STUDENTS' PERCEPTION OF THE USE OF ENGLISH APPLICATION "SIMPLER" FOR IMPROVING VOCABULARY SKILLS IN YOUNG LEARNERS

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Keywords: Vocabulary; Young Learners; Learning Media; Simpler Application	**Abstract:** Vocabulary is one of the important aspects connected to the four skills of English. To master all those skills, learners should achieve this skill. Simpler application is one of the number of applications used to enhance English language acquisition. The objective of this research was to explore students' perception of the use of Simpler application as a learning media for improving vocabulary skills in young learners. The research was conducted using a qualitative design. By adapted questionnaires that were developed by Saraswati, et. al. (2021). The subject of the research is young learners around the age of 11-12 years old. The result that showed in this research is Simpler application, an effective learning media to enhance elementary school young learners' vocabulary skill and can be applied as a learning media that were implemented in English teaching and learning process.

INTRODUCTION

Vocabulary is the core aspect of language that is required in language learning, particularly for communicating with others. Utami (2015) wrote that vocabulary is every list of the words in a language that a person knows or utilizes to communicate successfully. Vocabulary has a crucial part in English learning. It is one of the aspects connected to the four skills of English, which are listening, reading, speaking and writing. As a way to master all those skills, learners need to maintain an excellent vocabulary. This is supported by Bhatti, et. al. (2021), who said that learning vocabulary is an important aspect to learn for students with the best listening, reading, speaking and writing abilities. As stated by Sari (2018), to express their concepts in four forms of English, students have to master vocabulary skill.

Decarrico. J. S (2001) stated that vocabulary learning is essential to the acquisition, whether studying the language as a first, second, or foreign. According to Decarrio. J. S (2001), vocabulary learning and teaching concentrates by addressing current issues in education, for instance selecting which material to teach and how to teach it; explicit and implicit learning; vocabulary learning strategies; and the role of collocations. Sangia (2022) Vocabulary learning and teaching activities need learners' participation to be active and memorize words better. Based on Hutz (2018), English vocabulary teaching demands knowing its form and meaning. As mentioned by Decarrio. J. S (2001), teachers encouraged learners to recognize clues to word

meanings in context and acknowledged that exposure to words in various contexts is extremely important to a deeper understanding of a word's meaning. From the statements, we can conclude that the Importance of learning vocabulary in language acquisition involves participation of the Learners by memorizing the words, for the reason that learners acquire words from a young age, they listen when others speak or read for them. Vocabulary learning is important to build the foundation of English. By acquiring words, it could open up the possibilities to the world.

English is known as a big challenge both for the English Learners as well as for English teachers themselves, especially young learners. Young learners nearly have short concentration in class. They are hard to command. The particular reason for this circumstance is their excessively young ages. As stated by Bhatti, et. al (2021), during the learning cycle, they typically play around and talk with each other rather than paying attention to their teacher. There might be some shortcomings in industrial practice, there doesn't appear to be much published research on teaching English to young learners from the viewpoint of the teacher. As written by Copland and Garton (2014) research-based publications on successful strategies for teaching young learners remain relatively rare, despite the fact that this type of research has developed promptly in current years, reflecting the increase in the numbers of young children learning English globally.

It can be a challenging task for language learners to expand their vocabulary with many roadblocks to overcome. The common problem to be concerned is a lack of exposure to the target of language. Learners were able to discover it challenging to acquire new vocabulary without adequate exposure to the language. This problem can be particularly difficult for language learners who do not live in a country where the target language is spoken. The other common problems are memory of the language learner. This is supported by Zhang and Graham (2020) who said that certain learners consider it complicated to memorize new words and phrases, especially considering the large number of words they need to learn. Hasan and Habibie (2023) added that if learners do not regularly implement a new vocabulary in a range of settings, it might be tough for them to recall and apply it in their communication.

With the dynamics of the development of an increasingly quick and intense culture that was prompted by the advancement of science and technology, changes in learning patterns are necessary to update a conventional learning system, which is seen to be out of date and irrelevant. Without totally replacing the face-to-face classroom learning model, information and communication technology in the learning process serves as a link in the execution of knowledge transfer. The purpose of using information and communication technology in the classroom is to increase student learning outcomes and the individual quality of each student's use of technology more accurately and usefully. This is accomplished by implementing the learning process more effectively (Husain, 2014).

Based on Daryanto (2009), learning media is a tool for the process of teaching and learning. To make learning media applications in teaching and learning activities in education effective, it is crucial that they are planned, designed, and implemented in a methodical and appropriate manner. One method for adopting learning media is the use of media in the classroom or in classroom scenarios. Learning media are integrated with the teaching and learning process in classroom settings, with the aim of assisting students in achieving certain objectives.

To achieve young learners' learning outcomes in learning activities, in particular understanding of the material, teachers can use learning media that is simple and easy to use. Learning media has several advantages in the use of young learners, it can make it easier for young learners to understand a material and sparking their interest to learn in the subject matter and even having a positive psychological impact. In addition to that, learning media also enable young learners to pursue their own interests and learning styles. Learning media is another educational tool that can be utilized to increase the young learners' involvement in learning activities in such a way that provides them the direct learning experience (Setyawan and Susanto, 2019).

One of the learning media in developing vocabulary during the learning process is by using an application. Many applications have been used to improve and develop English skills, for instance, Duolingo, the most well-known application to learn English, Babbel. ELSA Speak, Rosetta Stone, FluentU, Memrise, Simples and many more. In accordance with Ramli (2018), it confirmed how technology might be implemented in the classroom in a number of ways to serve a range of purposes. Purwo, et. al. (2022) stated that by using the application method, learners' learning outcomes can be influenced, in light of the fact that in this era, learners are more engaged in learning when the teaching and learning activities provide interest, technology use, and convenience. In addition, Goz and Ozcan (2017), the function by using application as a learning media in teaching and learning activities might engage the learning performance. This is also supported by Ekayani (2017), who said that learning media can be utilized in the learning process, because of the fact that it can raise learners' thoughts, emotions, attention, and abilities or skills. In this study, learning media that the researcher retrieved were language learning media based on language learning application the Simpler, an interactive, intriguing, engaging and successful application for learners.

For the purpose of learning vocabulary in this case, the researchers employed the Simpler application. To prevent pupils from becoming disinterested in their English lessons, this application was designed with distinctive features and eye-catching images. Simpler is a language learning application to explore language not just English which can be used by all ages, both children or adults. Its main features include interactive lessons, engaging games, and real-life conversation practice, which collectively create an enjoyable and effective learning environment. The primary function of Simpler is to enhance vocabulary skills across multiple languages. The app caters to a diverse audience, serving both beginners and advanced learners. This inclusivity allows users to engage at their own level, fostering a supportive learning atmosphere. Students were able to participate actively in the learning process and ease tension by acquiring language cooperatively (Almuslimi, 2016). One of the key advantages of Simpler is its ability to adapt to individual learning paces. It provides personalized feedback and support, ensuring that each learner receives guidance tailored to their needs. This customization enhances the overall learning experience. The researcher believed that by using Simpler, learners could achieve a deeper understanding of vocabulary through immersive experiences and consistent practice. This method ultimately leads to greater confidence and fluency in their chosen languages, making Simpler a valuable tool for language acquisition. But in the modern era, technology plays a major role in how students learn, especially with regard to learning applications. Mobile applications are the appropriate media to encourage pupils to enjoy learning (Setiawan & Wiedarti, 2020). In summary, innovative and creative technology can have a good effect on the way students learn, particularly when it comes to English language development.

The decision to focus on the use of the Simpler application for vocabulary learning stems from its innovative approach to language acquisition, which is particularly relevant in today's technology-driven educational landscape. In addition, Fidyati (2018) asserts that the theory demonstrates the importance of vocabulary in language acquisition and that it acts as a gauge of how well language learners are speaking, listening, reading, and writing. As mobile applications increasingly shape how students engage with learning, Simpler's interactive features and personalized feedback provide a supportive environment that caters to diverse learners, from beginners to advanced users. This inclusivity not only fosters active participation but also addresses individual learning paces, enhancing the overall effectiveness of vocabulary development. By examining how such technology can improve language skills, this research aims to highlight the positive impact of creative tools on English language education and learner confidence.

Ramli (2018) proved in his research that the use of Simpler application in the students' vocabulary learning process was successful and increased the student's language skills, especially vocabulary. He also explained that using Simpler Application is effective to expand the first graders' students at SMPN 7 Tarakan. He conducted the research with 223 students of first grade at SMPN 7 Tarakan, 31 students were selected as the sample of this research. It showed by giving before and after treatment of using Simpler. The researcher administered a pre-test before applying the application to evaluate the students' vocabulary comprehension, and a post-test after using the application. The research focused on the outcomes or the effects of the influence of the Simple application. The result is significant, that Simpler application is very useful in developing students' English vocabulary.

Desi (2022) additionally discovered in her research that an attractive application can easily improve learners' vocabulary skill. The researcher used two classes of the tenth grade of SMAN 1 Pasir Sakti, which are X Ipa 3 and X Ipa 2 which consisted of 32 students, as the experimental class and the control class. The researcher gave the pre-test and post-test to the experimental and the control class. The research focused on determining whether there is a significant influence of using Simple application towards students' vocabulary mastery. She found that there is an influence by using Simpler application on increasing students at the tenth grade of SMAN 1 Pasir Sakti vocabulary mastery.

Based on the previous research above, the researcher aims to investigate the students' perceptions of the use of the Simpler application as a learning media on improving vocabulary skills on young learners. This research's objective is to describe the students' perception of the role of the Simple application in improving vocabulary on young learners.

METHOD
This study was conducted with a qualitative design. The subjects of this qualitative research study are elementary school young learners around the age of 11-12 years old. A descriptive approach was employed, focusing on understanding the opinions and experiences of students. The topic was chosen because vocabulary is the core aspect of language that is required in language learning, particularly for communicating with others, which would have allowed the researchers to draw relevant conclusions about the potential of Simpler application to enhance vocabulary abilities.

The research's instrument was adapted from the research of Saraswati, et. al (2021) about Student's perceptions toward the role of YouTube video in improving their speaking skills, to obtain the data from respondents. The questionnaire was adopted to investigate the students' perceptions of the use of English application 'Simpler' as a learning media for improving vocabulary skills in young learners, consisting of 14 items. There are two sections presented in the questionnaire. The first part consists of six statements that were about Simpler application in language learning. The second part consisted of six statements that were about the use of Simple application for improving vocabulary skill. There are four options to choose in the form of the statements: strongly agree, agree, disagree, and strongly disagree. The researcher used multiple-choice to make it easier to choose and to answer. The option will assess 4-3-2-1. Scale 4 indicated strongly agree, scale 3 indicated agree, scale 2 indicated disagree and scale 1 indicated strongly disagree.

RESULT AND DISCUSSION
Result
The result of the study is interpreted based on the response to the questionnaire.

Table 1. Simpler application in language learning

ITEMS	STATEMENT	FREQUENCY/PERCENTAGE			
		Strongly Disagree	Disagree	Agree	Strongly Agree
1	Simpler is beneficial tool for language learning	14,3%	0%	42,9%	42,9%
2	Students learn English faster and better by using Simpler	7,1%	7,1%	49,9%	42,9%
3	Simpler learning activities are very interesting and motivating	7,1%	7,1%	35,7%	50%
4	Simpler allows students to use the appropriate vocabulary and correct grammatical form	0%	14,3%	42,9%	42,9%
5	Students feel more comfortable in using Simpler to learn English	0%	7,1%	42,9%	50%
6	Students enjoy choosing materials on Simpler in learning activities	14,3%	0%	28,6%	57,1%

The first statement of the data is that Simpler application is a beneficial tool for language learning. The data showed that 42,9% of the students strongly agree; 42,9% of the students agree; 0% of the students disagree; and 14,3% of the students strongly disagree. This means the students gained positive feedback by using Simpler applications in their teaching and learning activities. The above explanation of Simpler application already showed various features that can enhance students' awareness in learning English. Not only that, these features are easy to interpret in teaching and learning activities.

The next statement is intended to know whether the students learn better and faster by using Simpler application. The percentage showed that 42,9% of the students strongly agree, 49,9% of the students agree with the statement, and 7,1% disagree and strongly disagree with the statement. It is because Simpler application using the same words and sentences multiple times. For example, they keep using the words "tea" and "coffee" many times, whether in learning vocabulary words, completing a sentence, translating the words, or even speaking the words. This can cause the students to keep remembering the words faster and better.

The third statement talks about Simpler application in teaching and learning activities that are interesting and motivating for students. Half of the students strongly agree that by using Simpler application, teaching and learning activities could be interesting and motivating with the percentage 50%, 35,7% of the students also agree with the statement. However, there are 7,1% of the students who both disagree and strongly disagree with the statement. Simple applications allow the user to use the application every day by setting an alarm. The user can choose whether they want to practice in the morning, afternoon, or at night. Simple applications also provide an interesting legendary detective story which include proper vocabulary and their meaning. These features are very fascinating to do because students did not only improve their vocabulary skill but also practiced their listening by listening to the witness interview.

The following statement aimed to know whether Simpler applications allow the students to use proper vocabulary and correct grammatical forms. The questionnaire presents that 42,9% of the students choose either strongly agree or agree, 14,3% of the students disagree and nobody stated strongly disagree with this statement. The students agree that Simpler applications allow them to have a proper vocabulary and correct grammatical form by learning it with suitable images of the words and a correct pronunciation of the speaker. Simple applications also provide jumbled words at the end of the session to see if the user still remembers the words that they have learned or not. This can help students unconsciously learn grammatical form, a proper vocabulary and how to pronounce it.

In the fifth statement, the researchers are concerned with the students' feelings when using Simpler applications to learn English in their teaching and learning activities, by stating that they feel more comfortable using Simpler applications to learn English. The data showed that 50% of the students strongly agree and 42,9% of the students agree with the statement. This indicates that students indeed feel more comfortable by using Simpler applications to learn English. Students can use Simple applications anytime and anywhere like at home, in public transportation when they feel bored to occupy their free time. Thus, Simple application was not only for teaching and learning usage but also in daily life use.

The last statement of Simpler application in language learning is about students' choice in selecting materials on Simpler applications in teaching and learning activities and whether they enjoy it or not. The data showed that half of the students with 57,1% strongly agree with the statement, 28,6% of the students agree, 14,3% of the students strongly disagree and no one chooses to disagree. It is because before they got into the materials, Simpler allowed the user to choose three topics that the user needed. These topics are basic vocabulary, food and drink, job, city and transportation, house and garden, kitchen, clothes and accessories, sport, school amenity, hobby, nature and animals, and many more. Simpler also provides a topic according to its use, such as important verbs, popular words, human's quality, business and technology, people, relations and so on. Students are pleased with various topics to choose on Simpler and according to their needs or their level. For instance, students can choose the level like beginner, intermediate by knowing a couple of words or more difficult like upper-intermediate.

Table 2. Simpler application for improving vocabulary skill

ITEMS	STATEMENT	FREQUENCY/PERCENTAGE			
		Strongly Disagree	Disagree	Agree	Strongly Agree
1	Simpler allow students to organize while improving vocabulary	7,1%	7,1%	28,6%	57,1%

2	Simpler increase the number of new words that students learn	7,1%	7,1%	21,4%	64,3%
3	Students' vocabulary improved when you learn via Simpler	0%	7,1%	42,9%	50%
4	Simpler help students guess the meaning of unfamiliar words	7,1%	14,3%	28,6%	50%
5	Students have a better understanding in the material when using Simpler	0%	7,1%	50%	42,9%
6	Simpler help students segment the stream of speech into a recognizable unit	7,1%	7,1%	21,46%	64,3%

Table 2 indicates the students' response to how to implement Simple application in improving their vocabulary skill. The seventh statement stated that Simple applications allow students to organize while improving vocabulary. The percentage showed that half of the students with 57,1% strongly agree with this statement, following 28,6% of the students who agree with this statement. It is because by learning English on a Simpler application, students will get to organize the new words while improving their vocabulary. Vocabulary connected to other English skills, understanding vocabulary by means students will be able to increase their level of other skills. Simple application presents not only an image of the new words but also audio to learn how to pronounce these words. Then, at the end of the session, students will see how these words actually relate to one another, and can combine them into a sentence. Furthermore, Adelaide (2024) supported that when encountering unfamiliar words, creating sentences with each word enhances students' memorization. This contextual learning makes remembering easier.

The ensuing statement dealt with the number of new words that students got when using Simpler application. The table presents that 64,3% of the students stated strongly agree, and 21,4% expressed agreement. This is because Simpler applications have word overview that students get on each day. They can also see how many new words they got. If the students lose track of the words they have learnt, they can recall the materials again. Meanwhile, 7,1% of the students stated disagree and the same percentage also strongly disagree. Ariyani (2022) observed in her research that there are significant improvements in vocabulary mastery among tenth graders who used the Simpler application. Added by Purwo (2022) that using Simple application leads to substantial improvement in English vocabulary among students. They also conducted in their research that first-grade students found an average increase from 48.19 to 78.00 in their final test after six meetings of using Simpler application.

In the ninth statement, the researcher wanted to know whether student's understanding especially in vocabulary skill improved when they learn English with Simple application as the media. The data showed that the exact 50% of the students strongly agree with this statement, 42,9% of the students agreed that Simpler application indeed improves their vocabulary. Simpler is indeed a valuable tool that can be used as a learning medium in teaching and learning activities for improving a student's English vocabulary. On the contrary, 7,1% of the students chose to disagree and nobody strongly disagreed. This is supported by Purwo (2022) that students' activities improved significantly during the treatment phase, enabling them to mention vocabulary and compose appropriate sentences. The research resulted in a noticeable difference in learning outcomes compared to classes without using the Simple application.

The tenth statement is about Simpler applications that help students to guess the meaning of unfamiliar words. The questionnaire shows that 50% of the students strongly agree, and 28,6% of the students agree that Simpler application truly helps them in increasing their vocabulary skill by guessing the meaning of the new words. On the other hand, 14,3% chose to state disagree and 7,1% strongly disagreed. Simpler applications did not directly help students guess the meaning of unfamiliar words. It implements several strategies that indirectly increase in vocabulary and understanding by guessing unfamiliar words over time through repeated exposure and practice. The feature in Simpler application contains a sentence that can help students associate new words with meaning. This can enhance students' memorization in guessing unfamiliar word meaning based on context clues.

In the statement 11, the researcher aimed to know more about students' understanding in material when they used Simpler application as their learning media in teaching and learning activities. The table shows that 42,9% and 50% of the students strongly agree and agree with this statement. While, only 7,1% of the students chose to disagree with this statement and no one strongly disagreed. The indicative, comprehensive, motivational learning tool in Simpler application helps students feel more confident and better understanding in their learning process. As it is written in Ariyani (2022), the simplicity and flexibility in the Simler application make it easier for teachers to provide understanding materials to students during the teaching and learning process. This ease motivates students to learn more actively, and contributes to better overall comprehension.

The last statement on the table is about how a Simpler application can assist students to distribute the stream of the speech into recognizable units. The data showed that more than half of the students chose to strongly agree with the statement with 64,3%, 21,4% of the students chose to agree, and 7,1% of the students chose to disagree and strongly disagree with this statement. This is because Simpler applications contain various features of learning from easy to difficult from low to high from beginner level to high level, so that students can easily understand speech according to their level. Simple applications provide repetition over the same words, either on the pronunciation, the meaning, grammar, or more over, thence the students can comprehend the word properly from all points of view. Over time, students will be able to understand difficult words as long as they keep increasing their level.

Discussion
English is one of the biggest challenges for English learners and English teachers. The specific reason for this situation is their young age. According to Bhatti, et. al (2021), states that during the learning cycle they usually play the main game and talk to each other without paying attention to the teacher. One of the learning media in developing understanding of the learning process is by using an application. In this study, a sample was taken using a questionnaire to determine students' interest in learning English using the Simpler application.

Based on table 1. It can be seen that many students support the use of the Simpler application in the English learning process as an interesting, easy and comfortable activity to use. This is because the Simpler application is a simple application with attractive features and students can use the Simpler application anytime and anywhere such as at home, public transportation or when they feel bored when filling their free time. The Simpler application not only improves

vocabulary skills but also trains their listening. The use of topics in the Simpler application makes students happy with a variety of topics to choose from according to their needs or levels.

The decision to focus on using the Simpler application for vocabulary learning stems from an innovative approach to language acquisition, especially in a technology-driven educational landscape. The Simpler application in improving skill skills is divided into 5 (five) statements. There are 3 (three) statements that are widely agreed upon by students regarding the Simpler application. Based on table 2. It can be seen that the use of the Simpler application in improving comprehension skills is easier to increase the number of new words learned by Simpler and also helps students in grouping speech streams into recognizable units. Simpler also allows you to manage words while improving student skills. This is because the Simpler application not only presents images and words but also presents audio to learn how to pronounce the word. This is in line with previous research by Adelaide (2024) which supports that when finding unknown words, making sentences with each word can improve students' memory. This contextual learning makes memory easier.

The Simpler application has a word overview that can be used daily by students. Students can also see how many new words they have acquired. The various learning features in the Simpler application have levels of ease and difficulty ranging from beginner to advanced levels. Over time, students are able to understand words that promise to continue to improve their level. Desi (2022) in his study observed that there was a significant increase in vocabulary mastery among tenth grade students who used the Simpler application. Purwo (2022) added that the use of the Simple application resulted in a substantial increase in English comprehension among students.

CONCLUSION

From the data above, concluded that The Simpler application can enhance vocabulary skills in young learners through an engaging and interactive approach. By integrating various features such as visually appealing images and audio pronunciations, Simpler caters to different learning styles, making it easier for children to understand and remember new words. The app employs gamification elements, allowing students to participate in fun quizzes and challenges that not only motivate them but also reinforce their vocabulary retention through repetition and contextual learning.

Additionally, Simpler offers a personalized experience, enabling learners to select topics of interest and appropriate difficulty levels, thereby maintaining their engagement and encouraging active participation in the learning process. The progress tracking feature further supports learners by providing insights into their achievements and areas for improvement, fostering a sense of accomplishment. Overall, the advantages for learners include improved vocabulary acquisition, enhanced pronunciation skills, increased motivation through interactive content, and the ability to learn at their own pace in a flexible environment, making Simpler an effective tool for language development.

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