



ENHANCING ENGLISH VOCABULARY THROUGH DIGITAL LEARNING APPLICATIONS

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ABSTRACT

The purpose of this study was to determine the effect of using digital learning applications in enhancing English vocabulary of Grade VI students of Capitol View Christian School. Simple random sampling technique was used in this study to the randomly selected Grade VI students of Capitol View Christian School (S.Y. 2020-2021) were utilized as the respondents of the study. Descriptive research method design was used in this study in gathering and treating the data. A researcher-made questionnaire was used as the main instrument in order to obtain the necessary data. The data were treated using appropriate statistical treatments which were the Mean, Standard Deviation and Pearson r.

Using Digital Learning Applications do have effect in enhancing the English vocabulary of the students with the findings show that there is a Significant Effect on using digital learning application to the student's performance in vocabulary test as Kahoot ($F= 11.55, p=.001$), Quizizz ($F= 59.06, p= .000$), Quizlet ($F= 24.42, p= 0.00$). The p - values are all lower than 0.05 (level of significance) thus the null hypothesis was rejected.

I. INTRODUCTION

These days distance learning requires the use of online resources to encourage, motivate and facilitate in the learning process of a child.

There is a wide scope of online resources. It is of vital significance to induce understudies familiar with them. Learners should have access to the internet to grasp the information they need. With the current situation in education, the use of technology is required in teaching and learning this area. In accordance to Chen, W. et al. (2017), he stated that technology is being increasingly integrated as a part of teaching in view of enhancing students' engagement and motivation.

Another noteworthy viewpoint is building vocabulary, which could be a complex process in learning English for enhancing different skills. Learners need to improve their vocabulary to be fluent and skilled in terms of listening, reading and speaking. The utilization of vocabulary terms is fundamental when learning a language.

In expansion to the conceivable need of correspondence between individual words and individual implications, the term "word" has difficulties also with the different linguistic and morphological stages of the vocabulary. Teachers try to develop students' vocabulary. In some cases, learners may have certain fear in learning new words in asynchronous learning that requires online learning, which can happen in different areas and not at the same time.

With respect to this matter, the instructors or teachers ought to familiarize vocabulary words by applying a certain technique or strategy to the learners. However, if the technique or strategy is not in order, the result tends to bring out the learners to memorize

the words and this will not help them in developing their vocabulary truthfully.

There are many techniques to improve students' vocabulary. One of them is through English vocabulary games with the use of various digital learning tools. They support learning the target language when learners are involved in the games and have fun without noticing that they are learning the target language, and furthermore it is a pleasure for the teacher to present the language in an enjoyable atmosphere.

Kahoot, Quizizz, and Quizlet are examples of English vocabulary online games in this digital age, wherein the learners can enjoy learning English in a fun way despite of the current situation and it can enhance their vocabulary.

According to Chen, et al (2017), they said that Kahoot fostered wider and active student participation, and yet provided students with the opportunity to retain their most desirable personal choice of participation.

In addition, Medina (2017) considered Kahoot as a tool for vocabulary teaching and learning in English classes. It also provides further evidence that the use of Kahoot in the learning process can increase student learning motivation and increase student vocabulary. The students from Capitol View Christian School enjoy using Kahoot in the classroom learning process, and this media is easy to use by them.

One of the applications that is proven to be effective in teaching a vocabulary is Quizizz application. According to Mei, Ju, & Adam (2018), they stated that Quizizz is a kind of digital game that provides a multiplayer classroom activity that allows all your students to practice together by computer, iPad, tablet and smartphone and create a fun learning activity for the students. They also stated that Quizizz can effectively enhance the attention, interest, creativity, and community relationships of students.



That is why Quizizz is one of the most frequently used applications used by the teacher.

Another digital learning application is Quizlet. According to Foster (2009), Quizlet is a popular online education platform which “allows users to create and study sets of flashcards online using a suite of game-like study tools.”

In addition, it facilitates a rote learning environment which can be useful for many subjects, especially language and vocabulary training stated by Sanosi (2018).

This research study is a preliminary attempt to identify and describe the English vocabulary learning online applications that will support English vocabulary acquisition in and out of the classroom of the learners.

II. METHODOLOGY

Participants

The respondents of the study were the selected thirty (30) Grade VI pupils of Capitol View Christian School in Santa Cruz, Laguna, S.Y 2020-2021. To gather information and data in the study, the formulated questionnaire was the primary instrument used in order to elicit answer to the basic questions raised. The research assessed the respondents by answering the questionnaire during the actual gathering of data in order to answer questions which were found highly technical in nature.

Instruments

The respondents of the student-respondents were tabulated to determine the frequencies and

equivalent percentages for convenience of statistical computations using the following formulas appropriate for the two basic questions raised in this study.

For sub problem one (1) effect of digital learning applications of Grade VI pupils and the learning of English vocabulary, the weighted mean formula was used by converting the responses into scores, after which chi-square test was utilized to determine the acceptance or rejection of null hypothesis at five percent significant level. For sub problem two (2) with respect to the degree of the effect of digital learning applications, standardized deviation, arithmetic mean, R correlation and T-test formulas were employed. Standardized deviation formula used to determine the variability of Digital Learning Applications and Performance in English Vocabulary. R correlation formula to know the relationship established between of Digital Learning Applications and Performance in English Vocabulary.

III. RESULTS AND DISCUSSIONS

Level of Digital Learning Application in Learning English Vocabulary

This presents the data gather in Enhancing English vocabulary through digital learning application and its effect in the performance in vocabulary test. The data are presented with accordance with the statement of the problem of the study, specifically the level of digital learning application in English vocabulary.

Table 1. Level of Digital Learning Application in Learning English Vocabulary of students' respondents in terms of Kahoot

By means of Kahoot, This....	Mean	SD	Verbal Interpretation
1. increased my motivation and involvement in learning new English vocabulary.	4.63	0.67	Strongly Agree
2. helped me to understand the English vocabulary effectively.	4.83	0.46	Strongly Agree
3. allowed me to practice my English vocabulary skill in real-time.	4.57	0.77	Strongly Agree
4. helped me in engaging in learning new English vocabulary.	4.60	0.67	Strongly Agree
5. improved my English vocabulary achievement.	4.73	0.64	Strongly Agree
Weighted Mean: SD	4.67: 0.65		
Verbal Interpretation	Strongly Agree		

Legend

5

4

3

2

1

Range

4.21-5.00

3.41-4.20

2.61-3.40

1.81-2.60

1.00-1.80

Verbal Interpretation

Strongly Agree

Agree

Moderately Agree

Disagree

Strongly Disagree

The use of digital learning application in English vocabulary in terms of Kahoot, the increase on students' motivation and involvement in learning new English vocabulary was experienced (M= 4.63, SD= 0.67). The students also strongly agree that Kahoot helped the students to understand vocabulary effectively (M= 4.83, SD= 0.46). Kahoot also allowed the students to practice their English vocabulary skill in real-time (M= 4.57, SD= 0.77). Kahoot as one of the digital applications helped students engaged in learning vocabulary (M= 4.60, SD=0.67). Lastly, Kahoot

improved student's English vocabulary achievement (M= 4.73, SD= 0.64). The weighted mean indicated that the students strongly agree that the used of digital learning application like Kahoot helped, allowed students to practice and improved vocabulary achievement.

The findings of this study are supported by Chen, et al (2017) Kahoot fostered wider and active student participation, and yet provided students with the opportunity to retain their most desirable personal choice of participation. In addition, Medina (2017)



considered Kahoot as a tool for vocabulary teaching and learning in English classes. It also provides further evidence that the use of Kahoot in the learning process

can increase student learning motivation and increase student vocabulary.

Table 2. Level of Digital Learning Application in English Vocabulary of students' respondents in terms of Quizizz

By means of Quizizz, This.....	Mean	SD	Verbal Interpretation
1. helped me to become more interested in learning English vocabulary.	4.63	0.76	Strongly Agree
2. helped me to understand the English vocabulary effectively.	4.63	0.67	Strongly Agree
3. was an easy to access and user-friendly learning application.	3.07	0.37	Moderately Agree
4. helped me in monitoring my ratings in the learning process.	4.60	0.67	Strongly Agree
5. was a great tool in assessing what I have learned.	4.70	0.60	Strongly Agree
Weighted Mean: SD	4.33: 0.89		
Verbal Interpretation	Strongly Agree		

Legend

5	4.21-5.00
4	3.41-4.20
3	2.61-3.40
2	1.81-2.60
1	1.00-1.80

Verbal Interpretation

Strongly Agree
Agree
Moderately Agree
Disagree
Strongly Disagree

The use of digital learning application in English vocabulary in terms of Quizizz helped the students to become more interested in learning English vocabulary (M= 4.63, SD= 0.76). The students also strongly agree that Quizizz helped them to understand vocabulary effectively (M= 4.63, SD= 0.67). The students moderately agree that Quizizz was an easy to access and user-friendly learning application (M= 3.07, SD= 0.37). Quizizz as one of the digital applications helped students in monitoring their rating in the learning process (M= 4.60, SD=0.67). Lastly, Quizizz was a great tool in assessing what the students have learned (M= 4.70, SD= 0.60). The weighted mean

indicated that the students strongly agree that the used of digital learning application like Quizizz helped, allowed students to practice and improve vocabulary achievement.

The findings of this study are supported by Doug (2015) that Quizizz is a powerful tool in the classroom in terms of student engagement and assessment. Teachers can guarantee that all students will be engaged as all of the responses are shown on the real-time table of the students. Moreover, according to Bury (2017), it shows that the use of online assessment tools like Quizizz motivates students and sparks the interest of the students in the material being taught.

Table 3. Level of Digital learning Application in English Vocabulary of students' respondents in terms of Quizlet

By means of Quizlet, This.....	Mean	SD	Verbal Interpretation
1. facilitated me in choosing the right vocabulary tools in for insufficiency in vocabulary.	4.60	0.62	Strongly Agree
2. helped me in engaging in the target English vocabulary that I wanted to learn.	4.67	0.61	Strongly Agree
3. was a student-friendly online application in learning English vocabulary.	4.77	0.63	Strongly Agree
4. helped me in engaging in the learning activities until the end.	3.93	0.45	Agree
5. boosted my confidence in using the new English vocabulary.	4.63	0.81	Strongly Agree
Weighted Mean: SD	4.52: 0.69		
Verbal Interpretation	Strongly Agree		



Legend	Range	Verbal Interpretation
5	4.21-5.00	Strongly Agree
4	3.41-4.20	Agree
3	2.61-3.40	Moderately Agree
2	1.81-2.60	Disagree
1	1.00-1.80	Strongly Disagree

The use of digital learning application in English vocabulary in terms of Quizlet helped the students to facilitate them in choosing the right vocabulary tools in for insufficiency in vocabulary (M= 4.60, SD= 0.62). The students strongly agree that Quizlet helped them in engaging in the target English vocabulary that they wanted to learn (M= 4.67, SD= 0.61). The students also strongly agree that Quizlet was a student-friendly online application in learning English (M= 4.77, SD= 0.63). The students just agree that Quizlet helped them in engaging in the learning activities until the end (M= 3.93, SD=0.45). Lastly, Quizlet boosted student's confidence in using the new English vocabulary (M= 4.63, S= 0.81). The weighted

mean indicated that the students strongly agree that the used of digital learning application like Quizlet helped, allowed students to practice and improve vocabulary achievement.

The findings of the study are supported by Andarab (2017), Quizlet is an excellent teacher-student-friendly online application and a website providing seven powerful vocabulary learning tools for the creation of different vocabulary activities. In addition, Quizlet, as Shehane (2015) maintains, is an online vocabulary management system for teachers and students, and it helps them track vocabulary learning.

Table 4. Level of Learning English Vocabulary of Students in Terms of Exposure

Indicator	Mean	SD	Verbal Interpretation
1. I associated new words with those I already know.	4.67	0.61	Strongly Agree
2. I distinguished the words with similar and opposite meanings.	4.87	0.35	Strongly Agree
3. I paid attention to the unfamiliar usage of a known word.	4.80	0.48	Strongly Agree
4. I paid attention in the examples of how word is used.	4.83	0.46	Strongly Agree
5. I was able to use the newly-learned words in my own sentences.	4.90	0.31	Strongly Agree
Weighted Mean: SD	4.81: 0.61		
Verbal Interpretation	Strongly Agree		

Legend	Range	Verbal Interpretation
5	4.21-5.00	Strongly Agree
4	3.41-4.20	Agree
3	2.61-3.40	Moderately Agree
2	1.81-2.60	Disagree
1	1.00-1.80	Strongly Disagree

The level of learning English vocabulary of students in terms of exposure and in terms of using digital learning applications helped the students to associate new words with those they already know. (M= 4.67, SD= 0.621). The students strongly agree that in the level of exposure in using digital learning applications helped them distinguished the words with similar and opposite meanings. (M= 4.87, SD= 0.35). The students also strongly agree in the level of exposure supported them to pay attention to the unfamiliar usage of a known word (M= 4.80, S= 0.48). In the level of exposure in terms of paying examples of how word is used, the students also strongly agree (M=4.83, S=0.46). Lastly, the level of learning English

vocabulary of students in terms of exposure and in terms of using digital learning applications abled students to use the newly-learned words in my own sentences (M= 4.90, S= 0.31).

The findings of the study is supported by Ferlazzo (2020), he said that through the exposure in using of online learning tools or digital learning applications, the students can also write sentences and include images using new words they have learned. Olivia (2018), agreed that in the exposure in online and offline games in classroom activities can enhance the mastery of vocabulary since students encounter.

Table 5. Level of Student's Performance in Vocabulary Test

Lowest Score	Highest Score	Mean	SD	Remarks
27	30	28.97	1.22	Excellent



Legend	Range	Remarks
5	24.01-30.00	Excellent (E)
4	18.01-24.00	Good (G)
3	12.01-18.00	Average (A)
2	6.01-12.00	Fair (F)
1	0.00-6.00	Poor (P)

Result showed the level of students' performance in vocabulary test. As indicated in the table all of the students gained Excellent performance with the lowest score of 27 and highest score of 30 with the (M= 28.97, SD= 1.22). This implies that digital learning applications like Kahoot, Quizizz and Quizlet helped

the students achieved excellent performance in vocabulary test. Digital learning applications increased students' performance in English (Wichadee & Pattanapichet, 2018) and in vocabulary knowledge (Ciaramella, 2017).

Table 6. Effect of Digital Learning Applications to the Student's Performance in the Vocabulary Test

Digital Learning Applications	Mean	Performance in Vocabulary Test	Mean	F- value	p-value	Analysis
Kahoot	4.67		28.97	11.55	.001	Significant
Quizizz	4.38			59.06	.000	Significant
Quizlet	4.52			24.42	.000	Significant

The findings show that there is a Significant Effect on using digital learning application to the student's performance in vocabulary test as Kahoot (F= 11.55, p=.001), Quizizz (F= 59.06, p= .000), Quizlet (F= 24.42, p= 0.00). The p- values are all lower than 0.05 (level of significance) thus the null hypothesis was rejected. This means that students learned and enjoyed from Kahoot, Quizizz and Quizlet. They learned because these increased their motivation and involvement in learning new English vocabulary and these were student-friendly online applications in learning English vocabulary.

According to Peregoy and Boyle (2012) they stated that using digital learning applications improved earners' reading and writing skills. The results of their study indicated that technology tools enhanced learners' reading and writing skills because they are user-friendly, and learners can learn at a faster and more effective way.

The salient points of the study presented found that the level of digital learning application in learning English vocabulary of students in terms of Kahoot was confirmed by the mean of 4.67 with a standard deviation of 0.65 which reveals that in learning English vocabulary of students in terms of Kahoot was interpreted as "Strongly Agree".

In terms of the level of digital learning application in learning English vocabulary of students in terms of Quizizz, with the mean of 4.33 and with a standard deviation of 0.89 reveals that the status of learning English vocabulary in terms of Quizizz was interpreted as "Strongly Agree".

Next is the level of digital learning application in learning English vocabulary of students in terms of Quizlet with the mean of 4.52 and with a standard deviation of 0.69 reveals that the learning of English vocabulary in terms of Quizlet was interpreted as "Strongly Agree".

Then the level of learning English vocabulary of students in terms of frequency of use of digital learning applications with the mean of 4.81 with a standard deviation of 0.61 reveals that the frequency of use of digital learning applications was interpreted as "Strongly Agree".

Based on the data gathered the level of student's performance in vocabulary test with the mean of 28.97 with a standard deviation of 1.22 was remarked as "Excellent".

The findings show that there is a Significant Effect on using digital learning application to the student's performance in vocabulary test as Kahoot (F= 11.55, p=.001), Quizizz (F= 59.06, p= .000), Quizlet (F= 24.42, p=0.00). The p-values are all lower than 0.05 level of significance thus the null hypothesis was rejected. It further revealed that enhancing English vocabulary in the means of digital learning applications has a significant effect on the performance in the vocabulary test of the students.

IV. CONCLUSIONS

In accordance with the findings, the conclusions were drawn. The study concludes that students have an excellent in the performance in the vocabulary test and digital learning applications help them in achieving it.

There was a significant effect on enhancing English vocabulary in the means of digital learning applications and performance in the vocabulary test of the Capitol View Christian School, Grade VI pupils, therefore the null hypothesis that there is no significant effect had been rejected.

V. RECOMMENDATIONS

From the said findings and conclusions, these are the following recommendations. Digital learning applications were useful tools for students in enhancing



their English vocabulary, so that it is easier for them to understand it. These digital learning applications were recommended to use for these provide a positive environment in the classroom, increase energy and add fun while learning English vocabulary. The researcher also advised to use these digital learning applications for it was encouraging as these shown the positive effects that using Kahoot, Quizizz and Quizlet improve motivation and the students' satisfaction is positive. The significant also seen from the student's engagement in the learning process when using Kahoot, Quizizz and Quizlet. The pedagogist innovations from using of Kahoot, Quizizz and Quizlet will help teachers to create a comfortable and victorious learning and be able to make an evaluation through these digital learning applications. Teachers must also properly use these digital learning applications so that students are not tired when the game progresses. Teachers must choose the quizzes types with the right objectives so that they can make an evaluation of the teaching process. Future researchers may use other instruments aside from questionnaires to further determine the significance of digital learning applications to the performance in the English vocabulary test.

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