



UNPACKING STUDENTS' PERCEPTION OF MOBILE LEARNING THROUGH FALOU APP FOR VOCABULARY MASTERY

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Abstract

This study explores students' perspectives on the use of the Falou application as a tool for enhancing vocabulary acquisition. Conducted with a qualitative approach, the research involved a survey distributed to students enrolled in English language courses across various educational institutions. The survey aimed to gather insights into how students perceive the effectiveness, usability, and overall impact of the Falou application on their vocabulary learning process. The findings indicate that students generally hold a positive view of the Falou application. Key advantages highlighted include its user-friendly interface, interactive features, and the ability to provide personalized learning experiences. Students reported that the application facilitates engaging learning activities that help them remember new words more effectively. Additionally, many participants noted that the app's gamified elements contribute to increased motivation and sustained interest in vocabulary learning. However, some challenges were also identified. Students expressed concerns regarding technical issues such as connectivity problems and occasional difficulties in navigating the app's features. Despite these challenges, the overall sentiment suggests that the Falou application is a valuable resource for improving vocabulary skills among learners. In conclusion, this research underscores the potential of digital applications like Falou in modern language education, emphasizing their role in making vocabulary acquisition more accessible and enjoyable for students. Further studies could explore long-term impacts on vocabulary retention and overall language proficiency.

Keywords:

Falou Application, Vocabulary Mastery, Qualitative Research

A. INTRODUCTION

English is evolving so quickly these days that it is not just for adults and teenagers to learn. Since English is a universal language that all age groups must be able to understand, kindergarteners are now required to study it. Learning English is becoming more and more important. Nowadays, a lot of people are beginning to learn English and are accustomed to communicating in it on a daily basis. English instruction is currently being implemented for students in preschool through kindergarten. In the advancement of technological innovations, it is imperative for educators to possess the capability to implement technology effectively, utilizing it as an instrument in the educational process. A plethora of applications exists that can facilitate the learning experience. Educational applications serve as instruments that may be employed as resources, materials, or methodologies in instructional and learning activities.(Lainatusshifa Saragih et al., 2024) Thus, learning English is crucial during the formative years, like kindergarten, and kids can also pick it up quickly. The faster they become fluent in English, the more linguistic they become in their teens (Fitri & Ardipal, 2021)

Vocabulary includes not only basic words, but also phrases and expressions that have a specific meaning. Vocabulary consists of various words that form the basis of communication in a language. Each word in the vocabulary has a specific meaning and function in the sentence. Thus, vocabulary is crucial as the basis of communication. In the class, students often face several difficulties in learning vocabulary, including difficulty in remembering new vocabulary, understanding double-meaning words, difficulty in spelling new words, lack of opportunities to practice speaking or writing, and lack of confidence. But that can be changed, learning can also be done outside the classroom. The lexicon is acknowledged as the principal element in the mastery of both a primary language and any subsequent language. This assertion is predicated on the premise that vocabulary serves as the fundamental units enabling individuals to convey information, articulate their concepts and reflections, and comprehend the substance of textual materials.(Zhe & Saadon, 2024). Learning vocabulary cannot only be done in the classroom without practice outside the classroom, learners must build their learning strategies, especially for their vocabulary development. Therefore, students can use learning media outside the classroom to overcome their difficulties.

In addition to guidance from educators, students can use some learning media. Learning media is a learning tool that can attract students' attention when learning takes place, so that students do not feel bored when following the teaching and learning process. There are several media that can be used in learning, one of which is online application. Online applications can be accessed on various platforms as long as they are

connected to the internet. Therefore, online applications make it easy to interact and perform various learning activities.

One of the online applications that can be used in learning is Falou. The Falou app can be installed through Play Store or App Store. The Falou app is a platform designed to improve communication skills. The Falou app has a variety of conversation models and quizzes to help users become more fluent in using foreign languages, one of which is English. Falou app provides various interesting features such as recording feature, speaking practice, writing practice, instant feedback, real situation-based dialog, etc. An excellent feature of this app is its ability to customize learning materials according to the user's ability level, making the learning process more personalized and effective. Currently, there are 747,565 people who have installed this app and the app rating has reached 4.9. The findings come from some research derived from the Falou application questionnaire demonstrate a high degree of appropriateness for novice learners of the German language, particularly in terms of facilitating pronunciation practice and aiding students in autonomously acquiring and comprehending the content as well as daily expressions pertinent to familiarizing themselves with the subject matter. (Putri & Indriwardhani, 2024). The results showed that students' interest was higher in learning vocabulary after using the falou application as an English language learning media. It can be said that the use of falou application in the vocabulary learning process is an effective solution for students at Mts Madani Ikhwanul Hasanah. (Muhammad et al., 2024)

This research aims to explore students' perspectives on the effectiveness of the Falou application in enhancing their vocabulary skills. Specifically, it seeks to understand how students rate the app's ability to support their vocabulary acquisition, identify which features contribute most to their learning, and uncover any challenges they encounter. By examining these aspects, the study aims to provide a comprehensive understanding of Falou's impact on vocabulary development, offering insights that could help educators and developers optimize the app for better learning outcomes.

B. RESEARCH METHOD

In order to thoroughly investigate the subject and obtain rich, in-depth insights, this study employed a qualitative research design. The researcher used the case study approach, which enables a thorough analysis of a particular group or situation, to accomplish this. The research employs a case study as its methodological framework. Bryman in Fatimah posits that a case study constitutes a research design characterized by an in-depth and comprehensive examination of a singular case. Nevertheless, in this

investigation, a blended learning approach utilizing the Falau Application was implemented concurrently.(Fatimah et al., 2020).

Participants in this research was the fifth-semester of English Education Study Program of Raden Intan Lampung Islamic State University in Bandar Lampung. Twenty students in all were chosen to participate, serving as a sample group that might offer insightful opinions and information pertinent to the study's goals. By concentrating on this particular group, the study sought to reveal complex insights into their experiences, difficulties, and results in relation to the research topic. The use of qualitative and case study methods ensured that the data collected was comprehensive, context-sensitive, and aligned with the study's goals of exploring real-world educational settings.

A questionnaire served as the main tool for gathering data for this investigation. The closed-ended questions on the questionnaire were intended to elicit organized answers from the respondents. The questionnaire's specific goal was to find out how the students felt about using the Falou app to expand their vocabulary. To make it easier to analyze the students' answers, the questionnaire used a four-point Likert scale format. Strongly Disagree, Disagree, Agree, and Strongly Agree were the four choices offered. Participants were able to indicate how much they agreed or disagreed with the assertions made thanks to this approach, which gave insightful information about their viewpoints and experiences.

Twenty items made up the questionnaire, which was separated into four sections to cover various subject topics. The usefulness of Falou in promoting language acquisition was the main topic of items 1-5. Items 6–10 investigated the perceived drawbacks of using the application, while items 11–15 looked at the benefits of Falou. Lastly, items 16–20 evaluated how engaged and interested the students were in using these programs. The researcher was able to gather detailed information on a number of aspects of the students' experiences thanks to this methodical methodology, which guaranteed a careful examination of the advantages and disadvantages of utilizing Falou as a vocabulary-learning tool.

Following participant data collection, the replies were examined and converted into descriptive data to aid in interpretation. In order to better comprehend the themes and patterns arising from the participants' responses, the questionnaire items were grouped according to their relevant content. Percentages for each response option across the several categories were then computed in order to quantify the aggregated data. The participants' perceptions were succinctly and visually represented by this statistical method, which also highlighted areas of agreement, disagreement, and trends. The researcher was able to make well-informed findings regarding the efficacy, benefits,

and drawbacks of utilizing the Falou program for vocabulary learning by structuring the data in this way, which made the analysis more meaningful and structured.

Finally, data were analyzed using thematic analysis by Braun & Clarke (Dawadi, 2020). There are six stages in this analysis; familiarizing the data, generating initial codes, searching for themes, reviewing the potential themes, defining and naming themes, and producing the report. In the process of analysis, the data are read and re-read in order to familiarize the data considering the aim of the research. In addition, the data were coded, and they are identified to attach the labels and index them as they relate to a theme in the data, data then were sorted and collected into themes. After that, it is reviewed and named to give the readers a sense of what the theme is about. Finally, it is written- up as the report (Braun & Clarke, n.d.).

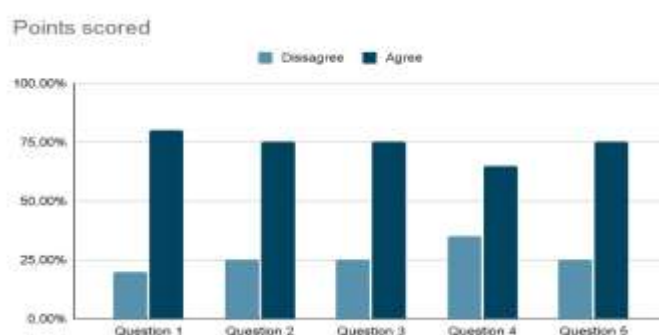
C. FINDINGS

This chapter provides a thorough analysis of the study's findings, emphasizing four major facets of students' opinions about utilizing the Falou app as a vocabulary-learning tool. These factors include how well it works as a vocabulary-acquisition tool, the disadvantages of using it, how interested and involved students are with the application, and how well it supports vocabulary learning. The sections that follow go into greater detail about each of these topics.

Effectiveness.

Five main statements were added in this section to elicit particular information from the participants. To give a thorough grasp of the findings, the results obtained from the data collection are described and examined in detail in the part that follows.

Chart 1. Effectiveness of Falou app for learning vocabulary.

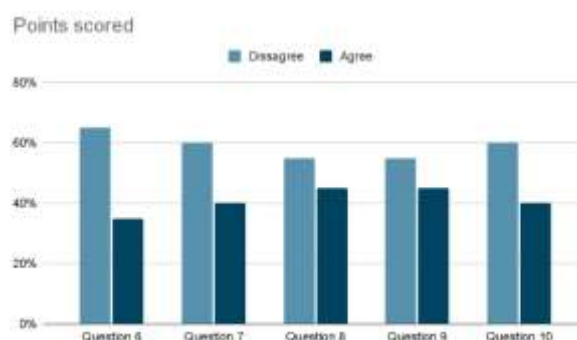


The majority of participants agreed, as shown in the above chart, that Falou is a useful aid for improving vocabulary acquisition when learning English. This demonstrates its potential as a useful tool for promoting language development. The results of the questionnaire, which showed that 80% of the participants agreed with the first statement, lend credence to this conclusion. Falou made a major contribution to the participants' vocabulary improvement. This substantial majority highlights how effective the application is in the eyes of the students. In reference to the second statement, 75% of participants concurred that learning new vocabulary was made simple by the Falou app. Similarly, assertion number three showed that after using the Falou app, 75% of the students felt more comfortable utilizing newly taught terminology. These results demonstrate how easy it is to use the app and how it boosts users' confidence when using terminology. Statement number four revealed another important finding: 65% of participants thought the Falou app's teaching strategies were very successful. Additionally, assertion number five showed that 75% of users thought the app did a good job of helping them increase their vocabulary for everyday situations. These outcomes highlight the app's usefulness and capacity to facilitate significant language learning in authentic contexts.

Disadvantages.

Five essential statements are included in this part to evaluate different facets of students' perceptions. Below is a detailed analysis and description of the data obtained, offering insights into the findings of each statement.

Chart 2. the disadvantages of Falou.



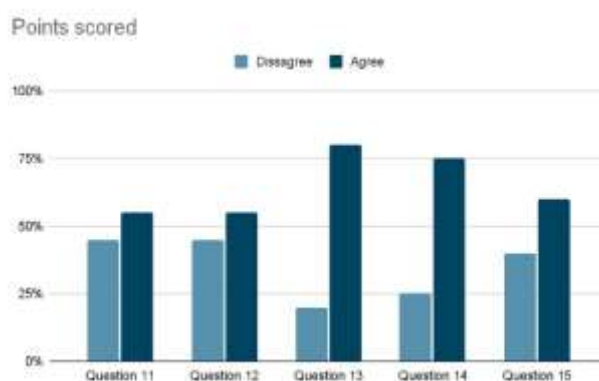
It is clear from the above figure that the majority of participants disagreed with the claims made about Falou's shortcomings. This is especially evident from the results

of the sixth statement on the questionnaire, which showed that 65% of participants did not agree with the claim that Falou's design was uninteresting. This suggests that the majority of students thought the application's design was interesting and varied, which strengthens the argument that it is a useful teaching tool. Sixty percent of participants disapproved of the assertion that Falou's language lacked diversity in statement number seven. This implies that most students thought the app offered a wide enough variety of language to meet their learning requirements. With 50% of participants admitting that Falou's vocabulary updates were a little delayed, statement number eight produced a slightly different outcome than the others. This suggests that participants had differing opinions, pointing to a possible topic for application improvement. The majority of participants preferred the interactive and contemporary approach provided by the application over traditional methods, as evidenced by the fact that 60% of the students disagreed with the notion that learning vocabulary through traditional textbooks was superior to using Falou.

Interest.

Five statements that are intended to elicit information about particular study features are included in this section. To provide readers a thorough grasp of the outcomes, the data gathered from these statements is examined and explained in detail below.

Chart 3. students' interest in Falou application.



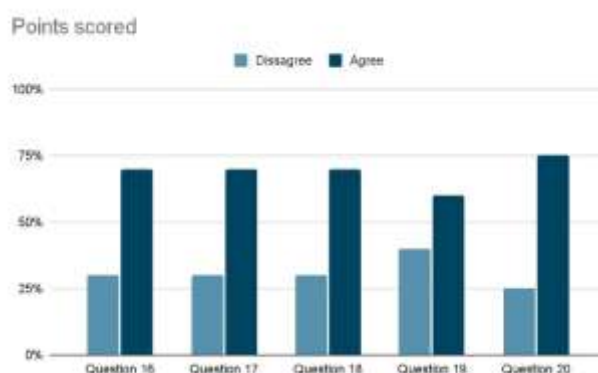
As seen above, the students found learning English vocabulary via the Falou program to be engaging and entertaining. In particular, statement number 11's results showed that 55% of participants said they would be interested in using Falou to learn

English vocabulary. This group also reported using the application frequently, highlighting its usefulness and ability to hold students' attention. Statement number 12 revealed another noteworthy finding: 55% of participants felt that the Falou app's engaging and entertaining features are the reason they frequently suggest it to their friends. This suggests that the software not only appeals to users on their own but also motivates them to tell others about its advantages. Another important finding came from statement number 13, in which 80% of participants concurred that they thought the Falou app's quiz element was especially fascinating and engaging. This implies that the app's interactive features are crucial for sustaining students' attention and improving their educational experience. Another noteworthy finding was that 75% of participants agreed with statement number 14, showing that they were satisfied with the caliber of the Falou app's materials. This illustrates how well the app meets learners' expectations by providing them with well-crafted and efficient vocabulary-learning content. Statement number 15 yielded another significant finding, with 60% of participants agreeing that they would like to use the Falou app more often in the future. This finding demonstrates the participants' generally positive experience with the app and their willingness to keep using it as a vocabulary-improving tool.

Advantages.

Five statements are also included in this section, each of which aims to examine a different facet of the participants' perceptions. Deeper understanding of the findings and their consequences is provided by the detailed analysis and description of the data collected for these statements that follows.

Chart 4. advantages of using Falou



According to the results of statement number 16, 70% of the participants felt more motivated to learn English vocabulary by using all of Falou's features, and 70% of

the students agreed that Falou's entertaining and engaging methods made them more excited about memorizing vocabulary. These findings suggest that students held positive perceptions of the app. As demonstrated above, the students overwhelmingly agreed that the Falou app positively influenced their motivation to learn English vocabulary due to the app's advantages. Further, statement number 18 emphasized that 70% of the participants believed Falou also contributed to enhancing their speaking skills, underlining its varied benefits. According to statement number 19, 60% of the students felt that Falou improved their learning experience by giving them enough feedback after they finished tasks. Lastly, statement number 20 revealed that 75% of users concurred that the gamification techniques used by the program greatly increased their desire to learn new words. All of these outcomes show how well the app works to create an engaging and dynamic environment for vocabulary learning.

D. DISCUSSION.

Effectiveness.

The researcher identified three main views toward the use of Falou as a useful method for expanding vocabulary in English language learning based on the results. First and foremost, participants frequently mentioned how much Falou helped them increase their vocabulary. They claimed that the app offered an organized and entertaining method of learning and remembering new words, which made expanding one's vocabulary less intimidating and easier to handle. Falou produced a fun learning environment that promoted regular practice and vocabulary development with its interactive lessons and gamified components. Second, the participants reported feeling more comfortable and secure using the vocabulary they had acquired from Falou in a variety of settings. This perception of proficiency expanded beyond academic contexts to include written assignments, discussions, and other real-world applications. The participants highlighted how the immersive approach of the app, which frequently mimics real-world situations, assisted them in internalizing terminology in a way that felt instinctive and natural. The app's dual impact on vocabulary acquisition and practical language use is highlighted by the ease with which newly learned terms can be used in a variety of contexts. Finally, the results showed that Falou was highly valued as a tool that promotes motivation and a sense of accomplishment in addition to language acquisition. Participants believed that a conducive learning environment was produced by the app's design, which included a variety of features and regular feedback. They were inspired to continue their education and work toward ongoing progress in this setting. The remarks from all of the participants point to Falou's potential as a

useful tool for English language learners. Although expanding vocabulary is the app's main strength, it also significantly contributes to the development of self-assurance, drive, and the useful application of language skills. These results imply that Falou could further establish itself as a useful and all-inclusive resource for English language instruction with continued updates and improvements to its features and content. With interactive strategies and supportive features, the Falou app can be an effective tool for users who want to improve their language skills (N. Wigati, 2024, p 193). To sum up, Falou shows a great deal of promise as a teaching tool for vocabulary growth. It provides significant advantages by attending to the needs of learners and developing an interesting and self-assured platform that not only helps students increase their vocabulary but also gives them the tools they need to utilize the language successfully in everyday situations.

Disadvantages.

Based on the results, the researcher discovered a number of participant impressions of their encounters with Falou during the learning process. The participants' opinions of Falou as a teaching and learning tool were generally favorable, with several emphasizing how well it supports vocabulary engagement and acquisition. Numerous participants said that the app's features—like its gamified aspects and interactive exercises—offered an entertaining way to expand one's vocabulary. They reported that these components increased their enjoyment of studying and helped them maintain their motivation throughout. But the results also pointed up areas where the app's overall efficacy may be increased.

The vocabulary upgrades in the app were the subject of one recurring comment. Falou should update its vocabulary library more frequently and with a wider variety of words, according to many participants. According to this feedback, the app's present vocabulary list is helpful, but it might utilize more diversity to meet the needs of a wider spectrum of language learners. The participants believed that the app would be even more successful in achieving their learning objectives if the vocabulary material pool was more dynamic and regularly updated. The need of keeping educational materials current and flexible is emphasized by this suggestion.

The requirements and expectations of learners alter as they advance, necessitating the use of tools such as Falou. The app might maintain its current advantages and attract a larger user base by consistently updating its content. Providing a more varied and interesting learning environment may help guarantee that kids stay motivated, challenged, and encouraged as they pick up new words. In conclusion, the

study emphasizes the vital necessity of ongoing development in educational technology, even though the participants' opinions of Falou were overwhelmingly positive. By addressing issues like vocabulary updates, Falou might solidify its standing as a useful and flexible learning aid, guaranteeing that it would continue to satisfy its users' changing demands while promoting their language progress.

Interest.

The researcher discovered a number of participant perceptions on their interest in utilizing the Falou app as a learning aid based on the findings. The results showed that when using the app to improve their vocabulary in English, participants felt very driven and involved. The app's user-friendly and intuitive UI, which made sure that even novices could browse and use its functions without any trouble, was partly responsible for this increased interest. All users had a smooth and joyful learning experience thanks in large part to the design's accessibility and simplicity.

Furthermore, the app's attraction was greatly enhanced by its assortment of intriguing features. Quizzes, gamified aspects, and interactive vocabulary-building exercises were cited by participants as some of the most appealing features. In addition to grabbing their interest, these elements offered chances for interactive and immersive learning. The software was able to make learning fun and efficient by including activities that blended education and pleasure. Particularly noteworthy were the gamified elements, which promoted a feeling of accomplishment and rivalry, further inspiring students to remain involved and pursue advancement. These interactive components not only increased interest and involvement but also helped participants establish a deeper connection with the subject matter. By actively participating in the exercises, students were able to reinforce their comprehension of vocabulary in relevant ways, making it simpler to retain and apply new words.

Learning becomes a fulfilling and confidence-boosting experience as a result of this feeling of active engagement. Many users reported feeling a sense of success after finishing tasks and reaching app milestones, which increased their desire to keep using the platform. The Falou app's general usefulness as a vocabulary-building tool was demonstrated by the participants' experiences. The software was successful in establishing a dynamic and encouraging environment by combining user-friendly design, captivating features, and chances for active learning. In addition to improving the pupils' vocabulary, this combination gave them more self-assurance and increased their enjoyment of the learning process. In the end, the Falou app is a noteworthy and

inventive tool for language learning that exemplifies how technology may be used to improve accessibility, engagement, and learning outcomes.

Advantages.

The researcher deduced from the findings that the users' sentiments regarding using the Falou application to acquire English vocabulary were overwhelmingly positive. The app's wide range of features, which offered creative, dynamic, and interactive learning opportunities, were continuously commended by the participants. These characteristics were emphasized as being crucial to creating an engaging and pleasurable learning environment. Through a range of activities, including vocabulary games, interactive exercises, and quizzes, the app allowed students to engage with new terms in a number of relevant ways. This diversity not only maintained their attention but also accommodated various learning preferences, enabling each student to get the most out of the software in ways that best fit their own interests. Furthermore, the app's well-planned and organized tasks supported the participants' comprehension of the subject matter. These exercises' repetition and application of vocabulary promoted better retention and real-world application, which made it simpler for students to assimilate and remember new words in everyday situations. Numerous users stated that the interactive nature of the app encouraged them to participate with the content more actively and gave them a sense of accomplishment when they completed the exercises successfully.

The participants also highlighted the fact that their confidence in their ability to use English terminology had increased. Students felt more confident in their language skills thanks to the app's regular practice chances in a positive, nonjudgmental setting. They were more eager to take chances and utilize English in a variety of settings as a result of this confidence, which permeated their entire educational journey. All things considered, the Falou app was seen as a platform that enhanced learning's purpose, enjoyment, and satisfaction in addition to being a tool for expanding one's vocabulary. Its importance as a useful tool for enhancing English vocabulary was highlighted by its combination of interesting features, useful activities, and confidence-boosting strategies.

This demonstrates how instructional technology may make learning a language more approachable and fulfilling for learners of all skill levels.

E. CONCLUSION

This study investigated students' opinions about the Falou app in improving their vocabulary skills. The results showed that students generally had positive opinions about the app, emphasizing its effectiveness in improving vocabulary. The interactive features, diverse word lists, and game elements were highly appreciated by participants. However, some shortcomings were identified, such as the need for more advanced vocabulary levels and personalized learning paths. To further optimize the potential, incorporate these suggestions. Overall, this study suggests that the Falou app can be a valuable tool for vocabulary development, especially when integrated into a comprehensive language learning approach. Further research is recommended to explore the long-term impact of the app on vocabulary retention and overall language skills.

Thus, App Feature Enhancement Falou app developers are advised to add features that support more effective vocabulary learning, such as vocabulary games, theme-based learning modules, and proficiency tests to monitor user progress. Integration with Other Learning Media optimize learning outcomes, students can be encouraged to combine the use of Falou app with other learning methods, such as reading books, watching educational videos, or practicing speaking with peers or native speakers.

Teacher and Educational Institution Support Teachers and educational institutions are advised to utilize Falou app as a supporting tool in vocabulary teaching. For example, by giving assignments that involve using the app or discussing student learning outcomes from the app in class. Increased Student Motivation. Students are advised to use the app consistently and make the most of the available features. In addition, using the app in study groups can improve motivation and learning outcomes.

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