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# The Utilization of the Tiffani Application As An Alternative Medium In English Vocabulary Learning: Students Perspectives Institute Prima Bangsa Cirebon

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**ABSTRAK**

Transformasi digital mendorong meningkatkan penggunaan platform mobile sebagai sarana pendukung pembelajaran Bahasa Inggris, khususnya dalam meningkatkan penguasaan kosakata. Salah satu aplikasi yang digunakan untuk pembelajaran kosakata adalah English with Tiffani. Studi ini bertujuan untuk mengevaluasi penggunaan aplikasi English with Tiffani sebagai alternatif dalam pembelajaran kosakata Bahasa Inggris berdasarkan pandangan mahasiswa institut prima bangsa Cirebon. Penelitian ini menggunakan metode kualitatif, dengan data yang diperoleh melalui wawancara terbuka dengan mahasiswa yang memanfaatkan aplikasi dalam belajar data dianalisis secara deskriptif melalui pengelompokan tema utama yang muncul dari wawancara. Temuan dari penelitian ini menunjukkan bahwa aplikasi English with Tiffani memberikan pengalaman yang belajar yang positif, meningkatkan motivasi, keterlibatan, dan pemahaman mahasiswa terhadap kosakata Bahasa Inggris. Fitur visual, audio, dan elemen permainan dianggap berpotensi menciptakan suasana pembelajaran yang lebih interaktif dan fleksibel. Namun, Hasil penelitian ini juga menunjukkan adanya beberapa masalah, salah satunya berkaitan kesulitan dalam proses login, kecepatan audio, serta tidak adanya pilihan Bahasa Indonesia yang dapat memengaruhi kenyamanan pengguna, terutama bagi pemula. Secara keseluruhan, aplikasi English with Tiffani menunjukkan potensi besar sebagai media alternatif untuk belajar kosakata Bahasa Inggris di tingkat perguruan tinggi.

**Kata Kunci: Kosakata, pembelajaran Selular, English with Tiffani, MALL.**

***ABSTRACT***

Digital transformation encourages the increased use of mobile platform as a means of supporting English language learning, particularly in improving vocabulary mastery. One of the applications used for vocabulary learning is English with Tiffani. This study aims to evaluate the use of the English with Tiffani application as an alternative in English vocabulary learning based on the perspectives of students at the Prima Bangsa Institute in Cirebon. This research employs a qualitative method, with data obtained through open interviews with students who utilize the application in their learning. The data is analyzed descriptively through the grouping of main themes that emerge from the interviews. The findings of this study indicate that the English with Tiffani application provides a positive learning experience, enhancing students' motivation, engagement, and understanding of English vocabulary. The visual, audio, and game elements are considered to have the potential to create a more interactive and flexible learning atmosphere. However, the results of this research also indicate some issues, one of which relates to difficulties in the login process, audio speed, and the absence of an Indonesian language option that can affect user comfort, especially for beginners. Overall, the English with Tiffani application shows great potential as an alternative medium for learning English vocabulary at the university level.

**Keywords: Vocabulary, Mobile Learning, English with Tiffani, MALL.**

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## INTRODUCTION

In this digital age, English is widely used as an international language in the fields of education, business, science, and technology (Eljazouli & Azmi, 2024). In language learning, vocabulary mastery is an important aspect because it plays a role in supporting the learning process, understanding, and communication. However, vocabulary learning still faces various obstacles, especially when learning activities still rely on worksheets and classroom exercises that are not very flexible. These learning media are often not used optimally because they are difficult to access in short learning situations or outside the classroom. In

contrast, the use of mobile devices provides flexibility for students to learn according to their needs and time. (Arvanitis dan Krystalli et al., 2024) emphasize that mobile technology enables the application of more creative learning methods compared to traditional learning resources.

With the development of digital technology, various mobile-based English learning applications have begun to be widely used. (Hussain, 2022) stated that mobile applications can significantly increase student motivation and learning outcomes compared to traditional learning methods. This is in line with (Fithriani, 2021) research, which shows that the use of mobile applications increases students' enthusiasm for learning vocabulary. The Mobile-Assisted Language Learning (MALL) approach is considered to have great potential in creating more effective and dynamic language learning (Tang, 2025). One application that implements this approach is Tiffani, which provides interactive and flexible vocabulary learning according to user preferences. In addition to supporting independent learning, the use of MALL technology allows the language learning process to be carried out anytime via mobile devices (Polakova, 2022). In this context, English with Tiffani acts as a platform that helps strengthen vocabulary mastery through the interactive features it provides.

However, in reality, many students still find it difficult to effectively memorize and understand new vocabulary (Idayani & Sailun, 2024). At the Prima Bangsa Indonesia Institute in Cirebon, several students stated that the learning methods used did not fully help them retain the vocabulary they had learned. This situation highlights the need for alternative learning media that are more engaging, easily accessible, and technology-based. With its simple interface and interactive features, the Tiffani application is expected to increase students' interest in learning and their memory of English vocabulary.

Based on this background, this study aims to qualitatively analyze the views of students at the Prima Bangsa Indonesia Institute in Cirebon on the use of the English with Tiffani application in learning English vocabulary, particularly in relation to its benefits, user experience, and obstacles encountered. Previous research by (Sari, 2023) shows that the use of digital media in language learning produces better learning outcomes than traditional methods.

## RESEARCH METHOD

### Research Participants

The participants in this study consisted of 15 students from the Prima Bangsa Institute Cirebon who had experience using the Tiffani application in learning English vocabulary. The participants were selected using purposive sampling, as they met the criteria relevant to the research objective. This method was chosen by (Risnawati Risnawati et al., 2023), who also used a descriptive qualitative approach to examine students' perceptions of language learning applications. In this study, it was considered capable of providing relevant and in-depth data related to the application of digital tools in learning vocabulary (Fitria, n.d.).

### Research Location

This research was conducted at the Prima Bangsa Institute in Cirebon. This location was chosen based on the application of vocabulary building courses taught on campus.

### Statictical Analysis

In this qualitative study, data were analyzed descriptively to understand students' opinions about the use of the Tiffani app as an alternative medium for learning English vocabulary. Data were obtained through open-ended interviews, then organized and explained based on the similarities in meaning of the participants' answers (Goyanes et al., 2025). Qualitative data analysis aims to organize data systematically in order to find patterns and meanings relevant to the research objectives (Mayring Philipp, 2023). Simple statistical analyses such as frequency and percentage were used to reinforce the qualitative results, showing how many students had certain views on the use of the Tiffani app. The use of descriptive statistics helps illustrate general trends and supports the interview data results.

The data analysis process was conducted through several stages. First, the interview data were transcribed and read repeatedly to again a comprehensive understanding of the participants' responses.

Second, important statements related to students' experiences, perceptions, and challenges in using the Tiffani application were identified and coded. Third, the coded data were grouped into themes based on similarities in meaning. Fourth, the themes were interpreted and described to present the findings clearly and systematically.

Simple statistical analyses such as frequency and percentage were used to reinforce the qualitative results, showing how many students had certain views on the use of the Tiffani app (NEYA & KAZANSKAIA, 2025). The use of descriptive statistics helps illustrate general trends and supports the interview data results.

Furthermore, the researchers used theme-based or pattern-based analysis to interpret the data. The research process (Chang & Wang, 2021) consisted of understanding the data, coding, grouping themes, reviewing, naming themes, and writing the analysis results.

The results of this process revealed several key findings, such as the benefits, ease of use, and challenges experienced by students in using the Tiffani application. This helps provide a more complete picture effectiveness of the Tiffani application in English vocabulary learning in higher college environment.

## RESULTS

Based on the interview results, the English with Tiffani app generally provides a positive experience in learning English vocabulary. Most respondents reported that the app is interesting and enjoyable and helps them understand English vocabulary more easily. The visual and audio features, combined with games and quizzes, make the learning process more interactive and less monotonous than traditional vocabulary learning. In addition, respondents considered the application flexible because it can be used anytime and anywhere, which supports students' independent learning.

The findings also indicate that the use of the English with Tiffani app increases student engagement in the vocabulary learning process. Students reported feeling more motivated to learn because the material is presented in various ways and not only focuses on memorization but also involves interactive activities. The finding suggest that the application has the potential to create a more active and enjoyable learning atmosphere that helps strengthen students' understanding and retention of English vocabulary.

However, the findings also revealed several challenges experienced by respondents while using the application. These challenges mainly occurred during the early stages of use, particularly in the login process involving email or verification codes, which some users found impractical. In addition, respondents reported issues related to audio speed and voice recognition accuracy. The absence of an Indonesian language option was also identified as a challenge for beginner learners, as it required additional effort to understand the instructions and learning materials. Overall, despite these limitations, the findings suggest that English with Tiffani shows strong potential as an alternative tool for learning English vocabulary.

## DISCUSSION

The result of this study shows that the use of the English with Tiffani app as an alternative medium for learning English vocabulary received positive responses from most students. These findings indicate that the utilization of digital technology, especially mobile-based applications, can provide a more engaging, flexible, and interactive learning experience compared to traditional vocabulary learning methods. Thus, the result of this study are in line with the concept of Mobile-Assisted Language Learning (MALL). Which emphasizes that language learning can be done independently, flexible, and without being limited by space and time (Hussain, 2022).

The effectiveness of the Tiffani app in helping vocabulary comprehension is demonstrated through the simultaneous use of visual, audio, and text elements. This supports the theory of multimodal learning, which states that combining multiple senses in the learning process can improve learners' memory and comprehension. This is in line with research (Arvanitis dan Krystalli, 2024) which states that the use of mobile devices enable the application of innovative learning strategies that cannot be done through traditional methods.

In addition, interactive features such as quizzes, vocabulary games, and pronunciation exercise contribute greatly to increasing student motivation. The majority of respondents said that the learning process felt more enjoyable and less boring because of the game-based learning element. These result reinforce the findings (Sari, 2023) that digital-based learning can increase interest and vocabulary learning outcomes compared to traditional methods such as the use of dictionaries or textbooks.

Additionally, the absence of Indonesian as a support language posed a challenge for some respondents. This situation required students to rely on help from friends or try repeatedly to understand the instructions. However, some respondents stated that this challenge actually encouraged them to be more active and independent in their learning, although improvements to the language features are still needed to make the application more inclusive for beginner users.

Overall, the result of this study indicate that the English with Tiffani application has great potential as an alternative medium for learning English vocabulary. These findings reinforce the result of previous studies which confirm that digital technology-based learning can significantly increase student motivation, understanding, and learning experience compared to traditional methods. Research conducted by (Wahyuningsih et al., 2024) concluded that software offer substantial advantages. increase learning motivation, vocabulary mastery, and student learning experiences compared to traditional learning methods.

## CONCLUSION

From the result of the research and discussion that has been conducted, it can be concluded, it can be concluded that the use of the English with Tiffani application as an alternative medium for learning English vocabulary has received a positive response from some students at the prima bangsa institute in Cirebon. This application is considered to be able to provide a more interesting, interactive and flexible learning experience compared to traditional vocabulary learning methods. The use of visual and audio features, as well as game elements, can increase student motivation, engagement, and understanding of English vocabulary.

In addition, the flexibility of access, which allows learning to be done anytime and anywhere, support student independence in learning, in line with the concept of Mobile-Assisted Language Learning (MALL). However, this study also found several technical obstacles, such as difficulties in the login process, audio speed, and the absence of Indonesian language options, which can affect learning comfort, especially for notice users. Therefore, further development is needed in terms of technical aspect and design

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