

**STUDENTS' USE OF INTERNET-BASED
LEARNING APPLICATIONS TO DEVELOP
THEIR ENGLISH VOCABULARY MASTERY**

THESIS

Submitted in partial fulfillment of the requirements for the
degree of Sarjana Pendidikan (S.Pd.) in English Teaching.



**UIN SUNAN AMPEL
S U R A B A Y A**

By:

Fika Hawi Lestari

NIM 06010522009

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
UIN SUNAN AMPEL SURABAYA**

2026

PERNYATAAN KEASLIAN TULISAN

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini:

Nama : Fika Hawi Lestari

NIM : 06010522009

Fakultas/Prodi : Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris

Judul : Students' Use of Internet-Based Learning Applications to Develop Their English Vocabulary Mastery

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian dan karya saya sendiri, kecuali pada bagian-bagian yang dirujuk sumbernya sesuai kaidah penulisan karya ilmiah. Apabila di kemudian hari terbukti bahwa skripsi ini adalah hasil plagiasi, maka saya bersedia menerima sanksi akademik sesuai dengan peraturan perundang-undangan yang berlaku.

Surabaya, 23 Juni 2026
Yang menyatakan,



Fika Hawi Lestari
NIM. 06010522009

ADVISOR APPROVAL SHEET

ADVISOR APPROVAL SHEET

Thesis by Fika Hawi Lestari entitled “Students’ Use of Internet-Based Learning Applications to Develop Their English Vocabulary Mastery” has been approved by the thesis advisors for further approval by the Board of Examiners.

Surabaya, 18 Juni 2026

Advisor I



Mokhamad Syaifudin, M.Ed., Ph.D.

NIP. 197310131997031002

Advisor II



Fahmy Imaniar, M.Pd

NIP. 199410082020122019

EXAMINER APPROVAL SHEET

EXAMINER APPROVAL SHEET

Thesis by Fika Hawi Lestari entitled "Students' Use of Internet-Based Learning Applications to Develop Their English Vocabulary Mastery" has been approved by the thesis advisors for further approval by the Board of Examiners.



Prof. Dr. M. Idris Muhammad Thohir, S.Ag. M.Pd

NIP. 197407251998031001

Examiner I



Mokhamad Syaifudin, M.Ed., Ph.D

NIP. 197310134997031002

Examiner II



Fahmy Imaniar, M.Pd

NIP. 199410082020122019

Examiner III



Prof. Dr. Mohamad Salik, M.Ag.

NIP. 196712121994031002

Examiner IV



Dr. Irma Soraya, M.Pd

NIP. 196709301993032004



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300
E-Mail: perpus@uinsby.ac.id

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini,

saya: Nama : Fika Hawi Lestari

NIM : 06010522009

Fakultas/Jurusan : Tarbiyah dan Keguruan

E-mail address : ofika364@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :

Sekripsi Tesis Desertasi Lain-lain ()

yang berjudul :

Students' Use of Internet-Based Learning Applications to Develop Their English Vocabulary
Mastery

berserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 23 Juni 2026

Penulis

Fika Hawi Lestari

ABSTRACT

This thesis discusses the use of an internet-based learning application to develop students' English vocabulary mastery. This study has two research questions: (1) What is the process by which students use internet-based learning applications to improve their English vocabulary mastery, and (2) What challenges do students face when using internet-based applications to improve their English vocabulary mastery. This study employed a qualitative approach with a phenomenological research design involving 20 tenth-grade students at MAN Kota Surabaya. Data were collected through questionnaires and semi-structured interviews. The questionnaire data were analyzed using descriptive analysis, while the interview data were analyzed using thematic analysis. The findings showed that students experienced several learning processes when using internet-based learning applications for vocabulary learning. These processes included participating in structured vocabulary learning activities, understanding vocabulary through visual and audio features, learning from immediate feedback, and remembering vocabulary through gamification and repeated exposure. The findings also showed that Quizizz was the most frequently used application among the participants. Students believed that internet-based learning applications made vocabulary learning more interactive, enjoyable, and easier to understand. However, the study also found several challenges, including psychological pressure caused by time limits and competition, technical problems related to internet connection and application performance, as well as time limitations and distractions during learning activities.

Keywords: *Vocabulary mastery, internet-based learning application, Quizizz, phenomenological study, English learning*

ABSTRAK

Penelitian ini membahas penggunaan aplikasi pembelajaran berbasis internet untuk mengembangkan penguasaan kosakata bahasa Inggris siswa. Penelitian ini memiliki dua pertanyaan penelitian: (1) bagaimana siswa menggunakan aplikasi pembelajaran berbasis internet untuk mengembangkan penguasaan kosakata bahasa Inggris mereka, dan (2) tantangan apa saja yang dihadapi siswa saat menggunakan aplikasi berbasis internet dalam kegiatan pembelajaran kosakata. Penelitian ini menggunakan pendekatan kualitatif dengan desain penelitian fenomenologis yang melibatkan 20 siswa kelas 10 di MAN Kota Surabaya. Data dikumpulkan melalui kuesioner dan wawancara semi-terstruktur. Data kuesioner dianalisis menggunakan analisis deskriptif, sedangkan data wawancara dianalisis menggunakan analisis tematik. Temuan tersebut menunjukkan bahwa siswa mengalami beberapa proses pembelajaran saat menggunakan aplikasi pembelajaran berbasis internet untuk mempelajari kosakata. Proses-proses tersebut meliputi berpartisipasi dalam kegiatan pembelajaran kosakata yang terstruktur, memahami kosakata melalui fitur visual dan audio, belajar dari umpan balik langsung, serta mengingat kosakata melalui gamifikasi dan paparan berulang. Temuan tersebut juga menunjukkan bahwa Quizizz adalah aplikasi yang paling sering digunakan di antara para peserta. Siswa percaya bahwa aplikasi pembelajaran berbasis internet membuat pembelajaran kosakata menjadi lebih interaktif, menyenangkan, dan lebih mudah dipahami. Namun, penelitian ini juga menemukan beberapa tantangan, termasuk tekanan psikologis yang disebabkan oleh batasan waktu dan persaingan, masalah teknis terkait koneksi internet dan kinerja aplikasi, serta keterbatasan waktu dan gangguan selama kegiatan pembelajaran.

Kata kunci: *Penguasaan kosakata, aplikasi pembelajaran berbasis internet, Quizizz, penelitian fenomenologis, pembelajaran bahasa Inggris*

TABLE OF CONTENTS

PERNYATAAN KEASLIAN TULISAN.....	ii
ADVISOR APPROVAL SHEET.....	iii
EXAMINER APPROVAL SHEET.....	iv
DEDICATION SHEET.....	v
ACKNOWLEDGEMENT.....	vi
ABSTRACT.....	vii
ABSTRAK.....	viii
MOTTO.....	ix
TABLE OF CONTENTS.....	x
LIST OF TABLE.....	xii
LIST OF APPENDICES.....	xiii
CHAPTER I.....	1
INTRODUCTION.....	1
1.1. Background of the Study.....	1
1.2. Research Question.....	5
1.3. Objective of the Study.....	5
1.4. Significance of the Study.....	5
1.5. Scope and Limitation of the Study.....	6
1.6. Definition of Key Terms.....	7
CHAPTER II.....	9
REVIEW OF RELATED LITERATURE.....	9
2.1. Review of Related Theories.....	9
2.1.1. Second Language Acquisition and Vocabulary Mastery..	9
2.1.2. Internet-based Learning and Its Role in Language Acquisition.....	13
2.1.3. Learning Vocabulary through Educational Application.	14
2.2. Phenomenological in Language Learning Research.....	16
2.3. Review of Previous Studies.....	17
CHAPTER III.....	20

RESEARCH METHOD.....	20
3.1. Approach and Research Design.....	20
3.2. Research Presence.....	25
3.3. Research Site.....	25
3.4. Research Participants.....	26
3.5. Data and Source of Data.....	27
3.5.1. Data.....	27
3.5.2. Source of Data.....	28
3.6. Data Collection Technique.....	29
3.7. Research Instrument.....	30
3.8. Data Analysis Techniques.....	31
3.9. Trustworthiness.....	33
3.10. Research Stages.....	33
CHAPTER IV.....	36
RESEARCH FINDINGS.....	36
4.1. Findings.....	36
4.1.1. The Process of Using Internet-Based Learning Application.....	36
4.1.2. Challenges in Using Internet-Based Learning Application 47	47
4.2. Discussion.....	56
4.2.1. The Process of Using Internet-Based Learning Application in Vocabulary Learning.....	57
4.2.2. Challenges in Using Internet-Based Learning Applications.....	65
CHAPTER V.....	72
CONCLUSION AND SUGGESTION.....	72
5.1. Conclusion.....	72
5.2. Suggestion.....	73
REFERENCES.....	75
APPENDICES.....	79

LIST OF TABLE

Table 4.1 Students' Responses to Visual and Audio Features

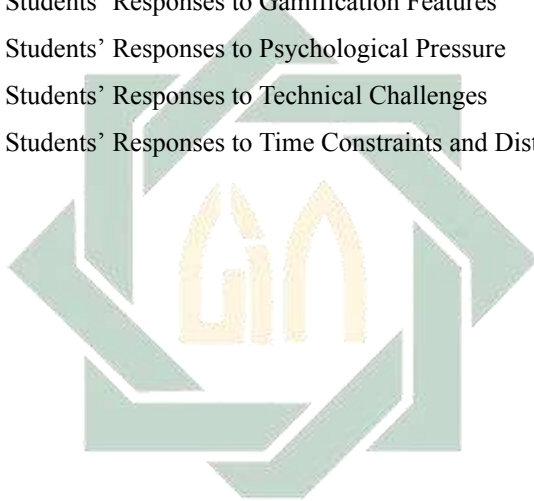
Table 4.2 Students' Responses to Feedback Features

Table 4.3 Students' Responses to Gamification Features

Table 4.4 Students' Responses to Psychological Pressure

Table 4.5 Students' Responses to Technical Challenges

Table 4.6 Students' Responses to Time Constraints and Distraction



UIN SUNAN AMPEL
S U R A B A Y A

LIST OF APPENDICES

Appendix 1: Research Permission Letter

Appendix 2: Validator Letter for Instrument

Appendix 3: Questionnaire for the Students in MAN Kota Surabaya

Appendix 4: Interview Guideline for Students



UIN SUNAN AMPEL
S U R A B A Y A

REFERENCES

- Abdul-Ameer, M. A. (2014). Improving vocabulary learning through digital stories with Iraqi young learners of English at the primary level. *International Journal of Education and Literacy Studies*, 8(2), 197–214. <https://doi.org/10.7575/aiac.ijels.v.8n.2p.197>
- Al-Jarf, R. (2007). *Teaching Vocabulary to EFL College Students Online*. <https://ssrn.com/abstract=3873767>
- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, III(3), 21–34. <https://doi.org/10.20472/te.2015.3.3.002>
- Babbie, E. R. (2020). *The practice of social research* (15th ed.). Cengage Learning.
- Bates, A. W. (2005). *Technology, e-learning, and distance education*. Routledge.
- Braun, V., & Clarke, V. (2006). *Using Thematic Analysis in Psychology*.
- Cherner, T., Dix, J., & Lee, C. (2014). Cleaning up that mess: A framework for classifying educational apps. In *Contemporary Issues in Technology and Teacher Education* (Vol. 14, Issue 2). <http://www.apptrace.com>
- Cook, D. A., Levinson, A. J., & Garside, S. (2010). Time and learning efficiency in Internet-based learning: A systematic review and meta-analysis. *Advances in Health Sciences Education*, 15(5), 755–770. <https://doi.org/10.1007/s10459-010-9231-x>
- Decarrico, J. (2001). *Teaching English as a Second or Foreign Language (Third Edition)*.
- Ellis, R. (1997). *Second language acquisition*. Oxford University Press.
- Godwin-Jones, R. (2011). *Emerging Technologies Mobile Application for Language Learning*. 15(2), 2–11. <http://lt.msu.edu/issues/june2011/emerging.pdf>

- Grami, G. M. A. (2020). An evaluation of online and automated english writing assistants: Collocations and idioms checkers. *International Journal of Emerging Technologies in Learning*, 15(4), 218–226. <https://doi.org/10.3991/ijet.v15i04.11782>
- Hajebi, M., Taheri, S., Fahandezh, F., & Salari, H. (2018). The role of web-based language teaching on vocabulary retention of adult pre-intermediate efl learners. *Journal of Language Teaching and Research*, 9(2), 372–378. <https://doi.org/10.17507/jltr.0902.20>
- Jia, W., Zhang, L., Pack, A., Guan, Y., & Zou, B. (2024). Digital game-based learning's effectiveness on EFL learners' receptive and productive vocabulary knowledge. In *Language Learning & Technology* (Vol. 28, Issue 1). <https://hdl.handle.net/10125/73554>
- Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed Methods Research: A Research Paradigm Whose Time Has Come. *Educational Researcher*, 33(7), 14–26. <https://doi.org/10.3102/0013189X033007014>
- Karami, A. (2019). Implementing audio-visual materials (video) as an incidental vocabulary learning strategy in second/foreign language learners' vocabulary development: A current review of the most recent research. *li-manager's Journal on English Language Teaching*, 9(2), 60-70. <https://doi.org/10.26634/jelt.9.2.15500>
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.
- Kusumadewi, H., & Widyastuti, M. (2018). *The Effects of Using Duolingo Towards Student's Vocabulary Mastery*.
- Nation, P. (2001). *Learning vocabulary in another language*. Cambridge University Press.
- Özdemir, E., & Seçkin, H. (2024). The cognitive and affective impacts of Quizlet in vocabulary learning: A meta-analysis. *Frontiers in Psychology*, 15, 1367753. <https://doi.org/10.3389/fpsyg.2024.1367753>

- Puspitasari, E., & Wijaya, T. (2022). The Positive Impact of Internet-Based Resources to Encourage Students' Vocabulary Aspect. *Tapis: Jurnal Penelitian Ilmiah*, 6(2), 166. <https://doi.org/10.32332/tapis.v6i2.5813>
- Putu Gede Subhaktiyasa, Sang Ayu Ketut Candrawati, N. Putri Sumaryani, Ni Wayan Sunita, & Abd. Syakur. (2025). Penerapan Statistik Deskriptif: Perspektif Kuantitatif dan Kualitatif. *Emasains : Jurnal Edukasi Matematika Dan Sains*, 14(1), 96–104. <https://doi.org/10.59672/emasains.v14i1.4450>
- Rahman, A., Parhan, M., Isnainy, H., Masnita, Y., & Santoso, A. S. (2024). A case study on Duolingo application in vocabulary learning. In *ACAH2024: The Asian Conference on Arts & Humanities 2024* (pp. 57–67). The International Academic Forum (IAFOR). <https://papers.iafor.org/submission79146/>
- Stockwell, G. (2010). *Using Mobile Phones for Vocabulary Activities: Examining the Effect of the Platform*. 14(2), 95–110. <http://lt.msu.edu/vol14num2/stockwell.pdf>
- Vera Nurfajriani, W., Ilhami, M. W., Mahendra, A., Sirodj, R. A., Afgani, W., Negeri, U. I., Fatah, R., & Abstract, P. (2024). Triangulasi Data Dalam Analisis Data Kualitatif. *Jurnal Ilmiah Wahana Pendidikan*, 10(17), 826–833. <https://doi.org/10.5281/zenodo.13929272>
- Williams, H. (2021). The meaning of “Phenomenology”: Qualitative and philosophical phenomenological research methods. *Qualitative Report*, 26(2), 366–385. <https://doi.org/10.46743/2160-3715/2021.4587>
- Yavuz, F., Ozdemir, E., & Celik, O. (2020). The effect of online gamification on EFL learners' writing anxiety levels: a process-based approach. *World Journal on Educational Technology: Current Issues*, 12(2), 62–70. <https://doi.org/10.18844/wjet.v12i2.4600>
- Zamorshchikova, L., Egorova, O., & Popova, M. (2011). *International Review of Research in Open and Distance Learning Internet Technology-Based Projects in Learning and Teaching English as a*

Foreign Language at Yakutsk State University.
www.yakutskcity.wikidot.com,

Zhang, J., & Liao, B. (2015). *Journal of Education and Practice*
www.iiste.org ISSN (Vol. 6, Issue 20). Online. www.iiste.org



UIN SUNAN AMPEL
S U R A B A Y A