method. These findings suggest that integrating mobile-assisted language learning into English instruction provides students with more meaningful opportunities to acquire vocabulary through active engagement rather than passive memorization.

The improvement in students' vocabulary mastery can be attributed to the instructional characteristics of the Falou Application. Unlike conventional vocabulary instruction, which often emphasizes memorizing isolated word lists and teacher explanations, Falou enables students to learn vocabulary through contextual dialogues, pronunciation practice, listening activities, interactive speaking exercises, and immediate feedback. These features encourage learners to engage actively with new vocabulary and repeatedly encounter target words in meaningful communicative contexts. Consequently, students are not only able to recognize new vocabulary but also understand its meaning, pronunciation, and appropriate use in everyday communication.

This finding is consistent with Nation's theory of vocabulary learning, which emphasizes that vocabulary is acquired more effectively when learners repeatedly encounter words in meaningful contexts and actively process them through language use. According to Nation, vocabulary mastery involves knowledge of word form, meaning, and use, all of which should develop simultaneously through repeated exposure and meaningful practice. The learning activities provided by the Falou

Application reflect these principles by integrating listening, speaking, pronunciation, and contextual communication into one learning process. As a result, students did not merely memorize vocabulary items but also developed a deeper understanding of how words are pronounced and used appropriately in authentic situations.⁵⁶

The findings of the present study are supported by the systematic review conducted by Okumuş Dağdeler, which examined hundreds of studies on Mobile-Assisted Vocabulary Learning (MAVL). The review concluded that vocabulary achievement was the most consistently reported learning outcome and that mobile-assisted vocabulary learning applications effectively improved vocabulary acquisition by providing contextual learning activities, repeated exposure, and interactive learning experiences.⁵⁷ Similarly, Ji and Aziz reported that mobile-assisted vocabulary learning platforms facilitate vocabulary development by enabling learners to practice vocabulary repeatedly, receive immediate feedback, and learn independently at their own pace.⁵⁸ These findings reinforce the present study by indicating that the effectiveness of the Falou Application is consistent with broader evidence demonstrating the benefits of mobile-assisted vocabulary learning for English language learners.

Another important factor contributing to the effectiveness of the Falou Application is the opportunity for repeated practice and vocabulary retrieval. Throughout the learning process, students completed various activities involving listening, speaking, repetition, and vocabulary review. These repeated learning experiences enabled students to retrieve previously learned vocabulary continuously while connecting new vocabulary with prior knowledge. From a cognitive perspective,

⁵⁶ Nation, *Learning Vocabulary In Another Language*.

⁵⁷ Kübra Okumuş Dağdeler, "A Systematic Review of Mobile - Assisted Vocabulary Learning Research," *Smart Learning Environments*, 2023, <https://doi.org/10.1186/s40561-023-00235-z>.

⁵⁸ Pang Wan Ji et al., "A Systematic Review of Vocabulary Learning with Mobile- Assisted Learning Platforms A Systematic Review of Vocabulary Learning with Mobile-Assisted Learning Platforms," *International Journal of Academic Research in Business and Social Sciences* 1, no. 11 (2021): 1503–21.

repeated retrieval strengthens long-term memory because learners actively recall information instead of simply rereading or memorizing it. Consequently, vocabulary becomes easier to retain and retrieve when students encounter similar communicative situations in the future. The repeated practice incorporated into the Falou Application therefore supports vocabulary retention while simultaneously strengthening students' ability to use vocabulary accurately in meaningful communication.

Another instructional advantage of the Falou Application lies in its multimedia learning environment. Students learned vocabulary through the integration of spoken language, written text, pronunciation models, visual illustrations, and interactive speaking activities. This instructional design can be explained through Mayer's Cognitive Theory of Multimedia Learning, which argues that learners achieve deeper understanding when information is presented through both verbal and visual channels.⁵⁹ By simultaneously listening to pronunciation, reading written vocabulary, observing contextual illustrations, and practicing speaking, students processed vocabulary more actively than they would through conventional memorization alone. Such multimedia integration allows learners to construct stronger mental representations of vocabulary because verbal and visual information complement one another during the learning process.

These findings are further supported by Qun Wu, who designed a smartphone application specifically for English vocabulary learning and found that students who used the application significantly outperformed those receiving conventional instruction in vocabulary acquisition. Wu explained that repeated exposure, convenient access through smartphones, and intentional vocabulary practice enabled learners to retain new words more effectively.⁶⁰ Likewise, Jedi-Sari-Biglar and Liman-Kaban reported that students who learned through mobile-assisted task-based learning

⁵⁹ Richard E Mayer, *Multimedia Learning (3rd Ed.)* (Cambridge, United Kingdom, New York: Cambridge University Press, 2021).

⁶⁰ Qun Wu, "Designing a Smartphone App to Teach English (L2) Vocabulary," *Computers & Education* 85 (2015).

achieved significantly higher vocabulary scores and developed more positive attitudes toward English learning than those who learned through traditional classroom instruction. They argued that interactive mobile learning environments promote vocabulary acquisition by encouraging active participation, meaningful practice, and continuous engagement.⁶¹ These findings are consistent with the present study, in which students experienced significant improvement after learning through the Falou Application.

These instructional characteristics should not be viewed as separate elements. Instead, they interact with one another to create a richer learning experience. Contextual learning helps students understand vocabulary meaning, repetition strengthens long-term retention, multimedia presentation facilitates deeper cognitive processing, and immediate feedback allows students to correct errors instantly. The combination of these features explains why students who learned through the Falou Application achieved higher vocabulary mastery than those who experienced conventional instruction.

Overall, the findings indicate that the effectiveness of the Falou Application cannot be attributed to a single instructional feature. Instead, it results from the integration of contextual vocabulary learning, repeated practice, multimedia learning, immediate feedback, and active learner engagement. These instructional characteristics complement one another to create meaningful learning experiences that facilitate vocabulary acquisition. Therefore, the present study provides empirical evidence that the Falou Application is an effective mobile-assisted language learning medium for improving the vocabulary mastery of eleventh-grade students at MAN 2 Parepare.

⁶¹ Leila Jedi, Sari Biglar, and Aysegül Liman Kaban, “Exploring the Effect of Mobile - Assisted Task - Based Learning on Vocabulary Achievement and Student Attitude,” *Smart Learning Environments*, 2023.

2. Students' Perceptions Toward the Use of Falou Application

The qualitative findings revealed that students generally had positive perceptions toward the use of the Falou Application as a medium for learning English vocabulary. Most participants described the application as useful, easy to use, engaging, and supportive of independent learning. The interview findings provide insight into students' experiences while using the Falou Application during the learning process. These perceptions illustrate how students evaluated the application based on its usefulness, ease of use, learning experience, and challenges encountered during the implementation.

Most interview participants stated that the Falou Application helped them learn new vocabulary, understand word meanings, improve pronunciation, and remember vocabulary more effectively through repeated practice. Students also explained that contextual dialogues, pronunciation exercises, listening activities, and immediate feedback made vocabulary learning more meaningful than conventional classroom instruction. Rather than perceiving the application merely as a technological tool, they regarded it as a learning medium that genuinely supported their English learning. These findings indicate that students evaluated the usefulness of the application based on its actual contribution to their learning performance.

This finding reflects the concept of Perceived Usefulness proposed by Davis in the Technology Acceptance Model (TAM), which explains that users are more likely to accept and continue using a technology when they believe it enhances their performance.⁶² In the present study, students perceived that the Falou Application improved their vocabulary learning, making them more willing to participate actively throughout the learning process. This interpretation is supported by Lu et al, who found that learners' perceptions of perceived usefulness and perceived ease of use

⁶² Davis, "Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology."

significantly influenced their learning flow and satisfaction when using mobile language learning applications. Their findings suggest that learners are more likely to engage actively with mobile-assisted language learning applications when they perceive the applications as beneficial for improving their language learning and easy to use.⁶³ Similarly, the students in the present study expressed positive perceptions toward the Falou Application because they believed that it effectively supported vocabulary learning while providing an accessible and user-friendly learning experience. Similar findings were reported by Jedi-Sari-Biglar and Liman-Kaban, who found that mobile-assisted language learning not only improved students' vocabulary achievement but also fostered positive attitudes toward English learning through interactive and meaningful learning activities.⁶⁴ These previous studies reinforce the present findings by demonstrating that students tend to develop positive perceptions when technology provides clear learning benefits.

Another important finding is that students considered the Falou Application easy to operate despite having limited previous experience with the application. Most participants stated that they were able to understand the learning procedures quickly because the application provided simple navigation, clear instructions, and an intuitive interface. Consequently, students could focus on learning vocabulary rather than on understanding how to use the technology itself. This finding corresponds to the concept of Perceived Ease of Use in the Technology Acceptance Model, which suggests that technologies requiring minimal effort are more likely to be accepted by users. When students perceived the application as uncomplicated, they became more confident in exploring its features and participating in various learning activities. This finding is consistent with the study conducted by Al Emran and Shaalan, who concluded that

⁶³ J. Lu, A., Deng, R., Huang, Y., Song, T., Shen, Y., Fan, Z., & Zhang, "The Roles of Mobile App Perceived Usefulness and Perceived Ease of Use in App-Based Chinese and English Learning Flow and Satisfaction.," *Education and Information Technologies* 27 (2022).

⁶⁴ Jedi, Biglar, and Kaban, "Exploring the Effect of Mobile - Assisted Task - Based Learning on Vocabulary Achievement and Student Attitude."

perceived ease of use positively influences learners' intention to adopt mobile learning because user-friendly applications reduce technical barriers and improve learning engagement.⁶⁵ Likewise, Chao reported that students showed stronger acceptance of mobile learning technologies when applications were easy to operate and supported effective learning experiences.⁶⁶ These findings suggest that the simplicity of the Falou Application enabled students to devote greater attention to learning activities rather than technical operations.

The interview findings also demonstrated that the Falou Application promoted students' independent learning. Many participants explained that they continued practicing vocabulary, pronunciation, listening, and speaking outside classroom hours because the application was accessible anytime and anywhere. This flexibility enabled students to review learning materials repeatedly according to their own learning pace without depending entirely on teacher guidance. Such learning behaviour indicates that students became more autonomous in managing their own learning process. This finding is closely related to the Technology Acceptance Model because students who perceived the application as useful and easy to use were more willing to continue using it voluntarily beyond classroom instruction. Therefore, the Falou Application not only supported classroom instruction but also extended learning opportunities beyond formal classroom settings.

Another notable finding concerns students' engagement during the learning process. Most participants explained that interactive speaking activities, pronunciation practice, listening exercises, and immediate feedback encouraged them to participate more actively than during conventional vocabulary lessons. Instead of memorizing

⁶⁵ Rawan A Alsharida, Maytham M Hammood, and Mostafa Al-emran, "Mobile Learning Adoption: A Systematic Review of the Technology Acceptance Model from 2017 to 2020," *International Journal of Emerging Technologies in Learning (IJET)* 16, no. 05 (2021).

⁶⁶ Cheng-min Chao, "Factors Determining the Behavioral Intention to Use Mobile Learning: An Application and Extension of the UTAUT Model," *Frontiers in Psychology (Section: Educational Psychology)* 10 (2019).

isolated vocabulary lists, students practiced using vocabulary in contextual situations while receiving direct responses from the application. This interactive learning environment appeared to increase students' confidence and motivation to continue learning English. Similar findings were reported by Jedi-Sari-Biglar and Liman-Kaban, who concluded that interactive mobile-assisted language learning environments positively influence students' engagement and attitudes because learners become more actively involved in meaningful language practice.⁶⁷ These findings strengthen the present study by explaining why students demonstrated positive perceptions throughout the implementation of the Falou Application.

Although students generally expressed positive perceptions, several challenges were also identified during the implementation. Some participants reported unstable internet connections, limited premium features, occasional inaccuracies in speech recognition, and reduced device performance during prolonged use. Similar situations were observed during classroom implementation, where several learning activities were occasionally interrupted because of internet connectivity issues and some students required additional guidance when encountering unfamiliar vocabulary or pronunciation tasks. Nevertheless, these challenges were primarily technical rather than instructional. Most students continued to perceive the application positively because they believed that its educational benefits outweighed the technical limitations encountered during the learning process. This finding supports Davis' argument that users' acceptance of technology is primarily influenced by their perceptions of usefulness and ease of use. As long as learners believe that technology improves their performance and is relatively easy to operate, temporary technical constraints are unlikely to substantially reduce their willingness to continue using it.⁶⁸

⁶⁷ Jedi, Biglar, and Kaban, "Exploring the Effect of Mobile - Assisted Task - Based Learning on Vocabulary Achievement and Student Attitude."

⁶⁸ Davis, "Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology."

Overall, the qualitative findings indicate that students positively accepted the Falou Application because they perceived it as both useful and easy to use. The application facilitated vocabulary learning through contextual activities, pronunciation practice, repeated exposure, and flexible access to learning materials while simultaneously encouraging independent learning and active participation. Therefore, the present study provides empirical evidence that students' positive technology acceptance played an important role in supporting the successful implementation of the Falou Application for improving English vocabulary mastery.

3. Integration of Research Findings

The sequential explanatory mixed-methods design employed in this study enabled the researcher to obtain a more comprehensive understanding of the effectiveness of the Falou Application by integrating the quantitative and qualitative findings. While the quantitative findings demonstrated that the implementation of the Falou Application significantly improved students' vocabulary mastery, the qualitative findings explained the instructional processes and learning experiences that contributed to this improvement. Therefore, the qualitative data serve not merely as supporting evidence but as explanatory evidence that clarifies the statistical results obtained in the quantitative phase.

The significant improvement in students' vocabulary mastery can be better understood through the learning experiences reported by the interview participants. Quantitative analysis revealed that students in the experimental group achieved significantly higher post-test scores than those in the control group. The interview findings help explain this improvement by showing that students learned vocabulary through contextual dialogues, pronunciation practice, listening activities, repeated vocabulary exposure, and immediate feedback. Rather than memorizing isolated words, students repeatedly encountered and practiced vocabulary in meaningful communicative situations. These experiences correspond with the instructional

characteristics discussed in the quantitative findings and help explain why students demonstrated better vocabulary mastery after the implementation of the Falou Application.

The interview findings also provide an explanation for the active learning behaviours observed during the quantitative phase. Students consistently described the Falou Application as useful, easy to use, interactive, and accessible. According to the Technology Acceptance Model, learners who perceive a technology as useful and easy to use are more likely to accept and continuously engage with it. In the present study, these positive perceptions appeared to encourage students to participate more actively in vocabulary learning activities, practice independently outside classroom hours, and repeatedly review learning materials. Such continuous engagement likely contributed to the higher vocabulary achievement demonstrated by the experimental group.

Another important point emerging from the integration of both datasets is that the effectiveness of the Falou Application resulted from the interaction of several instructional characteristics rather than from a single feature. The quantitative findings showed that the application significantly improved vocabulary mastery, whereas the qualitative findings explained that this improvement was supported by contextual learning activities, multimedia presentation, pronunciation practice, repeated exposure, immediate feedback, and flexible access to learning materials. These instructional characteristics complemented one another by promoting meaningful learning experiences, increasing students' engagement, and facilitating repeated vocabulary practice, all of which are recognised as important factors in vocabulary acquisition.

Taken together, the quantitative and qualitative findings converge to provide a coherent explanation of the implementation of the Falou Application. The quantitative findings establish that the application effectively improved students' vocabulary mastery, whereas the qualitative findings explain how students experienced the learning process that led to this improvement. The consistency between the two sets of

findings strengthens the credibility of the present study and provides stronger empirical evidence than either quantitative or qualitative findings alone. Therefore, integrating both forms of evidence demonstrates not only that the Falou Application was effective but also why it was able to facilitate vocabulary learning among eleventh-grade students at MAN 2 Parepare.



CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The findings of this study indicate that the implementation of the Falou Application had a significant positive effect on students' vocabulary mastery. Students who learned using the Falou Application achieved significantly higher post-test scores than those who received conventional instruction. The application facilitated vocabulary learning through contextual dialogues, pronunciation practice, listening activities, repeated exposure, multimedia learning, and immediate feedback, which enabled students to acquire and retain vocabulary more effectively. Therefore, the findings provide empirical evidence that the Falou Application is an effective mobile-assisted language learning medium for improving the vocabulary mastery of eleventh-grade students at MAN 2 Parepare.

The qualitative findings revealed that students generally had positive perceptions toward the use of the Falou Application as a medium for learning English vocabulary. Students perceived the application as useful, easy to use, engaging, and supportive of independent learning. They reported that the application helped them understand vocabulary more easily, improve pronunciation, practice English through meaningful activities, and review learning materials flexibly according to their own learning pace. Although several technical challenges were identified during the implementation, most students believed that the educational benefits of the application outweighed its limitations. Therefore, the findings suggest that students' positive perceptions contributed to the successful implementation of the Falou Application in English vocabulary learning.

B. Suggestions

Based on the conclusions above, the researcher would like to provide several suggestions as follows:

1. For English Teachers

English teachers are suggested to use digital learning media such as the Falou Application as an alternative strategy in teaching vocabulary. The application can help create a more interactive and enjoyable learning atmosphere that may increase students' motivation and participation in learning English.

2. For Students

Students are encouraged to use the Falou Application independently outside the classroom to practice vocabulary, pronunciation, and speaking skills regularly. Consistent use of the application may help students improve their English proficiency more effectively.

3. For Schools

Schools are expected to support the integration of technology-based learning media in the teaching and learning process by providing adequate facilities, internet access, and opportunities for teachers to develop digital teaching skills.

4. For Future Researchers

Future researchers are suggested to conduct further studies related to the use of the Falou Application in different language skills such as speaking, listening, pronunciation, or grammar. Future studies may also involve larger samples, longer treatment duration, or different educational levels to obtain more comprehensive findings.

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APPENDICES



Appendix 1 : Research Instrument

	KEMENTRIAN AGAMA ISLAM REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl. Amal Bakti No. 8 Soreang 91131 Telp. (0421) 21307 VALIDASI INSTRUMEN PENELITIAN
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Instrument of Pre-Test

Name :

Class :

I. Choose the correct answer with crossing (X) a,b,c, or d !!!

1. The teacher asked the students to _____ their opinions during the classroom discussion.
 - a. Express
 - b. Postpone
 - c. Divide
 - d. Replace
2. Students can improve their English speaking ability through regular _____.
 - a. practice
 - b. luggage
 - c. reservation
 - d. departure
3. The audio feature in the Falou helps students improve their _____.
 - a. pronunciation
 - b. transportation
 - c. decoration
 - d. competition

4. Before entering the boarding gate, passengers must show their _____.
 a. passport
 b. menu
 c. assignment
 d. beverage

II. Match the words in Column A with their correct meanings in Column B!

Column A	Column B
5. reservation	a. a person traveling by plane or vehicle
6. passenger	b. booking a room or service
7. pronunciation	c. the way a word is spoken
8. feedback	d. comments or responses about performance

III. Classify the following words into the correct categories!!

Words:

Boarding Pass – Waiter – Luggage – Beverage

Airport

9. _____

10. _____

Restaurant

11. _____

12. _____

IV. Synonym and Antonym in Context, Choose the best answer!!

13. The word “**confident**” in the sentence
 “Students became more confident during speaking practice”
 is closest in meaning to _____.
 a. self-assured
 b. frightened
 c. confused
 d. disappointed

14. The opposite meaning of “*interactive*” is _____.

- a. communicative
- b. active
- c. passive
- d. responsive

15. The word “*engaged*” in the sentence
“Students were actively engaged during the lesson”
is closest in meaning to _____.

- a. involved
- b. separated
- c. confused
- d. distracted

16. The opposite meaning of “*effective*” is _____.

- a. useful
- b. successful
- c. ineffective
- d. practical

V. Arrange the words into meaningful sentences !!!

17. students – should – pronunciation – practice – regularly

= _____

18. teacher – clear – gave – instructions – the

= _____

19. helps – Falou – students – improve – vocabulary

= _____

20. must – passengers – passport – their – show

= _____

Instrument of Post-Test

Name :

Class :

I. Choose the correct answer with crossing (X) a,b,c, or d !!!

1. Students should practice vocabulary _____ to improve their English communication skills.
 - a. regularly
 - b. secretly
 - c. suddenly
 - d. lazily
2. Interactive learning activities may help students become more _____.
 - a. engaged
 - b. frightened
 - c. disappointed
 - d. separated
3. Before checking into the hotel, the guest made an online _____.
 - a. reservation
 - b. pronunciation
 - c. assignment
 - d. transportation
4. Digital learning applications can provide immediate _____ to help students improve their performance.
 - a. feedback
 - b. luggage
 - c. passport
 - d. decoration

II. Match the words in Column A with their correct meanings in Column B!

Column A

Column B

- | | |
|------------------|-----------------------------|
| 5. accessible | a. able to change easily |
| 6. flexible | b. easy to use or reach |
| 7. menu | c. a list of food or drinks |
| 8. pronunciation | d. the way a word is spoken |

III. Classify the following words into the correct categories!!

Words:

Departure – Waiter – Boarding Gate – Beverage

Airport

Restaurant

9. _____

11. _____

10. _____

12. _____

IV. Synonym and Antonym in Context, Choose the best answer!!

13. The word “*accessible*” is closest in meaning to ____.

- easy to use
- difficult to understand
- expensive
- confusing

14. The opposite meaning of “*confident*” is ____.

- brave
- nervous
- active
- flexible

15. The word “*interactive*” in the sentence
“The application provides interactive speaking activities”
is closest in meaning to _____.
a. communicative
b. passive
c. silent
d. traditional
16. The opposite meaning of “*engaged*” is _____.
a. involved
b. attentive
c. uninterested
d. active

V. Arrange the words into meaningful sentences !!!

17. repetition – students – vocabulary – memorize – helps
= _____
18. interactive – activities – students – more – engaged – make
= _____
19. teacher – feedback – students – gave – to – the
= _____
20. before – passengers – boarding – passport – show – must – their
= _____

Instrument of Interview Test

Question for students :

1. Bagaimana perasaan kamu saat pertama kali menggunakan aplikasi Falou dalam pembelajaran Bahasa Inggris?
2. Menurut kamu, apakah aplikasi Falou mudah atau sulit digunakan? Mengapa?
3. Apakah aplikasi Falou membantu kamu dalam mempelajari kosakata Bahasa Inggris? Jelaskan.
4. Apakah aplikasi tersebut membantu anda memahami arti kata dengan lebih baik? Mengapa?
5. Apakah kamu merasa lebih mudah mengingat kosakata setelah menggunakan aplikasi ini?
6. Apakah kamu merasa lebih tertarik belajar Bahasa Inggris menggunakan aplikasi Falou? Mengapa?
7. Apakah penggunaan aplikasi ini membuat pembelajaran menjadi lebih menyenangkan?
8. Apakah aplikasi ini membantu kamu belajar secara mandiri? Jelaskan.
9. Apa kelebihan utama dari aplikasi Falou Menurut kamu?

Appendix 2 : Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MAN 2 Parepare
Mata Pelajaran : Bahasa Inggris
Kelas : XI
Topik : Speaking Practice With Falou Application
Alokasi Waktu : 2 x 45 Menit (8 pertemuan)

- Media :
 - Aplikasi Falou
 - Alat Tulis
 - Smartphone
- Kompetensi Dasar
 - Memahami makna kosakata bahasa Inggris yang digunakan dalam komunikasi sehari-hari.
 - Menggunakan kosakata bahasa Inggris dalam kalimat dan percakapan sederhana sesuai konteks.

Media Pembelajaran

- Smartphone
- Aplikasi Falou
- Papan Tulis
- Spidol

Tujuan Pembelajaran

1. Mengidentifikasi makna kosakata bahasa Inggris yang dipelajari melalui Aplikasi Falou dengan benar.
2. Mengucapkan kosakata bahasa Inggris dengan pelafalan yang tepat berdasarkan model yang tersedia pada Aplikasi Falou.
3. Mengelompokkan kosakata berdasarkan hubungan makna atau kategori tertentu.

4. Menggunakan kosakata yang dipelajari dalam kalimat sederhana sesuai konteks.
5. Merespons dan menggunakan kosakata dalam latihan percakapan sederhana melalui fitur pembelajaran pada Aplikasi Falou.
6. Menunjukkan peningkatan penguasaan kosakata (vocabulary mastery) melalui aktivitas pembelajaran berbasis aplikasi.

Berikut Adalah Langkah-langkah penelitian di setiap pertemuan dalam bentuk table:

Pertemuan	Waktu	Kegiatan
1	2 x 45 menit	Topik – Pre-test - Membuka pembelajaran (salam, presensi, dan menyampaikan tujuan) – 15 menit - Memberikan motivasi tentang pentingnya vocabulary dalam kehidupan sehari-hari - Pre-test (65 menit) : guru memberikan pre-test kepada siswa - Memberi dorongan semangat dan menutup dengan penjelasan bahwa pertemuan selanjutnya akan menggunakan aplikasi
2	2 x 45 menit	Topik – “Introducing Yourself” - Membuka pembelajaran (salam, presensi, dan menyampaikan tujuan) – 15 menit - Memberikan motivasi tentang pentingnya pengenalan diri dalam membangun kepercayaan diri – 5 menit - Siswa menggunakan aplikasi falou dengan topik “<i>Introducing Yourself</i>” – 50 menit - Tanya jawab singkat, pemberian umpan balik positif, dan penutup – 20 menit

3	2 x 45 menit	Topik – “Answering Simple Questions” - Membuka Pelajaran (salam, presensi, dan review singkat pembahasan pertemuan sebelumnya) – 15 menit - Motivasi pentingnya menjawab pertanyaan sederhana dalam percakapan sehari-hari – 5 menit - Siswa menggunakan aplikasi falou dengan topik “<i>Answering Simple Questions</i>” - 50 menit - Tanya jawab singkat, pemberian umpan balik positif, dan penutup – 20 menit
4	2 x 45 menit	Topik – “Ordering Food and Drinks” - Membuka Pelajaran (salam, presensi, dan review singkat pembahasan pertemuan sebelumnya) – 10 menit - Motivasi tentang pentingnya ekspresi “Ordering Food and Drinks” dalam kehidupan nyata – 5 menit - Siswa menggunakan aplikasi falou dengan topik “Ordering Food and Drinks” – 50 menit - Role-play sederhana (pesan makanan / minuman secara lisan) – 20 menit - Refleksi dan penutup – 5 menit

5	2 x 45 menit	Topik – “Buying New Things for Yourself” - Membuka Pelajaran (salam, presensi, dan review singkat pembahasan pertemuan sebelumnya) – 5 menit - Motivasi dengan mengaitkan materi pada pengalaman sehari-hari (berbelanja) – 5 menit - Siswa menggunakan aplikasi falou dengan topik <i>“Buying New Things for Yourself”</i> - 55 menit - Simulasi percakapan belanja (contoh; <i>“what do you want to buy?”</i>, <i>“how much is it?”</i>) – 20 menit - Umpan balik dan penutup dengan informasi post-test – 5 menit
6.	2 x 45 menit	Topik – Post Test - Membuka Pelajaran (salam, presensi, dan review singkat pembahasan pertemuan sebelumnya) – 5 menit - Motivasi agar percaya diri saat tes akhir – 5 menit - Post-test (65 menit) : guru memberikan soal post test kepada siswa - Memberikan umpan balik, apresiasi, dan menutup kegiatan penelitian – 15 menit

Appendix 3 : The result of Excel

No	Initial Name	Kelas Experimen		Initial Name	Kelas Control	
		Pre-Test	Post-Test		Pre-Test	Post-Test
1	AR	55	85	AKK	45	65
2	AIIA	40	80	ABZ	60	70
3	APAS	65	90	AFA	55	75
4	FAJ	50	75	AKP	40	60
5	FF	70	95	ATD	70	80
6	HBMH	45	80	AMA	50	65
7	IS	60	85	AMAA	35	55
8	MAI	35	70	AMRA	65	75
9	NA1	80	95	AR	55	70
10	NSR	55	85	AA	80	85
11	NA2	50	75	FAQ	45	60
12	NMQ	65	90	MA	60	75
13	N	40	70	M	50	65
14	NAR	60	85	MAR	40	55
15	P1	45	80	MEAS	70	80
16	P2	70	90	MNA	55	70
17	PRN	55	85	MNK	35	50
18	R	50	75	NAS	65	75
19	SWM	35	70	NABA	45	60
20	UK	60	85	NAJ	60	70

Appendix 4 : SPSS Output

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Eksperimen	20	35	80	54.25	12.277
Post-test Eksperimen	20	70	95	82.25	7.860
Pre-test Control	20	35	80	54.00	12.418
Post-test Control	20	50	85	68.00	9.375
Valid N (listwise)	20				

Tests of Normality

	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pre-Test Eksperimen (Falou)	.085	20	.200*	.972	20	.794
	Post-Test Eksperimen (Falou)	.187	20	.066	.931	20	.161
	Pre-Test Control	.116	20	.200*	.968	20	.717
	Post-Test Control	.134	20	.200*	.970	20	.751

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Eksperimen - Post-test Eksperimen	-28.000	5.938	1.328	-30.779	-25.221	-21.087	19	.000
Pair 2	Pre-test Control - Post-test Control	-14.000	4.168	.932	-15.950	-12.050	-15.023	19	.000

Test of Homogeneity of Variances

Hasil Belajar Siswa			
Levene Statistic	df1	df2	Sig.
.651	1	38	.425

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	.651	.425	5.209	38	.000	14.250	2.736	8.712	19.788
	Equal variances not assumed			5.209	36.877	.000	14.250	2.736	8.707	19.793

Appendix 5 : Interview Transcript

Transkrip Hasil Wawancara Responden 1

Nama (Inisial) : APAS

R : Researcher

Sekolah : MAN 2 Parepare

R1 : Responden 1

Waktu : Senin, 18 Mei 2026

Subject	Interview Discussion	Theme
R	Bagaimana perasaan kamu saat pertama kali menggunakan aplikasi Falou dalam pembelajaran Bahasa Inggris?	
R1	Awalnya saya senang ji karena baru pertama kali belajar pakai aplikasi seperti itu.	Initial Experience
R	Apakah aplikasi Falou membantu kamu dalam mempelajari kosakata Bahasa Inggris? Jelaskan.	
R1	Iya, membantu ji kak. Banyak vocabulary baru yang saya dapat selama pakai aplikasi ini.	Perceived Usefulness
R	Apakah aplikasi tersebut membantu kamu memahami arti kata dengan lebih baik? Mengapa?	
R1	Iya kak, aplikasi ini membantu saya memahami arti kata karena ada contoh kalimat dan audio pengucapannya. Jadi saya bisa tahu bagaimana cara menggunakan kata tersebut dalam percakapan.	Perceived Usefulness
R	Apakah kamu merasa lebih mudah mengingat kosakata setelah menggunakan aplikasi ini?	
R1	Iye, lebih mudah. Karena sering diulang-ulang terus ada suara sama gambarnya juga, jadi lebih melekat diingetanku.	Perceived Usefulness

R	Apakah kamu merasa lebih tertarik belajar Bahasa Inggris menggunakan aplikasi Falou? Mengapa?	
R1	Saya merasa senang karena aplikasinya menarik dan berbeda dari pembelajaran biasanya. Banyak fiturnya juga, belajarnya jadi tidak membosankan.	Perceived Usefulness
R	Apakah penggunaan aplikasi ini membuat pembelajaran menjadi lebih menyenangkan?	
R1	Menyenangkan ji. Apalagi kalau ada latihan yang langsung kita coba ucapkan kata-katanya, jadi kita lebih aktif belajar.	Perceived Usefulness
R	Apakah aplikasi ini membantu kamu belajar secara mandiri? Jelaskan.	
R1	Iya, aplikasi ini membantu saya belajar secara mandiri karena saya bisa belajar sendiri di rumah tanpa harus menunggu penjelasan dari guru. Saya biasanya menggunakan aplikasi ini saat waktu luang untuk menambah vocabulary. Cukup ketagihan juga karena di setiap sesi latihannya ada video-video hiburan yang seolah-olah jadi ice breaking di tengah pembelajaran.	Perceived Usefulness
R	Menurut kamu, apakah aplikasi Falou mudah atau sulit digunakan? Mengapa?	
R1	Mudah ji menurutku kak. Fiturnya jelas, petunjuknya gampang dipahami, jadi pertama kali pakai pun tidak bingungka.	Perceived Ease of Use
R	Apa kelebihan utama dari aplikasi Falou menurut kamu?	

R1	Menurut saya kelebihan utama aplikasi Falou yang saya suka adalah fitur speaking dan pronunciation karena saya bisa langsung latihan mengucapkan kata dalam bahasa Inggris. Jadi saya tidak hanya belajar vocabulary, tetapi juga belajar cara pengucapannya.	Strengths of the Application
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Transkrip Hasil Wawancara Responden 2

Nama (Inisial) : NAR

R : Researcher

Sekolah : MAN 2 Parepare

R1 : Responden 2

Waktu : Senin, 18 Mei 2026

Subject	Interview Discussion	Theme
R	Bagaimana perasaan kamu saat pertama kali menggunakan aplikasi Falou dalam pembelajaran Bahasa Inggris?	
R2	Senang ji kak, karena belajarnya beda dari biasanya dan banyak fitur yang bisa dicoba.	Initial Experience
R	Apakah aplikasi Falou membantu kamu dalam mempelajari kosakata Bahasa Inggris? Jelaskan.	
R2	Iya, aplikasi Falou membantu saya dalam mempelajari vocabulary bahasa Inggris. Sebelum menggunakan aplikasi ini saya hanya tahu beberapa kosakata, tetapi setelah belajar menggunakan Falou saya jadi menemukan banyak kata baru yang akhirnya tau kapan dan bagaimana cara menggunakannya karena kan kita praktek langsung di aplikasinya.	Perceived Usefulness

R	Apakah aplikasi tersebut membantu kamu memahami arti kata dengan lebih baik? Mengapa?	
R2	Iya ji, karena ada contoh penggunaan katanya jadi lebih gampang kupahami.	Perceived Usefulness
R	Apakah kamu merasa lebih mudah mengingat kosakata setelah menggunakan aplikasi ini?	
R2	Iya, karena sering muncul kembali kata-kata yang sudah dipelajari.	Perceived Usefulness
R	Apakah kamu merasa lebih tertarik belajar Bahasa Inggris menggunakan aplikasi Falou? Mengapa?	
R2	Iya kak, lebih menarik karena bisa langsung latihan, tidak cuma baca materi.	Perceived Usefulness
R	Apakah penggunaan aplikasi ini membuat pembelajaran menjadi lebih menyenangkan?	
R2	Iya, lebih seru ji jadi tidak cepat bosan belajar.	Perceived Usefulness
R	Apakah aplikasi ini membantu kamu belajar secara mandiri? Jelaskan.	
R2	Membantu ji, biasa saya buka lagi kalau di rumah untuk ulang materi.	Perceived Usefulness
R	Menurut kamu, apakah aplikasi Falou mudah atau sulit digunakan? Mengapa?	
R2	Menurut saya aplikasinya mudah dipahami terutama untuk pemula, tidak banyak persyaratannya juga.	Perceived Ease of Use
R	Apa kelebihan utama dari aplikasi Falou menurut kamu?	

R2	Menurutku bagus karena ada latihan speaking sama pronunciation, jadi sekalian belajar cara pengucapannya.	Strengths of the Application
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Transkrip Hasil Wawancara Responden 3

Nama (Inisial) : FF

R : Researcher

Sekolah : MAN 2 Parepare

R1 : Responden 3

Waktu : Senin, 18 Mei 2026

Subject	Interview Discussion	Theme
R	Bagaimana perasaan kamu saat pertama kali menggunakan aplikasi Falou dalam pembelajaran Bahasa Inggris?	
R3	Agak kagetka juga awalnya, karena langsung disuruh praktik bicara. Tapi lama-lama enak juga dipakai.	Initial Experience
R	Apakah aplikasi Falou membantu kamu dalam mempelajari kosakata Bahasa Inggris? Jelaskan.	
R3	Menurutku membantu karena banyak kata yang baru kudengar terus muncul di materinya.	Perceived Usefulness
R	Apakah aplikasi tersebut membantu kamu memahami arti kata dengan lebih baik? Mengapa?	
R3	Aplikasinya lumayan membantu, tetapi terkadang saya masih kesulitan untuk memahami beberapa kata karena belum ada cukup penjelasan, hanya langsung praktek ke dialog.	Perceived Usefulness
R	Apakah kamu merasa lebih mudah mengingat kosakata setelah menggunakan aplikasi ini?	

R3	Kalau saya, lebih gampang kuingat karena langsung kupakai waktu latihan bicara, bukan cuma dibaca.	Perceived Usefulness
R	Apakah kamu merasa lebih tertarik belajar Bahasa Inggris menggunakan aplikasi Falou? Mengapa?	
R3	Lumayan bertambah minatku belajar Bahasa Inggris karena ada tantangannya juga setiap belajar.	Perceived Usefulness
R	Apakah penggunaan aplikasi ini membuat pembelajaran menjadi lebih menyenangkan?	
R3	Iya, karena pembelajarannya lebih interaktif. Kita seperti dapat teman belajar karena kita berdialog langsung dengan AI nya.	Perceived Usefulness
R	Apakah aplikasi ini membantu kamu belajar secara mandiri? Jelaskan.	
R3	Membantu, apalagi kalau ada materi yang mau kuulang lagi. Tinggal kubuka aplikasinya tanpa tunggu jam pelajaran.	Perceived Usefulness
R	Menurut kamu, apakah aplikasi Falou mudah atau sulit digunakan? Mengapa?	
R3	Tidak terlalu susah ji. Paling tinggal ikuti saja langkah-langkah yang muncul di layar.	Perceived Ease of Use
R	Apa kelebihan utama dari aplikasi Falou menurut kamu?	
R3	Yang paling kusuka itu karena langsung diajak ngobrol. Jadi terasa seperti latihan sama orang, bukan sama aplikasi.	Strengths of the Application

Transkrip Hasil Wawancara Responden 4

Nama (Inisial) : R

R : Researcher

Sekolah : MAN 2 Parepare

R1 : Responden 4

Waktu : Senin, 18 Mei 2026

Subject	Interview Discussion	Theme
R	Bagaimana perasaan kamu saat pertama kali menggunakan aplikasi Falou dalam pembelajaran Bahasa Inggris?	
R4	Waktu pertama kulihat itu aplikasi, saya suka ji karena tampilannya bagus dan berwarna-warni. Jadi tidak membosankan dilihat.	Initial Experience
R	Apakah aplikasi Falou membantu kamu dalam mempelajari kosakata Bahasa Inggris? Jelaskan.	
R4	Kalau menurut saya aplikasi ini bantu tingkatkan vocabulary saya karena setiap latihan selalu ada kata-kata baru yang dipelajari. Saya juga jadi lebih sering mengulang vocabulary yang sudah pernah dipelajari sebelumnya, karena ada beberapa tahap belajarnya seperti speaking, writing, dll. jadi lama-lama saya lebih hafal.	Perceived Usefulness
R	Apakah aplikasi tersebut membantu kamu memahami arti kata dengan lebih baik? Mengapa?	
R4	Membantu ji, karena ada contoh penggunaannya jadi tidak asal hafal saja kata-katanya.	Perceived Usefulness
R	Apakah kamu merasa lebih mudah mengingat kosakata setelah menggunakan aplikasi ini?	

R4	Lebih mudah kuingat karena sering muncul lagi kata yang pernah dipelajari.	Perceived Usefulness
R	Apakah kamu merasa lebih tertarik belajar Bahasa Inggris menggunakan aplikasi Falou? Mengapa?	
R4	Iya, karena tampilannya menarik. Jadi lebih semangatka buka aplikasinya.	Perceived Usefulness
R	Apakah penggunaan aplikasi ini membuat pembelajaran menjadi lebih menyenangkan?	
R4	Menyenangkan ji. Apalagi kalau sudah selesai satu level, rasanya mau lanjut terus.	Perceived Usefulness
R	Apakah aplikasi ini membantu kamu belajar secara mandiri? Jelaskan.	
R4	Iya, biasa kupakai sendiri kalau sudah pulang sekolah.	Perceived Usefulness
R	Menurut kamu, apakah aplikasi Falou mudah atau sulit digunakan? Mengapa?	
R4	Mudah ji. Tidak banyak yang harus dipelajari sebelum dipakai.	Perceived Ease of Use
R	Apa kelebihan utama dari aplikasi Falou menurut kamu?	
R4	Menurutku desain aplikasinya yang paling bagus. Kelihatan menarik jadi tidak cepat bosan belajar.	Strengths of the Application

Transkrip Hasil Wawancara Responden 5

Nama (Inisial) : P1

R : Researcher

Sekolah : MAN 2 Parepare

R1 : Responden 5

Waktu : Senin, 18 Mei 2026

Subject	Interview Discussion	Theme
R	Bagaimana perasaan kamu saat pertama kali menggunakan aplikasi Falou dalam pembelajaran Bahasa Inggris?	
R5	Pertama kali kupakai, saya langsung suka ji karena banyak aktivitas yang bisa dicoba, jadi tidak monoton.	Initial Experience
R	Apakah aplikasi Falou membantu kamu dalam mempelajari kosakata Bahasa Inggris? Jelaskan.	
R5	Membantu ji, apalagi banyak kata baru yang sering muncul jadi lama-lama terbiasa juga kulihat.	Perceived Usefulness
R	Apakah aplikasi tersebut membantu kamu memahami arti kata dengan lebih baik? Mengapa?	
R5	Iya, karena biasa langsung dipakai dalam latihan jadi lebih gampang kupahami maksudnya.	Perceived Usefulness
R	Apakah kamu merasa lebih mudah mengingat kosakata setelah menggunakan aplikasi ini?	
R5	Iya, saya merasa vocabulary yang saya dapat disini lebih mudah diingat setelah menggunakan aplikasi Falou karena kata-kata yang dipelajari sering diulang dalam latihan. Jadi tanpa sadar saya jadi lebih hafal dibanding sebelumnya.	Perceived Usefulness

R	Apakah kamu merasa lebih tertarik belajar Bahasa Inggris menggunakan aplikasi Falou? Mengapa?	
R5	Iya kak, karena ada latihan-latihan yang bikin penasaran mau lanjut terus.	Perceived Usefulness
R	Apakah penggunaan aplikasi ini membuat pembelajaran menjadi lebih menyenangkan?	
R5	Menyenangkan ji. Tidak terasa kalau lagi belajar karena lebih seperti latihan langsung.	Perceived Usefulness
R	Apakah aplikasi ini membantu kamu belajar secara mandiri? Jelaskan.	
R5	Menurut saya aplikasi Falou ini cocok buat belajar mandiri karena aplikasinya bisa digunakan kapan saja. Jadi kalau ada vocabulary yang belum dipahami saya bisa langsung latihan sendiri. Di jam kosong atau di rumah juga bisa digunakan, sebagai pengisi waktu luang.	Perceived Usefulness
R	Menurut kamu, apakah aplikasi Falou mudah atau sulit digunakan? Mengapa?	
R5	Mudah digunakan karena sudah ada petunjuk dari aplikasinya, dan petunjuknya itu sudah sangat jelas apalagi di setiap langkahnya pasti disertai gambar atau video jadi bisa lebih mudah dipahami dan digunakan.	Perceived Ease of Use
R	Apa kelebihan utama dari aplikasi Falou menurut kamu?	

R5	Saya paling suka fitur conversation practicenya karena membuat saya merasa seperti sedang latihan percakapan langsung. Jadi belajar vocabulary nya terasa lebih seru dan tidak membosankan.	Strengths of the Application
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Transkrip Hasil Wawancara Responden 6

Nama (Inisial) : AR

R : Researcher

Sekolah : MAN 2 Parepare

R1 : Responden 6

Waktu : Selasa, 19 Mei 2026

Subject	Interview Discussion	Theme
R	Bagaimana perasaan kamu saat pertama kali menggunakan aplikasi Falou dalam pembelajaran Bahasa Inggris?	
R6	Saya sangat tertarik menggunakan aplikasi Falou karena pembelajarannya lebih seru, dan karena aplikasi ini juga masih baru makanya saya bersemangat menggunakan fitur fitur nya.	Initial Experience
R	Apakah aplikasi Falou membantu kamu dalam mempelajari kosakata Bahasa Inggris? Jelaskan.	
R6	Membantu ji. Biasa ada kata-kata yang belum pernah kudengar, terus muncul terus di latihan jadi cepat kukenal.	Perceived Usefulness
R	Apakah aplikasi tersebut membantu kamu memahami arti kata dengan lebih baik? Mengapa?	

R6	Iya, karena langsung ada contoh penggunaannya. Jadi tidak cuma tahu artinya, tapi tahu juga kapan dipakai.	Perceived Usefulness
R	Apakah kamu merasa lebih mudah mengingat kosakata setelah menggunakan aplikasi ini?	
R6	Lumayan mudah kuingat karena sering kudengar ulang pengucapannya.	Perceived Usefulness
R	Apakah kamu merasa lebih tertarik belajar Bahasa Inggris menggunakan aplikasi Falou? Mengapa?	
R6	Iya, karena tidak terasa seperti belajar biasa. Lebih santai menurutku.	Perceived Usefulness
R	Apakah penggunaan aplikasi ini membuat pembelajaran menjadi lebih menyenangkan?	
R6	Menyenangkan ji, apalagi kalau sudah selesai satu materi terus lanjut ke materi berikutnya.	Perceived Usefulness
R	Apakah aplikasi ini membantu kamu belajar secara mandiri? Jelaskan.	
R6	Iya. Kalau ada waktu kosong biasa kubuka sendiri tanpa disuruh guru lagi.	Perceived Usefulness
R	Menurut kamu, apakah aplikasi Falou mudah atau sulit digunakan? Mengapa?	
R6	Mudah ji menurutku. Dari awal sudah jelas petunjuknya jadi tidak banyak bertanya lagi.	Perceived Ease of Use
R	Apa kelebihan utama dari aplikasi Falou menurut kamu?	
R6	Yang paling kusuka itu fitur pronunciation. Jadi bisa langsung cek pengucapan kita benar atau tidak.	Strengths of the Application

Transkrip Hasil Wawancara Responden 7

Nama (Inisial) : P2

R : Researcher

Sekolah : MAN 2 Parepare

R1 : Respondent Student 7

Waktu : Selasa, 19 Mei 2026

Subject	Interview Discussion	Theme
R	Bagaimana perasaan kamu saat pertama kali menggunakan aplikasi Falou dalam pembelajaran Bahasa Inggris?	
R7	Pertama kali kupakai, saya penasaran ji karena teman-teman juga banyak yang coba itu aplikasi.	Initial Experience
R	Apakah aplikasi Falou membantu kamu dalam mempelajari kosakata Bahasa Inggris? Jelaskan.	
R7	Membantu ji, apalagi kalau ada kata yang belum pernah kudengar sebelumnya.	Perceived Usefulness
R	Apakah aplikasi tersebut membantu kamu memahami arti kata dengan lebih baik? Mengapa?	
R7	Iya, karena ada contoh penggunaannya jadi lebih gampang dimengerti.	Perceived Usefulness
R	Apakah kamu merasa lebih mudah mengingat kosakata setelah menggunakan aplikasi ini?	
R7	Iya, saya lebih gampang ingat karena ada latihan yang dilakukan berulang-ulang. Selain itu, tampilan aplikasinya juga menarik jadi saya lebih fokus saat belajar.	Perceived Usefulness
R	Apakah kamu merasa lebih tertarik belajar Bahasa Inggris menggunakan aplikasi Falou? Mengapa?	

R7	Iya kak, karena tidak terlalu tegangka kalau belajar pakai aplikasi dibanding kalau disuruh maju di kelas.	Perceived Usefulness
R	Apakah penggunaan aplikasi ini membuat pembelajaran menjadi lebih menyenangkan?	
R7	Menyenangkan ji, karena ada target-target yang mau dicapai jadi semangat terus belajar.	Perceived Usefulness
R	Apakah aplikasi ini membantu kamu belajar secara mandiri? Jelaskan.	
R7	Membantu ji. Kalau ada waktu luang biasa kubuka sendiri meskipun tidak ada tugas dari guru.	Perceived Usefulness
R	Menurut kamu, apakah aplikasi Falou mudah atau sulit digunakan? Mengapa?	
R7	Mudah ji menurutku. Dari awal sudah jelas apa yang harus dikerjakan.	Perceived Ease of Use
R	Apa kelebihan utama dari aplikasi Falou menurut kamu?	
R7	Yang paling kusuka itu fitur challenge-nya. Jadi ada semacam tantangan yang bikin saya mau terus lanjut belajar.	Strengths of the Application

Transkrip Hasil Wawancara Responden 8

Nama (Inisial) : MAI

R : Researcher

Sekolah : MAN 2 Parepare

R1 : Respondent Student 8

Waktu : Selasa, 19 Mei 2026

Subject	Interview Discussion	Theme
R	Bagaimana perasaan kamu saat pertama kali menggunakan aplikasi Falou dalam pembelajaran Bahasa Inggris?	
S	Senang ji kak, apalagi karena bisa belajar pakai HP jadi terasa beda dari biasanya.	Initial Experience
R	Apakah aplikasi Falou membantu kamu dalam mempelajari kosakata Bahasa Inggris? Jelaskan.	
S	Iya membantu ji. Ada banyak vocabulary baru yang kudapat selama pakai aplikasinya.	Perceived Usefulness
R	Apakah aplikasi tersebut membantu kamu memahami arti kata dengan lebih baik? Mengapa?	
S	Saya lebih mudah memahami arti vocabulary karena aplikasinya memberikan contoh penggunaan kata dalam dialog dan situasi sehari-hari.	Perceived Usefulness
R	Apakah kamu merasa lebih mudah mengingat kosakata setelah menggunakan aplikasi ini?	
S	Lumayan gampang kuingat karena biasa langsung kupakai waktu latihan.	Perceived Usefulness
R	Apakah kamu merasa lebih tertarik belajar Bahasa Inggris menggunakan aplikasi Falou? Mengapa?	

S	Iya kak, karena ada target-target yang mau dicapai jadi lebih semangat belajar.	Perceived Usefulness
R	Apakah penggunaan aplikasi ini membuat pembelajaran menjadi lebih menyenangkan?	
S	Iya, pembelajaran kita jadi lebih seru. Saya sama teman teman juga sering berlomba untuk dapat sertifikat di aplikasinya. siapa paling banyak capaian vocab nya, dia yang menang.	Perceived Usefulness
R	Apakah aplikasi ini membantu kamu belajar secara mandiri? Jelaskan.	
S	Membantu ji. Kadang kalau ada waktu kosong saya buka sendiri untuk tambah vocabulary.	Perceived Usefulness
R	Menurut kamu, apakah aplikasi Falou mudah atau sulit digunakan? Mengapa?	
S	Mudah ji. Tidak perlu lama belajar cara pakainya karena menunya sederhana.	Perceived Ease of Use
R	Apa kelebihan utama dari aplikasi Falou menurut kamu?	
S	Yang paling kusuka itu fitur speaking practice karena bisa langsung latihan bicara.	Strengths of the Application

Transkrip Hasil Wawancara Responden 9

Nama (Inisial) : IS

R : Researcher

Sekolah : MAN 2 Parepare

R1 : Respondent Student 9

Waktu : Selasa, 19 Mei 2026

Subject	Interview Discussion	Theme
R	Bagaimana perasaan kamu saat pertama kali menggunakan aplikasi Falou dalam pembelajaran Bahasa Inggris?	
R9	Senang ji kak, karena baru pertama kali saya belajar Bahasa Inggris pakai aplikasi yang ada latihan speakingnya langsung.	Initial Experience
R	Apakah aplikasi Falou membantu kamu dalam mempelajari kosakata Bahasa Inggris? Jelaskan.	
R9	Iya, Falou membantu saya belajar vocabulary dengan lebih mudah karena ada audio dan contoh penggunaan katanya. Biasanya saya cepat lupa kalau hanya menghafal dari buku, tapi dengan aplikasi ini saya lebih mudah pahami dan ingat kosakata baru itu.	Perceived Usefulness
R	Apakah aplikasi tersebut membantu kamu memahami arti kata dengan lebih baik? Mengapa?	
R9	Iya, karena ada contoh penggunaan katanya jadi saya lebih paham kapan dipakai itu kata.	Perceived Usefulness
R	Apakah kamu merasa lebih mudah mengingat kosakata setelah menggunakan aplikasi ini?	

R9	Saya jadi lebih mudah ingat vocabulary nya karena saya langsung mempraktikkan kata tersebut lewat latihan speaking dan listeningnya. Jadi kita tidak cuma menghafal, tapi juga langsung menggunakannya.	Perceived Usefulness
R	Apakah kamu merasa lebih tertarik belajar Bahasa Inggris menggunakan aplikasi Falou? Mengapa?	
R9	Iya kak, karena ada audio sama latihan-latihannya jadi tidak membosankan.	Perceived Usefulness
R	Apakah penggunaan aplikasi ini membuat pembelajaran menjadi lebih menyenangkan?	
R9	Menyenangkan ji, apalagi kalau berhasil selesaikan latihan dengan baik.	Perceived Usefulness
R	Apakah aplikasi ini membantu kamu belajar secara mandiri? Jelaskan.	
R9	Membantu ji, karena bisa kupakai sendiri di rumah kalau mau tambah belajar vocabulary.	Perceived Usefulness
R	Menurut kamu, apakah aplikasi Falou mudah atau sulit digunakan? Mengapa?	
R9	Mudah ji menurutku, karena langsung ada petunjuknya waktu belajar.	Perceived Ease of Use
R	Apa kelebihan utama dari aplikasi Falou menurut kamu?	
R9	Kelebihan aplikasi ini menurut saya adalah audio native speaker. Jadi saya bisa mendengar cara pengucapan yang benar dan itu juga bantu pengucapan saya menjadi lebih baik.	Strengths of the Application

Transkrip Hasil Wawancara Responden 10

Nama (Inisial) : SWM

R : Researcher

Sekolah : MAN 2 Parepare

R1 : Respondent Student 10

Waktu : Selasa, 19 Mei 2026

Subject	Interview Discussion	Theme
R	Bagaimana perasaan kamu saat pertama kali menggunakan aplikasi Falou dalam pembelajaran Bahasa Inggris?	
R10	Senang ji kak, karena belajarnya tidak seperti biasanya. Jadi lebih semangatka coba-coba fiturnya.	Initial Experience
R	Apakah aplikasi Falou membantu kamu dalam mempelajari kosakata Bahasa Inggris? Jelaskan.	
R10	Iya membantu ji. Banyak kata baru yang saya pelajari dan biasa muncul terus di latihan.	Perceived Usefulness
R	Apakah aplikasi tersebut membantu kamu memahami arti kata dengan lebih baik? Mengapa?	
R10	Membantu ji, karena ada contoh kalimatnya jadi lebih gampang kupahami maksudnya.	Perceived Usefulness
R	Apakah kamu merasa lebih mudah mengingat kosakata setelah menggunakan aplikasi ini?	
R10	Iya, karena sering kuulang lagi waktu belajar speaking sama listening.	Perceived Usefulness
R	Apakah kamu merasa lebih tertarik belajar Bahasa Inggris menggunakan aplikasi Falou? Mengapa?	
R10	Iya kak, karena lebih seru daripada cuma belajar dari buku saja.	Perceived Usefulness

R	Apakah penggunaan aplikasi ini membuat pembelajaran menjadi lebih menyenangkan?	
R10	Menyenangkan ji, karena ada banyak aktivitas jadi tidak cepat bosan.	Perceived Usefulness
R	Apakah aplikasi ini membantu kamu belajar secara mandiri? Jelaskan.	
R10	Membantu ji. Kalau ada waktu kosong biasa saya buka sendiri untuk ulang pelajaran.	Perceived Usefulness
R	Menurut kamu, apakah aplikasi Falou mudah atau sulit digunakan? Mengapa?	
R10	Mudah ji menurutku. Dari awal sudah jelas apa yang harus dikerjakan.	Perceived Ease of Use
R	Apa kelebihan utama dari aplikasi Falou menurut kamu?	
R10	Yang paling kusuka itu karena ada listening, speaking, sama vocabulary dalam satu aplikasi. Jadi lebih lengkap belajarnya.	Strengths of the Application

Appendix 6:

Recommendation Letter From State Islamic Institue (IAIN) Parepare



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Alamat : JL. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor : B-1084/In.39/FTAR.01/PP.00.9/04/2026
Sifat : Biasa
Lampiran : -
Hal : Permohonan Izin Pelaksanaan Penelitian

23 April 2026

Yth. WALIKOTA PAREPARE
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : NADIA PUTRI NINGSIH
Tempat/Tgl. Lahir : PAREPARE, 10 Juni 2005
NIM : 2220203888203023
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : JALAN HJ. P. CARA NOMOR 5

Bermaksud akan mengadakan penelitian di wilayah WALIKOTA PAREPARE dalam rangka penyusunan Skripsi yang berjudul :

THE IMPLEMENTATION OF "FALOU APPLICATION" AS AN ENGLISH LEARNING MEDIA TO IMPROVE VOCABULARY MASTERY OF THE 11TH GRADE STUDENTS AT MADRASAH ALIYAH NEGERI (MAN) 2 PAREPARE

Pelaksanaan penelitian ini direncanakan pada tanggal 23 April 2026 sampai dengan tanggal 23 Mei 2026.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,



Dr. Zulfah, S.Pd., M.Pd.
NIP 198304202008012010

Tembusan :

1. Rektor IAIN Parepare

Appendix 7: Recommendation Letter From Dinas PTSP Parepare


SRN IP0000352

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Bandar Madani No. 1 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpstp@pareparekota.go.id

IZIN PENELITIAN
Nomor : 352/IP/DPM-PTSP/4/2026

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 tentang Penerbitan Surat Keterangan Penelitian.
3. Peraturan Wali Kota Parepare Nomor 31 tahun 2025 tentang Pendelegasian Wewenang Penyelenggaraan Perizinan Berusaha dan Nonperizinan Daerah Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA
 NAMA
 UNIVERSITAS/ LEMBAGA
 Jurusan
 ALAMAT
 UNTUK

: **NADIA PUTRI NINGSIH**
 : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
 : **PENDIDIKAN BAHASA INGGRIS**
 : **JL. H.P. CARA NO. 5 PAREPARE**
 : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :
 JUDUL PENELITIAN : **THE IMPLEMENTATION OF "FALOU APPLICATION" AS AN ENGLISH LEARNING MEDIA TO IMPROVE VOCABULARY MASTERY OF THE 11th GRADE STUDENTS AT MADRASAH ALIYAH NEGERI (MAN) 2 PAREPARE**
 LOKASI PENELITIAN : **KEMENTERIAN AGAMA KOTA PAREPARE (MAN 2 PAREPARE)**
 LAMA PENELITIAN : **23 April 2026 s.d 23 Mei 2026**
 a. Izin Penelitian berlaku selama penelitian berlangsung
 b. Izin ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
 Pada Tanggal : **29 April 2026**

**KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
KOTA PAREPARE**

 Hj. ST. RAHMAH AMIR, ST, MM
 Pembina Tk. 1 (IV/b)
 NIP. 19741013 200604 2 019

Biaya : Rp. 0.00

■ UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
 Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
 ■ Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
 ■ Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPSTSP Kota Parepare (scan QRCode)



**Balai
Sertifikasi
Elektronik**




Appendix 8: Research Completion



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PAREPARE
MADRASAH ALIYAH NEGERI 2 KOTA PAREPARE
 Jalan Jenderal Sudirman 80, Kota Parepare
 Telepon (0421) 21483; Faksimili (0421) 28179;
 Email : man2_parepare@yahoo.co.id

SURAT KETERANGAN PENELITIAN
 Nomor :1007/Ma.21.16.0002/PP.00.6/06/2026

Yang bertanda tangan di bawah ini :

Nama	: Hj.Darna Daming,S.Ag.,M.Pd.
NIP.	: 1973032319990320002
Pangkat, Golongan	: Pembina Utama Madya, IV/c
Jabatan	: Kepala MAN 2 Kota Parepare

Menerangkan bahwa :

Nama	: NADIA PUTRI NINGSIH
Tempat/Tgl.Lahir	: Parepare, 10 Juni 2005
Pekerjaan	: Mahasiswa IAIN Parepare
Program Studi	: Tarbiyah/ Pendidikan Bahasa Inggris
NIM	: 2220203888203023
Alamat	: Jl. Hj.P.Cara No.5

Benar telah melakukan penelitian di Madrasah Aliyah Negeri 2 Kota Parepare mulai tanggal 23 April 2026 s.d 23 Mei 2026 dengan judul," THE IMPLEMENTATION OF "FALOU APPLICATION" AS AN ENGLISH LEARNING MEDIA TO IMPROVE VOCABULARY MASTERY OF THE 11TH GRADE STUDENTS AT MADRASAH ALIYAH NEGERI (MAN) 2 PAREPARE.

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Parepare, 17 Juni 2026

Kepala Madrasah Aliyah Negeri 2
Kota Parepare



Hj. Darna Daming

Appendix 9: Students' Pre-test and Post-test Results

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Instrument of Pre-Test

Name : Alvin Falaq
Class : XI, 61

I. Choose the correct answer with crossing (X) a, b, c, or d !!!

- The teacher asked the students to _____ their opinions during the classroom discussion.
☒ a. Express
☐ b. Postpone
☐ c. Divide
☐ d. Replace
- Students can improve their English speaking ability through regular _____.
☒ a. practice
☐ b. luggage
☐ c. reservation
☐ d. departure
- The audio feature in the Falou helps students improve their _____.
☒ a. pronunciation
☐ b. transportation
☐ c. decoration
☐ d. competition
- Before entering the boarding gate, passengers must show their _____.
☒ a. passport
☐ b. menu
☐ c. assignment
☐ d. beverage

II. Match the words in Column A with their correct meanings in Column B!

Column A	Column B
☒ 5. reservation	a. a person traveling by plane or vehicle
☒ 6. passenger	b. booking a room or service
☒ 7. pronunciation	c. the way a word is spoken
☒ 8. feedback	d. comments or responses about performance

III. Classify the following words into the correct categories!!
Words:
Boarding Pass – Waiter – Luggage – Beverage

Airport	Restaurant
9. <u>boarding pass</u> ✓	11. <u>waiter</u> ✓
10. <u>luggage</u> ✓	12. <u>beverage</u> ✓

IV. Synonym and Antonym in Context, Choose the best answer!!

- The word "confident" in the sentence
 "Students became more confident during speaking practice"
 is closest in meaning to _____.
☒ a. self-assured
☐ b. frightened
☐ c. confused
☐ d. disappointed
- The opposite meaning of "interactive" is _____.
☒ a. communicative
☐ b. active
☐ c. passive
☐ d. responsive

V. Arrange the words into meaningful sentences !!!

- students – should – pronunciation – practice – regularly
 = should practice regularly pronunciation students
- teacher – clear – gave – instructions – the
 = the teacher instructions clear gave
- helps – Falou – students – improve – vocabulary
 = students Falou helps improve vocabulary
- must – passengers – passport – their – show
 = their passport must show passengers

**15. The word "engaged" in the sentence
 "Students were actively engaged during the lesson"
 is closest in meaning to _____.
☒ a. involved
☐ b. separated
☐ c. confused
☐ d. distracted**

**16. The opposite meaning of "effective" is _____.
☐ a. useful
☒ b. successful
☐ c. ineffective
☐ d. practical**

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Instrument of Post-Test

Name : Muhammad Fauzan
Class : XI B1

I. Choose the correct answer with crossing (X) a, b, c, or d !!!

- Students should practice vocabulary _____ to improve their English communication skills.
☒ a. regularly
☐ b. secretly
☐ c. suddenly
☐ d. lazily
- Interactive learning activities may help students become more _____.
☐ a. engaged
☒ b. frightened
☐ c. disappointed
☐ d. separated
- Before checking into the hotel, the guest made an online _____.
☒ a. reservation
☐ b. pronunciation
☐ c. assignment
☐ d. transportation
- Digital learning applications can provide immediate _____ to help students improve their performance.
☒ a. feedback
☐ b. luggage
☐ c. passport
☐ d. decoration

II. Match the words in Column A with their correct meanings in Column B!

Column A	Column B
✓ 5. accessible	a. able to change easily
✓ 6. flexible	b. easy to use or reach
✓ 7. menu	c. a list of food or drinks
✓ 8. pronunciation	d. the way a word is spoken

III. Classify the following words into the correct categories!!

Words:
Departure – Waiter – Boarding Gate – Beverage

Airport	Restaurant
9. <u>Boarding Pass</u> ✓	11. <u>Waiter</u> ✓
10. <u>Luggage</u> ✓	12. <u>Beverage</u> ✓

IV. Synonym and Antonym in Context, Choose the best answer!!

- The word "accessible" is closest in meaning to _____.
☒ a. easy to use
☐ b. difficult to understand
☐ c. expensive
☐ d. confusing
- The opposite meaning of "confident" is _____.
☐ a. brave
☐ b. nervous
☒ c. active
☐ d. flexible

V. Arrange the words into meaningful sentences !!!

- repetition – students – vocabulary – memorize – helps
 = Students memorize vocabulary with repetition - helps
- interactive – activities – students – more – engaged – make
 = Interactive activities make students more engaged
- teacher – feedback – students – gave – to – the
 = The teacher gave feedback to the students
- before – passengers – boarding – passport – show – must – their
 = Must show their passport before boarding passengers

Appendix 10: Respondent Consent Forms

SURAT KETERANGAN WAWANCARA

Saya yang bertanda tangan dibawah ini :

Nama : Indriani Syamsuddin
 Tempat/tanggal lahir : Merasangin, 18 Maret 2009
 Agama : Islam
 Pekerjaan : Siswa
 Jabatan : -

Menerangkan bahwa benar telah memberikan keterangan wawancara oleh Nadia Putri Ningsih yang sedang melakukan penelitian dengan judul "The Implementation of Falou Application as an English Learning Media to Improve Vocabulary Mastery of the 11th Grade Students at Madrasah Aliyah Negeri (MAN) 2 Parepare". Demikian surat keterangan wawancara ini dibuat dan dipergunakan sebagaimana mestinya.

Parepare,

Yang bersangkutan

Indriani Syamsuddin

SURAT KETERANGAN WAWANCARA

Saya yang bertanda tangan dibawah ini :

Nama : Rebrion
 Tempat/tanggal lahir : bt mawang, 18 Januari 2009
 Agama : Islam
 Pekerjaan : Siswa
 Jabatan : -

Menerangkan bahwa benar telah memberikan keterangan wawancara oleh Nadia Putri Ningsih yang sedang melakukan penelitian dengan judul "The Implementation of Falou Application as an English Learning Media to Improve Vocabulary Mastery of the 11th Grade Students at Madrasah Aliyah Negeri (MAN) 2 Parepare". Demikian surat keterangan wawancara ini dibuat dan dipergunakan sebagaimana mestinya.

Parepare,

Yang bersangkutan

Rebrion

SURAT KETERANGAN WAWANCARA

Saya yang bertanda tangan dibawah ini :

Nama : Ruhani
 Tempat/tanggal lahir : Cempa, 5 Januari 2003
 Agama : Islam
 Pekerjaan : Siswa
 Jabatan : -

Menerangkan bahwa benar telah memberikan keterangan wawancara oleh Nadia Putri Ningsih yang sedang melakukan penelitian dengan judul "The Implementation of Falou Application as an English Learning Media to Improve Vocabulary Mastery of the 11th Grade Students at Madrasah Aliyah Negeri (MAN) 2 Parepare". Demikian surat keterangan wawancara ini dibuat dan dipergunakan sebagaimana mestinya.

Parepare,

Yang bersangkutan

Ruhani

SURAT KETERANGAN WAWANCARA

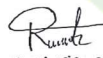
Saya yang bertanda tangan dibawah ini :

Nama : Nurul afia rasyiqoh
Tempat/tanggal lahir : Parepare, 15 / 12 / 2007
Agama : Islam
Pekerjaan : Siswa
Jabatan : -

Menerangkan bahwa benar telah memberikan keterangan wawancara oleh Nadia Putri Ningsih yang sedang melakukan penelitian dengan judul "The Implementation of Falou Application as an English Learning Media to Improve Vocabulary Mastery of the 11th Grade Students at Madrasah Aliyah Negeri (MAN) 2 Parepare". Demikian surat keterangan wawancara ini dibuat dan dipergunakan sebagaimana mestinya.

Parepare,

Yang bersangkutan


Nurul afia rasyiqoh

SURAT KETERANGAN WAWANCARA

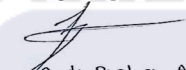
Saya yang bertanda tangan dibawah ini :

Nama : Andi Pasha Anugrah Syawal
Tempat/tanggal lahir : Parepare, 10 oktober 2008
Agama : Islam
Pekerjaan : Siswa
Jabatan : -

Menerangkan bahwa benar telah memberikan keterangan wawancara oleh Nadia Putri Ningsih yang sedang melakukan penelitian dengan judul "The Implementation of Falou Application as an English Learning Media to Improve Vocabulary Mastery of the 11th Grade Students at Madrasah Aliyah Negeri (MAN) 2 Parepare". Demikian surat keterangan wawancara ini dibuat dan dipergunakan sebagaimana mestinya.

Parepare,

Yang bersangkutan


Andi Pasha A.S

Appendix 11: Documentation









CURRICULUM VITAE



NADIA PUTRI NINGSIH was born in Parepare on 10th of June 2005. She is the youngest of six children born to the late Muhammad Tahir and Bungatang. She has one older brother, Abdul Jalil, and four older sisters, Jamila, Yenni, Nurdiana, and Jemmy. She completed her elementary education at SDN 68 Parepare, continued her studies at SMPN 2 Parepare, and graduated from SMAN 1 Parepare. In 2022, she was admitted to the English Education Study Program, Faculty of Tarbiyah, State Islamic Institute (IAIN) Parepare.

During her undergraduate studies, she actively participated in various student organizations, including Pergerakan Mahasiswa Islam Indonesia (PMII), the English Education Student Association (HMPS English Education), the Student Executive Board of the Faculty of Tarbiyah (DEMA), and the Student Senate of the Faculty of Tarbiyah (SEMA). She also served on numerous committees and participated in various academic and student activities both within and outside the university. In partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd.), she completed her undergraduate thesis entitled “*The Implementation of ‘Falou Application’ as an English Learning Media to Improve Vocabulary Mastery of the 11th Grade Students at Madrasah Aliyah Negeri (MAN) 2 Parepare.*”