

ABSTRACT

Amelia, Lia (2025): The Effect Of Educandy Learning Application To Improve Students' Vocabulary Mastery: A Pre-Experimental Study At A Vocational High School.

This research investigates the effect of the Educandy learning application to improve students' vocabulary mastery in a vocational high school setting. The background of this research is based on the challenges faced by vocational students in acquiring sufficient English vocabulary due to limited time, low motivation, and conventional teaching methods. To address these issues, Educandy, a digital gamified learning tool, was introduced as an alternative method to support vocabulary learning in an engaging way. This study works a quantitative approach using a pre-experimental design with a one-group pretest-posttest. The participants were twenty-seven eleventh-grade students majoring in Accounting and Finance at SMK Itikurih Hibarna. The research instruments included of a pre-test and a post-test, each containing 25 multiple-choice questions related to vocabulary in biographical texts. The outcome of the paired sample t-test indicated a significant difference between the pre-test and post-test scores, with a significance value of 0.000 ($p < 0.05$). The mean score increased from 85.93 to 94.52, and the N-Gain analysis showed an average gain of 0.5869, categorized as moderate. Based on these findings, it can be finished that the use of the Educandy application has a statistically significant and good effect on students' vocabulary mastery. This study recommends that EFL teachers consider integrating interactive digital tools like Educandy to enhance vocabulary instruction, especially in vocational education contexts.

Keywords: vocabulary mastery, Educandy, digital learning media, vocational high school, pre-experimental design