

Students' Perspectives to Improve Vocabulary English Speaking Class by Using Bubble Application as Learning Media

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Abstract

Artificial Intelligence (AI)-based learning is currently developing rapidly, in improving students' speaking skills with vocabulary, fluency, and pronunciation. Research indicates that the use of AI can yield better academic outcomes by providing support in addressing specific learning gaps. The focus of this study is that the Bubble Application can enhance students' speaking skills by utilizing vocabulary within the application. This study aims to enhance the Bubble application's effectiveness in improving students' English speaking skills. Twenty-eight students participated, 28 of whom answered the questionnaire given by the researcher, and the researcher interviewed 10 students to support the existing questionnaire. This study employed a qualitative method, consisting of descriptive questionnaires and interviews, to analyze students' perceptions of the Bubble application's impact on improving their English speaking skills. The Bubble app can enhance students' speaking skills by expanding their vocabulary and helping them use it in their daily conversations. Furthermore, the app also provides example sentences, teaching students how to pronounce them, thereby improving their ability to communicate effectively. Furthermore, the audio in the application allows students to listen to the correct pronunciation and repeat it, thereby practicing their speaking skills. Thus, this study can provide insight into the development of other educational applications, allowing them to continue transmitting and adjusting their features to better meet user needs.

Keywords: Artificial Intelligence (AI), Bubble application, improvement of English, speaking skill

INTRODUCTION

Speaking is the most important skill among the four language skills, enabling effective communication in today's globalized world. Since English is widely spoken around the world, learners need to acquire English communication skills to succeed in their respective fields. Speaking skills refer to a person's ability to clearly and effectively convey messages, ideas, or information to others verbally. According to Manurung, A. (2020), in the

context of language learning, speaking skills are one of the four main skills (listening, speaking, reading, and writing) that are essential for everyday communication.

Speaking ability is the ability to express, convey, and reveal one's thoughts and feelings, and it plays an important role in socialising. The characteristics of good speaking skills include several important things as follows. First, one must be able to convey ideas and opinions clearly and orderly, so that the listener easily understands it. If a student speaks, they should be able to organize their thoughts well before speaking; this way, the listener can easily understand what they want to convey. Secondly, having a vast vocabulary and using correct grammar is also very important. A student with a vast vocabulary will find it easier to improve their speaking skills in the classroom. Thirdly, precise intonation and pronunciation help the audience understand the message being conveyed. The ability to adapt the way of speaking to the audience, such as using appropriate language and paying attention to their reactions, is also an important feature in improving speaking skills, because we must have feedback from the audience.

Ultimately, confidence when speaking in front of the class has a significant impact on student communication, making it a crucial factor in achieving success in academic and professional contexts. When a student speaks confidently, they appear more convincing and can capture the listener's attention. This confidence is evident in the way they speak, body movements, and tone of voice. If students appear hesitant or unsure, the audience may doubt what they are saying, even though the information conveyed is actually accurate and useful. Conversely, if the speaker is confident, the audience will be more receptive and open to listening and understanding the message.

Speaking skills are one of the important aspects in language learning that students must master. To develop this skill, students can apply various methods, such as participating in group discussions, giving presentations, and engaging in speaking practice with peers. Through direct interaction, students can enhance their confidence and improve their speaking ability. According to Harmer (2007), "Speaking practice in a real context is essential to help students develop effective communication skills." In the classroom, students can develop their speaking skills through a variety of structured methods and activities specifically designed to build fluency and accuracy.

Such activities include role-plays, simulations, and other interactive tasks that encourage authentic language use. As Brown (2007) highlights, "Structured classroom speaking activities, such as role-play and simulation, allow students to practice speaking in more realistic situations." Moreover, Nunan (2003) emphasizes that "Good speaking skills enable students to communicate effectively and contribute in a variety of contexts, both inside and outside the academic environment." These perspectives underscore the importance of speaking instruction in language classrooms. Teachers focus on developing students' speaking skills not only because they are a core component of language proficiency, but also because they are fundamental to effective communication in academic, social, and professional settings.

The ability to speak clearly and confidently is important in the academic and professional world because it encourages student

participation, understanding, and confidence. Learning media plays a role in supporting these skills. Interactive media such as videos and simulations increase engagement and in-depth learning (Clark & Mayer, 2016). Media also allows for two-way communication and visualization of complex concepts, making understanding easier (Mayer, 2009). Technology encourages collaboration between students and teachers. One effective medium is fable books, which help students understand language structures. Hoerudin (2023) states that structured fable books can improve students' speaking skills.

Technology can transform learning, strengthening teacher-student relationships, increasing access, and tailoring learning experiences for all students (Johnson et al., 2014; Trust, 2018). The Bubble app offers an interactive English language learning solution through virtual conversations, immediate feedback, and vocabulary practice, creating dynamic and flexible learning. Educational technology also supports learning tailored to students' learning styles (Kimmons & Veletsianos, 2016). However, anxiety about speaking in front of a class remains a significant barrier to oral communication for students (Horwitz et al., 1986). Technology integration can help overcome this barrier and boost student confidence.

Students face various barriers to speaking, such as limited vocabulary (Nation, 2001), difficulty organizing ideas (McCutchen, 1996), and poor listening skills (Leoni et al., 2023). Lack of teacher support and the dominance of overconfident students contribute to lower participation. Cultural and language differences also impact student adaptation (McKay, 2003). Using the Bubble app in the classroom faces barriers, such as paid features and limited access to assignments. Some languages are not available in the app's settings, limiting user flexibility. Therefore, a holistic approach and an inclusive learning environment are needed to effectively improve students' speaking skills.

The Bubble app's discussion feature doesn't offer "I speak" Indonesian and "I want to learn" English options, forcing users to choose the opposite. The voice feature is only available for Indonesian, while English is displayed as text only. However, the app can still be used to learn other languages. The Home feature includes Learn the Singular Personal and Review Vocab (Speaking, Flashcards, Writing). The Explore menu offers courses such as Newcomer, Beginner, Words and Sentences, and Specials, but most of the content is locked. Games like Phrase Maze and Word Trax are also paid, limiting user access.

Another problem is that the bubble application has limited features, making students quickly bored if the material does not match what is given, therefore we must find a way to make the features that we can access without paying as interesting as possible, and in that way students can also pronounce the correct sentences, so that audio and visual students can easily understand and can improve their speaking skills. And then, based on previous research, the use of the "bubble" application in the world of education for students and students, there are 57,865 who use the "bubble" application as a method of learning English, especially speaking skills (Utami & Aen, 2023).

According to Booth (2006), "Multimedia learning occurs when students interact with visual and auditory materials, resulting in deeper understanding and better retention of information." In line with this, various features in digital learning applications are designed to optimize student

engagement and comprehension. One such feature is gamification, which includes challenges, levels, and awards to motivate learners. Another important feature is the forum or discussion board, where students can ask questions and share learning experiences with other users in an online environment. This form of interaction supports personalized learning and strengthens students' comprehension through collaborative dialogue. Garrison, Anderson, and Archer (2001) emphasize the significance of "social presence, cognitive presence, and teaching presence" in facilitating meaningful learning experiences through online discussions.

Another key element in digital learning platforms is the exercise feature, which trains students to communicate in real-life situations. Brown and Levinson (1987) argue that "Effective communication depends on the ability to listen actively and respond appropriately, creating a collaborative environment where ideas can develop." Supporting this is the vocabulary practice feature, which enables students to enhance their language proficiency; the more vocabulary they master, the better they can express themselves. Nation (2001) adds that effective vocabulary practice encourages exploration of language nuances, deepening students' linguistic competence. To reinforce these practices, the use of visual and auditory media—such as images and videos of daily activities—is essential in improving communication and learning outcomes, particularly in English language education. Ericsson, Krampe, and Tesch-Römer (1993) highlight that such practice must be highly structured, effortful, and purposefully directed to improve performance in specific domains.

Several studies have analyzed the use of learning technology in education to enhance English speaking skills by applying specific tools (Miettinen, L., & Vallivaara, 2019). Furthermore, previous research has also explored how technology can influence the learning system for students, such as the study on how bubbles are changing the Application Development Landscape. For example, Doe (2023) Provides Insights from Bubble applications, as well as comparative studies involving Bubbles, at Smith.com. Jones, A., & Brown, (2021), Impact of Online Learning on Student Engagement (Leoni et al., 2023).

However, research on how to improve students' speaking skills using the "BUBBLE" application is still limited. Although several studies discuss language learning applications, there is still a lack of research specifically examining the effectiveness of the "BUBBLE" application in the context of English learning. Further research is needed to provide strong empirical evidence regarding the use of the "BUBBLE" application to improve students' speaking skills. This study also provides insight into the effectiveness of technology-based learning methods in improving students' speaking skills by identifying the strategies used. Students can obtain and apply techniques according to the features in the BUBBLE application, thereby increasing their stable abilities.

This study aims to investigate students' perspectives on improving their vocabulary in speaking ability by using the Bubble application. This study also focuses on understanding students' English vocabulary improvement and how students perceive the Bubble application when used in the classroom. "Bubble" app is a language learning platform designed to help students improve their English speaking vocabulary in the classroom.

RESEARCH METHODOLOGY

This research method uses a qualitative case study. The chosen approach is considered the most suitable for helping students improve their vocabulary through the use of the Bubble application as a learning medium, particularly in the classroom. A case study, according to Baxter & Jack (2015), is a type of research that facilitates the investigation of a phenomenon in its context by describing and understanding various aspects of the phenomenon through the use of multiple sources of information. By using this technique, the researcher will gain a comprehensive understanding of how students perceive the speaking application "BUBBLE" as a means of improving their vocabulary in the classroom. As a result of the multiple sources of information in the case study, it will help explain this phenomenon and enable in-depth research on the contextual factors that influence students' perceptions in the classroom.

This study employed purposive sampling, selecting a sample of 28 high school students. The selection of participants was based on their ability and experience in improving students' English speaking skills. High school students are allowed to use mobile phones in class, and their teachers permit them to use specific applications. The research was conducted in a classroom with adequate internet access. This qualitative research used two primary data collection methods: A modified questionnaire that incorporates elements of a particular teaching method or learning approach, and conducting observations and interviews. This approach was used to thoroughly investigate and understand the impact of applying the "BUBBLE" method on improving students' English vocabulary in Senior High School (SMA), as revealed through students' perspectives.

The Bubble app boosts students' confidence in using technology and opens up future opportunities (Bubble, 2023). Its intuitive interface allows easy app design, while collaborative features let students work with peers and share ideas. Bubble also introduces essential skills like user interface design. With these tools, users can build complex, functional apps more accessibly. According to Smith and Johnson (2021), Bubble not only teaches programming concepts in the classroom but also fosters creativity and collaboration among students through hands-on learning.

Bubble application users can design and develop applications according to their needs. Bubble applications can also be upgraded to a premium form. Additionally, Bubble applications provide broad access, allowing users to access them more deeply, but at a cost. This makes Bubble a handy tool for students, entrepreneurs, beginners, and anyone who wants to bring their app ideas to life without having to learn a programming language. With its ease of use and flexibility, Bubble has become a popular choice among new app developers (Bubble, 2023).

According to Rahman (2020), vocabulary is crucial in language learning. Using the Bubble app helps students improve their English vocabulary. For two weeks, students regularly used the app and felt more confident and motivated to learn technology (Smith & Johnson, 2023). This study involved 28 students using a questionnaire to evaluate vocabulary mastery and their experience using Bubble. Aspects examined included frequency of use, ease of access, and vocabulary features. Students also assessed the app's ease of use in English lessons and shared their experiences using Bubble.

Researchers asked students to rate the Bubble app's suitability for use in English learning in the classroom. The evaluation covered student progress, responses to vocabulary learning, and classroom activities. Students found Bubble more engaging and helpful than teacher explanations. A questionnaire captured students' perspectives on vocabulary development. Interviews with 10 students included 10 questions related to duration of use, ease of access, favorite features, benefits of remembering new vocabulary, frequency of use, barriers encountered, and the app's impact on learning motivation. These findings help understand students' experiences using Bubble in the classroom.

FINDING AND DISCUSSIONS

Finding

The main focus of this study is the students' perspective on improving English vocabulary using the Bubble app. Every piece of information included in the interview procedure recognizes the usefulness of this app as an English vocabulary learning tool. This conclusion is indicated by the responses given.

Table 1. Student's Perspective to Improve Vocabulary English Learning with Bubble Application

STATEMENTS	RESPONSES				
	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
1. I master vocabulary in the context of English learning	7,5%	73,1%	19,2 %	0 %	0 %
2. I had an interesting experience when using this Bubble app	7,4 %	70,4 %	14,8 %	0 %	0 %
3. I find it easy to learn English vocabulary by using the Bubble app.	3,7 %	55,8 %	40,7 %	0 %	0 %
4. I find it easy to access the vocabulary features in the Bubble app.	22,2 %	70,4 %	0 %	0 %	0 %
5. I fell there is an increase in Vocabulary	69,2 %	11,5 %	11,5 %	0 %	0 %

	after using the Bubble App.					
6.	I find the Bubble app suitable for English vocabulary learning in the classroom.	7,4 %	63 %	29,6 %	0 %	0 %
7.	I feel active in class after using Bubble App as an English vocabulary learning tool.	14,8 %	55,6 %	25,9 %	0 %	0 %
8.	I find the Bubble App very Interesting to Learn in class.	18,5 %	63 %	18,5 %	0 %	0 %
9.	I find it easier to Learn Vocabulary in the Bubble App compared to teacher and friend explanations.	18,5 %	55,6 %	18,5 %	0 %	0 %
10.	Using the Bubble App makes the learning process much more enjoyable.	18,5 %	63 %	14,8 %	0 %	0 %

The researcher found that students can improve their English vocabulary through the Bubble app. To assess students' perceptions, a questionnaire consisting of 10 questions was distributed, which offered five response options: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

The findings were visually represented in tabular form, which provided a clear overview of the respondents' choices and allowed for a comprehensive analysis of patterns and trends. The data revealed significant variations in responses across different questions, with some showing a marked polarization, where students strongly agreed or disagreed, while others received largely neutral responses. This information serves as a valuable resource for understanding how students perceive their

vocabulary learning experience using through the Bubble app. In addition, the results can be used to pinpoint specific areas where students may face challenges or require further support, contributing to the improvement of the learning process.

The results of the study showed that the Bubble app was generally rated favorably by students for its vocabulary acquisition in the context of English language learning in the classroom. A large majority of 80.6% strongly agreed and agreed that the Bubble contributed to improving their English vocabulary. However, there were 19.2% few students who chose Neutral in vocabulary acquisition. Similarly, 77.8% of students felt that having an interesting experience when using the Bubble app, including pronunciation practice, interactive vocabulary games and classroom cooperation, was beneficial to developing their vocabulary skills. However, there were 14.8% who chose Neutral in the interest of using the Bubble app. In addition, 59.5% of students found it easy to learn English vocabulary using the Bubble app, judging from the way students pronounce the vocabulary in class, which reflects the success of the app in combining various methods and exercises. However, a small 40.7% of students remained neutral or reported unsatisfactory vocabulary learning using the Bubble app, which could be improved.

While the Bubble app has been widely appreciated by students for its role in improving their English vocabulary, a particular highlight was the access to vocabulary feature. A significant majority, 92.6% strongly agreed and agreed that the app made accessing new vocabulary easier. In addition, some 132.2% of the students strongly agreed and agreed that the vocabulary improved after using the Bubble app as a learning tool in the classroom, however, there were some 11.5% of the students who chose neutral because they felt balanced in the vocabulary improvement.

In general, 70.4% of students strongly agree and agree that Bubble is more effective in English vocabulary learning in the classroom. However, 29.6% of students choose neutral because they think there is easy and difficult. Furthermore, 70.4% of students are active in the classroom after using Bubble application such as pronunciation and vocabulary arrangement. However, a few students 25.9% chose neutral because they are constrained in vocabulary arrangement but so far they can adjust it.

Furthermore, 81.5% of students strongly agreed and agreed that the Bubble application attracts students' interest in learning in the classroom, where this application is very easy to use and learn so that it makes students understand more quickly.

However, 18.5% of students who chose neutral because there are some access to vocabulary features that are constrained such as network connections and advanced features that are paid so not all access can be obtained for free. Furthermore, most students 74.1% strongly agree and agree if it is stated that the Bubble application is more effective and younger when compared to the teacher's explanation in class, from the training and practice it is much different from the usual learning method, however, 18.5% of students who choose neutral because some students who like both methods.

Finally, the researcher found that most students 81.5% strongly agree and agree if the Bubble application is used in the learning process so that

in the classroom they do not feel bored because some of the vocabulary features that load students are much more active in the classroom, as well as the creation of cooperation between students and teachers that support each other in the learning process in the classroom.

However, there are a small number of 14.8% of students who choose neutral because students are happy if there is a direct explanation from the teacher as well, so that a balanced learning is created in the classroom.

The Questionnaire findings are further supported by statements from the interviews, which show students' perspectives on the use of Bubble application to improve their English vocabulary. The questionnaire results show that Bubble is highly appreciated by students because of its easy-to-use vocabulary features, its effectiveness in improving English vocabulary, its vocabulary features and vocabulary exercises that mutually contribute to its success as a language learner. In addition, the Bubble app is very useful in the individual practice of vocabulary learning in the classroom, making it a versatile platform for improving English vocabulary in the classroom.

The interview findings are presented below, which provide insight into students' perspectives on improving students' English vocabulary. 10 students from the class were interviewed to discuss their experiences using the Bubble app to improve students' English vocabulary in the classroom.

1. Pronunciation in Facilitating Users

"Before I used Bubble, my vocabulary was still in a messy stage sometimes making me embarrassed in class because of my vocabulary. However, now I practice in speaking class and learn how to pronounce the vocabulary correctly. This makes me master English vocabulary in class, I feel that I can master English vocabulary learning now in class and this can help to continue to encourage me to continue practicing vocabulary". (Student 1)

2. Enhancing Engaging Experiences Through Vocabulary Practice

"I used to be ordinary when learning vocabulary, there is nothing that I like, everything looks boring to me but Bubble makes me interested in learning vocabulary by using the application, even when I feel bored in class when I learn vocabulary with Bubble I feel a deep pleasure from myself, thus improving the quality of my vocabulary". (Student 2)

3. Easy and Effective Vocabulary Learning Using Bubble

"Before, I have tried to learn vocabulary with other applications, but those applications only provide memorized vocabulary, so I easily forget it, but when I use Bubble application I learn vocabulary with written form and pronunciation practice, It makes it easier for me to understand each vocabulary learning by seeing the writing of the vocabulary and listening to the vocabulary being spoken directly. It really helps me in using the Bubble app". (Student 3)

4. Improved Access to Vocabulary Features for Vocabulary Fluency

"Before using the Bubble app, I had a hard time accessing features in other apps, because of the different ways of accessing them, by using the Bubble app the vocabulary features are easy to access and find because of one forum, and for vocabulary fluency I used to not know much vocabulary and did not know how to pronounce it, but after using the Bubble app I can access the features more easily

and my vocabulary pronunciation is also better than before".
(Student 4)

5. Vocabulary Enhancement Bubble Application in Vocabulary Pronunciation

"Before I used the Bubble application my vocabulary pronunciation was very messy so I felt embarrassed and not confident in what I said, so I prefer to be quiet in class, but after being introduced to the Bubble application I am more confident, not only that my vocabulary pronunciation has also improved because in the Bubble application there is a feature on how to pronounce vocabulary, so I just follow what is said from the feature". (Student 5)

6. The Bubble App as a Suitable Solution for English Vocabulary Learning

"The Bubble app has made me interested in using the app as an English vocabulary learning tool so I feel happy to use it. The app makes vocabulary practice more interesting, which makes my overall learning experience more positive". (Student 6)

7. Using the Bubble App Increases Students' Active Participation in the Classroom

"Before I used the Bubble app, I was not very active in class; I just sat, came, stayed, and listened. I didn't participate when there were quizzes or English vocabulary exercises because I was not confident in myself, so I was not active in class; however, after I used the Bubble app, it made me more active in class, even if there were vocabulary exercises and quizzes, I was the most active in class. (Student 7)

8. Using Bubble as a learning attraction

"My interest in learning before using the Bubble app used to be very limited and I was not even interested in learning vocabulary, because I thought learning without an app was very boring, however, with the existence of this app, it made me more interested in learning English vocabulary because of the use of its vocabulary features that are easy to understand and interesting to learn".
(Student 8)

9. Bubble App Interest

"This app provides a more interactive and interesting way to understand new words. I can learn while having fun, so the learning process doesn't feel boring. In addition, the app allows me to learn at my own pace, so I can repeat material I haven't understood without feeling rushed. The engaging visuals and audio also help me remember vocabulary better. All of this makes the learning experience in Bubble app more effective and enjoyable compared to traditional methods that often feel rigid". (Student 9)

10. User Convenience

"I feel that using the Bubble app makes the learning process much more enjoyable. The app offers various interactive features that make learning more interesting and less boring. With games, quizzes and challenges, I can learn while having fun, so I don't feel pressured when facing new material. In addition, the attractive appearance and varied content help me to more easily understand the vocabulary and concepts taught. The learning process becomes more dynamic and fun, so I am more motivated to keep learning and exploring more things. Bubble app has also changed the way I see learning into a positive and joyful experience". (Student 10)

Feedback from students highlighted the positive impact of the Bubble app in improving their English vocabulary. Many students described Bubble as a fun, engaging, and effective tool for improving their English vocabulary. They appreciated features such as interactive conversations, pronunciation exercises, and role-play scenarios that made learning more immersive and fun. In addition, the app's intuitive design and user-friendly interface were praised for making the learning process easier and boosting their confidence in speaking. With various vocabulary tasks and exercises, Bubble supports vocabulary development and encourages students to practice regularly, making it a valuable tool for improving their English vocabulary.

They mentioned that the app helps them understand and remember new words in a more fun way. They also mentioned that the app's interactive features motivate them to practice improving their English vocabulary. Interactive features such as games and quizzes make the learning process not only practical but also enjoyable. Students can learn at their own pace, allowing them to review difficult material without feeling rushed. Many students believe that Bubble has been a valuable tool in enhancing their English skills, making vocabulary learning easier and more enjoyable. Bubble's fun and engaging learning environment, especially during class activities, was seen as an essential factor in making the learning process more positive. Although some students noted that the app's dependence on an internet connection and limited access to further exporting were drawbacks, they agreed that these issues did not outweigh the overall benefits of using Bubble to improve their vocabulary.

DISCUSSION

Digital technology is a tool that facilitates interaction and efficient delivery of information, thus enabling society to adapt quickly to changing times (Danuri, 2019). It affirms that Bubble effectively improves vocabulary by offering an engaging, interactive, and easy-to-use platform that helps students dabble and motivates students and enriches their learning process. Despite some limitations, such as the reliance on access to immersive features and internet access, the app demonstrates its potential as an impactful educational tool, in line with Danuri's emphasis on the facilitating power of digital interaction in education.

Garcia (2023) stated that digital tools have the potential to transform student engagement and create immersive learning experiences. I affirm my findings, Bubble effectively improves speaking skills by offering an engaging, interactive and easy-to-use platform that motivates students and enriches their learning process. Although there are some limitations, such as the reliance on internet access, the app demonstrates its potential as an impactful educational tool, in line with Garcia's emphasis on the transformative power of digital tools in education.

Manongga et al. (2021) also highlighted that the use of digital technology in education can increase the effectiveness of the learning process. I affirm my findings that Bubble enhances the effectiveness of the learning process by providing various tools and platforms that support more interactive and engaging learning. Further, the features available in the

app greatly support the learning process in the classroom which becomes fun and motivating. Although there are some challenges, such as some paid features and the need for internet access, these issues do not hinder the vocabulary learning process for students, Bubble has also proven to be a valuable educational tool, in line with Manongga's emphasis that technology can enhance effective learning outcomes.

In addition, James Paul Gee (2010), emphasized that technology such as educational games can create an immersive learning experience by providing immediate feedback and encouraging problem-based learning. I affirm my findings that Bubble can enhance students' learning experience through its interactive and gamification features. Bubble helps students not only develop practical skills, but is a powerful tool in supporting the acquisition of language skills. The app also shows great potential in creating memorable and productive learning experiences. This approach is in line with James' emphasis that technology can enhance the student experience.

Additionally, The utilization of artificial intelligence-based tools in English speaking practice (Halim, 2023). It confirm the findings, Bubble is an intelligent tool in improving students' English vocabulary, by using the features provided from the practice and pronunciation of the use of vocabulary features that are very interactive with a complete platform so that students feel helped. This approach is in line with Halim's emphasis that we can utilize technology as a tool of intelligence in improving students' English vocabulary.

Finally Tiara Luthfi (2024), delivered that the Bubble application helps in some aspects of English language learning, related to feedback and technical difficulties that reduce its effectiveness. I confirm my findings that there are some constraints on the Bubble application such as access to features, not all of which can be accessed, some of which are paid. However, even though the constraints do not necessarily affect the function of the application, students agree that it is not a problem with it. This approach is in line with Tiara's emphasis that Bubble can be neutralized in aspects of its use so that it does not harm anyone, it also does not interfere with student learning in the classroom.

The results show that students can improve their English vocabulary and expand their vocabulary with the help of the Bubble app. As a result, the Bubble app offers a new method for educators to meet students' vocabulary needs. Regarding the Bubble app, more students gave positive feedback than negative. They all agreed that the features of the Bubble app are excellent and interesting, and it is a useful tool to encourage children to master English vocabulary well because this app can be an effective approach to learning new information in unexpected situations. According to all students, the Bubble app makes it easy for them to practice and apply English vocabulary in real-world situations. During the learning process, users can find inspiration and motivation from the Bubble app. In addition, there is a greater desire among children to expand their vocabulary.

CONCLUSION AND SUGGESTION

CONCLUSION

Based on the results of this study, it is evident that students generally perceive the Bubble app as an effective tool for enhancing their English vocabulary. Through interactive features such as speech recognition and immediate feedback, students reported increased confidence in practicing vocabulary and expanding their vocabulary in a more engaging and flexible manner compared to traditional classroom methods. Many students highlighted that the app's user-friendly and gamified interface made learning fun, which in turn helped them remember new words and practice speaking more consistently. This shows that Bubble not only supports English vocabulary improvement but also complements conventional teaching by providing additional personalized practice outside the classroom environment.

Regarding Bubble's impact on student motivation and engagement, the study found that the app played a significant role in improving both. Students demonstrated higher levels of motivation due to the app's interactive and adaptive learning features, which allowed them to track their progress and set personal goals. The ease of mobile access and variety of exercises kept students engaged and encouraged regular practice. Additionally, the immediate feedback and reward system helped maintain their interest and perseverance in learning English vocabulary. These aspects contribute to a more positive and proactive attitude towards learning English vocabulary, suggesting that Bubble can effectively foster greater motivation and engagement among secondary school students.

SUGGESTION

Based on the findings of this study, several suggestions are made for future development, both in pedagogical practice and in further improvement of the Bubble app:

1. Improvement of Learning Content

It is recommended that the Bubble app expand the variety of learning content offered, including topics that are more diverse and relevant to user needs. By providing more varied materials, users can be more motivated and engaged in the learning process.

2. Improvement of Interactive Feedback Features.

For example, providing immediate feedback after users complete an exercise or quiz, along with detailed explanations of any mistakes made. This will help users understand concepts better and correct their mistakes. Integrating the Bubble app with other learning platforms or educational resources can give users wider access to learning materials and tools.

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