

## CHAPTER IV

### FINDING AND DISCUSSION

#### 1.1. Finding

This section contains research results which are divided into two categories: research results and discussion. In the discussion, the research results presented the results of data analysis and show how the research was carried out through questionnaire and interview. To find out more about how students felt about using the Wordup application to learn English, the researcher interviewed with 3 students who were still relevant to the study's issue.

After analyzing the data about students' perception, challenges, and expectation on the use wordup application in learning English, there are 7 findings: 1) Wordup application can help students in learning, 2) Wordup application make it easier students' understanding, 3) Wordup application can increase students' vocabulary, 4) wordup application motivates students in learning, 5) wordup application can help students to speak English, 6) Unstable network and error as barriers to learning, 7) Wordup application can improve self-development.

##### 4.1.1. Students' perception of using wordup application in learning English.

###### 1. Wordup application can help students in learning.

In this study, researchers found results from questionnaires and interviews. The majority of students admit that the Wordup application can help students in learning, especially learning English, as recorded in the questionnaire results students answered "*Sangat membantu saya dalam belajar bahasa inggris*" (Very helpful for me in learning English), (S1-Q1-THL), Apart from that, the Wordup application can encourage students to study harder, as stated by participant "*Iyaa, karna aplikasi word up sangat mensupport untuk pemula*" ( Yes, because the Word Up apk is very supportive for beginners), (S3-Q5-THL). Researchers consider that this application is good for students who are beginners in improving their English language skills because it helps support them in the process, in line with what the participants said "*Karena dapat membantu dalam beberapa proses*" (*Because it can help in several processes*)", (S4-Q5-THL). The meaning of students helping in the process is that when students want to get something in learning English, students open the application to help facilitate their goals, similar remarks said by the participant "*Biasa saja,tapi saya tahu kalimat mana saja yg salah yg saya tulis dan di perbaiki oleh word up*" ( It's normal, but I know which sentences I wrote wrong and corrected them with the Word Up application), (S4-Q1-THL). There are so many

participant answers that confirm that the Wordup application helps students learn English, (see appendix V ).

Technology-based learning make learning fun and are the key to success in providing motivation for students to learn. Technology makes a big contribution in creating fun learning through the use of interesting learning media, such as learning videos, educational games and interactive animations. With these media, students can learn while playing and it is easier to understand difficult concepts which can open up barriers to students' understanding of lessons. In this way, students' goals can be achieved well, this is as said by the participants

*“ bagus sekali, karena dapat membantu saya belajar dengan serius karena belajar itu ( WordUp) ee... selain grammer yang mudah di pahami, wordup juga ada penjelasan materi yang sangat singkat, jelas dan padat..*

*( very good, because it can help me study seriously because learning is (WordUp) ee... apart from grammar which is easy to understand, Wordup also has a very short, clear and concise explanation of the material...), (S1-InT-THL).*

From explanation above, The researcher received information that the WordUp application can make it easier for students to learn English clearly and concisely and help them understand grammar material. Through the internet and various other digital information sources, students and teachers have easy access to various information and knowledge needed. This helps broaden insight and knowledge, as well as enabling learning that is more up-to-date and relevant to current conditions. Furthermore, Learning results in a student getting what he targets in the lesson. Meanwhile, another student said :

*“saya merasa ya baik-baik saja.”*

*( I feel Just so so), (S2-InT-THL)*

Based on student answers, students feel the same way when using the application. This makes students feel that the learning support is very interesting and easy, even if it is just to help them. This expression shows that students learn using the Wordup application and they feel that it is normal to learn using this application. This means that students are familiar with learning to use technology as a medium for learning, however students still feel good when using this technology without complaining. Researchers assume that in this very modern era, most students are used to using cellphones in terms of using social media, online games, shopping for applications and learning to use applications. Finally, Technological developments have had a significant impact on learning, both in creating effective learning and

making learning more enjoyable. Using applications in learning and their impact on learning outcomes, it can be concluded that the use of technology can provide many benefits for learning such as increasing learning efficiency and effectiveness, facilitating learning skills, and enriching learning content.

## 2. Wordup application make it easier students' understanding

The wordup application has several advantages in learning English, this application has been designed as an English learning medium, there are many items available in the application. Based on students' answers in the questionnaire, namely "*Menjadi lebih mudah memahami pelajaran bahasa inggris*" ( It becomes easier to understand English lessons), (S1-Q1-EU). From the results of the questionnaire, students answered that the Wordup application made it easier for students to learn English. as well as the results from other questionnaires "*Baik, karna fitur yg ada di word up sangat memudahkan*" (OK, because the features in Word Up make it very easy), (S4-Q1-EU). The Wordup application provides many features to make it easier for students to learn English. According to researchers, this feature has a big influence on children's learning abilities, causing students to always be racing in their studies. So far, all learning has mostly focused on the teacher. all the material obtained is all focused on the teacher. However, learning to use the Wordup application provides a platform that is needed for learning English, especially for vocabulary and speaking.

In the learning process there are difficulties and easy things felt by students. On this occasion, students felt it was easier to learn English using the application. according to the student's answer "*Gampang mengerjakan bahasa Inggris*" (Easy to do English), (S5-Q1-EU). From these answers, students feel that it is easy to learn English, apart from making it easier to understand, it is also easy to use. To find out students' understanding in learning and using applications, students said "*Saya merasa belajar lebih ringan dan santai*" (I feel studying is lighter and more relaxed), (S7-Q1-EU). According to researchers, the presence of the Wordup application makes students feel more relaxed because the application provides items that are easy for students to understand and there is no time limit for use. A similar meaning is said by the majority of students that they have a better understanding of the learning material " student can understand material more" (Q2-ZZ), To see more details, you can see the appendix V.

To support the questionnaire above, the researcher strengthened it with interviews with students. students answer :

*"ee... selain grammer yang mudah di pahami, wordup juga ada penjelasan materi yang sangat singkat, jelas dan padat.."*

(ee... apart from grammar which is easy to understand, Wordup also has very short, clear and concise explanations of the material...), (S1-InT-EU).

In the interview, students explained that learning English using the Wordup application made it easy for students to learn grammar. As we know, grammar is a mandatory component in the scope of the English language. furthermore, the teacher does not bother teaching in class, the teacher becomes a facilitator in class and a discussion partner in class because the application already provides basic grammar.

### 3. Wordup application can increase students' vocabulary

The researcher revealed that the students' answers from the questionnaire were “*Sangat efektif untuk membantu saya menambah vocabulary dan speaking skill*” (Very effective in helping me increase my vocabulary and speaking skills), (S1-Q1-IV). Based on the student's answer, he admitted that learning to use the Wordup application could improve students' vocabulary. The same answer that the student said “*Sangat membantu dan lumayan meningkatkan vocabulary*” (Very helpful and improves vocabulary quite a bit), (S2-Q1-IV). According to researchers, increasing students' vocabulary makes it easier for teachers to teach and makes English lessons feel lighter. Furthermore, students consider that learning to use the wordup application is very beneficial because there are many benefits to using the application, as the participant said “*Bermanfaat, karena mengetahui Vocabulary lebih luas*” (Useful, because you know the vocabulary more broadly), (S1-Q5-IV). Meanwhile, another student stated “*eemm.... seperti vocabulary dan lain- lain*” (umm... like vocabulary and so on), (S1-InT-IV). From the student's statement above, students feel an improvement in themselves, there are several developments, one of which is increasing vocabulary.

To support the statement above, researchers conducted interviews with students. There is also a student explanation as follows :

*baiknya, eee.... saya mendapatkan beberapa tambahan berbahasa inggris seperti melancarkan saya berbicara Bahasa inggris, menambah kosakata baru dan lain-lain.*

*(the good thing is, eee.... I got some extra English, such as making it easier for me to speak English, adding new vocabulary and so on), (S2-InT-IV).*

From explanation above students gain vocabulary after learning so it is easy for them to continue English lessons. When students acquire new vocabulary, students are able to speak

English because one of the components of being able to speak at mastering vocabulary. Furthermore, student said related this application:

*“ada. yang meningkat dari saya ya,,, ya kosakata baru karena saya sering menggunakan fitur kosakata”.*

*(Yes. which has increased from me, yes, new vocabulary because I often use the vocabulary feature), (S2-InT-IV).*

From the explanation above, it can be taken to mean that there has been an increase in students' English proficiency. The improvement is to increase vocabulary for students. This means that this application is indeed able to help students learn English. Apart from that, students discovered new things related to vocabulary, as said by the participants:

*“banyak vocabulary yang jarang ditemukan.”*

*(there is a lot of vocabulary that is rarely found), (S3-InT-IV)*

From student's statement means students using the application get new things related to vocabulary, such as students encountering vocabulary in the application that they have never heard of before. Thus, students' curiosity about vocabulary continues to increase so that what they encounter in the application can be implemented in learning English. Moreover, in this application there are examples of sentences for each vocabulary word, there are several sentences contained in the application but students rarely encounter these sentences in life, as the students said:

*“mengetahui kalimat-kalimat yang jarang orang pakai.”*

*(Know sentences that people rarely use), (S3-InT-IV).*

By knowing rare sentences, students can gain new vocabulary and use this vocabulary as capital in learning English without a teacher's tutor. It can be concluded that the increase in students' vocabulary is due to the uniqueness of the Wordup application which can attract the attention of users in learning English.

#### 4. Wordup application motivates students in learning.

In the context of acquiring and learning English, one of the factors that is believed to build motivation is the attitude towards the language and culture of the people who use the language. However, nowadays learning uses technology. The presence of the Wordup application makes

students motivated to learn English. from the results of the questionnaire students answered “*Aplikasinya membuat menarik saya untuk belajar Inggris*” (The application makes me interested in learning English), (S1-Q1-M). The students' answers show that the application can attract students in learning English. Apart from that, the majority of students also answered that they were motivated to learn English. whatever the students say “ motivated” (Q4- AQ), similar answers as well (Q4- DH) to see more details, you can see the appendix . In the results of the questionnaire, students were very motivated, almost all students answered that they were very motivated by learning English using the Wordup application. Of course, this application provides many features that students can use to support learning. if it is beginner level then students choose beginner level, while students at medium level may be able to choose intermediate and students who can already speak English can try advanced level. Finally, students can use the application according to their respective levels.

To support the data above, the researcher explained the answers from the interview :

“*iya, termotivasi*”

(*Yes, motivated*), (S3-InT-M)

From the statement above, students are motivated in learning English using the Wordup application. This application keeps students racing towards learning targets. The role of motivation in learning is to encourage students to carry out positive activities in a learning atmosphere.

#### 5. Wordup application can help students to speak English

In this study, the researchers took initial data from the results of a questionnaire distributed to students. as for the students' answers “*Saya telah bisa menggunakan bahasa inggris dengan baik dan benar*” (I can use English well and correctly), (S1-Q1-SE). From these answers, students admit that they can use English in class. This application provides new colors for students to achieve learning targets. Meanwhile, other students' responses “ *Lebih mudah dalam berbicara bahasa inggris*” (It's easier to speak English), (S2-Q1-SE). Students find it helpful and easy to speak English, the display provided helps them learn English so they can apply it in the classroom and outside the classroom. The same thing said by the students “*Saya bisa bahasa Inggris*” (I can speak English)-(S3-Q1-SE), “ *Iya, karena saya ingin lancar berbicara bahasa inggris*” (Yes, because I want to speak English fluently)- ( S2-Q5-SE). It can be understood that students are able to speak English, although not very well, but for junior



high school students it is considered good. On the other hand, students have the hope of being able to speak English. Furthermore, student answered “*Biar bisa berbicara sama orang bule*” (So you can talk to native speakers)-( S3-Q5-SE) and “*Karena bahasa inggris adalah bahasa yang sering digunakan dalam berkomunikasi dengan orang luar*” (Because English is a language that is often used in communicating with outsiders)-( S4-Q5-SE). In line with this, students want to have English language skills so they can dialogue with native speakers. Thus, students' abilities can increase. In another student answered “*Bahasa inggris adalah salah satu bahasa yang mudah*”( English is an easy language)-( S5-Q5-SE) and “*Karena bahasa inggris adalah bahasa yang mudah untuk berkomunikasi*” (Because English is an easy language to communicate). From this it can be seen that students consider speaking English to be mandatory because English is a global language. From this it can be seen that students consider speaking English to be mandatory because English is a global language.

In interviews, researchers get answers from students “*baiknya, eee.... saya mendapatkan beberapa tambahan berbahasa inggris seperti melancarkan saya berbicara Bahasa inggris, menambah kosakata baru dan lain-lain*” (it's good, eee.... I got some English language additions such as making it easier for me to speak English, adding new vocabulary and so on)-( S2-InT-SE). From explanation above, Researcher received information that students admitted that learning English using the Wordup application could help them speak English and increase their vocabulary. This makes students increase their knowledge and skills, which have an impact on students' cognition. While other students said “*ee....semoga ..ee... saya bisa berbahasa inggris dengan baik*” (ee....hopefully..ee... I can speak English well)-( S2-InT-SE). This statement is one of the things that boosts students' enthusiasm for learning English and the hope of being able to speak English well. It can be concluded that the Wordup application is able to help students learn to speak English.

#### **4.1.2. Students' challenges of using wordup application in learning English**

##### **1. Unstable network and error as barriers to learning**

In this study, researchers got the answer that students experienced obstacles while using the Wordup application. there were students who answered “*Jaringannya sangat mengganggu*”(The network is very annoying)-( S1-Q1-UNE). From the students' answers, students felt disturbed when learning was caused by the network. The students said the same thing “*Sebenarnya aplikasi ini bagus tp jaringan buat saya gak sabar*” (Actually this application is good but the network makes me impatient)-(S2-Q1-UNE). Meanwhile, other students answered in interview “*mungkin itu saja ( Jaringan) yang saya hadapi selama*

*menggunakan aplikasi wordup*” (Maybe that's all (Network) that I faced while using the Wordup application)-(S1-InT-UNE). However, researchers have different answers :

*“saat di buka aplikasinya , dia tidak langsung ada menu-menu nya, dia sempat ngelek gitu”*

*(when the application is opened, it didn't immediately see the menus, it is loading)* (S3-InT-UNE)

From explanation above When the application is used, it feels like it is loading on the student's smartphone, this makes students feel uncomfortable while studying. Researcher assumed that the possibility of the application loading occurs because the internet network is unstable or the student's smartphone is too full of memory which results in the application running slowly. In other hand, Students not only experience signal interference, but loading the application has a big impact on learning, as stated by student:

*“kadang sempat juga tidak bisa di buka aplikasinya. tombol-tombolnya kadang sulit di pencet.”*

*(Sometimes I can't open the application. the buttons are sometimes difficult to click)*

When operating the application, students experienced obstacles starting from loading signals, unstable networks and screen displays that were difficult to touch. What happens to students is that sometimes the buttons available in the menu in the application are difficult to open so that students feel annoyed with the application. According to researchers, it is possible that the memory on the student's smartphone may be full or the smartphone's ROM may also be full.

#### **4.1.3. Students' Expectation of using Wordup application**

In the learning process, of course the network is an important factor because without an internet network, the learning process becomes hampered. The wordup application uses the internet network in its use, without the internet the application cannot operate. The role of the internet here is to provide learning resources with provide connections (links) to various learning resources that can be accessed online. Online includes learning to use applications that require the internet. Contactable nature of the internet at any time, that means students can take advantage of educational programs provided on the internet whenever appropriate with their free time, so their space and time constraints face in finding learning resources can be solved. Use of learning media in the teaching and learning process has some of the benefits include: teaching attracted more attention students so they can grow student learning motivation, teaching materials will be clearer so that students can understand and master the goal good teaching, teaching methods was more varied, students was more lots of deep interactions



learning activities because not only listen to the teacher's explanation but also other activities in learning such as observe.

### 1. Wordup application can improve self-development.

In this study, researchers revealed various student answers. there are interesting things in this sub. Researchers try to reveal students' expectations of the Wordup application in learning English. there are also students' answers “*Baik sekali saya merasakan perkembangan yang baik dalam diri saya*”( Very good, I feel good development within myself)-( S1-Q1-ITS). The students explained that they had experienced progress in learning English, and they even wanted to develop it even better, as stated by the student “ *ya, saya ingin berbagi wawasan dengan yg lain jika saya sudah bisa*”( Yes, I would like to share my insights with others if I can)-( S1-Q5-ITS). Students hope that they want to expand their insights and be able to share with friends. In other words, students hope that they will make progress in learning English and can share it with their peers. Likewise, sayings that have a similar meaning, as said by students “*Ya karena dengan itu kita dapat mendapatkan ilmu baru*” (Yes, because with that we can gain new knowledge)-( S2-Q5-ITS). From this explanation, it seems like there is a change in the answer that the student wants to gain new knowledge about the learner. They hope to gain new knowledge after using the application in learning. Moreover, student stated “*Karena jika kita ber prestasi orang akan menganggap kita baik*” (Because if we achieve, people will think we are good)-( S3-Q5-ITS). Students hope to get good results at school so that people will be considered people. According to students, achievement is an achievement they want to achieve in order to be seen by society as a good and valuable person.

Researchers conducted interviews with students, the data obtained from the interviews varied in answers. as the student said:

“ *mungkin materi agak sulit bagi saya dapat di kembangkan kedepannya*”

(*Maybe the material is a bit difficult for me and can be developed in the future*), (S1-InT-ITS)

The meaning of the student's statement above is that students hope that by learning English using the Wordup application they can improve students' English and be able to solve difficult material in learning. In the teaching and learning process, not all students find it easy to learn, especially English because it is an international language while the local languages in Indonesia are regional languages and Indonesian. This means that learning to use English is a language that is difficult for students to face.

In the teaching and learning process, helping students to understand lessons is very important because not all students have good cognitive abilities. As a good teacher, helping students understand lessons is very important. transferring knowledge so that students understand the lesson is very difficult. Teachers think hard to think of the right ideas to help students understand lessons, including English lessons. In this lesson, researchers suggest the Wordup application as a learning medium to help students learn English. With this application, students hope that material that is difficult to understand in class can be understood through this application. Another student stated:

*“Ada perubahan, lebih tidak membosankan dari pada belajar menggunakan buku”*  
(*There is a change, it is less boring than learning using books*)-( S3-InT-ITS)

From the students' answers above, students find it more fun to learn using applications than books, which makes learning more enthusiastic and not boring. Basically, learning using a smartphone is more exciting than using a textbook. Apart from that, students feel happy learning using the Wordup application, this can provide alternative support in learning English. This alternative tool is very effective in learning. It can be concluded that students expect to develop themselves from learning English using the Wordup application towards achieving achievement, success and developing knowledge.

#### **4.2. Discussion**

This study indicates that using the Wordup application as a technology-based learning strategy has a positive impact on students' abilities in learning English. The data obtained shows a significant increase in students' vocabulary comprehension and speaking skills after using this application. These results align with the findings of Donna et al. (2021), which demonstrate that mobile devices with educational applications can lead students to a better understanding stage. Furthermore, the use of the Wordup application has a significant positive effect on improving students' English vocabulary. This finding is consistent with previous research by Nushi (2021), which also shows that the Wordup application can enhance students' vocabulary. In this study, students found that learning using Wordup was very efficient as it helped them enrich their English vocabulary. Moreover, Ibrahim (2015) emphasized the crucial role of technology in various aspects of life, including education. This study supports that view by demonstrating that the Wordup application not only facilitates the English language learning process but also enhances students' learning outcomes. This is consistent with previous

research that highlights the successful use of technology in language education, as discussed by Donna et al. (2021).

The findings align with the study by Disalva and Ezhil (2020), which found that the Wordup application not only enhances vocabulary but also assists students in developing speaking skills, particularly in improving English fluency. In their research, the application was used to help hotel management students in India increase their vocabulary productivity and speaking fluency. A key difference in this study is the focus on the additional benefits of the Wordup application in aiding students with English pronunciation, in addition to improving their vocabulary. While, The findings from this research indicate that despite the technical challenges associated with using the Wordup application, it provides students with engaging new knowledge. The study also reveals that the application offers a wide range of features, including vocabulary, writing, reading, and speaking, which provide students with additional knowledge. This aligns with the study by Erazo, Mayra Alexandra Cuenca, et al. (2019), which stated that hotel professionals are expected to communicate effectively in English with a clear accent. However, a notable difference identified in this research is that while the Wordup application is rich in content, it does not offer interactive features that support speaking and pronunciation practice, which can be a limitation for users seeking to develop their oral communication skills. This contrasts with applications like Duolingo, which provide interactive features for speaking and pronunciation practice.

In contrast, a previous study by Maknun (2021) focused on the WordUp application's effectiveness in enhancing students' writing skills, particularly in writing recount texts. This research utilized a quasi-experimental design with pre-tests and post-tests to measure the application's impact. The results demonstrated that the WordUp application successfully improved students' writing abilities. In the current study, the same application was employed, but with a different focus: vocabulary acquisition and speaking skills, including pronunciation and articulation. This study adopted a qualitative research approach with a case study design to explore students' perceptions of learning English using the WordUp application. The findings indicated that the WordUp application offers numerous benefits for students, aiding them in improving their vocabulary, speaking skills, and motivation to learn.

The challenges faced by students, according to He and Green (2012), include difficulties with extensive reading when they are not accustomed to it, as well as discouragement from complex vocabulary. To address these issues, teachers need to cultivate students' reading habits, provide texts with appropriate vocabulary, and eliminate distractions during reading activities. In the context of the Wordup application, similar challenges arise. Although the

application provides ample material for vocabulary enhancement, the primary challenges faced by students include internet disruptions and difficulty accessing the application. These issues hinder the learning process and cause students to feel impeded in their studies. Furthermore, as noted by Maenza and Gajić (2020) and Disalva and Ezhil (2020), the Wordup application has limitations in terms of user interaction. The application does not offer features for practicing speaking or pronunciation and lacks a forum for discussing words or sharing information, as seen in other applications like Duolingo. These limitations pose challenges for students who wish to develop their speaking and pronunciation skills.

From the students' perspective, there is an expectation that they can develop themselves to achieve further accomplishments. The Wordup application is anticipated to provide additional beneficial knowledge that students can build upon in the future. The presence of this application is not only appealing due to its interface but also because it offers a wealth of supplementary knowledge that provides students with additional insights. With this application, it is hoped that students can further expand their knowledge and utilize it to achieve their academic and professional goals. This study found that the WordUp application offers numerous benefits for students, including helping them tackle challenging English language material. Based on students' experiences, the WordUp application has advantages, disadvantages, and obstacles during the English learning process. Some of the key benefits identified include:

- ✓ **Vocabulary Enhancement:** The application is effective in helping students expand their vocabulary, which is a crucial foundation for language learning.
- ✓ **Speaking Skills:** Although the application has limitations in direct interactive features for pronunciation, students reported improvements in their speaking skills, including better articulation.
- ✓ **Learning Motivation:** The WordUp application helps boost students' motivation to learn by providing an engaging and interactive way of studying.

However, this study also has several limitations. One of the primary limitations is the sample size, which only includes a group of students from a single educational institution. Additionally, the study only assesses the short-term effects of using the Wordup application, without examining its long-term impact. The uneven distribution of technological infrastructure could also affect the results, especially in areas with limited access to technology.

The limitations of this research include a limited sample size and a narrow geographic scope, which may affect the generalizability of the findings. Furthermore, the study did not

explore the long-term aspects of using the Wordup application, such as its impact on more complex English language skills or its application in real-world communication situations. The technological infrastructure limitations could also influence the accessibility and use of the application by students from diverse backgrounds.

The implications of these findings are crucial for teachers and educational app developers. Teachers may consider integrating applications like Wordup into their curriculum as an effective learning tool. Additionally, app developers and education policymakers should focus on enhancing the quality of technology and infrastructure that supports the use of such applications, ensuring they can be optimized and provide greater benefits for students' learning outcomes. Furthermore, the Wordup application can be a highly useful tool in English language learning, not only for expanding vocabulary but also for helping students master correct pronunciation. This makes it an engaging and effective educational tool that can be used in various educational contexts. Teachers and application developers can leverage these findings to better integrate technology into language learning and develop additional features that can aid in learning other aspects of language.

For future research, it is recommended to conduct broader studies with a more diverse sample, including students from various socioeconomic and geographical backgrounds. Further studies should also explore the long-term impact of using the Wordup application and develop strategies to address technological infrastructure challenges. Additionally, it would be beneficial to evaluate the effects of the various features offered by the application on specific aspects of English language learning, such as grammar acquisition, listening skills, and writing skills. Moreover, it is suggested to expand the scope of research by involving a larger and more diverse sample and exploring the long-term impact of the Wordup application. Future studies could also delve deeper into how the application can be optimized for various aspects of English language learning, including listening skills, writing, and intercultural communication skills. App developers might also consider adding features that support pronunciation practice and interactive speaking skills.

From the above discussion, it can be concluded that the WordUp application is a beneficial tool for learning English. Most of the features available in this application, such as improving vocabulary and speaking. Additionally, the application helps students overcome difficulties in understanding complex material. Overall, despite some shortcomings and challenges, students' experiences indicate that the WordUp application is a valuable tool in

English language learning. The use of this application not only provides additional knowledge but also helps students develop essential language skills for their future academic and professional success.

