

Lingo Learn application as students' learning tool to enrich vocabulary: Students' perspectives

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ABSTRACT

Lingo Learn is an English learning application that is free to use, easy to access. It offers an interactive language learning experience that can improve English skills and expand the vocabulary of its users. The main purpose of this study is to find out students' perceptions of the "Lingo Learn" application as a learning tool to enrich students' vocabulary mastery. This research used qualitative methods with phenomenological study. The subjects of this study were 11th-grade students at SMAS Budi Agung Medan. The number of participants was 29 people, 21 female students and 8 male students. The selection of participants was carried out using a purposive sampling approach. Data were collected from questionnaire data, interviews, and direct observations. The findings of this study showed that the Lingo Learn application can enhance students' vocabulary. The researcher found five student perspectives on Lingo Learn application: Lingo Learn as an adaptable learning tool, effectiveness, efficiency, affordability, and interactivity, so that overall, Lingo Learn application can be used as a learning tool to enrich students' vocabulary acquisition. This study implies that incorporating technology into language teaching can improve accessibility and learning outcomes for diverse students.

Keywords: Lingo Learn; Students' Perspectives; Vocabulary

INTRODUCTION

Vocabulary knowledge is the main foundation in learning a foreign language, which is very important to achieve effective communication skills. Learning and expanding vocabulary is one of the most important aspects of the language learning process (Badroeni et al., 2022; Guo & Li, 2022). As stated by Allah in the Quran, "And He taught Adam the names - all of them. Then He showed them to the angels and said, "Inform Me of the names of these, if you are truthful" (QS. Al-Baqarah/2:31); the verse explains that everything in this world must have a name, it shows that enriching vocabulary is very important in learning languages because with vocabulary someone can interpret ideas and feelings to others (Ajmal & Kumar, 2020; Hestiana & Anita, 2022). In the context of education in Indonesia, high school students have implemented an independent curriculum based on the Ministry of Education regulations that emphasize strengthening the English language in order to improve English language skills among students, the Indonesian Ministry of Education has implemented an independent curriculum that focuses students on strengthening English language skills in six language skills: listening, speaking, reading, viewing, writing and presenting. To achieve these six aspects, high school students' English level is expected to be at B1 level according to the Common European Framework of Reference (CEFR) standard. However, many students struggle to learn new words. According to research, learners often have difficulties in pronunciation, memorization, and contextual use of vocabulary (Moghadam et al., 2012). A limited vocabulary can be a significant barrier to communication, as students may struggle to express their ideas and feelings clearly (Alqahtani, 2015; Sivapregasam & Aziz, 2025).

Textbook exercises and mechanical memorizing are examples of traditional vocabulary teaching strategies that do not adequately engage students or accommodate their unique learning preferences. This emphasizes the necessity for different strategies that make use of technology to help students perform in learning new words (Rosyid & Hidayati, 2020; Polyzi & Moussiades, 2023). The use of applications on smartphones can increase student vocabulary (Andini & Salmiah, 2024; Aisyah & Salmiah, 2024.) Learning media in class is not only limited to textbooks, audiovisuals, pictures, etc., but integrating interactive technology can be one of the learning media. Therefore, this research offers an application that can be an engaging English learning media that can be a solution to increase student vocabulary and reach the English level, namely with the lingo learn application.

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Lingo Learn is a free English learning application released in July 2023. This easy-to-access application offers an interactive language learning experience that can improve English skills and expand the vocabulary of its users. As vocabulary development directly impacts students' capacity for efficient oral and written communication, it is a crucial component of language learning. Nation & Nation (2001) asserts that listening comprehension, reading comprehension, and general language proficiency depend on an extensive vocabulary. Understanding and utilizing a broad vocabulary helps students communicate their ideas more precisely and concisely. Thus, language education must enhance vocabulary acquisition through creative learning resources (Risnawati et al., 2023). With a dynamic and adaptable learning environment, mobile applications have become an invaluable resource for language learners. Application for mobile-assisted language learning (MALL) allows students to practice vocabulary in a fun, entertaining, and engaging way, states Xu (2020); it can also be an alternative to overcome the difficulties in the English learning process (Cuello et al., 2023). Gamification features are incorporated into applications such as "Lingo Learn," which allows users to track their progress, get immediate feedback, and practice various vocabulary. This method encourages a deeper understanding of words and increases motivation (Poláková, 2022).

Evaluating "Lingo Learn's" influence on vocabulary acquisition requires an understanding of how students view its efficacy. Perceptions have a significant impact on learning outcomes, motivation, and engagement. Positive opinions of learning resources can result in greater vocabulary usage and improved retention (Rosyid & Hidayati, 2020). Thus, examining how students view the "Lingo Learn" application will yield important information on how well it works as a vocabulary learning tool.

Although many previous studies have investigated how well language learning applications can enhance vocabulary acquisition, a study by Purwanto (2023) showed that students easily understand, are more interested and excited to learn new words, and are not bored while learning. Excited and motivated to learn English vocabulary using the Duolingo application as a learning medium (Jaelani & Sutari, 2021). Most students have a positive view of Busuu, which can expand students' vocabulary and help students increase learning motivation (Afifka & Daulay, 2024). Duolingo application can improve the vocabulary of EFL and non-EFL students at university because it is simple, easy to use, and available to access (Apoko et al., 2023). Al-Sofi (2024) investigated Saudi Arabian students' perceptions of smartphone applications, finding that two factors influence respondents' perceptions of the apps' effective role in vocabulary acquisition: familiarity with the application and age. This study examines students' perspectives on the Lingo Learn application as a tool to help students enhance their English vocabulary. Only a few researchers have examined this application.

The primary goal of this research is to find out students' perceptions of the Lingo Learn application as a learning media to enrich students' vocabulary acquisition. Researchers also hope this study will provide benefits and help students improve their vocabulary. So that the objectives of the study can be achieved, based on the background of this study, the research question is: What are students' perceptions of the Lingo Learn application to enrich vocabulary acquisition?

METHODS

Research Design

This study used a qualitative method to investigate how students perceive using the "Lingo Learn" application as a learning media to enhance students' vocabulary mastery. The qualitative approach aims to thoroughly understand human behavior and social phenomena by collecting descriptive and interpretive data (Lim, 2024). The research design used is a phenomenological study, which focuses on participants' experience by describing what they have in common (Creswell & Poth, 2016). The objectives of this study, which are to deeply understand the students' perceptions of using applications to improve their vocabulary acquisition.

Participants

The subject of the study was 11th-grade students at SMAS Budi Agung Medan. There were 29 participants, 21 of whom were female students and 8 of whom were male. The selection of participants was carried out using a purposive sampling approach, which is a sampling technique that aims to select individuals who have specific characteristics relevant to the research (Palinkas et al., 2015).

Instruments

Researchers used a questionnaire, interview and observation to collect data. The questionnaire was distributed it to students via Google form, which consisted of 20 statements to measure students' perceptions of the Lingo Learn application as a learning tool. Respondents were asked to provide answers using a Likert Scale with options of strongly agree, agree, neutral, disagree, and strongly disagree.

Data Collection and Data Analysis

Information was first collected through observation as part of the data collection procedure. At this stage, the researcher explained the Lingo Learn application, instructed the students to download it from the Play Store, and observed them using it. This provided an initial overview of how the students used the application, including how well they understood and applied the materials provided. After the observation stage, the researcher proceeded to the second stage, which was the distribution of questionnaires. The questionnaires were distributed to students to collect data on their experience with the Lingo Learn application. After collecting the data, the researcher classified it and analyzed it to determine the Lingo Learn application.

The researcher also interviewed five students to get more detailed information. These interviews aimed to learn more about the students' experiences and opinions regarding the application. The information gathered from the interviews was also analyzed to add background to the information gathered from the questionnaires. After analyzing the information from the questionnaires, interviews, and observations, the researcher finally came to the last stage, which was concluding. This conclusion provides a broad view of the Lingo Learn application by summarizing the main findings of the research and the conclusions that can be drawn from the data.

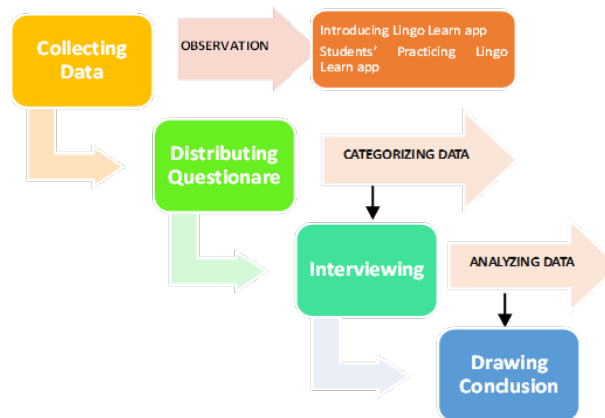


Figure 1. Data collection process

RESULTS AND DISCUSSION

At this stage, the findings of this study will be displayed based on the questionnaires distributed to students regarding the Lingo Learn application as a tool for students to learn English. The analysis is based on the 20 questionnaires presented in the table below.

Table 1. Questionnaire Data

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The material presented in the Lingo Learn app is relevant to my learning topics at school.	55,2%	38%	6,8%	0%	0%
2. The practice questions in Lingo Learn are suitable for my current English skills	58,6%	24,1%	13,8%	3,4%	0%
3. I feel that the answers given to the practice questions in Lingo Learn are accurate and reliable	41,4%	51,7%	6,9%	0%	0%
4. I feel that the app is adaptable to my learning needs	37,9%	58,6%	0%	3,4%	0%
5. Lingo Learn app presents learning that can relate to my social and cultural contexts	27,6%	51,7%	20,7%	0%	0%
6. The instructions in Lingo Learn app are clear and easy to understand	51,7%	41,4%	6,9%	0%	0%
7. The form and type of questions in Lingo Learn are consistent	44,8%	41,4%	13,8%	0%	0%
8. Lingo Learn app can increase my interest in learning English	58,6%	31%	10,3%	0%	0%

9. Lingo Learn app can enrich my English vocabulary.	62,1%	31%	6,9%	0%	0%
10. Lingo Learn offline English learning application that is not less good with online applications	58,6%	34,4%	6,9%	0%	0%
11. Lingo Learn app gives me feedback after I do the questions	41,4%	37,9%	17,2%	3,4%	0%
12. Lingo Learn app is easy to use	72,4%	27,6%	0%	0%	0%
13. The Lingo Learn app provides a fast response when used	41,4%	41,4%	17,2%	0%	0%
14. Lingo Learn app is flexible, can be adapted to my time and way of learning	37,9%	55,2%	6,9%	0%	0%
15. I feel that the Lingo Learn app is easy to access	72,4%	20,7%	6,9%	0%	0%
16. I feel that the Lingo Learn app is good because it is accessible for free	65,5%	31%	3,4%	0%	0%
17. I feel the Lingo Learn app interesting because it can be accessed offline	75,9%	20,6%	3,4%	0%	0%
18. Lingo Learn app provides an interactive learning experience	44,8%	51,7%	3,4%	0%	0%
19. Lingo Learn app is visually appealing	31%	58,6%	6,9%	3,4%	0%
20. I feel Lingo Learn app can create an enjoyable learning experience	69%	20,7%	6,9%	3,4%	0%

The researcher found some significant findings that reflected students' experiences and perceptions after using the Lingo Learn app by analyzing the table of survey results that the students had filled in about the app's usefulness. Based on the table above, it can be concluded that students have five perceptions of the Lingo Learn application, which include various important aspects, namely adaptability, effectiveness, efficiency, affordability, and interactivity, as presented below.

Adaptable

Thus, the term that appears in this study is because of the questionnaire data number 1 to 5; these 5 questionnaires become the reference for the researcher to categorize the questionnaire into adaptable. The first questionnaire with the keyword "relevant" showed that 55.2% of respondents strongly agreed that the material presented in this application is relevant to the learning topics at school, 38% of participants agree, 6.8% are neutral, and none of the respondents disagree and strongly disagree. In the second questionnaire with the keyword "suitable," 58.6% of respondents strongly agreed, 24.1% agreed, 13.8% were neutral, and 13.8% were neutral. 3.4% disagreed, and no one answered strongly disagree. In the third questionnaire with the keyword "accurate and reliable," 41.4% of respondents strongly agreed, 51.7% agreed, 6.9% felt neutral, and none disagreed or strongly disagreed. In the fourth questionnaire with the keyword "learning needs," 37.9% of respondents strongly agreed that the Lingo Learn application could adapt to their learning needs, 58.6% agreed, and 3.4% disagreed. The last questionnaire with the keyword "social and cultural context" showed that 27.6% of respondents strongly agreed that this application provides learning related to their cultural context, 51.7% agreed, and 20.7% were neutral. There were no respondents who disagreed or strongly disagreed.

The results of the questionnaire were validated by the arguments from the interviews with the students as follows:

"The Lingo Learn app helps in the teaching and learning process in class because there are words phrases and meanings that we don't know" (S.16)

"The answers from the app are all accurate and correct, based on what I know" (S.27)

"Lingo Learn is a very good application in learning vocabulary, because the vocabulary is so diverse and very easy to memorize for use in everyday life" "I can complete the quiz and all the questions easily, and if I might make a mistake, I also learn something new, so I can increase my knowledge" (S.29)

Based on the interview above, the sentences “helps in the teaching and learning process” (S.16), “accurate and correct” (S.27), “vocabulary is so diverse”, “complete the quiz and all the questions easily” (S.29). This shows that Lingo Learn can be adapted by students in overcoming vocabulary learning problems.

Effectiveness

This term is found in the data from questionnaires number 6 to 11. These 6 questionnaires are the reference for researchers to categorize the questionnaire into Effectiveness. On the first questionnaire with the keyword “easy to understand,” the data shows that 51.7% of respondents strongly agree that the instructions in the application are clear and easy to understand, while 41.4% agree and 6.9% are neutral. There are no respondents who disagree or strongly disagree with this questionnaire. For the second questionnaire with the keyword “consistent”, there are as many as 7; 44.8% of respondents strongly agreed that the form and type of questions in this application were consistent, 41.4% agreed, and 13.8% of respondents were neutral. For the third questionnaire with the keyword “increase interest,” 58.6% of respondents strongly agreed, 31% agreed, 10% felt neutral, and no one disagreed or strongly disagreed. For the fourth questionnaire with the keyword “enrich vocabulary,” 62.1% of respondents strongly agreed that the Lingo Learn application could enrich their English vocabulary, 31 respondents agreed, 6.9% were neutral, and there were no respondents who disagreed and strongly disagreed. Then, the fifth questionnaire with the keyword “application that is not less good” shows that 58.6% of respondents strongly agreed, 34.4% of respondents agreed, 6.9% were neutral, and there are no respondents disagreed and strongly disagreed. In the last questionnaire with the keyword “feedback,” there were 41.4% of respondents who strongly agreed, 37.9 who agreed, 17.2% who felt neutral, 3.4% of respondents who disagreed, and no one who strongly disagreed.

The findings from the questionnaires mentioned above are also reinforced by the interview results:

“The new tests in the app can be a reference for us to improve students' English skills” The words or phrases in Lingo Learn help students in the learning process” (S.16)

“Because the application can help my English learning process, can improve my skills in English and also increase vocabulary” (S.27)

“This app really helps me as a student to increase my vocabulary so that someday I can speak English fluently” (S.29)

“With this Lingolearn app students can improve their vocabulary for the future” “So with the questions in the Lingolearn app, we are aware of our current level and ability in English” (S. 3)

“The Lingo Learn app is easy to understand” (S.28)

According to the results of student interviews above contained in the sentences “improve students' English skills” (S.16), “increase vocabulary” (S.27), “increase my vocabulary” (S.29), “improve their vocabulary” (S.3) and “easy to understand” (S. 28). In addition, the researcher's observations when instructing the use of the application to students in class, the Lingo Learn application is indeed very easy to understand by students because the instructions of the application are clear and do not make users confused, even some students have been able to use other features of the application before the researcher explains it. From the questionnaires, interviews, and researcher observations data show that Lingo Learn effectively improves students' vocabulary.

Efficiency

In this part, it is found from the data of questionnaires number 12 to 14. The researcher used these 3 questionnaires as a guide when classifying the questionnaires into efficiency categories. The results of the first questionnaire with the keyword “easy to use” show that 72.4% of respondents strongly agree that this application is easy to use, 27.6% agree, and no respondents feel neutral, disagree, and strongly disagree. In the second questionnaire, 41.4% of respondents strongly agreed, 41.4% agreed, 17.2% felt neutral, and no one disagreed or strongly disagreed. Whereas in the third questionnaire, 37.9% of respondents strongly agreed that this application was flexible and could be adjusted to their time and way of learning, 55.7 agreed, 6.9% were neutral, and none of them disagreed and strongly disagreed.

The arguments obtained from the interviews were used to validate the results of the questionnaire above, as shown below:

“The response from this app is pretty good” (S.27)

“Using the Lingo Learn app that can be accessed anytime and anywhere is very helpful, especially when communicating with foreigners” “Using this Lingolearn app is very easy” (S.29)

The app is good, there is no lag at all on my phone (S.3)

From the results of the interview which can be seen in the sentences “pretty good” (S.27), “can be accessed anytime and anywhere”, “very easy” (S.29), and “no lag” (S.3). On the researcher's observations also agree with student (29), the Lingo Learn application is very easy to use when the researcher operates it and when students in the classroom use it. So that from the three data obtained, namely questionnaire data, interviews and researcher observations, it can be concluded that Lingo Learn is really efficient to use to learn and improve students' vocabulary.

Affordability

This term emerged in research based on questionnaire data numbers 15 to 17, so these 3 questionnaires became a guide for researchers and made this questionnaire into the affordability category. In the first questionnaire with the keyword “easy to access,” the data results explain that 72.4% of respondents strongly agree that Lingo Learn is straightforward to access, 20.7% agreed, 6.9% of respondents were neutral, and no one disagreed or strongly disagreed. The second questionnaire shows that 65.5% of respondents strongly agree that the Lingo Learn application is good and can be accessed for free, 31% of respondents agree, 3.4% are neutral, and there are no responses to the answers that disagree and strongly disagree. In the last questionnaire, a total of 75.9% of respondents strongly agreed this application was interesting because it could be accessed offline, 20.6% agreed, 3.4% of respondents were neutral, and none of them disagreed and strongly disagreed.

The responses to the questionnaire above are supported by the following statements from the interviews:

“The app doesn't ask for premium, so it's pretty good and can be accessed offline” (S.27)

“Lingo Learn application that can be accessed offline, I think it's good and helpful, especially now that students also have problems with internet quota, and Lingolearn really helps” (S.29)

“The app can be used offline. So, even if you're away from home or don't have an internet connection, there's no reason you can't use Lingolearn” (S.3)

Based on the interview above, which can be noticed in the sentences “doesn't ask for premium,” “can be accessed offline” (S.27), “have problems with internet quota” (S.29), “don't have an internet connection” (S.3). In addition, in the researcher's observation, students have no problems when using the Lingo Learn application after being downloaded, because this application can be used offline or when there is no internet connection. Therefore, the data obtained above shows that Lingo Learn is an affordable application for students to use in expanding their English vocabulary.

Interactivity

The term in this part is obtained because of the questionnaire data number 18 to 20; these 3 questionnaires are the reference for the researcher to categorize the questionnaire into interactivity. The first questionnaire with the keyword “interactive learning” shows that 44.8% of respondents strongly agreed that the app provides an interactive learning experience, 51.7% agreed, 3.4 respondents were neutral, and none of the respondents disagreed and strongly disagreed. In the second questionnaire with the keyword “visually appealing,” 19 31% of respondents strongly agreed that Lingo Learn is visually appealing, 58.6% of respondents agreed, 6.9% were neutral, 3.4% disagreed, and none strongly disagreed. In the last questionnaire with the keyword “enjoyable,” it is very interesting 69% of respondents strongly agreed that Lingo Learn can create a fun learning experience, 20.7% of respondents agreed, 6.9% were neutral, 3.4% respondents who disagreed, and no respondents who felt strongly disagreed on this questionnaire.

The results of the questionnaire are supported by the arguments obtained from the interviews as follows:

“The appearance of the application is attractive” (S. 16)

“The appearance of the application is also very interesting so that students can learn comfortably” (S. 27)

“The displays with pictures are nice and interesting for a student like me, it keeps me from getting bored” (S. 29)

“The visuals of the app are good” (S. 28)

According to the interview which can be seen in the sentences “application is attractive” (S.16), “very interesting” (S.27), “The displays with pictures are nice and interesting” (S.29), “The visuals of the app are good” (S.29), it shows that the Lingo Learn application is interactivity because it can make students learn English comfortably, not boring and also interesting so that it can enhance vocabulary.

As discussion, this study aimed to explore of the Lingo Learn as tool to enrich students' vocabulary acquisition, according to the research findings, the first finding is Adaptability. Adaptability is a significant advantage of a

language learning app like Lingo Learn is that it can accommodate students' different learning styles and paces. The capacity to customize the learning experience is essential in a diverse classroom environment where students have varying levels of competence and learning styles. Mobile apps can encourage self-directed learning by allowing students to interact with information whenever they want (Xodabande & Atai, 2022). This adaptability not only enhances the learning experience, but also develops a sense of ownership among students, which is crucial for motivation and engagement. Additionally, applications with customizable difficulty levels give students personalized challenges that keep them interested without becoming too much to handle (Palandi et al., 2024). The second finding is the effectiveness of Lingo Learn. With a significant increase in students' vocabulary acquisition when using Lingo Learn, this application can help improve students' vocabulary learning. The results of this study align with the results of research by Robin & Aziz (2022), that using digital learning tools can enhance vocabulary learning. The use of cake applications can increase vocabulary (Nasution & Salmiah, 2024). Meanwhile, Setiawan & Wiedarti (2020) found that using Quizlet, a similar application, led to increased motivation and vocabulary retention among students. Research by (Lubis et al., 2023) claimed that using apps as media can improve students' vocabulary.

The third is efficiency in acquisition; this is another one of the essential facets of language learning systems. Accessing learning materials anytime and anywhere allows students to maximize their study time, making learning more efficient. (Mulyasa, 2021) highlights that mobile applications provide a flexible learning environment, enabling students to engage with vocabulary learning without the constraints of traditional classroom settings. This flexibility is particularly beneficial for busy students who may struggle to find time for language study. In line with research by (Loewen et al., 2019; Febrianti et al., 2024), flexible applications can improve vocabulary. The efficiency of these applications is also enhanced by their ability to track progress and provide immediate feedback, allowing learners to identify areas for improvement and adjust their study strategies accordingly.

The next finding is affordability; affordability is crucial for several students when selecting educational materials. Many languages learning applications, including Lingo Learn, offer free or low-cost access to their features, making them accessible to a broader audience. This democratization of language learning resources is crucial in educational contexts where budget constraints may limit access to traditional learning materials. Tso (2020) notes that the availability of free resources through mobile applications allows students from various socioeconomic backgrounds to improve their English proficiency. This accessibility aligns with the principles of equitable education, ensuring that all learners have the opportunity to succeed regardless of their financial situation. Moreover, the cost-effectiveness of these applications can lead to increased adoption rates, further enhancing their impact on vocabulary acquisition.

The last finding is interactivity. One characteristic of contemporary language learning apps that raises student interest and engagement is interactivity. Applications like Lingo Learn have gamified components that promote active engagement and make learning fun. According to Setiawan & Wiedarti (2020), interactive elements like games, flashcards, and quizzes make learning more interesting and help students retain terminology. This is in line with research by Toha et al., (2023), which highlights that adding multimedia components, like visually appealing pictures and interactive activities, can improve language memory and cognitive engagement. Pradini & Adnyayanti (2022) further support this notion, indicating that interactive applications can lead to quicker vocabulary mastery than conventional methods. Social features like leaderboards and peer interactions can further increase motivation by fostering a sense of community and rivalry among students.

Overall, the findings show that using the Lingo Learn application can improve students' vocabulary acquisition. The results of this study can be used by students to integrate the Lingo Learn application into vocabulary learning, creating a more interactive and engaging learning experience. This study concludes that the Lingo Learn application has significant potential to enrich students' vocabulary mastery. So, the researcher also suggests integrating the Lingo Learn application as a student tool in language learning because it not only increases accessibility but also increases students' vocabulary.

CONCLUSION

There are many studies that examine various kinds of language learning applications as learning tools for students to improve English vocabulary, but limited research specifically explores the Lingo Learn application. Thus, this study aims to find out students' perceptions of the Lingo Learn application as a learning tool to enrich students' vocabulary acquisition. The findings from this study indicate that the Lingo Learn application has significant potential to enrich students' vocabulary. The researcher found five main perspectives from students regarding using this application. First, students see Lingo Learn as an adaptive learning tool that can adjust learning materials to each individual's needs and ability levels. The second is the effectiveness in which students can increase their interest in learning English and enrich their vocabulary. The third is time efficiency, offered by Lingo

Learn, which allows students to learn anytime and anywhere. The fourth affordability of this application makes it an attractive option for students because the Lingo Learning application can be accessed offline and for free so that more people can access quality learning resources. Lastly, the interactivity offered by Lingo Learn makes the learning process more interesting and fun, so students are more motivated to learn. This study's findings have limitations, including the small sample size and short intervention period. Future research should examine how the use of Lingo Learn application in language learning affects vocabulary acquisition and language proficiency with a larger sample size, more general research subjects, and different research methods. They should also look at how effectively certain features work within these apps.

This study highlights the significance of integrating technology into language learning. To improve learning results and student engagement, educators are urged to embrace and use digital technologies in their lesson plans. To guarantee that every student has the chance to be successful in their language learning pursuits, more research should also examine how this application might be tailored to fit the various demands of learners.

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CONFLICTS OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this paper.

AUTHOR CONTRIBUTIONS

Solin, R.: Conceptualization (lead), methodology (lead), writing –original draft (lead), review (supporting), securing funding. **Salmiah, M.:** Conceptualization (supporting), methodology (supporting), writing –original draft (supporting), review (lead), editing (lead).

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