



The use of kamusku application to increase student's teaching english vocabulary

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ABSTRACT

This study investigates the use of the *Kamusku* application to enhance English vocabulary mastery among eleventh-grade students in the Computer and Network Engineering program at SMK Muhammadiyah 01 Boyolali, Central Java. Employing a qualitative descriptive case study approach, the research focused on the implementation of *Kamusku*, students' motivations, challenges encountered, and strategies to overcome them. Data were collected through observation, online questionnaires completed by thirty-two students, and semi-structured interviews with five students and one English teacher using purposive sampling. Triangulation of sources and techniques ensured data validity, while analysis followed the steps of data reduction, display, and conclusion drawing. Findings reveal that students effectively integrated *Kamusku* into their learning routines at school and home, appreciating its ease of use, quick access to word meanings, offline mode, and practicality compared to conventional dictionaries. Challenges included application errors, limited storage, and offline translation constraints, which students overcame through device management and adaptive strategies. Overall, *Kamusku* supports independent and adaptive learning, enhancing vocabulary mastery and digital literacy, and offers practical implications for teachers, students, and schools to optimize technology-based English learning.

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INTRODUCTION

Mastering vocabulary is a key aspect of learning English because it directly supports students' ability to communicate effectively and understand reading and writing. In today's globalized world, English proficiency is increasingly essential in education, technology, science, and business. Therefore, expanding vocabulary is crucial to achieving the four core language skills listening, speaking, reading, and writing which are interrelated and must be developed simultaneously (Penny, 1996). Vocabulary serves as the foundation of language proficiency since effective communication, both oral and written, depends on the correct and appropriate use of words (Hartini & Suri Ardini, 2024; Azhra et al., 2024). As vocabulary knowledge grows, individuals can express themselves more clearly, interact more effectively, and comprehend information more

easily. In line with Alqahtani (2015), vocabulary mastery functions as an essential tool that enhances students' communication skills and overall English competence.

Learning English requires strong vocabulary skills, yet many students struggle due to outdated methods like rote memorization and direct translation, which hinder understanding and retention (Nation, 2013 ; Bambang Purwanto & Hidayad, 2022). Many students lack the interactive learning resources and materials needed to understand and use vocabulary effectively, students who have access to a variety of resources, including apps and online platforms, are more likely to master vocabulary more quickly (Thanh & Quang, 2022). To address this, teachers should apply engaging, technology-based strategies such as games, quizzes, and contextual exercises to boost motivation and achievement (Nurchurifiani et al., 2021; Pertiwi et al., 2024). Technological innovations, especially mobile application like *Kamusku*, have transformed vocabulary learning by offering quick searches, accurate meanings, examples, and pronunciations in an accessible format. Unlike Google Translate or U-Dictionary, *Kamusku* is preferred because it works offline, provides simple English Indonesian translation without complex context errors, and is lighter for students with limited internet access. This aligns with findings from Okumus Dagdeleler (2023), who revealed that mobile-assisted vocabulary learning (MAVL) significantly enhances learners' engagement, independence, and retention in vocabulary acquisition. As a free, user-friendly English-Indonesian dictionary, *Kamusku* promotes independent and enjoyable learning. Studies also highlight its effectiveness: Astutik & Setyowati (2023) found students prefer *Kamusku* to traditional methods, while Yulianti (2018) confirmed its positive impact on vocabulary mastery through interactive use. Similarly, research by Sariyani et al. (2020) supports that mobile application technology significantly enhances vocabulary acquisition and student engagement in English learning. Before using *Kamusku*, students often faced real-world problems such as difficulty understanding word meanings in context, dependence on teachers for translation, and limited access to reliable offline dictionaries.

However, there is still little specific research on how the *Kamusku* application works to help students become more proficient in English vocabulary. Previous studies only focused on students' perceptions or general effectiveness, while this research aims to explore new aspects such as motivation, usage behavior, and obstacles in applying *Kamusku* for vocabulary learning. Therefore, this study aims to examine the use of *Kamusku* application as a tool in teaching English vocabulary, find out why students use the application to learn English vocabulary, and analyze the difficulties students face when using the application. Thus, the researcher intends to conduct a research with the title "The use of *Kamusku* Application to Increase student's Teaching English Vocabulary".

RESEARCH METHODOLOGY

This study applied a qualitative descriptive case study approach to examine the role of the *Kamusku* application in enhancing English vocabulary mastery among eleventh-grade students in the Computer and Network Engineering program at SMK Muhammadiyah 01 Boyolali, Central Java. The application served as the primary research object, focusing on its implementation, users' motivations, challenges encountered, and strategies applied to overcome them. Data were collected through observation, online questionnaires completed by thirty-two students on May 15, 2025, and semi-structured interviews with five students and one English teacher selected through purposive sampling (Creswell, 2014). Purposive sampling was chosen to ensure participants had direct experience using *Kamusku* in classroom and independent learning contexts, making their insights relevant to the study objectives. To ensure data validity, source and technique triangulation were employed (Sugiyono, 2020; Wijaya, 2018), comparing information from teachers, students, and supporting documentation, as well as cross-verifying questionnaire and interview results. Member checking was also conducted by returning interview summaries to participants for confirmation,

ensuring interpretations aligned with their intended meanings. The questionnaire consisted of both closed-ended items to gather general patterns and open-ended questions to explore students' experiences in depth. The interview guide was developed based on questionnaire themes, validated by an English education expert, and refined through pilot testing. Observations were conducted over two weeks during regular English classes, with the researcher acting as a non-participant observer to minimize bias and maintain natural classroom interaction. Data analysis followed Miles et al. (2014), consisting of data reduction, data display, and conclusion drawing. The reduced data emphasized how *Kamusku* was used, why students used it, and what challenges they faced, such as difficulties understanding idioms, spelling mistakes, and limited internet access. The data were presented in narrative, tabular, and quotation forms to identify patterns most notably that students preferred *Kamusku* for its offline accessibility. All data collection activities were conducted sequentially: classroom observations first, followed by questionnaires, and finally interviews. Research permission was obtained from the school principal, and all respondents provided informed consent. Participant identities were kept confidential using pseudonyms to protect their privacy. Overall, the findings indicate that *Kamusku* effectively supports vocabulary learning by providing easy access, flexible use, and promoting independent learning both inside and outside the classroom.

RESULTS AND DISCUSSIONS

This research collected data through questionnaires distributed to 32 students and interviews with five students and one English teacher at SMK Muhammadiyah 01 Boyolali to analyze the use of the *Kamusku* application in learning English vocabulary. The data cover how students discovered and used the application, the frequency and context of its use, the most utilized features, their reasons for choosing it, the challenges encountered, and the strategies employed to overcome those challenges. From these findings, the study outlines a comprehensive pattern of *Kamusku* usage, highlighting students' habits, adaptive efforts to address application limitations, and independent learning strategies that contribute to vocabulary enrichment and positive learning attitudes.

Table 1. Summary of questionnaire results (thirty-two respondents)

Aspects Inquired	Answer Options	Number of Respondents	Percentage
The Implementation of Using <i>Kamusku</i> Application as a tool in Teaching Students' English Vocabulary	Teacher	14	44%
	Friend	10	31%
	Others (Play Store, Recommendation from family member)	8	25%
Frequency of Using <i>Kamusku</i> Application	Every Day	14	44%
	2-3 times a week	12	37%
	Once a week	6	25%
Situation of Using the <i>Kamusku</i> Application	During English class	10	31%
	When doing homework	8	25%
	When studying alone	14	44%
Most Frequently Used Features	Word search	13	41%
	History	10	31%
	Translition	5	16%
	Audio	4	12%
Reasons of Students' Using the <i>Kamusku</i> Application in English Vocabulary	Very helpful in understanding vocabulary	11	34%
	Easy to use	9	28%
	Can be used in offline mode	7	22%
	An alternative to conventional dictionaries	5	16%

Aspects Inquired	Answer Options	Number of Respondents	Percentage
The Obstacles Face Students' use <i>Kamusku</i> Application in Learning Vocabulary	Occasional Application Errors	12	38%
	Limited Storage Capacity on Mobile Phones	10	31%
	Limited Storage Capacity on Mobile Phones	10	31%
The Strategies that Can be Done to Overcome them	Clearing the Cache	14	44%
	Deleting Rarely Used Applications	11	34%
	Searching for the meaning of words one by one	7	22%

The findings indicate that students were introduced to the *Kamusku* application through various sources, with teachers playing the most dominant role (44%) by recommending it as a digital tool to support vocabulary learning. Teachers acted not only as material providers but also as facilitators who integrated technology into classroom activities, as shown in interviews where English teachers explained how they discovered *Kamusku* through colleagues and online training before promoting it to students. In addition, about 31% of students became familiar with *Kamusku* through peers, reflecting the influence of social interaction in adopting learning technologies. Peer recommendations, often shared during collaborative study sessions, created trust and motivation to use the app due to its practicality and ease of use. Meanwhile, 25% of students found the application independently through the Play Store or family suggestions, showing personal initiative and adaptability to learning needs, such as offline accessibility in areas with poor internet connection. These findings highlight that the introduction of *Kamusku* was shaped by both formal (teacher-led) and informal (peer and family) channels, illustrating that students' engagement with digital learning tools emerges from a combination of guided instruction, social influence, and individual curiosity.

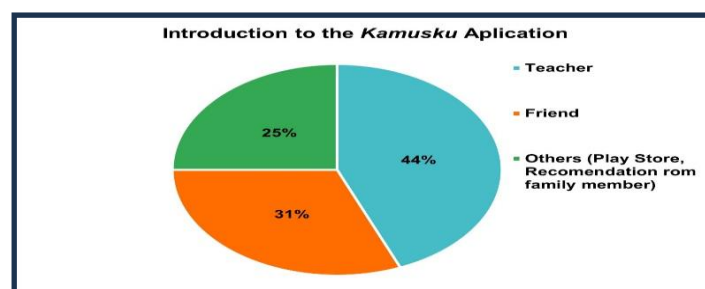


Figure 1. Introduction to the *Kamusku* Application

Questionnaire results show that 44% of students use the *Kamusku* application daily, integrating it into their learning routines and demonstrating independent study habits. One student (FAP) mentioned using it not only for assignments but also while watching movies or reading social media, showing its use beyond academics (Interview, May 16, 2025). Teachers assess that students who use *Kamusku* daily demonstrate faster word recognition and better reading comprehension than those using it occasionally, suggesting measurable progress in vocabulary mastery. Teachers observed that frequent users understand texts faster and answer more accurately, indicating improved vocabulary mastery (Mrs. DPY, Interview, May 16, 2025). Meanwhile, 37% use *Kamusku* two to three times a week for academic tasks, and 19% only once a week due to limited time or phone storage issues. Overall, *Kamusku* serves both as a daily learning

companion and a task-based tool, with its effectiveness depending on students' consistency, habits, and external constraints.

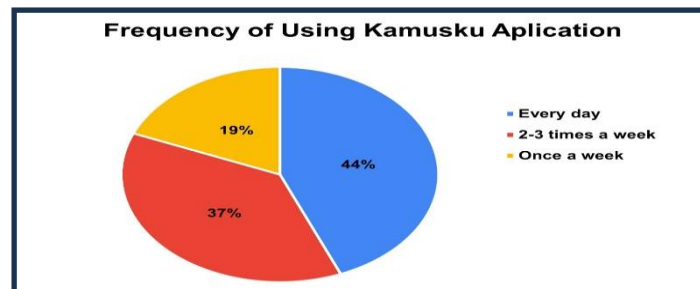


Figure 2 Frequency of using *kamusku* application

A large portion of students (44%) use the *Kamusku* application primarily for self-study, showing its vital role in promoting independent learning. Compared to printed dictionaries or Google Translate, most students perceive *Kamusku* as more convenient for quick searches and offline access, though it offers fewer features than Google Translate. Most feel more comfortable using it at home, adjusting their pace and schedule to personal needs, as reflected in SA's statement: "I usually use *Kamusku* when studying alone at home... when I find an unfamiliar word, I immediately open the application" (Interview, May 16, 2025). This spontaneous use illustrates learner autonomy in line with Hammond & Collins' (2013) self-directed learning theory. Additionally, 31% use *Kamusku* during English lessons under teacher guidance, and 25% rely on it for homework, as ZTH noted: "I usually use *Kamusku* when doing my English assignments, especially in reading sections" (Interview, May 16, 2025). These findings indicate that *Kamusku* effectively bridges formal and informal learning contexts, supporting vocabulary acquisition, autonomy, and technology-enhanced education.

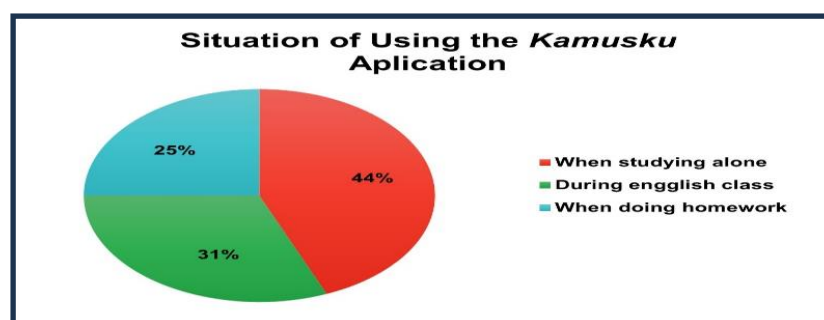


Figure 3. Situation of using the *kamusku* application

Based on the questionnaire and interview data, the *Kamusku* application is primarily used by students for practical learning purposes, with the Word Search feature being the most frequently used (41%), as it allows quick access to word meanings without consulting dictionaries or teachers, as noted by informant PAL. The Translation feature is also commonly utilized (31%) to understand phrases or short sentences in English texts, helping students grasp contextual meaning beyond individual words, supported by both student and teacher statements, including Mrs. DPY's guidance to use *Kamusku* for reading exercises. The History feature, used by 16% of respondents, enables review and reinforcement of previously searched vocabulary, though its low usage suggests limited awareness of its benefits, as highlighted by FAP. The Audio feature, with the lowest usage (12%), provides pronunciation support for students like KTP who aim to improve speaking skills, yet most students prioritize word comprehension over pronunciation. Overall,

Kamusku's usage is selective, focusing on efficiency in understanding word meanings and sentence context through the Word Search and Translation features, while other functionalities serve more specialized or secondary learning needs.

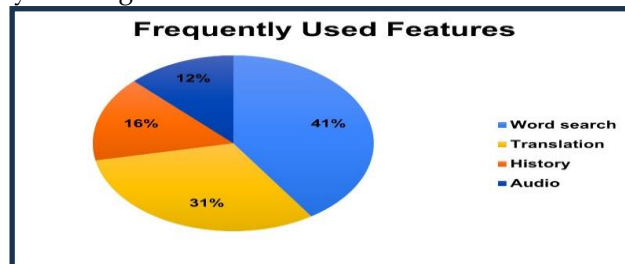


Figure 4. Frequency used features

Interview and questionnaire results show that *Kamusku* significantly supports students' English vocabulary learning through its ease of use, practicality, and offline accessibility. The application helps users understand vocabulary more effectively by providing meanings, root forms, and parts of speech, fostering independent learning. Its simple interface makes it easy for beginners to navigate, while offline access allows learning anytime, even without internet. Teachers noted that regular users engage more actively and comprehend texts faster, showing *Kamusku's* role in enhancing both self-study and classroom learning. Overall, *Kamusku's* user-friendly design and functional features make it an effective digital tool for improving students' English vocabulary.

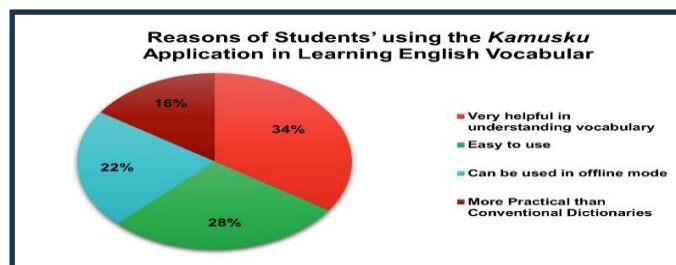


Figure 5. Reasons of students' using the *kamusku* application in learning english vocabulary

Based on the findings, students find the *Kamusku* application highly useful for learning English vocabulary due to its practicality, ease of use, offline accessibility, and efficiency compared to conventional dictionaries, allowing them to independently understand difficult words without relying on teachers. However, several obstacles hinder its use. Around 38% of students reported technical issues such as sudden application closures, slow responses, or crashes, which disrupt their focus and reduce learning efficiency. Additionally, approximately 31% faced storage limitations on their mobile devices, forcing them to uninstall and reinstall the app, which interrupted continuous learning. Another 31% noted that offline mode does not support full sentence translations, limiting their ability to grasp contextual meanings and grammatical structures, particularly when internet connectivity is unstable. Despite these challenges, students adapt by clearing cache, combining *Kamusku* with other applications, or seeking teacher assistance, demonstrating resilience and a strong commitment to learning. Overall, while technical and infrastructural constraints affect the seamless use of *Kamusku*, its benefits and usability continue to make it a valuable digital learning tool.

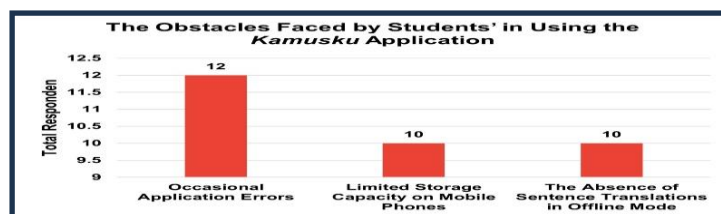


Figure 6. The obstacles faced by students' in using the *kamusku* application

The study revealed that students encounter three main challenges when using the *Kamusku* application: occasional technical errors, limited mobile storage, and the unavailability of sentence translation features in offline mode, highlighting the dependence of digital learning on device conditions and technical support. Despite these obstacles, students actively adapt by employing practical strategies. About 44% regularly clear the cache to maintain smooth application performance, demonstrating awareness of basic technical management and independence in resolving issues, as reflected in interviews with students such as PAL and FAP. Additionally, around 34% manage limited storage by deleting rarely used applications or transferring files to other devices, prioritizing *Kamusku* to ensure uninterrupted learning, a practice acknowledged by teachers like Mrs. DPY. Furthermore, 22% of students overcome offline translation limitations by manually searching word by word and reconstructing sentence meaning, a strategy that fosters independent learning, critical thinking, and digital literacy, as described by FAP and SA. Overall, these findings illustrate that students not only adapt to technological constraints but also actively develop problem-solving skills and self-reliance, which are crucial for effective use of digital tools like *Kamusku* in learning English vocabulary.

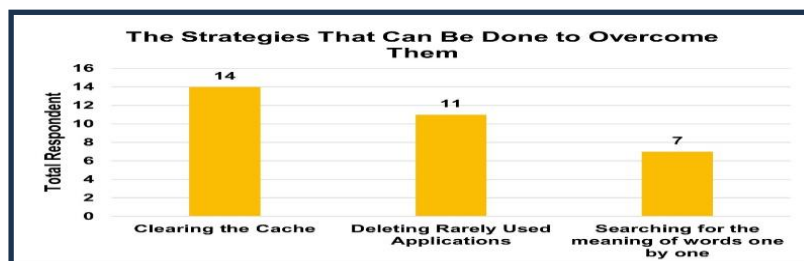


Figure 7. The strategies that can be done to overcome them

Based on the research findings, it can be concluded that the strategies applied by students to overcome obstacles in using the *Kamusku* application demonstrate their adaptability and independence in learning. Actions such as clearing the cache, tidying up the application, and searching for the meaning of words one by one reflect the students' practical attitude and responsibility towards the smooth running of the learning process. These strategies also demonstrate students' digital awareness, including efforts to maintain device performance and continue learning despite technical limitations. Thus, the use of *Kamusku* not only helps students master English vocabulary, but also fosters perseverance, independence, and the ability to find solutions independently.

Practically, this study implies that teachers can integrate *Kamusku* as a complementary vocabulary-learning medium, especially in low-connectivity contexts. Schools should encourage blended approaches that combine *Kamusku* with interactive classroom activities to enhance both vocabulary mastery and digital competence. Furthermore, the differences in vocabulary mastery between daily and occasional users highlight the need for consistent digital learning habits, supported by teacher monitoring and feedback.

Discussion

Based on research involving questionnaires from 32 students and in-depth interviews with five students and one English teacher at SMK Muhammadiyah 01 Boyolali, the *Kamusku* application significantly enhances English vocabulary learning. Serving not only as a digital dictionary for finding word meanings, the application also supports independent learning by demonstrating vocabulary usage in daily contexts. The findings reveal that *Kamusku* not only expands students' vocabulary but also fosters greater enthusiasm, autonomy, and active participation in learning, marking a shift from a teacher-centered approach to one where students take a more proactive role in their language development.

The results of questionnaires and interviews reveal that most students have integrated the *Kamusku* application into their daily learning routines, with 44% using it every day and 37% two to three times a week both during school and independent study at home, as well as while watching English movies or reading social media posts. This indicates a shift in vocabulary learning from formal classroom environments to natural, everyday contexts, aligning with Vygotsky's (1978) social constructivism, which emphasizes learning through real-life interactions. Students feel most comfortable using *Kamusku* independently at home, reflecting self-directed learning behaviors Hammond & Collins (2013) as they set goals, manage resources, and choose strategies autonomously. The most utilized features include word search (41%), translation (31%), history (16%), and audio (12%), suggesting a stronger emphasis on understanding meanings than pronunciation, though the audio tool still aids speaking practice. Four key factors motivate *Kamusku*'s use: quick word comprehension (34%), ease of use (28%), offline accessibility (22%), and practicality (16%). These findings correspond with Davis (1989) Technology Acceptance Model, emphasizing perceived usefulness and ease of use, and with Saputra & Kania (2022) and Habib et al. (2022), who highlight user-friendly design and access flexibility as drivers of adoption. Consistent with Kukulska-Hulme & Shield (2009) and Assyva et al. (2024), *Kamusku* supports mobile-assisted and independent learning, demonstrating its role not only in improving receptive skills like reading and listening but also in gradually enhancing productive skills such as writing.

Although the *Kamusku* application offers numerous benefits for English vocabulary learning at SMK Muhammadiyah 01 Boyolali, its use presents some technical challenges, such as system disruptions (38%), limited phone storage (31%), and difficulties translating sentences offline (31%). Interestingly, students often overcame these obstacles independently by clearing the app cache (44%), deleting unused apps (34%), or manually looking up words (22%), demonstrating growing technological awareness and problem-solving skills. These challenges, rather than hindering learning, provided opportunities for students to think critically, adapt, and develop strategies to maintain their learning process. This aligns with Barham & Clarke (2022), who argue that active engagement with digital learning tools fosters problem-solving abilities and a sense of responsibility in students. Overall, *Kamusku* not only facilitates quick and effective vocabulary acquisition but also promotes independent learning, extends learning beyond school hours, and cultivates digital literacy. Nevertheless, teacher guidance remains crucial to ensure proper and consistent application use, highlighting the need for schools to continue supporting students' digital skills and autonomous learning habits for sustainable educational benefits.

CONCLUSION

The implementation of the *Kamusku* application in English vocabulary learning at SMK Muhammadiyah 01 Boyolali proved effective, showing that students not only learned from teachers but also independently utilized the app at school and home, gradually integrating it into their daily learning routines. Students favored *Kamusku* due to its ease of use, quick access to word meanings, offline mode, and practicality compared to conventional dictionaries, although they faced challenges such as application errors, limited storage, and offline translation limitations. To overcome these, students managed device performance by clearing caches, freeing storage, and

looking up words individually. The study indicates that *Kamusku* enhances vocabulary mastery, promotes independent and adaptive learning, and aligns with the Technology Acceptance Model Davis (1989) and Self-Directed Learning theory (Hammond & Collins, 2013). However, since this study focused on a single school context, further research is needed to determine whether similar outcomes would occur in other educational environments. Practically, teachers should integrate the app systematically, guiding feature usage and considering technical constraints, while students should use it consistently to develop language skills and digital literacy. Schools are encouraged to provide supporting infrastructure, training, and initiatives to foster digital learning, and future research should expand informant diversity, employ mixed methods, and explore the app's impact on broader language skills and digital literacy, ensuring comprehensive understanding of its educational benefits. This study contributes uniquely to the existing literature by providing empirical evidence of how a locally developed dictionary app like *Kamusku* can effectively enhance vocabulary learning and promote autonomous digital-based language acquisition among vocational students.

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