UTILIZING *LEARNINGAPPS.ORG* FOR VOCABULARY REMOTE LEARNING (VRL)
IS IT HELPFUL?

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Abstract

During the year of 2021, the mode of online instruction seemed to be longer than expected due to the new variant of COVID-19. Both teachers and students had to face again the challenges of web-based study, including teaching and learning of English vocabulary for nursing. The interaction with technology should be more varied than before since the increase of boredom during online learning. *Learningapps.org* became the one of best options to help the students of nursing mastering their vocabulary in English. This study presented the students' perception on the use of *Learningapps.org* to improve their English vocabulary in the context of remote learning due to the pandemic. The finding revealed that the students positively perceived the ease of use, the usefulness, and the satisfaction of *Learningapps.org*. They found that this platform was enjoyable, attractive, meaningful, and helpful to learn English vocabulary for nursing.

Keywords: vocabulary, leraningapps.org, remote learning

INTRODUCTION

In the mid of 2021, the second wave of COVID-19 due to the new variant of Delta attacked Indonesia. This emergency situation forced the government to postpone the face-to-face meeting in the classroom as planned in advance in which the students would go to school in the new academic year. While learners remain at home, institutions, schools, and universities must continue to train them by using distance learning from institutions to their homes. One of which is including the online setting applied for the students of Nursing at *Poltekkes Kemenkes Malang*. Here, both teachers and students, once again, struggled to create a healthy learning environment to keep the students away from getting bored and stressful. Despite the crisis, the Coronavirus outbreak is emerging new innovations and giving a chance to the teachers to make the best of circumstances (Jamal, 2020), particularly to teach English vocabulary in the context of remote learning during pandemic. In this case, the focus will be on the students of Nursing Department at *Poltekkes Kemenkes Malang*. As a way out, there were abundant alternatives accessible in this challenging scenario, and teachers must select the best approach and put on it to teach their students (Talpur, Kalwar, & Talpur, 2021).

Many previous research figured out that the use of ICT (Information and Communication Technology) tools in the times of COVID-19 pandemic were able to help the students mastering language during this online setting or distance learning situation. One finding showed that the use of technology and contemporary methodologies has resulted in significant changes in the improvement and enrichment of education standards in the higher education system in the last decade (Talpur, Kalwar, & Talpur, 2021). Another result also revealed that by integrating ICT tools, learners can elevate their knowledge and communication opportunities, which

are regarded as essential to learning a language (Pratiwi & Ubaedillah, 2021). In other words, it was stated that the use of technology effectively improved students' English vocabulary in the context of remote learning.

Referring to those findings, the use of *Learningapps.org* was one of the options selected by teachers to teach English vocabulary for nursing students. A study found out that the students perceived the ease of use and usefulness of *Learningapps.org* highly and positively in online class (Susanti, Suryati, & Astuti, 2021). According to this research, *Learningapps.org* has various learning activities, automatic feedback, challenging as well as attractive exercises. It much more helps the students to master English vocabulary in a fun way. This application also has lots of benefits or advantages for the students during the online remote learning, as revealed by another previous study which found that technology contributed in students' learning process and provided them with enjoyable activities to acquire English vocabulary such as Kahoot!, Quizziz, & Duolingo not only for the online setting but also for emergency/remote online learning (Ajisoko, 2020; Guaqueta & Garces, 2018; Huei, Yunus, & Hasim, 2021).

Learningapps.org is a free online platform that allows teachers to generate a wide variety of online learning activities, such as: matching, fill-in-the-blanks, word grids (word search) and crosswords, maps, voting, ordering, and many more (Dyer, 2020). The platform has templates for most common practices and some innovative templates with game concept which makes it perfect for all types of students. *Learningapps.org* is the easiest online platform to promote self-study in learning vocabulary. Regarding the ease of use, the usefulness, and other benefits, there were very limited study dealing with this issue, particularly the use of *Learningapps.org* for vocabulary remote learning during the pandemic. Therefore, this study aimed to find the students' perception of Nursing Department towards the use of *Learningapps.org* in improving their English vocabulary during the COVID-19 outbreak and in the context of ESP.

RESEARCH METHOD

This study aimed to find out the students' perception, point of view, or opinion of the utilization of *Learningapps.org* to improve English vocabulary in the context of remote online classroom during the pandemic of Novel Corona Virus. Regarding the purpose of study, a descriptive research with survey research design was employed to collect and analyze the research data. Survey research is naturally used to describe opinions, points of view, attitudes, and preferences of certain population in large number (Latief, 2011). In addition to that, this type of research allows for a variety techniques to recruit participants, collect data, and utilize various instruments such as questionnaire, open-ended questions, or mixed instruments (Ponto, 2015). Through the survey research design, the writer would obtain a descriptive data of large population and be objectively organize and analyze.

The 135 students of Nursing Department at three study programs of *Poltekkes Kemenkes Malang* were involved in this study. They were in the first grade of study program and consisted of 116 female and 19 male students.

Online questionnaire as the instrument of the study was adapted and modified from Susanti, Suryati, & Astuti (2021) that has been tested using SPSS 22 and the items were considered to be reliable and valid to use with the coefficient 0.840 just above 0.334. The number of items of

questionnaire was 17 closed-ended questions and consisted of three main parts: (1) The Demographic Data (item 1 – 5), (2) The Ease and Usefulness of *Learningapps.org* (item 6 – 15), (3) The Satisfaction of Use of *Learningapps.org* (item 16 & 17). To support the result of online questionnaire, the writer constructed open-ended question that was completed after the learning process through *WhatsApp Group*. In addition to that, Indonesian language was used in the questionnaire to help the respondents easily get the point for each item as well as time effectiveness.

The data collected from the questionnaire was analyzed in the form of percentage and described to draw a conclusion. While the data from the open-ended question through *WhatsApp Group* was presented in the form of summary to support the main data.

FINDINGS AND DISCUSSION

In this section, the study presented the findings and discussion regarding the students' perception on the utilization of *Learningapps.org* to improve English vocabulary in the context of remote learning from the questionnaire distributed to 135 participants of nursing students. All the findings were tabulated based on percentages and was analyzed using descriptive data analysis. The findings included the demographic information, the ease and usefulness of *Learningapps.org*, and the satisfaction of using the application.

1. Demographic Data

Based on the data collection from the questionnaire, the demographic information figured out the data about gender, students' age, study program, students' college level, and internet access during pandemic of *Coronavirus*. The followings were the detailed information of demographic data in the form of data table.

Table 1. The Demographic Data

Items	N	(%)
Gender		
- Male	19	14.1%
- Female	116	85.9%
Age		
- 18 years old	34	25.2%
- 19 years old	92	68.1%
- 20 years old	6	4.4%
- Above 20 years old	3	2.2%
Study Program		
- Trenggalek Nursing Program	48	35.6%
- Ponorogo Nursing Program	38	28.1%
- Blitar Nursing Program	49	36.3%
Students' College Level		
- 1st grade	135	100%
- 2nd grade	0	
Internet Access		
- Available	131	97%
- Not available	4	3%

Table 1 presented the information of demographic of the respondents. They were mostly female students with the total number 116 (85.9%) and 19 male students or 14.1%. This study did not reveal the gender aspect in association with the students' perception on the use of *Learningapps.org* in the context of vocabulary remote learning. The second information was regarding the age of the participants. There were 34 (25.2%) participants at the age of 18 years old, 92 (68.1%) at the age of 19 years old, 6 (4.4%) at the age of 20 years old, and 3 (2.2%) above all. In addition to that, all the participants of this study were on their first grade (100%).

Based on this information, the respondents of this study, most of them, were the early adult learners who were easily engaged to the use of technology in this digital era. It was one of the key points as the participants were technologically literate which is supporting the online setting during pandemic. A study conducted in higher education found that the students' point of view regarding the use of learning application was highly positive. They said that learning applications made the learning procedure very efficient and effective (Ansari & Tripathi, 2017). This meant that by using learning applications or technology, the students were able to access learning course anytime and anywhere without any burdens.

Another result of demographic data was the study program from which the respondents taking their major study. They included three study programs of nursing (Trenggalek (35.6%), Ponorogo (28.1%), and Blitar (36.3%)). These study programs located in the rural area of East Java Province but not in the isolated ones. In this regions, the network is sufficient to access online information from their gadgets both smartphones and computers. The study reported the internet connection issue dealing with the most challenge faced by the students during online remote learning due to pandemic of COVID-19 namely low-speed and bandwidth of the internet (Ansi, Garad, & Ansi, 2021). According to the data, the availability of internet connection of the students to join the English online course for VRL was 97% (131 students) and only 3% (3 students) did not have any access to the internet. From the result, it was revealed that the nursing students had a sufficient access to connect to the online materials and each other even using the low-

technology such as *WhatsApp* application and *Google Search*. The *Learningapps.org* is easily embedded through *Google Classroom, WhatsApp, Zoom Cloud Meeting, Google Meet,* and others since it can be shared using link. In addition to that, this application required very low-internet bandwidth.

2. The Ease and Usefulness of *Learningapps.org*

The online questionnaire consisted of a question of familiarity and eleven questions of students' perception focus on the ease and usefulness of the Learningapps.org was administered to the respondents. Figure 1 and Table 2 presented the data tabulation of percentages of each item.
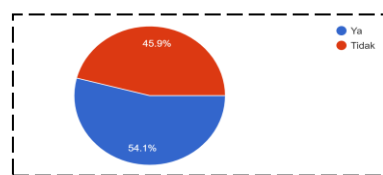

Figure 1. The Students' Familiarity

Table 2. The Students' Perception

Items	SD	D	A	SA
Learningapps.org is very easy to be used in English online learning during pandemic	1 (0.7%)	2 (1.5%)	44 (32.6%)	88 (65.2%)
The instructions used in Learningapps.org is easy and simple to understand for English online learning during pandemic	2 (1.5%)	0%	42 (31.1%)	91 (67.4%)
English learning activity during pandemic using Learningapps.org is very enjoyable and meaningful	2 (1.5%)	3 (2.2%)	34 (25.2%)	96 (71.1%)
Learningapps.org is an attractive media	1 (0.7	2 (1.5	36 (26.	96 (71.

for English online learning during pandemic	%)	%)	7%)	1%)
I like and be motivated with the automatic response used in Learningapps.org during pandemic	2 (1.5%)	1 (0.7%)	47 (34.8%)	85 (63%)
Learningapps.org helps me to easily and interestingly memorize the meaning of words of English during pandemic	2 (1.5%)	1 (0.7%)	40 (29.6%)	92 (68.1%)
Learningapps.org helps me to learn English word spelling very well and properly in the online learning during pandemic	2 (1.5%)	0 (0%)	46 (34.1%)	87 (64.4%)
Learningapps.org improves the number of English vocabulary during the pandemic	2 (1.5%)	1 (0.7%)	43 (31.9%)	89 (65.9%)
Learningapps.org helps me to improve my English achievement during the pandemic	2 (1.5%)	0 (0%)	44 (32.6%)	89 (65.9%)

Figure 1 portrayed the familiarity of the *Learningapps.org* among the students. From the data, it was reported that the students who have known this application in advance were 73 (54.1%) and those who did not were 62 students (45.9%). This information revealed that more than half of the students had no difficulty in using this application to help them improving English vocabulary during pandemic. To those who have not known yet about the use of this application in language learning experienced the same thing, very easy to use for online setting. This could be found on the supported data about the respondents' perception on the ease and usefulness of *Learningapps.org*. This result might be the impacts from the use of technology in language learning. Some studies figured out that the students in any level of education showed a positive attitude and response as well as increased learning achievement particularly in English vocabulary aspect, such as by using *Duolingo, Kahoot!, Quizziz, Socrative,* and so forth (Ajisoko, 2020; Hadi & Athallah, 2021; Kaur & Naderajan, 2019; Pratiwi & Ubaedillah, 2021).

Table 2 presented the data focusing on the students' perception on the ease and usefulness of *Learningapps.org* for Remote Vocabulary Learning. In the item number 7 "Learningapps.org is very easy to be used in English online learning during pandemic" was found that 44 (32.6%) and 88 (65.2%) respondents agreed and strongly agreed; 1 (0.7%) and 1 (0.7%) respondents disagreed and strongly disagreed. The item of questionnaire number 8 "*The instructions used in Learningapps.org is easy and simple to understand for English online learning during pandemic*" showed that 42 (31.1%) and 91 (67.4%) respondents agreed and strongly agreed, meanwhile 2 (1.5%) respondents strongly disagreed.

Item number 9 with the statement "*English learning activity during pandemic using Learningapps.org is very enjoyable and meaningful*" revealed that 34 (25.2%) and 96 (71.1%) respondents agreed and strongly agreed, while 3 (2.2%) and 2 (1.5%) disagreed and strongly disagreed. Item number 10 with the statement "*Learningapps.org is an attractive media for English online learning during pandemic*" reported that 36 (26.7%) and 96 (71.1%) respondents agreed and strongly agreed, while 2

(1.5%) and 1 (0.7%) disagreed and strongly disagreed.

Item questionnaire number 11 with the statement "*I like and be motivated with the automatic response used in Learningapps.org during pandemic*" reported that 47 (34.8%) and 85 (63%) participants agreed and strongly, while 1 (0.7%) and 2 (1.5%) disagreed and strongly disagreed. The next item (12) with the statement "*Learningapps.org helps me to easily and interestingly memorize the meaning of words of English during pandemic*" presented 40 (29.6%) and 92 (68.1%) respondents agreed and strongly agreed, while 1 (0.7%) and 2 (1.5%) disagreed and strongly disagreed.

Other findings based on the questionnaire (item number 13) with the statement "Learningapps.org helps me to learn English word spelling very well and properly in the online learning during pandemic" figure out 46 (34.1%) and 87 (64.4%) agreed and strongly agreed, while 0 (0%) and 2 (1.5%) disagreed and strongly disagreed. Item number 14 with the statement "Learningapps.org improves the number of English vocabulary during the pandemic" presented 43 (31.9%) and 89 (65.9%) agreed and strongly agreed, while 1 (0.7%) and 2 (1.5%) disagreed and strongly disagreed. The last finding on the students' perception was the statement of "Learningapps.org helps me to improve my English achievement during the pandemic" and the result was 44 (32.6%) and 89 (65.9%) agreed and strongly agreed, while 0 (0%) and 2 (1.5%) disagreed and strongly disagreed. Supporting the data in the form of percentages, this study conducted a written-online interview via WhatsApp Group. The respondents were given some questions at the end of the meeting to ask about their learning experiences using the *Learningapps.org* regarding the aspects of enjoyment and usefulness. Figure 2 – 4 below represented additional data supporting the main result of the questionnaire. The figure showed that most of the students of nursing department were mostly enjoyed the fun learning with certain topics related to nursing topics. They stated that that the *Learningapps.org* was joyful and useful to help the students mastering English vocabulary because it contained colorful pictures. During the pandemic, the students had to join and adapt to the sudden move of online setting. This policy brought some burdens up for the students to have a self-learning at home. Dealing with this, the teachers demanded to utilize and select technology to motivate and promote meaningful and fun online activities as well as to keep the stress away since technology based learning was a bright facilitator in improving the effectiveness and efficiency for learning Experience (Irrinki, 2021).
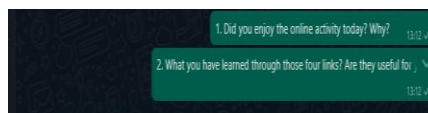

Figure 2. The Items of Interview

Figure 3. Students' Responses

The above explanation of research finding showed that most of the students agreed that *Learningapps.org* is very easy to use due to the simple, clear, and

comprehensible language instructions of the *Learningapps.org.* In addition to that, the *Learningapps.org* has a wide variety of learning activity and *gamification* mode as well as promotes enjoyable self-study (Asongu, 2019; Dyer, 2020; Jati & Dewi, 2021) that helps the students to be more motivated in learning vocabulary of English, particularly in the remote online setting during pandemic. The result of the interview also stated that the students had an easy way to memorize lots of vocabulary (nursing topics) using this application for its wide variety of online learning activities, content with colorful pictures, and pleasure. Overall, the use of *Learningapps.org* in the context of Vocabulary Remote Learning was extremely helpful to improve students' vocabulary based on students' perception.

3. The Satisfaction

Another result of the questionnaire regarding the students' satisfaction of the use of the *Learningapps.org*. Table 3 below described in percentage the two items of questionnaire.

Items	SD	D	A	SA
I like and satisfy learning English vocabulary using Learningapps.org during pandemic	2 (1.5%)	0%	44 (32.6%)	89 (65.9%)
I am looking forward to learning reading, writing, listening, and speaking using Learningapps.org in the future	2 (1.5%)	0%	42 (31.1%)	91 (67.4%)

According to Table 3, the students preferred and satisfied to learn English vocabulary in the topic of nursing using *Learningapps.org* during pandemic. The percentage showed 32.6% and 65.9%

agreed and strongly agreed to the satisfaction of application use. Another item stated that the students were looking forward to learning language skills (reading, listening, writing, speaking) using *Learningapps.org* in the following academic year. The percentage showed 31.1% and 67.4% agreed and strongly agreed. This result was the evidence that the use of *Learningapps.org* became the most favorite and preferred online activity to learn English for nursing vocabulary during the pandemic. This findings also added another support that learning English vocabulary through technology, particularly, learning application was very helpful and satisfying since ICT (Information Communication & Technology)-based application promoted students' interest, motivation, and self-efficacy (Apriani, et.al, 2022).

CONCLUSION

In this pandemic situation, not only that the face-to-face mode of learning had to move to the online setting, but the use of technology also became the crucial issue dealt by the students and teachers. Teachers should select the best tool or media of learning to meet goals of learning, particularly in the context of remote learning during the pandemic. In order to achieve this purpose, some new techniques or learning media must be employed. One of the possible media packed with attractive features offered due to the technology advancement is the *Learningapps.org.* Based on the findings and discussions, it was concluded that the perception of the utilization of *Learningapps.org* to improve English vocabulary for nursing students gained highly positive perceptions from the students. The good perception of students towards the *Learningapps.org* was in terms

of the ease of use, the usefulness, and the satisfaction.

The result of this study could be taken as one of considerations to choose appropriate tool applied in the online classroom during pandemic. The *Learningapps.org* was proven to be very useful to help the students improving their vocabulary in English. This application was very interesting, helpful, and meaningful in online remote learning experiences of students.

Further research is demanded to conduct and investigating further about this application since there is still very limited study on this application. The researcher may investigate the use of *Learningapps.org* for other English language skills during *Novel Corona Virus* outbreak to support or contradict the previous findings.

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