



## The Effectiveness of Using Luvlingua Learning Media to Enrich Students' Vocabulary on 'Names of Places' at SMAN 11 Medan

Seny Andryani Sinaga<sup>1</sup>, Tengku Ratna Soraya<sup>2</sup>

<sup>1,2</sup>Département of French Language Education, State University of Medan, Indonesia, 13220

### \*Corresponding Author

Email:

[SenySinaga@email.ac.id](mailto:SenySinaga@email.ac.id)

**Received:** 12 June 2025  
**Revised:** 14 June 2025  
**Accepted:** 15 June 2025  
**Online:** 30 June 2025  
**Published:** 30 June 2025

**Franconesia:** Journal of  
French Teaching,  
Linguistics, Literature  
and Culture

E-ISSN: 3021-8233



### Keywords

culture, education, French

### Abstract

This research aims to describe the effectiveness of using Luvlingua as a learning medium to enrich students' vocabulary of place names at SMAN 11 Medan. The study addresses issues such as low vocabulary mastery, difficulty in identifying word gender, and lack of adequate learning media among XII IPA-2 students. Based on the pretest results, 36 students had not met the passing grade, with an average score of 45.56. This experimental study used a one-group pretest-posttest design and purposive sampling. The treatment was conducted over three sessions. In the first session, students were introduced to Luvlingua, which features images, audio, and quizzes. The second session focused on learning place-related vocabulary and using them with the verbs *aller* and *être*. In the third session, students practiced speaking and received direct feedback. The posttest results showed significant improvement, with scores ranging from 75 to 100 and an average of 89.03. The N-gain score reached 80%, indicating high effectiveness. It is concluded that Luvlingua is an effective medium for enriching the vocabulary of place names XII IPA-2 students at SMAN 11 Medan.

### Abstrak

Penelitian ini bertujuan untuk mendeskripsikan efektivitas penggunaan Luvlingua sebagai media pembelajaran guna memperkaya kosakata des noms de lieux (nama-nama tempat) siswa SMAN 11 Medan. Masalah yang diangkat meliputi rendahnya penguasaan kosakata, kesulitan mengenali jenis kelamin kata benda, serta kurangnya media pembelajaran yang memadai pada siswa kelas XII IPA-2. Berdasarkan hasil pretest, 36 siswa belum mencapai nilai KKM, dengan rata-rata skor 45,56. Penelitian ini menggunakan metode eksperimen dengan desain one-group pretest-posttest dan teknik purposive sampling. Perlakuan dilakukan dalam tiga sesi. Pada sesi pertama, siswa diperkenalkan dengan Luvlingua yang menyajikan gambar, audio, dan kuis. Sesi kedua fokus pada pembelajaran kosakata tempat serta penggunaannya dengan kata kerja *aller* dan *être*. Pada sesi ketiga, siswa melakukan latihan berbicara dan mendapatkan umpan balik langsung. Hasil posttest menunjukkan peningkatan signifikan, dengan skor berkisar antara 75 hingga 100 dan rata-rata 89,03.

Skor N-gain mencapai 80%, yang menunjukkan tingkat efektivitas tinggi. Dengan demikian, dapat disimpulkan bahwa Luvlingua merupakan media yang efektif dalam memperkaya kosakata nama tempat pada siswa kelas XII IPA-2 SMAN 11 Medan.



Available online at  
<http://journal.unj.ac.id/unj/index.php/franconesia>

---

## Introduction

Learning French in Indonesia presents several challenges, particularly for beginners. Despite being taught in various educational institutions, including at the secondary level, many students still struggle to master the language. This is largely due to the significant differences between French and Bahasa Indonesia, especially in terms of pronunciation, grammar, and vocabulary. As such, the process of acquiring French as a foreign language requires innovative approaches and effective learning tools that support students in developing essential language skills, especially vocabulary.

Vocabulary plays a crucial role in mastering a foreign language because it underpins reading comprehension, listening, speaking, and writing. Among the various types of vocabulary, place names are considered important due to their frequent use in everyday communication. However, observations at SMAN 11 Medan revealed that students demonstrate a low level of vocabulary mastery, particularly regarding place names. Many students had difficulty translating place names from Indonesian to French, applying the correct gender and articles, and writing with accurate spelling. For example, when asked to write *au musée*, many students wrote only *musée*, omitting the article. Comparable issues in article usage and spelling were frequently observed in vocabulary such as *à la bibliothèque*, *la banque*, and *l'hôpital*, indicating a consistent challenge in retaining the correct form and structure of place related terms in French.

The researcher conducted a pre-test involving 36 students. The test consisted of 10 questions: five multiple-choice items and five fill-in-the-blank items, aiming to assess students' understanding of French place-name vocabulary. The results revealed that most students did not meet the minimum mastery criterion, which was a score of 80. This indicates that their vocabulary proficiency was still at a very low level. No students achieved a score of 90 or higher, which would be considered very high. Likewise, no one reached a score between 80 and 89, which falls into the high category. Only four students obtained scores in the seventies, placing them in the medium category. Seven students scored somewhere in the fifties or sixties, which is categorized as low. The remaining 25 students received scores below 55, placing them in the very low category. This group represents about 69 percent of the class.

These results clearly show that the majority of students had difficulty mastering vocabulary, especially place names in French. Students also reported challenges in learning vocabulary using traditional methods such as textbook-based instruction, which lacked engaging and interactive elements. This situation highlights the urgent need for more effective and modern learning media, such as digital applications, to support vocabulary development.

The teaching of vocabulary in *français langue étrangère* (FLE) involves several key steps: *repérage* (identifying new words from texts or media), *conceptualisation* (understanding meaning through

context or translation), systématisation (structured exercises), and réemploi (application in real contexts). As Pulep (2023) states, vocabulary must be presented within meaningful contexts to support retention and use. Similarly, Nation (2015) asserts that vocabulary is not the end goal but a vital component in achieving overall language competence.

Considering the students' difficulties and the limitations of conventional teaching, the researcher explored the potential of Luvlingua, a mobile application designed to support foreign language learning. Luvlingua offers interactive features, including vocabulary lists, images, audio, and gamified exercises. Students at SMAN 11 Medan responded positively to this app, stating that it was more interesting and effective than traditional methods. Unlike passive memorization, Luvlingua provides repetitive and contextual practice that supports long-term retention.

Previous research by Edison (2019) has explored the general use of Luvlingua for French vocabulary learning. However, there is limited research focusing specifically on vocabulary related to place names. Therefore, this study aims to examine the effectiveness of Luvlingua in enriching place name vocabulary among students at SMAN 11 Medan.

Based on the issues observed, the following problems were identified:

1. Students have low mastery of French vocabulary.
2. Students struggle to identify the grammatical gender of nouns.
3. Spelling errors are common in students' written vocabulary.
4. Teaching is limited by the lack of diverse and effective learning media.

To focus this research, the study is limited to examining the use of Luvlingua in enriching vocabulary related to place names. Thus, the central research question is: How effective is the use of Luvlingua in enriching the vocabulary of place names among students at SMAN 11 Medan?. The purpose of this study is to determine the effectiveness of the Luvlingua app in helping students at SMAN 11 Medan improve their mastery of place names in French.

This research has both theoretical and practical significance. Theoretically, it contributes to the development of digital media applications in language learning and enhances the body of knowledge on vocabulary acquisition strategies in FLE contexts. Practically, it provides teachers with a new alternative tool for vocabulary instruction and supports students in expanding their vocabulary through engaging digital media.

## Method

This study applied a quantitative approach using a quasi-experimental design. The aim was to measure the improvement in students' vocabulary mastery specifically, French place names after using the Luvlingua application. The design followed a one-group pretest-posttest format, with 33 students from class 12 IPA-2 at SMAN 11 Medan serving as the sample. These students had not previously learned the relevant vocabulary nor used digital learning media for that purpose.

Data were collected using two instruments: a pretest and a posttest, both consisting of ten questions (five open-ended and five close-ended). The pretest was administered to assess students' initial vocabulary mastery, while the posttest measured learning gains after the treatment. The treatment involved four phases: identification of vocabulary (*repérage*), conceptualization through context, structured exercises (*systématisation*), and application in real-life tasks (*réemploi*) such as role-playing. All content and activities were conducted using the Luvlingua app.

Data analysis included descriptive statistics and inferential tests. Normality was tested using the

Shapiro-Wilk test. A paired sample t-test was conducted to determine the significance of differences between pretest and posttest scores. In addition, the normalized gain (N-gain) was calculated to evaluate the effectiveness of the media. SPSS version 25 for Windows was used for all statistical procedures.

This methodological design ensured reliable data collection and analysis, making it possible for future researchers to replicate the study in similar educational settings.

## Results and Discussion

### Results

In this study, the researcher used an experimental type of research with a pretest-posttest group design. To collect data using this research design, there are three ways, namely (1) Pre test: The researcher conducted a pre-test on the students of Class XII IPA-2 SMAN 11 Medan, (2) Treatment: After obtaining the results of the pre-test, the researcher gave treatment to the students using the Luvlingua learning media, and (3) Post-test: The next step is to conduct a post-test on place names to determine the effectiveness of the Luvlingua learning media in enriching students' vocabularies or not.

The data collected through pretest and posttest instruments were analyzed to measure the effectiveness of the Luvlingua application in improving students' mastery of French place name vocabulary. A total of 36 students from class 12 IPA-2 at SMAN 11 Medan participated in the study. These students had not previously received instruction on place-name vocabulary and had never used the Luvlingua application before.

Table 1. Pre-test Results

<b>The Students</b>	<b>Scores Pretest</b>
ELV-AA01	40
ELV-ARA02	10
ELV-AMP03	50
ELV-ARA04	20
ELV-ABS05	50
ELV-AAL06	60
ELV-CSP07	60
ELV-DPN08	60
ELV-FM09	40
ELV-FAA10	40
ELV-FM11	50
ELV-HPA12	30
ELV-IFL13	40
ELV-INAN14	60
ELV-IR15	60
ELV-IS16	50
ELV-MJC17	20
ELV-MA18	40
ELV-MAYL19	30
ELV-MHA20	30
ELV-NAN21	50
ELV-NM22	50
ELV-NSW23	30
ELV-NCN24	40

ELV-PMA25	60
ELV-RSA26	50
ELV-ROS27	30
ELV-RNL28	70
ELV-RAS29	70
ELV-RES30	60
ELV-SML31	70
ELV-S32	50
ELV-SML33	20
ELV-TN34	70
ELV-TDYG35	40
ELV-USH36	40
<b>MEAN: 45,56</b>	

After five consecutive days of treatment using the Luvlingua app, students completed a posttest with the same structure as the pretest. The pretest consisted of 10 items: five multiple-choice questions requiring the translation of Indonesian place names into French and five completion questions in which students were asked to use place names in simple sentences. The posttest used the same structure to measure vocabulary improvement after the treatment.

Table 2. Post-test Results

<b>The Students</b>	<b>Scores - Posttest</b>
ELV-AA01	85
ELV-ARA02	75
ELV-AMP03	90
ELV-ARA04	80
ELV-ABS05	90
ELV-AAL06	95
ELV-CSP07	90
ELV-DPN08	90
ELV-FM09	85
ELV-FAA10	95
ELV-FM11	95
ELV-HPA12	80
ELV-IFL13	90
ELV-INAN14	80
ELV-IR15	100
ELV-IS16	90
ELV-MJC17	75
ELV-MA18	90
ELV-MAYL19	85
ELV-MHA20	85
ELV-NAN21	90
ELV-NM22	100
ELV-NSW23	85
ELV-NCN24	80
ELV-PMA25	100
ELV-RSA26	95
ELV-ROS27	85

ELV-RNL28	95
ELV-RAS29	100
ELV-RES30	90
ELV-SML31	100
ELV-S32	90
ELV-SML33	85
ELV-TN34	90
ELV-TDYG35	85
ELV-USH36	90
<b>Mean : 89, 03</b>	

The analysis revealed a significant improvement in students' vocabulary scores. The average pretest score was 45.56, placing most students in the "low" category. After the intervention, the average posttest score rose to 89. 03, placing them in the "high" category.

Tabel 1. Comparison of Pretest and Posttest Results

No	Name	Mean Score	Category
1	Pretest	45.56	Low
2	Posttest	89. 03	High
3	N-Gain	80.80	Effective
4	N-Gain %	80.79	Effective

Based on the Shapiro-Wilk normality test, the pre-test ( $p = 0.093$ ) and post-test ( $p = 0.034$ ) scores were considered normally distributed. Therefore, a paired sample t-test was conducted to test the hypothesis. The results showed a statistically significant difference between the pre-test and post-test scores ( $p = 0.000 < 0.05$ ), leading to the acceptance of the alternative hypothesis ( $H_a$ ). The normalized gain (N-gain) score of 80.80 , (N-gain%) score of 80,79 % categorized the intervention as "moderately effective" in improving students' place name vocabulary mastery.

## Discussion

According to the results of the study, there is a difference in the vocabulary mastery of SMAN 11 Medan students in the French language material on "Place Names" before and after the treatment. This is confirmed by the results of the normality test and the N gain test. Before the treatment, a pre-test of vocabulary mastery of "Place Names" was conducted. The pre-test question is intended to serve as a reference to assess the students' vocabulary mastery. The pre-test was conducted on 36 students using a test instrument consisting of 5 multiple-choice questions and 5 additional questions on the material "Place Names". The results of the pre- test showed that the vocabulary mastery of class XII IPA 2 students was very low. The students' average score in the pre-test was 45.56, a score that was still far from the SMAN 11 Medan KKM passing standard of 80.

The next step was processing. At the first meeting, on April 9, 2025, the researcher and teacher introduced the LuvLingua medium to the place name vocabulary learning medium. The researcher and teacher explained the objectives, checked the students' prior knowledge, corrected pronunciation and writing, and asked the students to take notes on the material. The meeting ended with greetings and thanks. The second meeting took place on April 10, 2025. The researcher and teacher focused on deepening place name vocabulary using the LuvLingua medium. Activities included vocabulary identification, understanding meaning through everyday contexts, using the verbs "Aller" and "Être," and practicing using the quiz function.

The learning process was highly interactive. The researcher and teacher provided explanations, corrections, and exercises, then closed the meeting with greetings and thanks. During the third meeting, on April 11, 2025, the researchers and teachers focused on repeating place-name vocabulary and simple conversation exercises using the LuvLingua medium. Students were asked to memorize and mention the vocabulary without looking at their notes, then practice the conversation in pairs in front of the class. The researcher and teacher corrected and motivated the students. The meeting concluded with a brief evaluation and encouragement to continue practicing at home. Then, the post-test was conducted on 36 students using a test instrument consisting of 5 multiple-choice questions and 5 additional questions. The average score of the students in the post-test was 89.03. The average results of the pre-test and post-test increased by 80%. It can be concluded that the students' mastery of vocabulary in the Place Names material increased after receiving treatment using the LuvLingua learning medium.

## **Conclusion**

Based on the results and discussion of the research, the researcher determined that an experimental method was used to determine the effectiveness of the Luvlingua learning tool on place name vocabulary mastery. The initial step conducted by the researcher was the pre-test. At this stage, the researcher used a test instrument consisting of 10 questions (5 multiple-choice questions, 5 additional questions) related to the place name vocabulary material, including library, school, train station, cinema, bakery, office, bank, hospital, market, and hospital. Second, the students in the experimental class used the LuvLingua game to learn the place name material. The third step consisted of conducting a post-test on the students in the experimental class. In the initial data, the pre-test obtained a value of 45.56, and the post-test value was 89.03. After obtaining the data, the researcher obtained the calculation results using SPSS. The results of calculating students' vocabulary mastery on the place name material showed that about 80.79% of students experienced an increase in vocabulary. The results of the experiment conducted in class XI IPA 2 with the LuvLingua learning media showed that the use of LuvLingua learning media in the Place Names material is very effective.

## **Aknowledgements**

The researcher would like to express sincere gratitude to Universitas Negeri Medan for the academic guidance and moral support throughout the completion of this research. Special thanks to Dr. Tengku Ratna Soraya, S.Pd., M.Pd., as the supervising lecturer, for her valuable guidance and encouragement. Appreciation is also given to all lecturers of the French Education Study Program at Universitas Negeri Medan for their support and contribution to the researcher's academic journey. The researcher gratefully acknowledges Ms. Liwana Sembiring, S.Pd., M.Pd., French teacher at SMAN 11 Medan, for her assistance in coordinating student participation and supervising the use of the Luvlingua application in class. Thanks are also extended to the principal, teachers, and staff of SMAN 11 Medan for their permission and support during data collection, and to the students of class XII IPA-2 for their active participation and enthusiasm in this study. All forms of support, whether direct or indirect, have been deeply meaningful to the researcher in completing this study.

## References

- Badriah, R. (2016). *Analysis of vocabulary learning exercises in French*. Bandung: Indonesia.
- Edison, M. A., Rosita, D., & Kusriani, N. (2019). The effectiveness of Luvlingua media in improving students' French vocabulary. *Journal of Foreign Language Education*, 2(2).
- Fadilah, A., Nurzakiah, K. R., Kanya, N. A., Hidayat, S. P., & Setiawan, U. (2023). Definition, purpose, function, benefits, and urgency of learning media. *Journal of Education and Technology*, 2(1), 01–17. (E-ISSN 2963-9697, P-ISSN 2963-9859).
- Fulep, J. (2023). *How to work on vocabulary in FLE class*.
- Hu, J., & Dong, Y. (2018). The evidence of different learning environment effects on vocabulary size and reading comprehension. *Journal of Education*, 1914(9).
- Le Point du FLE. (2018). *Teaching vocabulary: Ideas for the classroom*.